Executive Summary

The Engineering and Technology Academy is a teacher created proposal to establish a small autonomous Pilot High School of approximately 450 students to be located at the Esteban E. Torres High School site at 4127 E. Cesar Chavez Ave. Los Angeles, CA 90063. We are passionate about bringing a first class education to the East Los Angeles community with a focus on science, technology, engineering and mathematics. Our community needs high quality education that prepares our students to enter these fields competitively by giving them a strong foundation. Our students have been historically underrepresented in these fields. This school would be the first of it's kind in the community. It would be the first High School solely dedicated to the full preparation of students to enter a variety of rigorous fields in science, technology, engineering and mathematics.

a. **Assurances:** (please see appendix 1.a)

As an internal applicant, Engineering and Technology Academy (ETA) is a group of teachers from within LAUSD, supported by Local District 5 and we are a not for profit entity.

Students will be enrolled at ETA based on identified LAUSD attendance boundaries for the school. Enrollment procedures will follow LAUSD policy.

Students will also be enrolled at ETA in coordination with Local District 5 and LAUSD. We will recruit the aid of the local district and LAUSD Information Technology Division to help ensure that the enrollment of students follows similar demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement, etc. as compared to Garfield High School and Roosevelt High School (the schools Torres High School is intended to relieve). We will continue to monitor enrollment patterns and continue to work on ways to ensure that we have an equitable distribution of students based on the above mentioned criteria.

We will ensure fiscal solvency and responsibility per LAUSD guidelines and policies.

We will also utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). ETA will adhere to and fulfill all requirements of the Modified Consent Decree and will follow all LAUSD Special Education Policies and Procedures.

b. **Student Population:**

The teachers that are coming together to form the Engineering and Technology Academy (ETA) come from Garfield High School Roosevelt High School and Belvedere Middle School (a feeder school to Torres HS and located across the street) and have experience working in this community and with these types of students. Furthermore, the small learning communities and magnets, in which the teachers have gained experience, have all shown success, innovation, and creativity. The teachers that have formed ETA would like to foster and nurture this success by coming together to form a school at Esteban Torres High School that focuses on Science, Technology, Engineering and Mathematics and is highly needed in the community. Since ETA does not exist yet, and it will be largely serving the same community of Garfield HS and partially of Roosevelt HS, the demographics of Garfield and Roosevelt will be discussed. Garfield is 99.2% and Roosevelt is 98.6% Latino. The population of ETA is expected to mirror these ratios. ETA would be located in East Los Angeles. Over one half of the families have children under 18 and a third of the population in East Los Angeles is under 18. Because of this, new schools like ours are needed to serve this community and create a college going culture, not only at our school, but in the community as well. The school will open as a small high school, grades 9-11, at about 80% student capacity and

will eventually grow to a 9-12 grade high school with about 450 students at full enrollment. The school will go through the initial WASC accreditation process in the first year as well as College Board membership.

c. **Vision, Mission and Philosophy**:

Vision

The Engineering and Technology Academy envisions the development of students with integrity and expertise in the areas of science technology, engineering and mathematics in order to infuse change in our society by creating citizens who, as critical thinkers and innovators, will transform their community, their country and the world.

Mission

The Engineering and Technology Academy (ETA) will graduate students who will be able to face the challenges of our world and be prepared to go into the workforce and/or to pursue higher levels of education. Our graduates will utilize critical thinking and creative processes of writing, listening, speaking, mathematical and scientific methodologies, object-design, and object-making in order to successfully navigate through the obstacles of contemporary society. Our school will offer a rigorous learning environment through an interdisciplinary approach where all students will be proficient in California State learning standards and fulfill the A-G requirements for graduation and college. Students will also have the opportunity to choose an individualize area of concentration following a multiple pathways curriculum that prepares students for college and/or the workforce. ETA will achieve 100% high school graduation rate. 100% of students will attain College Admissions. There will be personalized follow up with students over the summer after graduation to ensure that all students attend college or a vocational school and/or are employed in their area of concentration. To accomplish our mission, we embrace the following research-based strategies to improve student achievement and performance:

- Establish the academically rigorous essential learning standards that a student is required to master in order to successfully make the transition to college and align the curriculum and teaching strategies to realize that goal.
- Create dynamic teaching teams that are afforded common planning time to help organize and improve the quality and quantity of interactions between teachers and students.
- Provided structured planning time for teachers to align the curriculum across grades and to map efforts that address the academic, social, and personal needs of students.
- Implement a comprehensive advisory program that ensures that each student has frequent and meaningful opportunities to meet with an adult to plan and assess the student's academic, personal and social development.
- Teachers will have the opportunity to access the individual learning needs of students and tailor strategies to support academic learning.
- In order to add personalization and insure the success of our students, an initial one on one meeting between the lead teacher and each parent will take place. Current, up to date contact information will be provided and verified by parents. Goals and expectations for teachers, students and parents will also be outlined and agreed upon.

The school will open as a small 9-11 grade high school at about 80% student capacity. The school will go through WASC accreditation process in the first year and will eventually grow to a 9-12 grade high school with about 450 students at full enrollment.

Philosophy

We believe we have an obligation to understand a child's personal needs and to challenge him or her by meeting their needs intellectually, socially, and personally. We believe a high performing school is one that is academically excellent, developmentally responsive, and socially equitable. By providing a variety of structured experiences in which students are actively engaged in attaining their own self-empowerment (Paolo Freire, Pedagogy of the Oppressed), we believe we can address a student's need to:

- Express personal perspectives.
- Create individual and group identities.
- Examine options and choose their own path.
- Take risks and assess the effects of analytical and critical thinking processes.
- Demonstrate mastery.

We will work hard to fulfill each of these needs of our students. Each student will be encouraged to achieve their personal best and each will receive recognition for their effort through descriptive praise that addresses the specific student behavior, honor roll recognition, attendance incentives, etc.

Students will be creating, developing, and publicly exhibiting projects that demonstrate their mastery of engineering concepts on a regular basis and will also be able to demonstrate their unique talents through a student activities program and a Service Learning Program tied directly to the skills and knowledge taught at the school. Collaborative teams of students will work to solve technological problems, achieve better, more complex solutions and attain more reliable results. An authentic learning environment will increase our students' achievement in technology, science, mathematics, and English.

Our learning community is about learning and achievement for each student. We believe that by increasing the personal connections and our understanding of the motivations, aspirations, and learning styles of each student, our students will become engaged in their own learning and they will achieve to their full potential.

A Day in the Life of Amy Moreno
at Esteban E. Torres Engineering and Technology Academy

Amy's mother enrolled her at the Esteban Torres Engineering and Technology Academy because she wanted something more for her daughter than what a typical public school could offer. She knew her daughter was bright and she wanted her to attend a school with a smaller teacher to student ratio, more support services, and a better academic program that pushed students to meet and exceed the standards.

Amy arrives at Esteban Torres Engineering and Technology Academy a little early to meet with a couple friends who have a quiz in their Technology Foundations Career elective course today. They sit down to have breakfast as they review the major concepts before school starts. They excitedly discuss the culminating project that will involve proving how humans can devise technologies to conserve water, soil, and energy using various technologies.

The bell rings at 8:25 a.m. and Amy is off to English class. Although Amy is a high achiever in Math and Science, she tends to struggle in English because it is not her first language. She is confident that she is improving because her teacher monitors her progress using the Accelerated Reader program and is always suggesting books for her to read. She hands Amy her Student Daily Progress sheet in reading for her parents to sign. In class today, Amy's English teacher defines the term prologue and its evolution from the Greek usage to the Elizabethan. Amy takes notes in Cornell format during class lecture. The teacher tells the students that they will listen to the prologue that begins Romeo and Juliet and then complete a line-by-line explication of the prologue in class. After completing a think-pair-share in collaborative groups, Amy is still struggling with the Middle English. Amy raises her hand and her teacher assists her by showing her how to use the textual notes provided and she also gives her a T-chart to write down difficult quotes and their meanings. Amy finds Shakespeare a little less daunting.

Amy then goes to her favorite class, Algebra, where the teacher has a daily warm-up in the form of a short review quiz. Today, the quiz covers solving linear equations. Amy is ready for the quiz because she completed her flashcards and homework the night before. Amy is then asked to connect the idea of solving equations to real life in a short response: How are equations and inequalities used to make real-life decisions? When done, volunteers contribute responses and the teacher discusses algebraic applications in the real world. Amy feels confident as she copies the standard down for the day in her notebook: Students understand and use the rules of exponents. She meets with her assigned group to solve problems involving exponents. Amy comes up to the board to demonstrate her group's solutions. Her teacher commends her for having the correct responses. The group then works on a

poster displaying their knowledge of the standard and an explanation of the process of working with exponents. They then teach students in other groups the lesson and check for understanding using AVID tutorials.

In Advisory class today, the class is utilizing AVID strategies and having a Socratic Seminar on a current article in the Los Angeles Times on the benefits of a higher education. Amy read the article the night before and highlighted and annotated certain portions. Before the seminar begins, the teacher reads the directions for a successful seminar. As the discussion begins, Amy is a little shy at first and she mainly listens to those in the inner circle who discuss the pros and cons of going to college. After a while, Amy offers comments on the non-monetary benefits of a college education and that really gets the class going. Before she leaves, she receives a College Planning Checklist and a flyer for monthly Parent Night that she will take home so that her mom can be more engaged in the happenings at school. The meeting will cover how ConnectEd and GradeMax will be used to help parents monitor achievement and attendance.

At lunch, Amy eats quickly and heads over to the library where she can take her accelerated reader quiz on Elie Wiesel's Night. She is anxious to move up to the next reading level and obtain more points so she can qualify for the Student Recognition Assembly awards and field trips at the end of the semester. She obtains a printout of her passing score for her English teacher to sign.

On her way to third period, Amy sees her Algebra teacher in the hallway. He congratulates her again on her good work in class. He reminds her of the homework assignment with a friendly smile which she reciprocates. In Biology, Amy continues working on a collaborative group project involving gas and nutrient exchange. Amy's teacher tells the class that this knowledge will be used for the cross-curricular culminating project involving the conservation of natural resources. Amy and her group are asked to chart their results in their lab notebooks and draw out their results in their portfolios. After receiving the teacher's signature on her work, Amy asks how the culminating project will be graded at the end of the semester. Her teacher provides her with a copy of the rubric and spaces for the signatures of her Math, Science and Technology teachers to verify her initial goals and early research for the culminating project.

Amy goes to her Career Elective during fourth period, Foundations of Technology, Engineering and Design. Amy uses a computer to take the quiz on-line that she had studied for in the morning and does well. Today, Amy meets a visiting professor from Cal State Los Angeles. He lectures on how various aspects of the environment can be monitored to provide information for decision-making, through the use of technology. He directs the students to utilize their computers to read through a power-point presentation on waste and recycling and answer some questions. When completed, students are asked to apply this new knowledge to what they already know and continue to work on their culminating projects using the STEM and EbD Program on their computers. The room buzzes with activity as students work on various stages of their projects.

At the end of the day, Amy goes to the computer lab to finish some typing for an essay in English and to get some extra help with her project. She clocks in and out and makes sure to ask any needed questions of her tutor before she goes home to meet her mother for dinner.

d. **Education Plan**:

Our learning environment will facilitate success. Our students will be provided with a safe, academic environment that promotes not only scholastic excellence, but also respect, trust and compassion in a diverse society. We will close the achievement gap for students who are struggling by providing clear and high expectations for all students to achieve by providing a personalized and supportive learning environment. Our students will be prepared to be lifelong learners. By providing our students with a variety of structured learning experiences in which the child is actively engaged, we will address the need for the student to achieve the following:

• Academic proficiency (Demonstrate mastery of essential knowledge as defined by the State of California and the Los Angeles Unified School District.) All students will receive a curriculum that is rigorous, Standards-based, supported by instruction that delivers the intended subject content. Instruction will be differentiated to meet the needs of a diverse student population and will be culturally relevant.

- Equity and Access-all students will participate in a rigorous quality curriculum that is culturally relevant and linguistically responsive to their unique learning needs and infused with a focus on Science, Technology, Engineering and Mathematics (STEM).
- Personalization will be maximized, as we are a small Pilot school, and we will ensure that all students are assigned an advisory group and, at the same time, make sure that all students have adults as advocates.
- Examine personal perspectives.
- Use his or her imagination.

We will be a model for 21st century high schools by:
1. Being able to use student exhibitions, portfolios and other student-centered projects to demonstrate mastery and learning rather than focusing on lecture based instruction.
2. Being able to align student activities with student service.
3. Being able to organize our learning community to integrate our curriculum and to be able to emphasize depth over breadth of coverage.
4. Being able to fuse technology with project-based learning so that students learn realistic and effective ways to enhance their own learning. Technology will be used to develop student's individual abilities to learn and to fully comprehend engineering concepts, mathematical, scientific, object design and object making concepts. Our use of technology will allow students to engage in collaborative learning opportunities, while recognizing that students have diverse learning styles and strengths.
5. Students will be able to survey their environment to recognize the inter-relatedness of engineering and technology with everyday life.
6. Being able to increase the quantity and improve the quality of interactions between students, teachers, administrators and other school personnel resulting in increased academic achievement as evidenced by research by Cotton (2001) which clearly established that by placing students in a small Pilot school, academic achievement is increased especially among demographics similar to our specific population.

Teachers will know and be able to use a variety of research based teaching strategies that have been proven to be successful. Using the research of Robert Marzano, teachers and the school will provide a viable curriculum and employ teaching strategies that have been shown to be effective over the past 35 years including:
1. Identifying similarities and differences (comparing, classifying, creating metaphors, creating analogies)
2. Summarizing and Note Taking. Incorporation of AVID strategies including Cornell Note Taking.
3. Nonlinguistic Representations including graphic organizers, thinking maps, pictographic representations, physical models, kinesthetic representations.
4. Questioning Techniques

Students will have extended learning opportunities through a 4x4 schedule that will allow for credit recovery during the school year or help accelerate their learning. College level courses will also be offered during the school day through a partnership with CSU Dominguez Hills.

e. **Community Impact and Involvement**:

The Engineering and Technology Academy (ETA) participated in community meetings facilitated by Local District 5 to attain feedback from parents as to what they envisioned would be a great school for their child (see appendix 1.e). From these meetings, we understand that parents' greatest desire is that their children attain a quality of education that prepares them to be financially independent and successful adults. Many of the careers they wanted them to follow where careers in the fields of science, engineering and technology.

ETA will maintain culturally sensitive channels to inform and to communicate with our parents in our community, which will reflect issues and concerns of multiple stakeholders. Stakeholders have a voice within our school decision-making process. School leaders and staff will participate in and host reciprocal events to meet and to know the members of the community in authentic ways.

School leaders will facilitate parent meetings in a welcoming, dignified, and respectful manner. They will also provide our parents with beverages, snacks and interpreters. Parents will be trained to help facilitate meetings and solicit information and feedback beforehand and afterwards. Our leaders will mediate conflict in ways that inform and educate all stakeholders to higher levels of understanding, rather than to divide staff and community about issues.

The Academy will be actively involved with local colleges and other Institutions of higher learning. Representatives from the colleges, along with staff members will provide parents with college financial aid workshops and make every effort to ensure that every student will have the opportunity to make a smooth transition to college. California State University Los Angeles' Department of Engineering and Technology will be a direct partner supporting much of the curriculum and parent outreach.

The school will help parents understand why they are so important to their children's school success. The school will provide parents with specific opportunities to help on campus, in classrooms, with teachers, with staff, and with the students. The school will train parents on how to support their children's learning outside of the classroom by:

1. Using role-playing to demonstrate how to work with children at home to reinforce classroom learning.
2. Share important rubrics, tools, grading criteria and other strategies to help family members learn how to determine if a child is successful in learning or completing an assignment.
3. Engaging everyone in math, reading, and technology games at family nights and other night school events. Invite our University partners to also host family nights.
4. Creating special learning kits to lend to students for home use.
5. Using exhibits, displays, engineering fairs and the school website to inform family members about standards.

Community partners will provide the following services (See appendix 8.c.ii and 8.c.i for list of partners and letters of support):

- Bienvenidos Family Services Center will provide health and wellness services and coordinate social services.
- East LA Classic Theatre will use the Torres auditorium and provide cultural opportunities for student, parents and the community.
- Inner City Struggle will provide youth development and leadership services; parent engagement and advocacy training; and community school improvement advocacy.
- East Los Angeles Community College will provide college classes for students and adults, college access information and assistance, and help build a 9-16 vertical plan.
- L.A. Parks and Recreation will provide a program to support parents with at-risk teens.
- Pan American Bank will provide assistance with a student-run bank and financial literacy.

f. **Leadership/Governance**:

The Engineering and Technology Academy (ETA) will be an autonomous Pilot school (see appendix 15.a for Pilot addendum). The staff believes that it is our responsibility to create a school that works for all of the children in our community in a smaller more personalized setting.

Closing the achievement gap requires shared leadership and governance, both formal and informal, and shared accountability from staff, parents, students and community. To close the achievement gap, our Leadership Team will set the purpose and vision and create the context for high expectations, caring relationships, quality resources and community partnerships.

We will set high expectations in order for all students to achieve a personalized and supportive learning environment that recognizes student accomplishments, family-school-community partnerships and integrated technology in the classroom.

Our Leadership and Governance structure will ensure that educators attain a high level of cultural proficiency, that the community feels empowered to participate in the education of its students and that this leadership is distributed amongst all stakeholders: administrator, teachers, staff, parents, students, and community members.

g. **Fiscal Plan**:

We have received an estimate of the per-pupil budget for Pilot Schools of about $4,000. With a projected enrollment of 380 for 2010-2011, the school's budget will be approximately $1.5 Million. LAUSD withholds funds, known as encroachments, to pay for special education, Maintenance and Operations, and other district services. The school site budget must cover salaries and benefits for teachers, the counselor, clerical staff, the principal, a portion of the Esteban E. Torres' campus-wide custodial staff, and a percentage for a classified fiscal and operations manager to provide services related to the school's physical plant, student activities, and the sports program, as well as instructional materials and supplies.

The relatively small amount of funds over which the school's principal and governing council will have discretion will be spent on programs targeting student achievement, supporting professional development on the integration of science, engineering and technology throughout the curriculum, culturally relevant and responsive education and Response to Intervention and Instruction strategies. Title One, the state Textbook fund allocation, School and Library Improvement, GATE, Bilingual and any other categorical funds will be spent in ways aligned both to federal and state guidelines and objectives and to the school's specific vision and mission.

As an internal applicant, Local District 5 will support ETA in ensuring fiscal solvency and responsibility per LAUSD guidelines and policies.

2. Curriculum and Instruction

a. **Curriculum Map and Summary**: (See appendix 2.a)

The students at ETA will have full access to a rigorous standards-based curriculum in all courses, aligned to and supported by LAUSD instructional guides and Periodic Assessments. Coursework will adhere to the A-G requirements in order to prepare students for entrance into the California University system. State-approved and District –adopted instructional materials will be utilized in all core courses at ETA. Additional materials to support specialized instruction in engineering and technology will be provided through Title 1 funds. Support for implementation of all instructional materials will be provided through professional development at the school site and Local District 5. All students will have equitable access to music, dance, theatre, visual arts and media arts through q credentialed staff that specializes in integrating technology into their instruction. ETA will provide technologically enhanced library media services with multiple resources for research available through online databases.

Furthermore, ETA will provide students with the content knowledge and skill sets that they need to succeed in the 21st century. Students will learn to make informed life choices, participate effectively in civic life, and compete in the global economy. Five of the key elements of 21st century learning, identified by extensive research (Partnership for 21st Century Skills) that will be taught in our curriculum are:

Core Subjects: English/language arts; mathematics; science; foreign language; civics; government; economics; arts; history; and geography.

21st Century Content: global awareness; financial, economic; business, and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Learning and Thinking Skills: including critical-thinking and problem-solving skills; communication skills; creativity and innovation skills; contextual learning skills; and information and media literacy skills.

Information and communication technology literacy.

Life skills: Leadership, ethics, accountability, productivity and social responsibility.

To ensure success for our students, teachers at ETA will enable students to comprehend content by:
1. Providing explicit academic vocabulary instruction.
2. Providing direct and explicit comprehension strategy instruction.
3. Providing extended opportunities for extended discussion of text meaning and interpretation.
4. Providing instruction in cooperative communal environments structuring tasks to insure student collaboration .
5. Providing explicit advanced graphic organizer instruction for students to organize notes in a comprehensible manner.
6. (For Advanced Learners): Providing complex, higher-order tasks that require students to construct deep understandings and apply value systems.

Curricular programs that will be utilized to meet the needs of students:

- Use Read 180 double block for intensive tier 3 services or single period for tier 2 services for identified students.
- Use Voyager reading curriculum for Students With Disabilities.
- Language! Double block for intensive tier 3 services for identified students.
- English Language Skills single block tier 2 services for Preparing to Reclassified Program students.

- Use AVID to support access to core.
- Cross curricular interdisciplinary instruction focusing on Engineering and Technology themes.
- Create a progressive school wide discipline / School-wide Positive behavior Support
- Use of Second Step Curriculum
- School wide use of Thinking Maps, Academic Language Development.
- ELD programs such as Highpoint
- SDAIE programs, classes, strategies

Our special education curriculum maps are defined and guided by district position papers (elementary, middle and senior high), for standard-based diploma track students. Diploma track students utilize the same standard based curriculum that general education students use.   Success is assured through the laying of supports and services as needed within the Co-Teaching full inclusion Model. Additionally, targeted instructional intervention is provided in the "Learning Center" using evidence- based methodologies and materials, for students identified as needing this level of support. This model is called the Resource Program Model.

For those students unable to benefit from a full inclusion model, the next level of Least Restrictive Environment (LRE) is the instructional model referred to as Special Day Program (SDP). These classes are typically normed at 15 students with 1 teacher and 1 paraprofessional, providing a low student to teacher ratio. Standard based core instruction with scaffolding, accommodations and services are layered in as needed, much like the resource program. Core Instructional standard-based materials are utilized and enhanced with supplemental material, linked to student's present level of performance. Differentiation of content, process, and product may be employed to assure learning and achievement. Grouping is essential in this model for skill development and growth assurances with frequent monitoring and assessment. Classes are often departmentalized with SDP students moving from one Special Education Core Teacher to another. Electives are scheduled with general ed population.

Those students receiving Certificates of Completion, and not on the diploma track, are considered to be on the "Alternative Curriculum. Typically, the alternative Curriculum serves students with eligibilities within the range of MR, AUT, and OHI. Students receive instruction as outlined in the Alternative Curriculum and Community Based Instruction Guide Books. Additionally, Bul-4438.0, provides protocols and oversight for the community based program. The CBI Program augments and enriches the Alternative Curriculum as a strategy.

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

Marzano (2003) identifies one of the key factors in fostering school achievement as "a guaranteed and viable curriculum" (p. 22). For English language learners, a viable curriculum must include a detailed developmental sequence for learning the English language in social and academic contexts; this is in contrast to a language arts curriculum for native speakers, which primarily seeks to add academic discourse to the native language that a student brings to school. A viable curriculum also must address the additional time it will take for these students to concurrently master academic literacy and content. In Double the Work, Short and Fitzsimmons (2007) recommend adopting flexible student pathways that may entail an extended school year or day schedule, night and weekend classes, or simply a plan that enables late-entry adolescent ELLs to stay in high school for more than the expected four years. ETA will provide each student a Personalized Learning Plan that will offer all students alternative learning experiences and additional time to ensure success. Adolescent ELLs benefit most from reforms that improve learning for all students, such as curriculum improvement, professional development, and school reorganization (Ruiz-de-Velasco & Fix, 2000). ETA's strong commitment to ongoing school improvement and to building a community of life-long learners supports improved learning for all students.

Many intervention materials have been designed for SLD students and are specifically designated for use in the learning Center. Some of these materials include Algebra Rescue, 6-Minute Solution for fluency skills, Rewards

Reading Program for decoding and fluency, Solo software tools for writing, Academic Workout for standard based language Arts, and Makes Sense Strategies, as well as an array of Graphic Organizers and Think Sheets.

Although student achievement rates are affected by many variables, the MDC goal #2 states the % of students performing basic or above on the CST will be 27.5% for ELA and 30.2% for Math. Progress at achieving this outcome will be realized through continued full inclusion, instructional supports and service, accommodations, the effective use of the Learning Center and skilled implementation of student IEP's.

The leadership of ETA, upon opening the school, will begin the process of collection, analysis and making decisions guided by these multiple information sources to ensure a high-quality learning experience for all students. This will lay the groundwork for an initial WASC visit, where recommendations will be made for accreditation. The leadership at ETA will pursue accreditation on the fastest time table possible. All courses will be submitted to the UCOP (University of California, Office of the President) for approval and there will be an immediate application to obtain a College Board number.

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

The staff at ETA believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post secondary possibilities with an emphasis in the fields of engineering and technology. The school is committed to meeting the needs of it's population including special needs students, gifted and talented, as well as our English Language Learners. Students will be appropriately clustered to ensure they have the opportunity to master course content. Where necessary, students will receive language support in their native language. Since engineering and technology are global careers, students will be given support in a variety of ways to ensure they can compete in a global economy. Teachers will be trained in a variety of teaching strategies including the use of SDAIE, scaffolding techniques, performance based instruction, reciprocal teaching and other innovative practices to ensure that all students are provided with multiple avenues to access the curriculum. The school will provide translated materials as needed to ensure that parents understand and participate in the educational experience of their children.

In order to ensure the primary goal of ETA is met, the school will implement Response to Instruction and Intervention (RtI²). This is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g. literacy, numeracy, language development, and positive behavior support across content areas), and intervention that is matched to student need and directed by student outcome data from multiple measures. RtI² embraces evidence-based instruction and the District's Discipline Foundation Policy. It provides the structure within which all efforts of LAUSD fit to ensure that instruction, academic, and behavioral/social emotional needs of all students are the highest priority, including English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWDs), and Gifted and Talented Education (GATE) students. At ETA the timely completion of all documents related to Policies, Procedures and Federal compliance mandates (IDEA) for Special Education Services will be a priority. Special Education students may need more frequent monitoring for assurance of instructional and behavioral progress.

Supporting ELLs: All LAUSD policies will be followed at ETA. A Home Language Survey (HLS) will be distributed to every student as part of the enrollment process. The purpose will be to identify students who come from homes where a language other than English is spoken. This survey is equitable, comprehensive, and not based upon prior assumptions. The CELDT test will be administered by the Bilingual Coordinator to determine appropriate language placement. Special Education students will be placed into appropriate settings based upon their I.E.P's and input from the school psychologist.

The Academy of Engineering and Technology will provide for early identification by:

- 9th grade reading screening using DRP test.
- Screening of all 9th graders using Accelerated Reader
- Literacy coach expertise using California Standardized Test data to identify students to be screened.

- Provide four week 9th grade summer bridge/orientation to provide social, behavior, academic support.
- Use Explorer (placement test) in 8th grade to place students when they reach high school.
- Articulation between counselors from middle school to high school for academic and behavior support.
- Create a team with content experts, data experts, counselor, PSA: they will organize screening, analysis, and student placement.

The Academy will comply with all federal, state, and judicial mandates for English Learners , special education students, gifted, and other subgroups of students. Small group instruction will introduce intervention programs to students struggling with decoding and encoding skills. Students may be assigned to DRW classes and double block classes as well as intervention periods during the course of the school day. The bilingual/Title 1 coordinator will oversee the supports for English Language Learners.

Supporting Special Ed Students: Special Education students will have academic and behavior supports spelled out in their I.E.P's. All policies and procedures of IDEA and LAUSD will be adhered to.

Supporting the RtI2 Framework. One Assistant Principal and Lead Teacher will oversee intervention efforts. Intensive small group targeted intervention will be implemented for all struggling students allowing teachers to target specific deficits and provide students with a safe learning environment. Targeted students will also be enrolled in after school intervention programs closely monitored by the teachers involved in the program as well as the coordinator. A SST instructional cabinet will be established to deal with individual problems and will be charged with the responsibility of establishing behavior/academic/parental supports for the affected student. Appropriate language services will be provided to all students that require them. ESL teachers will work closely with the interdisciplinary teams to provide teaching strategies and support for classes containing ELL students or Limited English Proficient students. Teachers will monitor students through daily reading, writing, and discussion activities to determine each student's literacy habits and skills Based upon these observations, plans to address the needs of various populations will be constantly updated and assessed based upon current research on the development of language as well as brain-based studies. ELL programs will utilize the same educational content being provided as part of the regular school program. Many of the students will be recently redesignated and additional supports will be provided as this group often continues to struggle with academic English.

The staff at ETA are committed to setting high expectations and achievement targets for all students. The school's educational goals and metrics are outlined in section 4a and attached as appendix 4.a.

d. **Accelerated Learning**:

The staff at Academy for Engineering and Technology is committed to providing accelerated learning activities for advanced students. All curriculum in core courses is backwards planned to include differentiation for accelerated and gifted learners. The strategies that apply to gifted and accelerated learners are inquiry-driven instruction, thematic connections, problem-based learning, and authentic assessment. The inquiry-driven nature of the instruction allows accelerated learners to respond to the curriculum from the vantage point of his or her specific developmental abilities and talents. Examples of inquiry-based curriculum are simulations, debates, Socratic seminars, scientific investigations, independently developed research projects, and regular engagement in meta-cognition. Gifted students are regularly engaged in higher order thinking processes in order to allow for complex thinking capacities to flourish. The thematic nature of our instruction responds to gifted students' desire to understand the patterns and systems at work in the real world. Problem-based learning appeals to gifted students' need to use self-generated problem-solving and abstract thinking abilities. Finally, every unit culminates in an authentic interdisciplinary assessment in which gifted students can use their understanding of meta-concepts and their creative abilities to respond to writing and project prompts. The curriculum and instruction at ETA allows accelerated students to acquire skills and understanding that are appropriate to their potential. In addition to an intense focus on differentiated instruction, the Academy will provide gifted and accelerated students access to an extensive range of resources, including a full range of web-based Advanced Placement courses; access to dual enrollment at East Los Angeles College; internships with business, cultural, and civic organizations; and summer university programs.

Each teacher in the Engineering and Technology Academy (functioning as an advisor) will develop an individualized learning plan with gifted students, their parent/caregiver, the grade-level team, and relevant service providers from within the Torres Community School. This plan will address both cognitive and affective learning appropriate to the needs of the student. At-risk gifted students will be particularly well-served in the advisory as the team will collaborate to implement intervention strategies that can take place at school, in the home, and in the community. In addition, the needs of gifted students who are English language learners and low-income will be met using this team approach to intervention.

The Academy will make provisions for ensuring full participation in accelerated learning activities of pupils from diverse socioeconomic and cultural backgrounds and students with disabilities. The school will collect the following data to identify potential giftedness: individual course and pupil records; individual tests interviews and questionnaires; portfolio assessment; classroom teacher input; parent observations; and, when appropriate, a credentialed school psychologist. The school staff will use one or more of the following categories to identify gifted and talented students: intellectual ability, creative ability, creative problem-solving ability, leadership ability, high achievement, visual or performing arts talent.

Each year, the Academy will evaluate the various components of our strategies and services for accelerated and gifted students through a data-driven process. At the center of this evaluation will be the quality of student learning, their overall engagement, and their satisfaction with their progress. All core Academy teachers will focus on gifted education as one of the areas of professional growth. They will increase their knowledge of the social, emotional and academic development needs of gifted learners as part of their professional learning regarding serving the needs of special populations. Additionally, the Academy will conduct annual reviews of gifted pupil progress, program design, identification, curriculum and instruction, parent and community involvement, support services, and compliance with District and state mandates.

Currently, only 8% of Roosevelt students and 9% of Garfield students are identified as gifted and talented (GATE), vs. 13% in LAUSD high schools overall. GATE percentages for the feeder middle schools also are below LAUSD's 16% overall for middle schools: Belvedere 11%, Griffith 11%, Stevenson 10%. ETA's inclusive methods of identifying giftedness and potential giftedness, as noted above, will increase the number of students served by differentiated instruction. Additionally, thoughtful vertical teaming will create a long-term and unified approach to serving gifted students. This teaming will be extended to our middle school colleagues as we collaborate to employ multiple measures to identify gifted students. Vertical teams of grades 6-12 teachers, with input and guidance from our post-secondary partners, will create fully articulated pathways for both indentified and unidentified gifted students so that they are fully prepared for challenging coursework at all grade levels. The capstone of this planning will be increased enrollment and success in Advanced Placement and college courses.

ETA's design team members are qualified to teach the following AP courses: World History, American History, Government, Economics, Literature, Language, Spanish. We will endeavor to employ two science teachers who are qualified to teach AP Biology and AP Physics. In addition, we will offer the following AP courses through online HippoCampus: Calculus and Environmental Science. Beyond offering 14 AP classes internally, the staff is also working with East Los Angeles College to develop an early college program that will enable students to take advantage of college-level learning at both Torres and the college. It is anticipated that 85% of students enrolled in AP classes will be low-income, and 99% will be Latino, thus increasing the enrollment of these groups in AP classes. The table also shows AP enrollment estimates for English learners, standard English learners and students with disabilities.

AP Course	Total enrolled	SEL	ELL	Students w/Disabilities	Gifted	Low-income = 85% of total
World History	33	20			13	28
American History	33	20			13	28
Government	33	20			13	28

Economics	33	20			13	28
Literature	33	20			13	28
Language	33	20			13	28
Spanish Language	43	15	15		13	37
AP Biology	28	15			13	24
AP Physics	28	15			13	24
Calculus	20	5	3	2	10	17
Environmental Science	28	15			13	24

e. **Instructional Strategies**.

Our instructional strategies are supported by the research done by: Robert Marzano, Michael Smoker, Linda Darling-Hammond, Michael Fullan, the National Association of Secondary Principals, Douglas Reeves, Grant Wiggins, Richard DuFour, and others. Based upon thirty years of research and upon the specific needs of the students enrolled in the Academy, the following strategies that have been shown to positively affect student achievement will be implemented:

- Identifying similarities and differences
  1. Assigning in class and homework tasks that involve comparison and classification.
  2. Assigning in class and homework tasks that involve metaphors and analogies.
- Summarizing and note taking
  1. AVID Cornell note taking skills.
  2. Asking students to generate written summaries.
  3. Asking students to revise notes, correcting errors, and adding information.
- Reinforcing effort and providing recognition
  1. Recognizing and celebrating progress toward learning goals throughout a unit.
  2. Recognizing and reinforcing the importance of effort.
  3. Recognizing and celebrating progress toward learning goals at the end of a unit.
- Homework and practice
  1. Providing specific feedback on all assigned homework.
  2. Assigning homework specifically designed for the purpose of students practicing skills and procedures that have been the focus of instruction.
- Nonlinguistic representations
  1. Asking students to generate mental images representing content.
  2. Asking students to draw pictures or pictographs representing content.
  3. Asking students to construct graphic organizers and thinking maps.
  4. Asking students to act out content.
  5. Asking students to make physical models of content.
  6. Asking students to use technology to represent content learned.
- Cooperative learning
  1. Organizing students in cooperative groups when appropriate.
  2. Organizing students in ability groups when appropriate.
- Setting objectives and providing feedback
  1. Setting specific learning goals at the beginning of a unit.
  2. Asking students to set their own learning goals at the beginning of a unit.
  3. Providing summative feedback at the end of a unit.
- Generating and testing hypothesis
  1. Engaging students in projects that involve generating and testing hypothesis through problem solving tasks.
  2. Engaging students in projects that involve generating and testing hypothesis through decision making tasks.
  3. Engaging and generating testing hypothesis through investigation tasks.
  4. Engaging and generating testing hypothesis through experimental inquiry tasks.

5. Engaging and generating testing hypothesis through invention tasks.
- Question, cues, and advance organizers
  1. Prior to presenting new content, asking questions that help students recall what they might already know about the content.
  2. Prior to presenting new content, providing students with direct links with what they have studied previously.

MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION. Pursuant to LAUSD Bulletin 4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities.

Four instructional methodologies and strategies have been identified LAUSD. These strategies offer universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development (Attachment A).

3. School Culture and Climate

a. School Culture

The Engineering and Technology Academy (ETA) will adhere to Article IX – Hours, Duties, and Work Year, Article XXIV – Student Discipline and Article XXVII –Shared Decision-Making and School –Based Management, as described in the LAUSD Collective Bargaining Agreements. ETA will also follow LAUSD promotion and grading policies.

Our school culture will feature: 1) A rigorous education for all students in line with the California State Standards. 2) A student-centered, supportive environment where students can positively interact with peers and adults through the small learning community of the pilot school and student leadership forums. 3) A staff that is focused, involved, and concerned. 4) Students who work together, respect human diversity, and appreciate democratic values. 5) Civic development Service Learning activities like designing water collection and irrigation systems for government housing projects and community gardens. All activities will require involvement and reflection as evidenced through closing projects, journals or presentations that are standards-based.

Instruction-based discipline: We believe that disciplinary actions must be used not simply to punish, but to instruct through consequences that allow students to learn positive, appropriate behavior, and prevent future occurrences of misbehavior.

Classroom academic benchmark recognitions will be such that every student can meet the goals often enough to be recognized frequently and publically praised for their work meeting the standards. Motivating activities like Student Recognition Assemblies, field trips, and scholarships where students who have been continually recognized for excellence will be rewarded for high achievement, academic improvement, and good attendance in front of their peers and families.

ETA will have Tutors, community volunteers, civic leaders, business leaders, and colleges to facilitate the growth of our students academically and socially. We will recruit parents who understand and support the school's mission and they will play an important role in achieving the mission.

High-quality teachers who have a track record utilizing AVID, Accelerated Reader, and IMPACT program strategies to assist at-risk youth and help them attain needed skills for personal and academic achievement. An experienced, collaborative staff who maintains clear, high expectations of students by assisting students to attain mastery of essential school skills by evaluating pre and post test data, CST scores, and classroom performance to gage a student's progress.

Interdisciplinary project-based learning models where the curricular content transverses subjects and thematically connects in culminating projects with support from our partners in the Engineering Department at CSULA (we will be utilizing the *Engineering by Design* interdisciplinary curricular approach, see appendix 3.a). There will be an engineering/technology focus in which to base our curriculum and career pathways that will lead to future success in a career or in higher education.

A caring school staff that will respond to and help students struggling with learning by developing "strong habits of mind" by studying and internalizing the Principles of Learning as developed by the University of Pittsburgh. These strategies include setting high, clear expectations at various stages of the learning process and displaying exemplary work publically for student analysis and reflection. Student progress will be frequently monitored through a variety of assessment procedures. Teachers recognize the need to align what is taught and what is tested. Fair and credible evaluations that students, parents and even employers would find suitable. These are tests that students can prepare for and exemplify clearly to staff, parents, and employers what a student has learned over the course of the semester and year.

A high-quality staff who will collaborate regularly with one another and outside partners through professional development workshops aimed at utilizing innovative strategies to assess data and the effectiveness of our team in developing differentiated lessons that meet academically rigorous standards and are consistently challenging work behavior for each developmentally different student.

High expectations of our students and curriculum offerings organized around major concepts that students are expected to know deeply. Our teaching will engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning will include commitment to a knowledge core, high thinking demand, and active use of knowledge.

b. College and Career Readiness:

Our experienced staff will utilize AVID college preparatory strategies in each A-G class to motivate and help students obtain college note-taking strategies, critical thinking skills, reading strategies, and speaking skills. The Accelerated Reader program will be specifically used to help students who are low-level readers become proficient and to improve the proficiency of all readers in the school.

There will be community participation through our connections with school partners CSULA (California State University Los Angeles), CSUDH (California State University Dominguez Hills) and East Los Angeles Community College who will offer classes and internships for our students.

School trips to JPL and Boeing will help to motivate students in Engineering and Technology and connect what they learn in the classroom to the outside world. Engineering and technology will be infused throughout the curriculum so that students' computer, science, and technical skills will enable them to produce cross-curricular projects as culminating assessments upon graduation.

A student improvement program consisting of an Academically Enriched Program (AE) will be used for achieving students that foster higher-level thinking and communication skills for the Advanced Placement program. Opportunities for future college and career pathways will be offered in technical fields like Power Distribution, Transformers, Engineering Economy, CAD Drafting, Industrial Controllers, PLC (Programmable Logic Control), and Robotics & Automation among other options.

To evaluate whether a student shall be promoted to the next level, a promotion policy of early assessment will be utilized in order to anticipate potential learning problems that might lead to non-promotion, and to allow early intervention with appropriate remedial learning activities.

To be promoted, students must have accumulated, not only a specified number of credits, but credits of a particular type. Thus, students can not become juniors until they have completed the entire sophomore curriculum, irrespective of any additional credits they might have earned from electives and so on. Using the 4X4 plan, the last quarter would be an opportunity for students to take a credit recovery course to make up credits they have missed during the course of the year in core subjects.

CST scores and DRP tests will be used as tools to determine promotion from one class to the next. For honors and AP courses, promotion is based on teacher evaluation and performance. For Mathematics courses, students may not be promoted to the next level without receiving at least a C in the prerequisite course. For English courses, students must receive at least a C in the prerequisite course or be taking the course concurrently.

To be promoted from high school, students must pass the CAHSEE and receive at least a C or better in their A-G courses before they graduate.

c. School Calendar/Schedule

The Engineering and Technology Academy will be on a 4x4 schedule with a daily advisory period. During the advisory period, two days a week will be dedicated to AVID strategies and Life Skills. Using this schedule, students take four classes that meet in 80 minute blocks every day for one quarter of the school year, with two quarters per semester. The schedule is repeated the second half of the school year. This class schedule allows for expanded access to elective coursework and actively integrates intervention. As a result, students have the opportunity to take all A-G requirements for entrance into UC's, CSU's, and private universities, while still allowing them to pursue expanded elective opportunities that best meet their academic goals and career interests. This schedule allows students to take fewer academic classes at any one time, thus providing the flexibility to pace curriculum in a more individualized fashion.

Proposed Daily Block 4X4 Schedule:
- A 4X4 Block schedule will allow students to maximize their learning by offering a more flexible schedule to enable students to take more courses during the year. This will give students a more comprehensive curriculum and access to career pathway courses they might not have otherwise been able to take. This also enables teachers to utilize the RTI model and intervene when students are having difficulty during an Advisory period.
- In a recent study conducted by the Colorado State University, the results indicate that students in 4 X 4 block scheduling had greater gain scores in reading and mathematics than did students in both traditional scheduling and A/B block scheduling. *NASSP Bulletin, Vol. 89, No. 645, 72-87 (2005)*

Bell Schedules (Please refer to Appendix 3.C)

Four-year Academic Schedule:
    *Please note: senior year will not be present during the first that the school opens.
Proposed four-year A-G college preparatory path (28 units). English and Mathematics will also be offered as year-long courses in order to better prepare students for the rigors of college and to remediate if necessary. For students on grade level an enriched or accelerated curriculum will be offered so that they may prepare for the AP exam, thus ensuring a higher participation of students in AP and a higher pass rate:

Freshman	Sophomore	Junior	Senior
English 9	English 10	American Literature	Expository Reading
Algebra	Geometry	Algebra 2 Trig	Pre-Calculus
Environ. Science	Biology	Chemistry	Physics
Career Ed – Engineering Foundations	Computers	US History	Government/ Economics
P.E	P.E	World Language	World Language
Art 1	World History	Career Ed – Engineering	Career Ed – Engineering
Advisory	Advisory	Advisory	Advisory

The courses highlighted in yellow are possible Honors or AP courses or courses offered during the day through an adjunct professor at CSU Dominguez Hills that will prepare students for competitive college admissions.

d. **Extracurricular Activities**

Besides the rigorous A-G academic requirements for, students will have support activities and support services to address their social and emotional needs. An Engineering and Technology activities calendar will be developed collaboratively by all stakeholders that will include activities of social responsibility themes, promotion of service to community and student-parent activities. Such activities might include Student Recognition Assemblies, community events, intramural teams, social and school clubs before and after school hours, and community engineering/re-development projects.

In order to meet the emotional needs of the students, we will incorporate intervention and prevention measures. In addition, we will provide on site and off site organization services to help students and families who may require more urgent assistance. Impact Program intervention and prevention curriculum will be available for all students during advisory meeting time. This program will target the areas of need in Alcohol,Tobbacco,and Other Drugs also, Students of Concern and Students in Crisis situations as well as Grief. All these services have the main goal of assisting students in achieving academic success.

Interscholastic Athletic Activation
The Principals of the Esteban Torres High Schools will determine the sports programs and levels in analyzing the athletic facilities that are identified for competitive sports. The Principals will meet with SOTU to make decisions on athletic equipment. The Principals will meet with the Director of Interscholastic Athletics to re-visit what the school's athletic program can maintain and the recommendation of when an Athletic Program can begin at the school site. The Principals will determine the budget allowance, and select an Athletic Director to create expectations and a collective school philosophy to start an athletic program. The Athletic Director will hire coaches, review with them IAC and CIF rules. The Athletic Director will also review with them health and safety concerns, Athletic student paperwork, and coaching requirements. The Athletic Director will serve at the discretion of all five Principals (See appendix 3.d).

e. **Safe and Respectful Campus**

It is the philosophy at ETA that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At ETA, this will be achieved through the adoption and implementation of a consistent school wide positive behavior support and discipline plan. Our discipline plan will be consistent with the Distirict's *Culture of Discipline: Guiding Principles for the School Community* (BUL-3638.0 Attachment A) and *Culture of Discipline: Student Expectations* (BUL-3638.0 Attachment B). Our discipline plan identifies the roles of all stakeholders: Administrators, Teachers, Other School Staff, Students, and Parents. It outlines the plan to address safety and discipline issues and establishes a model of progressive student discipline that first seeks to educate and the to seek discipline that is appropriate to a student's infraction (Discipline Policy detailed in appendix 3.E).

f. Health Mandates

As an internal applicant, East Los Angeles Academy of Engineering and Technology is a group of teachers from within LAUSD and supported by Local District 5. We will utilize the district information systems such as the Integrated Student Information System (ISIS) and Welligent Computer System to collect student health information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will utilize the LAUSD District Nursing Services. The Mission of the Los Angeles Unified School District Nursing Services is to strengthen and facilitate the educational process by improving and protecting the health status of children and by identifying and assisting in the elimination or modification of health-related barriers to learning. Students with Chronic Illnesses will be provided appropriate care as identified in their IEP or Section 504 Plans in coordination with their primary care physician. All staff will also be advised by site nurse of any and all health/medication issues schools that students may have. Health-care professionals will have student treatment protocols on file for reference. Students with 504 plans will have administrative review on annual basis to assure teacher knowledge of condition and accommodation. P.E. Teachers in particular will closely monitor all students with physical conditions and adapt the program to accommodate these students. All students will receive a health assessment at the time of their 3-year review for special education eligibility, or at any time if changes in behavior, motivation or endurance warrants concern. For students with special needs and disabilities, a special education teacher and RSP assistant will be readily available to assist teachers and staff with resources. Healthy Start and Bienvenidos will be available for parents to receive low-cost healthcare, mental health services and vision screenings for glasses. Other referral agencies for mental health can be made through the IMPACT program where students can receive one hour per week for 8-10 weeks of group counseling with a certified staff member.

g. Nutritional Needs

ETA will utilize the LAUSD Food Services Division to offer every student a quality breakfast and lunch. The Food Services Division strives to provide students with the nutrition they need not only for each school day, but also to help them form healthy lifetime habits. The East Los Angeles Academy of Engineering and Technology will work diligently to ensure that all students that qualify for free or reduced-priced meals are identified. Our leadership team will work with the cafeteria manager and the LAUSD Food Services Division to ensure that students are served well-balanced meals.

4. Assessments and School Data

a. **Educational Goals and Metrics**:

Our mission and vision support the concept that all of our students will be prepared to enter college, complete the A-G requirement and that 100% of entering freshman will graduate from high school. Our standards-based instruction will ensure that students are actively engaged in rigorous learning at all levels of Bloom's Taxonomy. Our teachers are trained in asking purposeful questions at higher levels of Bloom's Taxonomy. Our teachers make specific comments on student work tied to the standards being assessed in the classroom. Strategies that reflect

metacognitive processes are being practiced by students on a daily basis and are linked to the standards. Culturally relevant texts and materials that reflect the prescribed curriculum are being used as part of the instructional process and are liked to specific standards and to essential learnings. The progress of all students will be monitored using their personal learning plans.

Our school's quantifiable achievement goals are aligned with LAUSD target metrics. These goals include increasing performance assessment scores by 10% and graduation rates by 8% annually for the next five years. We also aim to increase college matriculation rates by 5% each year. We will achieve our goals by reviewing metrics for each of the accountabilities on a quarterly basis and using them to guide our decision-making. Our faculty will be trained to analyze assessment data with their horizontal teacher teams to address the developmental needs of each individual student and adapt their lessons accordingly. School administrators and staff will also use these metrics to modify and improve administrative strategies and policies to best suit the needs of all our students. In addition, our school's vast array of extracurricular opportunities with the Torres Community School Partner organizations will foster an engaging academic environment that motivates and supports our students' success (Please see Appendix 4.a for Accountability Matrix).

b. **Student Assessment Plan**:

Pursuant to LAUSD Bulletin 4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, to monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum- based measures, and behavior data (e.g. suspensions, office daily referrals) are used to guide and inform instruction/intervention.

All students are universally screened at the beginning of the school year in order to identify learners that need additional support or advanced learners that need acceleration or extended learning opportunities. Instruction is matched to student needs based on levels of performance and rates of student progress. Over time, quick curriculum-based assessments are used to measure growth, monitor progress and inform changes in instruction.

Progress Monitoring:

Teachers will have common planning time to regularly collect, examine, and adjust instruction based on student data. Benchmarks will be created for each grade level and skills and will be aligned with the Engineering and Technology. We will utilize teacher created assessments as well as student portfolios that show student growth and whether or not students have met benchmarks. We will also have a senior/culminating engineering project.

There will be horizontal and vertical teaming to discuss benchmarks by grade level and progress of students through the benchmarks and department wide created benchmark assessments which will be given once a month for data. We will have an advisory period for personalized learning. There will be peer to peer mentorship and training. We will also establish Learning Teams or Lesson Study Teams to reflect on practice.

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

DATA-BASED DECISION-MAKING. Pursuant to LAUSD Bulletin 4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, another essential component of the multi-tiered framework to instruction and intervention is that instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures. Early identification of student needs can prevent learning gaps, provide additional time for instruction/ intervention, and promote student potential. Data are first collected early in the year and utilized to inform teacher and support staff decisions at each tier of the pyramid. Fluent and ongoing use of data allows the teacher and support staff to determine if the student should remain with current program supports, modify current supports within a tier, lessen supports by moving to a lower tier or intensify supports by moving up a tier.

The effective use of formative assessments is crucial to help educators determine the appropriate intervention for students. Progress monitoring assessments can be administered frequently and are sensitive to small increments

of growth over time. These assessment results provide guidance in making decisions that promote student achievement.

As a specialized, small pilot school, focused on engineering and technological concepts and application, we will identify specific academic goals, specific standards, and clear benchmarks. Then, we will focus on achieving the articulated results. The focus of our assessments is to improve instruction and thus drive student achievement.

d. **Data Systems:**

As an internal applicant, the Engineering and Technology Academy is a group of teachers from within LAUSD and supported by Local District 5. We will utilize district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE).

e. LAUSD School Report Card:

We will utilize the district information systems such as the Integrated Student Information System (ISIS) to enroll students, collect student information, track student records, monitor progress and identify services. We will utilize the LAUSD School Report Card to help families understand how the Engineering and Technology Academy is performing in a number of key areas like graduation rates, student performance on standardized tests, English learner progress, and how well connected students, parents, and teachers are with the school. The primary purpose will be to help families become true partners with the school to help our students succeed.

f.   Research and Evaluation:

The school agrees to participate in research or evaluation projects in partnership with LAUSD, institutions of higher education or research organizations. We will facilitate the process of surveying or interviewing teachers or parents, as needed.

g. **Operational Goals and Metrics**:

As an internal applicant, the school will use LAUSD metrics to measure operational success. These include NCLB accountabilities to measure progress and use of the LAUSD Modified Consent Decree Indicators to measure the progress of students with disabilities.

5. Professional Development Program

As an internal applicant the Engineering and Technology Academy (ETA) will 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 and Pilot school addendums.

a. **Professional Development**:

The Engineering and Technology Academy will form a professional community of learners. Based on the research of Astuto and DuFour, teachers and administrators will engage in a professional development program in which they continuously seek and share learning and then act on what they learn. Rather than placing the focus of professional development on teaching, the focus is on learning and making teachers accountable for taking action based on what they have learned.

Depending on their individual role and the content of professional development, a teacher will engage in PD as an individual teacher, as a grade-level team member, with faculty of their pilot school, or with faculty from all the co-located pilot schools. Professional development will be designed to meet the varying needs of teachers and pilot schools at Torres.

There will be a two-week summer institute every year to be done in collaboration with CSU Los Angeles' Engineering and Technology Department. This summer institute will focus on an interdisciplinary approach to the teaching of Science, Technology, Engineering and Mathematics (STEM) called Engineering by Design (EbD).

At the beginning of each school year, the entire staff will also participate in developing a yearly Schoolwide Learning Plan. The SLP will be based on specific student achievement data and school needs. Every teacher will be assigned to work as a part of at least two professional learning communities to address the goals in the SLP. Generally, professional learning communities (PLC's) will be organized by content areas, interdisciplinary teams, and grade-level teams. Some professional learning communities will study larger school issues, such as classroom environment and engagement strategies, literacy strategies, attendance incentives, and parent-community involvement. All PLCs will be driven by three essential questions (DuFour, 2004): What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?

The principal and teacher-leaders will be responsible for collecting the data and monitoring the decisions made by the professional learning communities to ensure that they remain in line with the Schoolwide Learning Plan. At the end of the year, the entire staff will meet to set goals for the next school year.

Please see appendix 5.a for the full details of the Academy's Professional Development plan.

b. **Teacher Orientation**:

Our induction program is an on-going program with specific content addressed over the school year. We anticipate having several days over the summer, prior to the opening of the school, to focus on building the culture of the school Please see appendix 5.b.i for details of week-long topics to be addressed and appendix 5.c.i for PD calendar).

Weekly common planning time will focus on the development of common assessments, guaranteeing each student a viable curriculum, how to use the school website, SDAIE techniques, analysis of periodic assessments, note taking strategies (all students will be taught a common method of note taking, such as Cornell Note taking) grading for mastery, thinking maps, lesson study, strengthening teaching practices by understanding school factors contributing to student success.

For new teachers, induction will include thorough support in the successful completion of (BTSA) Beginning Teacher Support and Assessment by our resident support providers (please see appendix 5.b.ii for further details). Our induction program is an on-going program with specific content addressed over the school year.

There will be a 1-day teacher orientation prior to the start of the year for experienced teachers that are new to the academy and a 2-day training for new teachers. For new teachers, the first day will focus on, classroom management, establishing and implementing rules and procedures, methods of communication with parents, curriculum through the second week of school.

The second day will be for both new and experienced teachers and will focus on providing a tour of the campus and the community, obtaining basic supplies, learning the different procedures that are unique to the academy and reviewing the tentative master calendar which would include professional development and activities.

New teacher induction will include sessions clustered about 4 domains: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction and 4) Professional Responsibilities (please see appendix 5.b.ii for full details).

c. **PD Calendar**:

The tentative PD calendar is listed in appendix 5.c.i. Professional development Tuesdays will consist of a 105-minute weekly block. The professional development time will be extended by 45 minutes weekly, but there will be no formal faculty meetings. A focus on learning will take the place of traditional operational meetings. Operational items will be handled electronically via e-mail as a "cyber faculty meeting". However, the final 10 to 15 minutes of every PD Tuesday will be reserved should some necessary items arise that require face to face discussion. This schedule will allow the Academy to add an additional 28.5 hours of professional development during the school year. In addition, there will be a two-week summer institute that all teachers will attend over the summer to focus on the Engineering by Design (EbD) program that helps teachers develop interdisciplinary themes/units that are standards based and incorporate Science, Technology, Engineering and Mathematics across all subject areas. After the institute, time will also be allocated for a Buy Back professional development day to work with the CSULA Engineering and Technology staff to finalize themes and establish calendar for delivery of instruction (see appendix 5.c.ii for brochure on EbD).

d. **Program Evaluation**:

Implementation of ideas and skills learned in professional development are critical to the effectiveness of ongoing school improvement. Professional development activities will be reviewed in two primary ways: regular, end-of event feedback surveys; and an end-of-year self-assessment of teachers' progress towards the goals each set in August in their Independent Learning Plans. Emphasis will be placed on team development and group dynamics, which play a central role in the quality and implementation of professional development. Teachers' responses and concerns will be used to modify subsequent PD sessions, and end-of-year analyses of teachers' self-assessments, in conjunction with student and program data, will be used to determine subsequent goals. Students will also be asked to fill out student evaluation sheets on their teachers at the end of each quarter.

6. Professional Culture

As an internal applicant we will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline, as described in the LAUSD Collective Bargaining Agreements.

a. **Professional Culture**:

The essence of our academy is teacher collaboration. We believe that the key to creating scholars and life-long learners is to lead students to inquire deeply into their studies. Thus, we teach our curriculum in thematic, interdisciplinary units, and teachers' collaborative planning and implementation reflects the collaboration and inquiry we strive to create in our students.

To foster and support our collaborative professional culture, teachers will collaborate informally every day, as teacher teams meet during their common conference period to discuss curriculum and student achievement. The academy also will provide weekly opportunities for teacher collaboration through our Critical Friends Groups and Professional Learning Communities, which are facilitated discussions of teachers' work. These structured conversations allow teachers to view instruction and students' work from multiple perspectives; hear and see evidence objectively; and make decisions to improve student achievement. Thus, our collaborative approach contributes to teaching by enabling teachers to learn from each other, make well-considered decisions about curriculum, and plan strategies and approaches that will increase student achievement. Collaboration will produce a consistent approach to instruction, which will benefit students.

Fostering a collaborative community of inquiry into practice creates a school culture in which leadership is shared, mentoring occurs naturally, and teachers hold one another to high expectations.

In a similar manner, school-wide policies will follow from collaboration. New initiatives will be drafted based on

the needs identified by the teachers, thus minimizing resistance and enhancing successful implementation. Teacher collaboration groups will continuously develop and participate in school policies, including budget decisions, professional development, outreach, parent involvement and school operations.

- Meaningful collaboration is systematically embedded in the daily life of the school.
- We foster collaboration by working in teams (This is our predominant unit for decision-making and getting things done.)
- Every member of our staff functions on several teams.
- Interdisciplinary teams are created on the basis of shared students.
- We have teams focusing on curriculum content as well as focusing on the needs of a common group of students.
- Our teams have the authority to make important decisions.
- We build time for collaboration into our school day.
- We work to break down isolation and we constantly revisit our vision so we have group clarity of our mission. We work as a group to monitor our progress and we support each other to sustain our motivation.
- We do not leave improvement and instructional focus to change. We take deliberate steps to ensure that standards-based, results-oriented collaboration occurs on a strict schedule throughout the school, for every course, for every department.
- We have frequent, focused data-driven teamwork.
- We schedule, monitor, and focus teamwork on explicit, measurable results.
- We schedule weekly course meetings

b. **Evaluation**:

As an LAUSD Pilot school, the Engineering and Technology Academy (ETA) follows all LAUSD personnel policies and practices, except that the school retains the right to select and evaluate teaching and administrative staff.

The principal, and all teachers, will engage in a yearly reflection and evaluation process. The principal's evaluation will be based on the National Board Core Propositions for Accomplished Educational Leaders and the California Professional Standards for Educational Leaders. The evaluation process will include teacher feedback, a self-evaluation and a leadership practices inventory.

Teacher evaluations will be based on the National Board for Professional Teaching Standards' Five Core Propositions and the California Professional Teaching Standards. All administrators and teachers will also be evaluated on their commitment to initiate and carry the goals and objectives of the academy. All teachers will be required to:
1. Develop an Independent Learning Plan at the beginning of each school year that outlines personal learning goals and focuses on one topic to study intensively.
2. Participate in a yearly self-evaluation, using the Professional Teaching Standards Self-Evaluation. Submit an initial self-evaluation during the 12th week of school so it can be used by school leaders and the teacher throughout the yearly coaching process.
3. Maintain a personal Professional Growth File, which is a compilation of all evidence of professional growth such as in-service classes, courses taken, conferences, committee work, partner coaching, curriculum development, pupil progress and administrative review related to evaluations. The Professional Growth File provides documentation of all experiences that enable the teacher to achieve the California Professional Teaching Standards, as well as the personal goals(s) established by the teacher at the start of the school year.
4. Tenured teachers being evaluated for the year and all teachers new to the school must select their model of evaluation by the 12th week of school. The options include Partner Coaching, Administrative Coaching, Professional Growth Portfolio, Professional Development.

Assistance: Teachers needing additional guidance and support in helping students achieve will be given assistance for 10 weeks. Assistance is initiated by the supervising school leader, along with the teacher being evaluated to:
- Identify the specific problem in relationship to the Professional Teaching Standards
- Develop and implement a plan for improvement in the Professional Teaching Standards
- Gather selection to show evidence of improvement in the Professional Teaching Standards

Intervention: If the teacher does not meet the goals in the Assistance Plan, the certificated staff member is then placed on Intervention for 20 weeks, and the Administrative Mandated Evaluation goes into effect. Intervention includes intensified observations and conferences based on the Professional Teaching Standards. At the end of week 10 of Intervention, the school leader will write a formative report to be shared with the teacher. The school leader will write a summative report at the end of the 20-week Intervention and will share it with the teacher. The teacher will remain on the Administrative Mandated Evaluation list the year following removal from Intervention. Failure to successfully meet the standards and goals as indicated during Intervention will result in a formal LAUSD Stull evaluation by the school leader.

c. **Feedback**:

Quarterly, teachers and staff will complete a brief confidential survey on the effectiveness of strategies in such areas as interdisciplinary instruction, advisory curriculum, and West Ed's Reading Apprenticeship program. The results of the surveys will be used by the principal to make adjustments in professional development or in curriculum and instruction.

7. Serving Specialized Populations

a. **Specialized Instruction**:

The Engineering and Technology Academy's mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (http://floridarti.usf.edu/). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. Below are plans that The Engineering and Technology Academy will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff.
- Fully integrate school-based Mental Health professionals into the planning and coordination of instructional services for SWD, EL, SEL, and other at-risk students.
- All courses will emphasize pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD/SDAIE techniques will be infused into all teaching.
- Implement a systemic, tiered response to dropout prevention and recovery.

The academy will also take every measure to personalize the learning experience of each student with special needs, through a focus on art and technology, and through building on the strengths and responding to the needs of each student with the development of an Individual Learning Plans (ILP). For all students, the academy will be a place where they are known well by a common set of adults who will track their progress and support their transitions within high school and beyond. As part of this process, teachers will ensure that each student has mastered a set of competencies relevant to their needs and the Expected Schoolwide Learning Results of the academy before they can proceed to the next level. The instructional program will be organized to accommodate key transitions and needs in the high school careers of its students. The goals of the academy are: 1) to support high expectations for academic and career achievement, 2) to promote critical thinking in their roles as students and citizens, 3) to support students' social and emotional development, 4) to build a strong, civil and collaborative community of parents, students and teachers and 5) to develop lifelong learners who are adept at the technological skills necessary to become actively engaged, thinking citizens of the 21st century

Faculty and staff will support homeless students and their families by helping them to connect to the community organizations and public agencies that provide programs that address their needs. Students will benefit from the school¹s philosophy of teaching the whole child, with close monitoring from their Grade Level Team of teachers, access to the on-campus physical and mental health services through the Bienvenidos Community Clinic and academic intervention programs. For our students who have uncertain housing, a temporary address or no permanent physical address, we will be able to get resources to provide transportation(tokens/bus stamps), clothing vouchers ($50), school supplies(backpack, notebook, paper, calculator, hygiene products, etc), tutoring services, and other programs. Students must fill out the SRQ (Student Residency Questionnaire) in order to be provided with these resources. The SRQ form can be found in every enrollment packet in the school office.

Intellectually gifted or high ability students and students with other talents are at risk for school failure or the failure to achieve their full potential, despite their gifts and talents, if their educational, social and guidance needs are not met at school. The usual risk factors for students with low socio-economic status in impacted urban neighborhoods affect GATE students as well.

i. Special Education Policies and Procedures:

The Engineering and Technology Academy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: *Special Teaching for Special Children.* Ed. Lewis, A. & Norwich B. Open University Press, UK. 2005)

The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review (see appendix 7.a.i for details of the process). The Engineering and Technology Academy will adhere to the LAUSD Special Education Policies and Procedures Manual.

ii. Students with Disabilities:

Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. *British Educational Research Journal*, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)

Students who fall under this category may include those with different intellectual capacities; physical handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, ELAPAA's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the Pilot school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.

We will also provide a Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of the academy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other four Pilot schools on campus and the community partners like Bienvenidos.

Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the Pilot school to allow for the interaction of disabled students with non-disabled students, however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other Pilot schools.

iii. Extended School Year:

Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.

Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.

If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.

Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.

iv. English Language Learners and Standard English Learners:

Academy students will come from Garfield and Roosevelt high schools. Roughly one-third of students—30% Garfield and 36% Roosevelt—are classified as English Learners (EL), as are about one-third in the three feeder middle schools. Many of the remaining students could likely be classified as Standard English Learners (SEL) insofar as these students demonstrate difficulty in *academic* English language proficiency as demonstrated by state assessments (e.g., California Standards Tests, California High School Exit Exam). Meeting the needs of the EL and SEL students at the academy will require the collaboration of teachers, parents and support staff in addressing the issues facing this diverse group of learners.

Since many Academy students will come from bilingual households in which an English dialect or regional variation on Standard English is spoken, they will share some traits and challenges with Standard English Learners. Their need to master Standard English will be addressed through intensive focus on academic English vocabulary and writing skills. The academy will provide a learning environment in which home languages are welcomed and accommodated in the classroom, in meetings, and in all school events and communications. The curriculum for all students will embody a language development approach that preserves and enhances the native language skills of students. (source: Lesaux, N.K, & Siegel, L.S. The development of reading in children who speak English as a second language (ESL). *Developmental Psychology, 39*(6),1005-1019. (2003))

The number of students who will require English as a Second Language (ESL) courses is expected to be small. Therefore, emphasis will be placed not only on supporting these ESL students, but also on the majority of students who have completed the ESL sequence but have yet to demonstrate a level of English proficiency, based on the established State and district criteria. Students who qualify for ESL 1 and 2 will be placed in an intensive ESL program along with additional language supports in the other core content classes in order to provide maximum access to the grade level curriculum while providing for the developmental language needs.

Primary language assessments and the California English Language Development Test (CELDT) will be administered within the first 30 days of enrollment, to ensure proper classification of new students. Furthermore, the home language surveys and other pertinent documentation are examined upon enrollment, as well as periodically throughout the year.

A key component of the EL program at the academy will be the detailed monitoring of the students' progress through the ESL classes, as well as meeting the state and district guidelines for reclassification as an English Proficient student. Student work and assessment data will be monitored within all four domains of the ELD: Listening, Speaking, Reading, and Writing, and on a periodic basis the interdisciplinary teachers, the counselor and the administrator will meet to review the progress of each EL student. The principal and counselor will analyze the rosters of all EL students, checking for student progress and searching for students who may potentially reclassify within the semester. Testing and grade report data is also utilized in the appropriate assignment of English Learners in the mainstream A-G English classes, as well as after-school and intervention programs.

For EL students who have transitioned into sheltered instruction in the academic core, as well as the large proportion of SEL students in these classrooms, the teaching and reinforcement of literacy is a natural extension of a comprehensive and explicit English oral-language development program. A strong English literacy program for EL and SEL students is built upon language acquisition theory validated by research and successful classroom practices. Elements of phonemic awareness, comprehensible vocabulary development and print awareness are

important components of a balanced literacy program for EL and SEL students. The academy is proposing school-wide infusion of research-based instructional strategies in all areas of the curriculum including use of SDAIE, AVID, Project-based learning, and Reciprocal Teaching, with a special emphasis on developing ways to use engineering and technology to support content-area literacy.

These pedagogical techniques have demonstrated effectiveness in promoting achievement among both EL and SEL students precisely because they systematically scaffold instruction to allow students to access and master rigorous, standards-based content. Moreover, these strategies are complementary in their deliberate approach to "chunking" instructional delivery so that there is direct instruction with explicit teacher modeling, academic vocabulary frontloading, graphic organizers to help students organize and categorize learning, structured guided practice that facilitates oral language production and student interactions, collaborative learning environments, and only then a release for students to practice skills independently. Our challenge is to ensure consistent application of these strategies across the curriculum so that ALL students benefit from this approach. Moreover, the emphasis on data-driven collaboration and professional development (see Sections 4 and 5) will ensure that the progress of EL and SEL students is carefully monitored using multiple measures.

b. At Risk Students:

According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. Esteban Torres' demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselors, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which students exhibit behaviors indicative of high risk.

IMPACT programs will be implemented to provide support for our students, in conjunction with Bienvenidos, the community partner in the planned, on-site health clinic. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students' lives, using the disciplines and processes of art and technology. As mentioned, IMPACT is a model for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.

Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as ConnectEd, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students' attendance and achievement.

When Academy teachers meet weekly during their common planning time with their grade-level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:

- Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses. These

classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail).

- After school support through the *"Beyond the Bell"* program, which provides academic tutoring and CAHSEE preparation classes for students who need assistance.

The academy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the *Coordination of Services Team (COST),* which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the *Language Appraisal Team (LAT)* and the *Student Study Team (SST).* These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions

Drop-out Prevention: The academy will implement various strategies to address the high dropout rate at Garfield and Roosevelt high schools. There will be a phased program in two tiers:

Tier 1

- The academy is implementing a data-driven intervention for students at risk of dropping out. Graduation Groups are weekly motivational student support groups offering a total of 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise.

- Students identified as potential non-grads are invited to Diploma Plus Workshop to inform them of diploma and GED options in adult school and support them in this transition by a parent meeting to share educational options and enlist parental support.

Tier 2

- Students are given the option to recover credits through concurrent enrollment at East Los Angeles Community College, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission. The Academy principal and counselor will meet in small groups with students and parents to share about additional support available to them. All students will be offered workshops addressing personal, career and academic goals, credit recovery, mental health issues, and college plans.

- A Student Recovery Day enlists staff across LAUSD departments as well as Academy staff to visit students in their homes, address the reasons why they dropped out, and help them re-enroll in school. This intervention will be repeated at least twice each school year to recover additional students.

Mental Health Services: A psychiatric social worker based at the Esteban E. Torres High School campus will work under the mission and guidance of LAUSD's School Mental Health Branch. School Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The psychiatric social worker will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure the stress of today's world.

The psychiatric social worker will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker will collaborate with student support services such as attendance counselor, deans, Diploma Project counselors, academic counselor, etc., in order to ensure that no student falls through the cracks.

Mental health services will also be provided through our community partner Bienvenidos, a public service agency whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages 0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.

8. Family and Community Engagement Strategy

a. **Identification**:

99% of the student population within the Engineering and Technology Academy will be Latino. Our school community itself is located in an unincorporated East Los Angeles and the Boyle Heights area of Los Angeles. Our academy will be part of the Torres Community School. The Esteban E. Torres High School campus, which will house five pilot schools, is designed as a hub with common facilities such as offices, cafeteria, and auditorium at the entrance surrounded by five small schools in separate buildings. The entire complex will become the Torres Community School.

Description of the community – assets: The community is rich in cultural diversity. Of students presently attending Garfield and Roosevelt High School, 99% identify themselves as Latino, with families originally from Mexico and numerous Central and South American countries. Approximately 11% of Garfield and Roosevelt's students have special needs and another 9% are identified as gifted through LAUSD's GATE program. The Garfield-Roosevelt community is multilingual. About 30% are English Learners, while almost 50% have been reclassified as fluent in English. Eighty-six percent of the schools' students are considered economically disadvantaged. All students in the Garfield-Roosevelt community have personal strengths and experiences to contribute to the community and to draw upon as they pursue their education. Among these strengths are innate creativity and enthusiasm waiting to be tapped.

Another strength of the community is its parents and caregivers, who hold strong opinions on how their children should be educated, as they are deeply interested in advancing their children's education and creating an opportunity for a prosperious future. Ninety-nine percent of family members who answered a 2007 survey conducted by InnerCity Struggle said they wanted their children to attend a university after graduating from high school.

The local community and the greater Los Angeles community are filled with people and organizations who are interested in education and are willing to offer their time, experience and resources for the benefit of students and to help students make a difference in the community. Many of these people and organizations are active partners of the Torres Community School.

Description of the community – needs: The school community has educational needs, many associated with the low incomes of many families and the issues common to large urban areas. Perhaps the biggest issues are the low graduation rates and poor performance on state and district standardized assessments. While these issues are severe, they are by no means insurmountable. All our Academy teachers have personal experiences intervening with students to help them improve their performance in class, achieve on tests, stay in school and graduate.

Another issue many of our students face is the demands on them outside of school that make it difficult to fully focus on schoolwork. These include the need to help supplement family income and to provide care for siblings and other relatives.

The community lacks resources available in wealthier areas, such as bookstores, banks, city services, cultural institutions, and, until now, adequate educational space. The community also lacks well-paying jobs that offer a pathway out of poverty, including in the fields of engineering and technology. Members of the school community

have been historically underrepresented in the engineering and technology industry, and this is the focus of our academy's programs.

These factors contribute to a feeling of disempowerment held by many students and family members regarding the forces that affect them, including the public educational system. Finally, we have been told by our students and parents that they have a need for an educational program that not only prepares them for college, but does so in science and technology, a field that will ultimately lead to higher employability and greater financial independence.

Rationale for serving: Academy teachers believe that our students are an untapped resource that needs to be nurtured and developed. All academy teachers feel that they can make a positive difference in the world by helping create an educational environment that brings the community together to help our children thrive. All teachers have a strong commitment to the community and are grateful to be part of the Torres Community School where our collective resources and partnerships can strongly benefit students.

The Community School and the pilot schools to be located on the Torres campus share a deeply-held belief that a school thrives when it is fully integrated into the fabric of the surrounding community. This occurs when students, teachers, parents and caregivers, alumni, community members and organizations, feeder schools and post-secondary schools are all full participants in the educational process in a community school.

Our vision of a community school is:
- the school is a source of pride, unity and empowerment for the community,
- parents and caregivers play a decisive role in their children's education as advisers, participants, and evaluators,
- teachers and community organizations work together to weave real-world, authentic learning opportunities into the curriculum,
- students and families are connected to organizations that help overcome barriers to learning,
- students and teachers are active participants in the community,
- community members and organizations help facilitate children's transition from student to participating member of the community
- That the responsibility of all stakeholders begins before students arrive at the school and continues after they leave.

The Torres Community School's philosophy is that parents, caregivers, community members, and teachers who take an active role in designing, implementing and sustaining high-quality high schools will demonstrate to our students that one can make a positive difference in the world. The school's culture will celebrate and uplift the community, and students' participation in it will be a source of pride.

Alignment with community strengths and needs: Our proposed academy is well-aligned with the community's strengths and needs, primarily due to the high level of involvement of students, parents and community organizations in planning our pilot school and the Torres Community School. The academy will be part of the Torres Community School, which will provide a wide variety of resources for students, parents and the community. The educational program is designed with a rigorous college-prep curriculum, research-based strategies proved to improve achievement for our targeted students, sufficient support for all types of students, and engaging themes and lessons that are connected to the real world to spark student interest.

While the academy alone cannot surmount poverty and other urban issues, the school can give students the educational tools they need to rise above poverty and the self-confidence to avoid negative influences.

Specifically related to the academy, our focus on engineering and technology, including projects, internships and work experiences that the academy and its partners will provide, will help address the lack of careers and opportunities in the community. Many in the community feel excluded from or lack knowledge on how to launch

a career in Los Angeles' thriving economy. Our multiple pathways will help students build the skills necessary for careers in engineering and technology and will empower students to embark on these careers.

We anticipate tapping student interest in graphic and digital media to create presentations at Torres and in the community in order to bring student media expertise to feeder elementary and middle schools to help engage and motivate their students. We believe these activities will lead some students to careers in education and public service agencies.

Teachers also recognize that our students possess creative energy and have had life experiences that need an expressive outlet. Our academy strands help students draw upon these strengths and develop the creativity, critical thinking and 21st-century literacies that will help them become successful scientists, engineers or leaders in whatever fields they wish to pursue.

Perhaps most important, our community wants to support its children, but historically there have been obstacles to fully realizing this support. Full community support and involvement is the cornerstone of our academy's program.

Important community-based organizations and cultural institutions:
We are honored to have many of the community's key organizations and institutions as our partners in creating the Torres Community School. These include InnerCity Struggle, Bienvenidos Family Services Center, East L.A. College and Cal State Los Angeles among many others.

History and experience in the proposed community: A majority of the academy's founding teachers have taught in the East Los Angeles community for several years. This experience will help the teachers of the academy understand and adapt to the complexities and challenges that are involved in the educational process and also ensure the success of the school.

b.   **Family and Community Engagement**:

The more that parents, caregivers and community members become engaged in the education of ETA students, the more the academy and its students will become integrated into the community. To facilitate the engagement of parents and community members, the school will be open 6 a.m. to 9 p.m. and on Saturdays. Many service-providers will be located on the Torres campus in the school's common area for easy access by students and parents. While community-based organizations will have free space on the campus, they will provide their own funding for services, personnel, equipment and material.

Students at ETA will have access to before- and after-school enrichment opportunities, health services, recreation, and college preparation opportunities. Teachers will have the opportunity to provide real-world, authentic learning opportunities for their students through partnerships with organizations related to Engineering and Technology. Parents will have health and welfare services, adult education and college courses, and recreation. We also hope to have computer access for parents and training to help them develop technological skills.

The Torres Community School will be a hub for the community. The increased engagement of students in their learning and the increased connection among students, teachers, parents and community members will make the campus a vital community center. Parents, caretakers, alumni and community residents will feel welcome on campus, will be informed about what is happening and ways they can participate, and will want to join in the numerous meaningful activities. Students will see that they are a part of the broader community and will welcome the opportunities given to them to participate in that community in a positive way. Families will see that the needs of their children are being met and will be empowered by the role they have played in this success. The Torres Community School and with it, the academy and its students, will develop a positive reputation and become a source of pride for the community.

Strategies to engage parents and caretakers in their child's education and in the broader school community: We want the academy's educational approach to reflect parents' and caretakers' beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in the academy's design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of the academy through the governing board.

Parents and caretakers will be directly involved in their children's education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes grade-level fall parent orientation; involvement in Tuesday afternoon community meetings featuring college access, school alumni, and motivational speakers; weekly teachers office hours before or after school; quarterly meetings with their child's advisory teacher; twice-annual teacher conferences that include student-led presentations; special quarterly social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members.

Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working together with students on certain projects tied to educational standards and of interest to both students and themselves. For instance, alumni and community members involved in Engineering and Technology will be invited to offer their experiences and expertise in conjunction with a relevant unit in the same discipline, and they will be encouraged to invite students to visit their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on the Esteban E. Torres High School campus or in the community.

The Torres Community School's post-secondary partners (East Los Angeles College, California State University Los Angeles, Cal Poly Pomona and Art Center College of Design) and the academy will provide workshops and counseling services to families during the students' high school years so that families are prepared to send their children to college. In addition, post-secondary partners will offer classes to students, parents and community members on the Torres Community School campus.

The Engineering and Technology Academy will embrace the use of technology for instruction and communication. Classroom syllabi, assignments, and student performance will be available online, and we will train students and parents how to access these resources. We anticipate that parents will have access to fully functioning, Internet-connected computers at all times the school is open.

Organizational structures to ensure frequent and ongoing engagement of parents: Making families partners in their children's education and creating a structure for family and educator collaboration is one of the stated responsibilities of the principal. Parents as well as school community members are represented on the academy's governing council. Every student has an advisory teacher who is a point of contact for the parent and who meets with parents quarterly or more often if required. The academy will hold regular pilot community events for family and the community, and a quarterly family social activity at the academy campus.

Students will be required to take a leading role in other regularly scheduled activities with parents and caregivers. These include student-led conferences once a semester. The academy also intends to participate actively in formation and support of the Esteban E. Torres High School Alumni Association and to offer to all Torres High School and Academy alumni open houses, regular email communication, and a student-alumni event demonstrating joint projects.

The academy will publish a twice-monthly newsletter. Academy students will use their technology expertise to host a school website, updated daily, including a webpage reporting on individual student accomplishments and on events of interest, with a hard copy summary provided to families regularly.

Academy will use the GradeMax and ConnectEd programs that enable parents to access their children's grades and attendance, and we will offer parents training and access to computers in the Academy office and at the Torres Learning Center to use these programs.

Finally, there will be specific expectations that all academy staff will regularly communicate with families using multiple communication strategies and vehicles.

Vision for the academy to become a hub for the community: ETA, as part of the Torres Community School, will advance the school' partnership with the community. In our vision, a school thrives when it is fully integrated into the fabric of the surrounding community. This occurs when students, teachers, parents and caregivers, alumni, community members and organizations, feeder schools and post-secondary schools are all full participants in the educational process in a community school.

Services and resources to be provided to community members: The Torres Community School and the academy will offer a wide range of services and resources to community members, described above and the list of partner organizations (Appendix 8.c.i).

Family and Community Engagement

- Create a parent center that provides language support and explanation of school systems.
- Parent literacy classes
- Data chat conversations with parents/guardians.
- Invite parents to participate in School Site Council, ELAC, CEAC
- Provide bilingual support person and liaison.
- Coffee with the principal

c. **Key Community Partnerships**:

Community organizations and members will play a vital role in the academy. Partners will provide enrichment opportunities, curricular enhancement, service-learning and internship opportunities, job shadowing and classroom visits, and inspiration for students. As an example, the academy will work together with Torres Community School post-secondary partners, including East Los Angeles College, California State University Los Angeles, Cal Poly Pomona and California State University, Dominguez Hills, to ensure that students graduating from the academy have been adequately prepared to succeed at those institutions. Community partners will provide academy students real-world/authentic learning experiences through opportunities ranging from classroom visits to internships and direct relationships with adult mentors in their career strands. Key to these partnerships will be the partnership with the department of Engineering and Technology at CSU Los Angeles. This partnership will provide professional development for our teachers and on-site support through volunteer hours from undergraduate and graduate students in the School of Engineering and Technology at CSULA. There will also be mentorships established for students through students at CSULA and also for faculty through relationships established with professors.

For parents, partners will provide educational opportunities through CSULA, health and welfare services, and community connection. The academy will participate in the Torres Community School's activities engaging students, parents and the surrounding community in the success of students and the community. A sample of services and those providing or coordinating them are:
- Bienvenidos Family Services Center will provide health and wellness services and coordinate social services.
- East LA Classic Theatre will use the Torres auditorium and provide cultural opportunities for student, parents and the community.
- Inner City Struggle will provide youth development and leadership services; parent engagement and advocacy training; and community school improvement advocacy.
- East Los Angeles Community College will provide college classes for students and adults, college access information and assistance, and help build a 9-16 vertical plan.

- L.A. Parks and Recreation will provide a program to support parents with at-risk teens.
- Pan American Bank will provide assistance with a student-run bank and financial literacy services.

These are only a few of the services and resources we expect to locate at Torres. Please see Appendix 8.c.i for complete list and letters of secured and planned partnerships. Other letters committing resources are anticipated. The organizations located on the campus will receive free space but have their own funding for services, personnel, equipment and material. We are proud that Esteban E. Torres, for whom the school is named, has endorsed our teacher-developed pilot schools for the Torres High School.

The manager of site operations will be responsible for managing community partnerships and coordinating complex wide activities including making partnership agreements, arranging meeting space, and assigning office space. Inner City Struggle will be involved in engaging and recruiting community partners, conducting meetings and arranging outreach strategies for students. The principal and lead teachers will also establish and nurture continuing partnerships.

9. School Governance

The Engineering and Technology Academy will adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, this proposal will follow the Education Code regarding the formation and operation of the School Site Council. The school will be governed as an autonomous Pilot school within LAUSD (please see Pilot addendum in Appendix 14.a)

a. **School and Advisory Organizational Charts**:
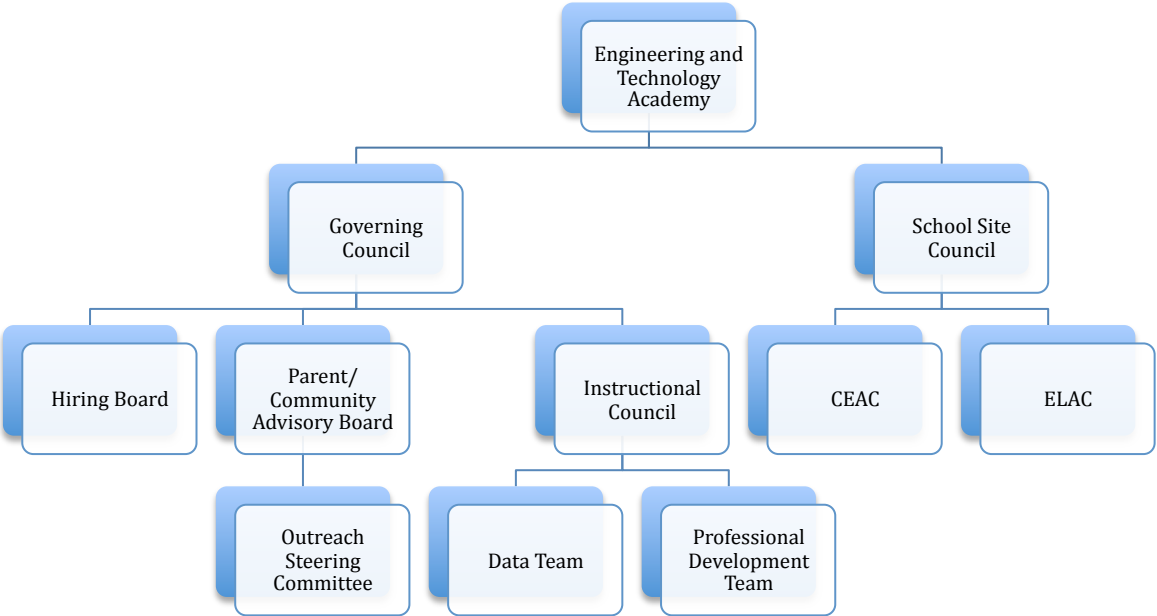
Governing Council: This council will promote and maintain the vision and the mission of the school. The council will oversee the Pilot schools progress and will acquire input from all of the various committees and councils listed below, with particular attention towards school accountability measures. The council will also oversee the evaluation of the principal, school policies and procedures, the election to work agreement. The council will have oversight along with the principal over the academy's operations and budgets. It will make recommendations regarding categorical budgets to the School Site Council and will have direct oversight of discretionary funds. Council members will be elected on a bi-yearly basis. The members of the council will select the Chairperson on a yearly basis. The Membership will consist of the Principal, 3 teachers, 1 other certificated staff, 1 classified staff, 3 parents, 2 students, 1 community member. The Principal and the Student Body President will be the only

automatic members.

School Site Council (SSC): controls budget, discipline, schedules, activities and school equipment; meets monthly; includes principal, lead teacher, teacher representatives, students, parents, and non-certificated

Compensatory Education Advisory Council (CEAC) and **English Learners Advisory Council ELAC**: follow government guidelines regarding operation, memberships and purview; meets monthly

Parent/Community Advisory Board: will be made up of community partners, parents, students and staff. Board will advise on academy related issues and help support the schools mission. Will meet on a bi-monthly basis

Outreach Steering Committee: will be a subcommittee of the advisory board and will be dedicated to acquiring and maintaining community partners to help support the school through donations and volunteer time. Committee will be made up of staff, parents and students. Will meet on a bi-monthly basis on months opposite to the parent/community advisory board.

Instructional Council: makes decisions affecting academy's instructional program, including master schedule and advises SSC and Governance council; meets twice per month; includes two lead instructional teachers, principal, parent and student.

Data Team: advises Small School Governance and Instructional Council to create data driven policy and programs; meets monthly.

Professional Development Team: Team made up of the Principal and three lead teachers to design professional development based on the academy's mission and the findings from the Data Team.

To the right is the Engineering and Technology Academy's supervisory chart. School-wide personnel and teachers will be under the administrative responsibilities of the Principal. The staff, parents, and students will fill out a yearly evaluation of the Principal to be reviewed by the Governing Council.
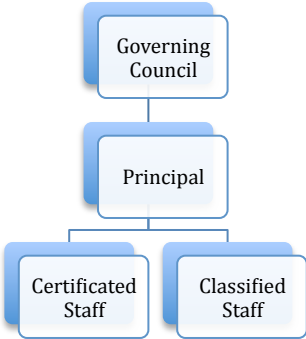
10. School Leadership & Staffing Plans

As an internal applicant, the school will adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in LAUSD Collective Bargaining Agreements. In addition, all internal proposals must adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements.

a. **Leadership Team Capacity:**

As illustrated by the following chart, the founding teachers of the academy have substantial experience in developing and implementing high quality curriculum with the target student population in East L.A. In addition we have had the wonderful support of the staff at the School of Engineering at California State University, Los Angeles.

Leadership Team – Engineering and Technology Academy

Name	Yrs Taught	Subject	Additional Expertise

Diana Argueta			Garfield High School Alumni
Francisco Apodaca	3	Biology	BA Biology; Biology Credential
Freddie Apodaca	14	Math, Computers	BA Mathematics; Math CLAD credential
Maria Avalos			Parent of Diana Prieto, Garfield High School Student
Lori A. Barrell	11	English	BA English; English CLAD Credential
Dr. Mauricio Castillo		Technology Education, Math, Engineering	Professor in the School of Engineering and Technology at CSU Los Angeles
Sergio Garcia	28	Social Studies, Math, Drafting	Social Science Credential; Math Credential
Zelman Lara-Salas	7	English, ESL, Art	BA English; BA in Art Studio; English Credential, Art Credential
Eric Medina	17	ESL, Math	BS Industry Technology; MA Education; MA Computer Education; Administrative Credential; Multiple Subjects Credential
Sandra Nava	4	Computers, Technology Education	BS Business Administration; Computer Applications Credential; Industrial Technology Credential
Angelica Reyes	6		BA Chicano Studies; MA Education; Social Studies BCLAD Credential
Gabriel Rios			Garfield High School Alumni
Griselda Solis	7	Social Studies; Counseling	BA Latin American Studies; BA Spanish Literature; MA Social Studies MA, candidate for Counseling MS
Stephen Vitale	9	English	BA English; BS Philosophy; English CLAD Credential

b. **Staffing Model**:

The school will have an administrator, a counselor, a school administrative assistant and an office technician. Additionally the school will share the cost of a school nurse and a financial manager with the other Pilot schools located at the Torres site. The financial manager will oversee the day-to-day operations and student activities. That person will report to a council of Principals and will meet with the five principals on a weekly basis.

The Governing Council will do its best to allocate the majority of its per pupil funding towards the reduction of class sizes. We hope to be able to maintain a 30:1 or lower class size ratio in all academic classes. We will further recruit support from CSU LA's Engineering department to provide students from their graduate and undergraduate program to help support in the technology lab and further reduce the adult to student ratio in that elective class.

Support personnel to service the needs of our special education students will be provided by the district and paid for through the encroachment funds that the district will retain from our funding. The district will provide for all special education support required based on student IEPs.

We anticipate opening with approximately 12-14 teachers on staff. We will need 3-4 English and Math teachers, 2-3 Social Studies and Science teachers, 2 Electives teachers and 1 special education teacher. We expect to grow to a staff of about 17-18 teachers by the second year when we are fully enrolled.

c. **Compensation:**

We are an internal applicant and we will utilize LAUSD's salary schedule, benefits package, health benefits and lifetime benefits.

d. **School Leadership:**

Shortly after the Pilot proposal is accepted, the position of Principal shall be advertised. The initial hiring committee will consist of members of the design team and a Local District 5 representative. The Ideal Candidate will be a dynamic and innovative instructional leader who shares this vision of an autonomous pilot school, commits to an Engineering and Technology curriculum, helps design the Engineering and Technology Academy and serves as its founding principal.   In addition, the principal will be expected to work closely with community leaders to ensure that the Academy is a vital site for teaching, learning, research, and service. Candidates will be interviewed and the committee will make its selection (Please see appendix 10.d for full description of Principal qualifications).

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

Please refer to the organizational charts and descriptions in 9.a and the leadership section in 10.a as well as 10.b regarding the staffing model.

f. **Recruitment of Teaching Staff**:

The Engineering and Technology Academy will work diligently to recruit and retain a stable, diverse and pedagogically cohesive teaching staff.

Timeline/Strategy: The ideal mix of teachers hired for the academy would be a core of experienced veterans and new beginning teachers. The founding teachers include both veteran teachers and teachers with five or fewer years' experience. In February, we will post the job description at Garfield HS and Roosevelt HS and meet to answer questions the faculty might have. We want to attract creative teachers who are interested in collaborating to develop innovative, interdisciplinary instruction with a focus on science, technology, engineering and mathematics.

The timeline for hiring teaching staff will be:

Feb.-Mar. 2010	Posting Job Description using standard Pilot School protocol
Apr.-May 2010	After an application review, candidates will be scheduled for an initial interview with Design Team and Principal. Candidates will be asked to bring a demonstration lesson. Depending on the number of candidates applying, a second interview may be scheduled.
June 2010	Final selections will be made and announced
Aug. 2010	Orientation and professional development for teaching team

Criteria: All teacher candidates will demonstrate mastery of their discipline content (with single-subject credential) and a true familiarity with content standards; will be willing and able to integrate engineering and technology into the curriculum; will be experienced in or eager to learn progressive pedagogical strategies (ie. Simulations, Socratic seminar, project-based learning, student exhibitions, etc.); will be willing to work in a lab school where teachers are trained in interdisciplinary, thematic, inquiry-driven instruction; will be comfortable using project/ project-based learning both for formative and summative assessment; willing to be committed collaborators who will hold themselves accountable for rigorous grade-level planning; will be aware of the importance of writing across the curriculum and willing to use discipline-specific and interdisciplinary writing as a form of summative assessment; will be aware that literacy is the gateway to all learning and will be willing to learn and integrate strategic literacy strategies that will be used schoolwide and eager to promote a college-going culture by leading an advisory group through graduation, promoting college access and awareness strategies, and by assisting with college portfolios.

11. Operations

a. **Internal Applicants:** We are an internal applicant and we will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

b. **External Applicants:** Not Applicable

c. **Master Service Agreements:** We are an internal applicant and we will continue to use all existing LAUSD operational services and therefore do not require a Master Services Agreement.

d. **School Operations Experience**: The Academy will work with School Management Services to develop a viable plan.

e. **Operations Start-up Plan**: We are an internal applicant and we will work with School Management Services regarding existing timelines and schedules regarding operations-related activities during this planning year to ensure a successful school opening.

f. **Operations Plan**: We are an internal applicant and we will continue to utilize LAUSD operational services.

12. Finances

a. **Funding**: We are an internal applicant and we will receive funding via LAUSD's transparent budgeting process (based on student ADA).

b. **Budget Narrative**:

Per pupil funding will be spent predominantly on the reduction of teacher to student ratio. The Engineering and Technology Academy will strive to maintain a class size of average of 30 students or less in all academic subjects. Funding permitting class sizes will be reduced to 25:1 in all academic courses and 30:1 in non-academic courses. Funding will also be utilized for summer professional development. Teachers will be paid training rate ($25/hr) for participation in the 2-week summer institute at CSU Los Angeles.

Given the expense of running a successful Engineering and Technology program the school will diligently work to raise additional funds through grants, donations and fundraisers. Equipment will be purchased through the acquisition of various engineering and technology grants. These grants will be identified with support from Engineering and Technology department at CSU Los Angeles. We will work in partnership with CSULA to secure these grants. We will also solicit discretionary funds from our school board member Yolie Flores and we will reach out to other community organizations for support. In the first year alone we will need to reach out to the community and the board to try and fund the $75K Technology Lab that will drive much of the Engineering and Technology curriculum. Failure to do so will mean that a greater amount of the school start up funds will have to be allocated towards this cost.

c. **Financial Controls:** As an internal applicant, the academy will be an LAUSD school operationg under the rules and regulations of LAUSD. The academy will adhere to fiscal policies and accountability systems as established by the district.

13. Facilities

As an internal applicant, the Engineering and Technology Academy (ETA) is a group of teachers from within LAUSD and supported by Local District 5. ETA plans to continue to utilize district facilities per LAUSD policies.