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LOS ANGELES UNIFIED
SCHOOL DISTRICT

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[PILOT SCHOOLS REQUEST FOR PROPOSAL]

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PILOT SCHOOL PROPOSAL

A. MISSION STATEMENT

We are a unique bridge program where all students are concurrently enrolled in college and high school classes to not only obtain their high school diplomas, but to ensure a smooth transition into the community college system and beyond. Working with our community partners, we empower students through a culturally relevant and practical curriculum, delivered in a safe and challenging environment, making them college prepared, career ready and socially responsible members of society.

B. VISION STATEMENT (1-2 pages, includes Section A)

The Early College Academy places a small, incredibly successful high school learning partnership on all community college campuses in the Los Angeles area. Students from all backgrounds, with myriad skill levels, excel in a personalized environment geared to maximize each student's potential. On a college campus, surrounded by mature college students, our students realize the importance of education, and why it is so crucial to their eventual success and happiness. A high school diploma is finally a given, a document everyone receives on their path to higher learning, be it a certificate in the skilled trades or an advanced degree from an Ivy League university. Our students pass on the joy of and reverence for learning to their children, creating a positive cycle of achievement and success that will continue for generations to come.

The following expands on our vision statement:

Upon graduation from our school, students will already have attained UC and CSU transferable college credits, college counseling, and career, technical, and vocational readiness. Students will also have been exposed to volunteer opportunities, internships, and mentoring programs within the professional community. They will all be fully vested in the federal and state financial aid systems and will take advantage of all private and public sources of financial aid.

We enroll three common types of students. Every student is unique, but for the most part these three students are typical of who enters our program:

- Fifth Year Students- Hector has failed as many credits as he has passed. He did not graduate with his class, but is now motivated to earn a diploma and succeed to be a role model for his new baby. This is probably his first time experiencing success in school. He has struggled chronically with truancy, tardiness, and perhaps even had brushes with the law. He has no positive role models. In his environment there is violence, lack of parental support and a history of poor decision-making. He is a product of his neighborhood, and his prior school. Changing his environment and getting on a college campus is crucial for his success. He is no longer rewarded for acting out. In his college classes, he is surrounded by eager college students who model proper academic behavior and thirst for knowledge. Through our program he is exposed to alternative post secondary education options, including trade technical certificates and/or university transfer. He now knows that he can go to school for one year to earn a certificate or

continue on for two years and earn an AA degree in a field of interest, both of which lead to a successful career.

- **Advanced-** Patty is a resilient tenth grader and knows that education is the vehicle to social mobility. She wants to go to a 4-year university. She is self-motivated not only intrinsically, but also by the negative environment that she sees every day on the way to and from school. Her parents are interested but don't usually have the knowledge or opportunities to direct her onto the pathway to success. She is hungry for opportunities. She excels in her high school classes, and is serious about succeeding in her college courses. Patty is a hidden gem that is quiet in class and might have fallen through the cracks. She should have been identified for GATE.
- **English Language Learner-** Yesenia is an AB 540 student. She is in the 12th grade with 250 credits yet has not reclassified nor passed the CAHSEE. She has gone through the ELD system, and so has not taken a core English class. In order to graduate she still needs to pass 6 or more core English classes. Although bright and hard working, her skills are FBB in English. She has not found the support at her previous school to master Academic English. Since enrolled in the ECA, she has taken the college placement test, which places her in the proper English class for her level, where she receives 6 hours of college level instruction in addition to her high school classes. She is also enrolled in a college CAHSEE prep class in addition to her full load of high school English classes. She also finds a lot of peer support from students with similar backgrounds. Through this intense English immersion, she finally realizes she will have the skill level to be successful. She participates in the Warner Brothers mentoring program where she is able to step outside her comfort zone and put her improved English skills into practice. Before the ECA, she didn't even think that she could graduate from high school, let alone attend nursing school. She is the first in her family to graduate from high school and to attend a university.

Students find success here that they have not found at any other school. Furthermore, students still need the guidance, support and structure of the ECA. They may even stay an extra semester or two at the community college in order to ensure success at a 4 year University. The services provided to them from the ECA do not end at graduation. For example, they have access to the computer lab, could be hired as a community representative for the school, receive counseling, and act as an inspiring role model for current students.

C. SCHOOL DATA PROFILE/ANALYSIS (2-3 pages)

1. The ECA was established in 1994 and boasts an 85% graduation rate and a 100% college attendance rate. The ECA has historically been populated by the most unsuccessful students from Jefferson High School, a perennially under performing school. The population has been approximately 90% Latino and 10% African American. Because our focus has been mainly credit-

recovery, most of our students have been 11th and 12th graders. We have usually serviced 160 students per semester, with some slight matriculation after the first semester enabling us to take 40 new students in the second semester as 40 students usually finish their graduation requirements in the fall, making for a total of 200 students served per year.

- **Areas of Strength:** The ECA is 14% of the total population of Jefferson High School, yet ECA's graduates make up one third to one half of the annual graduating class. The ECA has a high population of English Language Learners and is successful in improving the academic proficiency of these students. Because our students are on an actual college campus, students are already familiarized and can take advantage of the college going culture. This improves graduation rates. Students are exposed to a new world of higher learning, positive peer interactions, and made aware of what is available to them post graduation. Our students are involved in the community through internships, mentoring programs, job and volunteer opportunities.
- **Areas of Concern:** Improving attendance is always an uphill challenge. Dealing with student family issues is a concern as most of our students come from low SES. Issues include parents out of the country, absent parents, single parent homes, domestic violence, and drug abuse. The students' basic needs are not being met. Getting parents involved is an area of growth for our school.
- **Areas of Improvement Over Recent Years:** There has been a growth in our community partner involvement, for example ACE workshops, LA Youth Magazine, YouTHink, HBO and Warner Brothers mentoring programs, LADWP, USC Street Law, ECCLA Essay Contest, Townshend Foundation, and LATTC Fashion Department. The incoming high school GPA vs. the college GPA is drastically improved. The transient rate at Jefferson decreased from 51% to 43%, and is even lower at the Early College Academy. The students that come here stay here. There has not been one single suspension in the last five years. The ECA changes the students from a high school mentality to a college perspective, instilling a positive belief in their ability to succeed. Jefferson High School's API increased 43 points and the cohort graduation rate increased from 34% to 52%. ECA students improved from an average high school GPA of 1.6 to a college GPA of 2.54 in Cal State and UC transferable classes while they were in ECA.
- **Root Causes of Trends:** These include low socio-economic status, lack of parental understanding of school culture, high ELL student population, lack of academic language, and poor study skills. The ECA improves and expands the academic, social, and economic aspects of the student lives. Teachers expand the students' vision and outlook on their lives. The teachers care and believe in the students. Teachers continually look for ways to expand the educational options available both in and out of the classroom. The line between the classroom and the community is bridged. Students are constantly presented with pathways to success; they can reject it or join the

program. Success is a reality. Students who once struggled in high school realize they can be successful in college.

2. The five issues that must be addressed for transformational efforts to be successful include: calendar and bell schedule, on-site administrator support and accountability, relationships between ECA and LACCD, parent involvement, and student accountability.

The current calendar and bell schedule is not optimized for our school. We need our calendar to align with the LACCD calendar; right now it is not. The rationale and evidence for this is found in section E2, Schedule and Calendar.

The ECA has not had a dedicated, on-site administrator to supervise, support and develop the program. The administrator will ensure academic accountability by coaching, observations, data analysis, professional development and guidance. By having our own administrator, we will be able to expand the program and serve a greater population of at-risk students throughout the LA area. The administrator will also support teachers through class observation, constructive feedback, stewarding the vision and expanding the program to other LACCD sites. The onsite administrator will facilitate relationship building within the community. In order to reach our vision of three ECA sites, relationships among the LACCD stakeholders at each location must be established and nurtured.

Relationships have been built between our SLC and LATTC; moreover, these same relationships will need to be established at the other two LACCD campuses to which we plan to expand. Every college campus has its own politics and culture. We have learned how to negotiate the politics and culture at L.A. Trade Tech. We will use the lessons learned at L.A. Trade Tech and implement them at the other campuses.

Parent involvement is lacking due to the student's ages. Many students have not had a successful school experience, and parents are unaware of how to support their child. Research shows that parent involvement is paramount for student success. The ECA is committed to increasing parent involvement through parent led advocacy. See section E8, Family and Community Engagement for further details.

Students must learn to be accountable for their future success and happiness. Many students do not have the study skills, listening skills, appropriate academic behavior, note-taking skills, independent reading skills, interpersonal skills, and life skills required to be successful in school. While students attend the ECA, we prepare them to excel in college or career of their choice by explicitly teaching these skills embedded in a culturally relevant curriculum.

D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL (1-2 pages)

ECA is an off-site SLC of Jefferson High School, a large, comprehensive high school that inhibits the progress and growth of the ECA. The issues of a large high school dominate and subvert the intricate and

specific needs of our small school. As it stands, the ECA serves mostly as a credit recovery program for at risk students; however, our vision is to serve the entire spectrum of students from at risk to high achieving students.

Being tethered to Jefferson HS forces the ECA to use a bell schedule that is not optimized for our small school. As a pilot school, we will be able to dictate the school calendar so it aligns with the college schedule. This flexibility allows students to take full advantage of the benefits at the college and in the community. Students will be able to enroll in the maximum allowable college units. Presently, the schedule only allows students to take 6 units, but by aligning the calendars students will be able to take 11 college units per semester. Currently, high school students are cohorted as a large group in a single college class, but with a new calendar we can take advantage by only placing groups of about six to seven ECA students in a single college class. Also, we are limited in the number of college classes that are available to our students because of the calendar.

As a pilot school, we can admit a more diverse population of students by recruiting from feeder schools surrounding the LACCD campuses. By expanding, we extend the opportunity to more students. Many students in our SLC have known each other since a very young age, so by enrolling students of various local feeder schools, students' social and academic achievement will be cultivated.

Most of the faculty and staff of the current ECA SLC is on board with moving toward a Pilot School. We know how effective our results are. By increasing our autonomy, we know that we can improve and inspire students from the entire community surrounding LACCD campuses. The community has a vested interest because all students apply for financial aid, and most students receive the maximum reward, which is currently \$7500. The financial windfall the community will receive is a benefit both to the students, students' family and the community at large. This is a community-transforming event. Parents are interested because the ECA has an 85% graduation rate and their kids get a fresh start. In addition, parents have a chance to go back to school. Parents are able to rediscover the importance of education not only in their child's life but also in their own.

The Public School Choice (PSC) was developed and approved through Jefferson High School but not fully implemented nor realized. Because the PSC was not implemented, we learned of a different pathway to autonomy. Internal factors include a lack of support from main campus, cuts in classified and certificated staff, and the success of our students. We want to offer the opportunity to a larger number of students. Autonomy will ensure that the focus stays on the success of our students. The students of the ECA have different needs than the students of Jefferson H.S. External factors include that students will be changed from an unsuccessful environment and transferred to one that optimizes success.

E. PILOT SCHOOL TRANSFORMATION (10-12 pages)

1. Curriculum, Instruction, and Assessment

We are not starting a pilot school because we want to change the curriculum. Our students are successful not because of changed curriculum, but because of a change in the environment, expectations, instructional strategies, and teacher-student relationships. The student-centered environment at the Early College Academy, in which students learn on a college campus, is more conducive to teaching and learning the district adopted curriculum.

Alternative Curriculum, Programs and Resources (if applicable)

Assessment Plan

The ECA will conform to all LAUSD policies.

2. *Schedule and Calendar*

The schedule we are proposing provides an opportunity for students to attend school for 90 minutes more per day without the need to extend the day for teachers. The students will also be able to maximize the number of college units they take, which also allows them to accumulate dramatically more high school credits.

The Early College Academy will start its school year in mid-August with the first semester ending in December and the second semester starting in early January and ending early June. We will start one week before the college begins its fall schedule. This means we would start one week after the current Early Start calendar. We would make up this week in early January, as we would start our second semester a week earlier than the Early Start calendar. This will allow our students to take full advantage of the college 5-week winter session classes, and shorten the winter break from three to two weeks, allowing for better cognitive retention for our students. We try to adapt our calendar to mirror the LATTC academic calendar, so that there are no conflicts between the high school and college schedules. For example, this year, the LACCD and LAUSD spring breaks do not align. This requires ISIS, payroll, transportation and food services, along with parents and families, to be notified and have their schedules and routines disrupted in order to accommodate the discrepancy. If we have our own calendar approved every year, there is no time wasted trying to make it fit into the Jefferson schedule. Our calendar will allow enough time for our English Learners to prepare for the CELDT test in October and cleanly finishes the fall semester before the winter break. Also, our calendar will be aligned so as to allow students to enroll in the two summer sessions at LATTC, helping to speed up credit recovery and add to the students' college unit total. So in effect, our students can, and will be encouraged to attend school year round.

The ECA currently operates on a 4 X 4 bell schedule of 90 minutes per class, 4 classes per day, 4 quarters per year. Jefferson's 90 minute blocks do not coincide with the college's 90 minute blocks, which forces us to split second period into two sections in order to allow students to attend their college classes. Our pilot school would change to a 5 X 10 semester bell schedule,

with periods 1 thru 5 Monday and Wednesday and 6 thru 10 Tuesdays and Thursday. Friday's alternate between periods 1 thru 5 and 6 thru 10 to balance instructional minutes.

For our Pilot school, the ECA proposes to exactly mirror the college class blocks, which are as follows:

| | |
|-------------|--------------------------------|
| Period 1/6 | 7:00- 8:30 |
| Period 2/7 | 8:35 – 10:05 |
| Period 3/8 | 10:10 – 11:40 |
| Period 4/9 | 11:45- 1:15 |
| Lunch | 1:15 – 1:45 |
| Period 5/10 | 1:50 – 3:20 (high school only) |

Since this schedule includes five academic periods instead of four, the schedules of the high school teachers will be staggered with two starting at 7:00, and three starting at 8:35. This schedule allows students to enroll in college classes throughout the school day, without creating conflicts with the high school classes. It also allows for a longer school day, enabling students to gain and/or recover credits faster, and graduate earlier, while accruing the maximum amount of UC and CSU transferable units. Students will only be legally required to attend school for 4 of the five periods daily, but would have the option to attend an extra class each day. The Master schedule will be constructed so as to allow students to attend the necessary core high school classes while supplementing many of the elective requirements with college classes. The 10:10 to 11:35 block will be reserved for college classes for all students, as it is currently, for staff to have common planning time daily.

Since most college classes are only offered Monday through Thursday, Fridays will be our PD day. We will shorten each class period, and shift the third period, when all students normally have college classes, to the end of the day. We will have professional development at the end of the day on Fridays, while students attend specially designed non-credit college classes. These will include CAHSEE prep classes for those who still need to pass the CAHSEE, and Life Skills and College Prep classes for students who have passed both sections of the CAHSEE. Internships and work experience will be available to some students who have completed all their high school graduation requirements and maximized their allowable college units.

Teacher schedules will adhere to the current contractual guidelines, and students will be able to maximize the number of instructional minutes based on their individual needs and goals. The resulting extended school day allows for more student flexibility. Early risers can start at 7:00, while students who need more time in the mornings can begin at 8:35. Some students may want to attend the entire day. Since many of the college athletic facilities are not being used in the afternoon hours between 3:30 and 6:00 pm, we plan to have a rich after school program for

students who wish to participate in athletic and/or academic extra curricular activities. These will be supervised by the site administrator and staff supplemented through grants and partnerships, such as Kids In Sports.

Because lunch will be so late in the day, we plan to make a quick breakfast available to students, at 7:00 am and 8:30 am, depending on each student's starting schedule. We will have a student lounge area, complete with refrigerator and microwave, for quick snacks in between periods. Most college classes do not hold the students for the full 90 minutes. We have systems in place to supervise students during these times, and this will provide time for students to grab a quick snack before their next class.

3. Staffing

One of the problems of being tethered to Jefferson HS is the lack of communication among the adults. Because of our small size, the adults are constantly communicating regarding student success as well as day-to-day operations. Currently the administration is off site and rarely visits our campus. By going pilot, the administrator will be on site all day able to observe classes, review and analyze data, ensure that best practices are being implemented, and ensure compliance with district policy in all areas, particularly concerning ELL and Special Education learners.

The leadership structure for year one includes the principal, 0.5 counselor, 4.5 teachers, a community representative, and an administrative assistant. Because we are physically located on a community college campus, the college already provides many services. These positions include, but are not limited to: librarian, technology technician, custodian, nurse, and L.A. County Sheriffs. Our year one plan is to have 4 teachers (1 English, 1 Social Studies, 1 Math, and 1 Science). The plan moving forward in subsequent years is to open new sites with the same model. The new sites will have an on-site assistant principal answering to the principal who will now be overseeing multiple sites. As part of our plan to go autonomous, four teachers have earned a Tier 1 Administrative Credential.

The proposed staffing structure is necessary because up to now we have not had an administrator on site with the decision-making authority to ensure efficiency and compliance. The proposed staff knows how to work with the college faculty and staff, in particular the dean in charge of our program. Our staffing plan fulfills our mission. The onsite administrator and proposed faculty is the minimum required to achieve our mission of expanding our program to other community colleges after year one. The efficient use of human resources ensures our day-to-day communication within the intricate college structure. The small size of the staff combined with our access to all of the community college resources ensures high academic achievement, personalized instruction, and a smooth and successful matriculation for our students after they graduate from high school.

Our culture of collegiality and student centered philosophy is validated because we are able to watch the students succeed at the next level. A huge benefit of being on the community college

campus is that we get to see our students after they graduate. The emotional payback is highly rewarding to the staff.

One of the challenges of working at the community college is we have to constantly adapt to changes in the structure of the college. We keep up with these changes through common planning time and open communication with the college and each other.

All faculty are involved in the decision making process including the hiring of new staff as we expand. We also have an advisory board and governing school council. Everyone will have a voice. All staff emphasize that what is best for students, is what is best for the staff.

In the future, the ECA will have a hiring committee composed of two teachers, two parents, two students and the administrator. This committee will be responsible for interviewing and making final decisions on whom they will accept for both certificated and classified positions.

4. Professional Development

Since its inception, the ECA has been a collaborative program that evolves according to student needs. This pupil-centered focus eliminates the petty bickering and dysfunction prevalent on many large campuses. Since we also need to collaborate often with the staff at LATTC, the collegial spirit is constantly reinforced. For many years, the teachers of ECA have had a consistent and common planning time, which is used to strategize best practices and discuss the needs of individual students. All staff subscribes to the theory that if everyone works hard and does their job, everyone's job becomes much easier. The ECA has fostered collective trust by maintaining open and honest communication, and expecting a professional demeanor from all staff members. Another aspect of the ECA that contributes to a positive professional culture is the tremendous student success we are able to witness. Many of our students continue at LATTC after they graduate, so the staff is able to witness the fruits of their professional collaboration. And since we are such a small staff, and have been physically isolated from the main campus of Jefferson High School, we are accustomed to taking leadership roles in order to solve problems or develop new initiatives. New staff members are acculturated, yet encouraged to view policies with their fresh eyes and offer suggestions on what can be improved.

Our model differs from Jefferson's current PD practices in that ECA's PD model is focused, coherent, and student driven. Our model aims to improve a teacher's pedagogical practices to ultimately improve student achievement. Three members of the design team are recent graduates of Cal State Dominguez Hills Urban School Leadership (USL) Administrative program. Through this program our understanding of effective learning strategies and research regarding school achievement has been reinforced and expanded. To this end, our plan is to incorporate effective, researched-based strategies such as Explicit Direct Instruction (EDI), Reciprocal Teaching, SDAIE, Levels of Questioning, WICOR, Interactive Notebooks, Thinking Maps, 21st Century Skills and technology in the classroom.

We service a consistently underperforming population of students who require the most effective teaching and learning strategies to scaffold their learning and prepare them for college and career readiness. Therefore, our PD plan will incorporate a cycle of inquiry in 4-week modules. Over this time period, the expectation is to learn, apply, and reflect on student achievement using a particular strategy. As a group (content and whole group), we will assist each other in the development of a lesson plan incorporating the learning strategy. Each teacher will have in his or her possession a concrete lesson plan integrated with the learning strategy ready to be delivered, not just a concept of the strategy. Each teacher will be responsible for gathering and reflecting on the data. On the fourth week, the whole group will reflect on the learning strategy and determine its effectiveness. Once again, our PD is student focused and driven. If a strategy is deemed ineffective by quantitative and qualitative data, the particular strategy will be removed from the cycle. Qualitative assessments include teacher perceptions, self-evaluation, professional conversations, teacher interpretation of student work, classroom participation, intellectual curiosity, passion for learning, and discipline issues. Quantitative assessments include staff attendance at PDs, student attendance in the classroom, graduation rates, CAHSEE passing rates, CSTs, Periodic Assessments, summative classroom assessments, grades and attendance in college courses.

Classified personnel will be included in all professional development meetings to learn and support classroom learning. Input from support staff, such as RSP aides and counselors, is vital to fully understand the needs of students. The administrator will be involved in the school's PD as well as participate in LAUSD's professional development for principals.

The role of PD is to inspire educators - to give them the knowledge and skills needed to stir their innate spirit as a means to help their students succeed. Effective delivery of instruction must be supported by professional development that is collaborative, sustainable and intensive. An in-house "expert" will provide modeling and coaching. According to Blankstein (2010), "discovering who within your school succeeds with 'low performers' opens up great possibilities for others to do the same" (p. 118). The Early College Academy is committed to providing professional development on differentiated instruction that offers teachers more flexibility and considerations for learning styles, socio-cultural influences and possible learning disabilities (US Dept. of Education, 1999).

5. *School Culture*

Personalization strategies have always been a major factor in the success of the students in the ECA. Teachers are instructed in the use of MyData, and discuss the data with each student during the weekly Advisory period. The students we normally enroll have transcripts that are a puzzle that must be solved in order for them to graduate. For example, some have passed World History A, but failed World History B, and some seniors still need to pass English 9. All of the staff is aware what each student needs to graduate. Our goal is to get students to finish high school but also find a passion for their post secondary ambitions. We have regular visits to

the many Trade Tech departments, and professors and department chairs visit our classrooms to recruit students. These can include career and technical programs or academic programs that lead to transfer to four-year universities. Students get a first-hand view of what college has to offer, and a better understanding of why they need to have 21st century skills in order to be successful beyond high school. The student/teacher relationships are naturally sustained because we continue to support the students after they graduate. Failure is not an option for our students or our teachers.

Since its inception, the ECA has been a collaborative program that evolves according to student needs. This pupil-centered focus eliminates the petty bickering and dysfunction prevalent on many large campuses. Since we also need to collaborate often with the staff at LATTC, the collegial spirit is constantly reinforced. We used part of PD last year to focus on the Adaptive School model, and its seven norms of collaboration. For many years, the teachers have had common planning time that is regularly used by teachers to meet and strategize best practices and discuss the needs of individual students. All staff subscribes to the theory that if everyone works hard and does their job, everyone's job becomes that much easier. Open and honest communication is encouraged, and a professional demeanor is expected of all staff.

Another hallmark of our success at the ECA is our approach to student discipline. Many of our students come from chaotic home and neighborhood situations, and we pride ourselves on providing a safe, fair and stable environment where students can focus on improving their academic skills and social behaviors. Our formula is nothing new, but it does require a lot of hard work and follow-through by all staff members. For each tardy and absence from school, the parent is contacted and the reason for the infraction is verified. For each tardy, the student is required to do a half hour of detention after school. For habitual truants, in-house suspensions are employed and another parent conference convened in order to help solve the issues relating to the poor attendance. A contract is signed and the student is given a guidance slip that must be signed by each teacher throughout the day. A clear and consistent system of consequences for inappropriate behavior is explained in the student handbook given to all students at the beginning of their tenure with the ECA.

Another aspect of the ECA that contributes to a positive professional culture is the tremendous student success we are able to witness. Many of our students continue at LATTC after they graduate, so the staff is able to witness the results of their professional collaboration. And since we are such a small staff, and have been physically isolated from the main Jefferson High School campus, we are used to taking leadership roles in order to solve problems or develop new initiatives. New staff members are encouraged to view policies with their fresh perspective and offer suggestions on what can be improved.

The ECA will continue to be sensitive to the unique culture of our students, their families and the community. We have employed PBL that has encouraged students to explore and celebrate their culture. These have had components that included family and community interaction. One

PBL plan involves students reaching out to the business community, writing letters encouraging donations and offers of internships and volunteer opportunities. We will sustain our 10-year relationship with the Townsend Foundation, which provides free, culturally relevant books for the students to read while providing scholarships to encourage more independent reading. The foundation also encourages the students to explore all the obstacles they have overcome to get to college by offering essay scholarships. Over \$250,000 dollars has been distributed directly to our students through these reading and writing opportunities. By expanding to other sites, we can increase our student population to make it a self-sustaining pilot school. As we do this, we will keep in mind that each area and school site has its own culture and needs, and we will be sensitive to our need to adapt to each new environment as we expand.

Proper student behavior is constantly monitored and modeled. All the adults listen to how the students interact with each other, and bullying and put-downs are not tolerated. We have an informal battle cry of “No contacto fisico” (no physical contact), which discourages all inappropriate contact between students, including playful horsing around, public displays of affection and borderline sexual harassment. Students are transplanted from their unsuccessful high school environment, where the population is more homogenous and many students have known each other since kindergarten. At the ECA, they are exposed to a much more diverse population, often from many different areas of the city, and placed in an adult environment. Here, conflict resolution occurs on a more adult level, through compromise and an atmosphere of mutual respect. Field trips reinforce the spirit of community, with annual weekend camping trips, ACE workshops and visits to the Museum of Tolerance, among others. Civic and community participation are encouraged through internships at the LADWP, mentoring programs with HBO and Warner Brothers, and volunteer opportunities at the St. Vincent De Paul Society, California Hospital and local elementary schools, to name a few.

In terms of parent involvement, many siblings of former students have come through our program through the years. We developed relationships with these families over the years. We encourage a college going culture not only with our students but with the parents as well. Historically, getting parents involved has been difficult. We encourage the parents of students to not only get involved in their children’s education, but to continue their own. Located on a Trade Technical campus, there are myriad opportunities for career advancement, ESL classes, and vocational training at Trade Tech. To get more parents involved we will start a parent council, which will represent parents and will advocate for our school. There is an interview with every parent and student before they are accepted to the program. College representatives are included in all Back-to School nights and parent conferences. Whenever students are tardy or absent, an actual staff member calls the parent to inform them.

We will incorporate the student's parents and/or guardians as academic advocates by encouraging once per semester meetings with the counselor to monitor their child's IGP. Struggling students are identified through common planning meetings, and parent conferences are arranged as needed. If we have trouble contacting parents via phone, we will visit their home. We will have an open door policy; welcoming parents to visit classrooms and encouraging parent participation as campus aides and monitors.

School Governance

Our Governing School Council will consist of the administrator, one teacher, one student, one parent, one LACCD representative, and one person from the ECA Advisory Board. Each member will be elected by his or her appropriate constituency. Teachers will vote for their representative, the student body will vote for their representative, the advisory board will select one member, and each college will select one staff member to represent their respective campus. Decisions will be conducted through dialogue and voting with simple majority to adopt policy. The proposed structure is necessary so that all stakeholders have a voice in the governance of the school.

Budget

Specific priority areas we will direct funds to include: staffing, student transportation (TAP cards), college textbooks, and technology such as tablets, laptops, and eReaders. This will differ from traditional school spending structures in that most other schools live in the neighborhood and can walk to school. Also, high school textbooks are provided for students in traditional schools. Our school requires extra funding for college textbooks that are not provided. In terms of food services, our goal is to redirect funds to the LATTC Culinary Arts Department to provide food services to ECA students. Since we are part of the District, we will continue to use the food services provided by the District. We have been providing nutritional services through the cafeteria at the adjacent Orthopedic Magnet School. There is a possibility that in the future we can arrange to have the students fed through a partnership with the LATTC Culinary Arts Department, which runs a cafeteria on campus during the day.

However being on the college campus, many services that other schools need to direct funds to are already being provided by the college. For example, students have access to the college Health Center, college psychiatric services, college counselors, campus security, college library, financial aid services, tutoring and Career Center.

Plans for additional fundraising include, continuing book donations and reading and writing scholarships from the Townsend Foundation, the Monte Meerow Sperling Foundation, student

letter writing campaigns, and staff plans to attend grant writing courses. We are continually looking for ways to expand our fundraising opportunities. To that end, through the Sperling Foundation the community can directly contribute to the ECA. We have received over 250 thousand dollars in product and or cash donations through student letters to both local and national business organizations.

Family and Community Engagement

The ECA strongly believes parents and the community are vital advocates for the education of America's youth. This partnership is even more critical in minority, low SES communities in which the ECA serves. Barriers that hinder participation and meaningful engagement form parents and the community include language, immigration status, lack of knowledge of the school system, frustration not only with their children but also with the lack of school effectiveness, time constraints due to jobs and family responsibilities, and transportation. We also recognize each student and family is unique and therefore other obstacles may exist.

Strategies to overcome these barriers include: welcoming the parents to the college community not only as parents but also as potential students, informing them about the enormous impact financial aid can add to their families well-being, Back-to-School events that include representatives from the college vocational departments, continuing education and ESL department. We plan to improve teacher parent relationships by celebrating success. This will be achieved by inviting parents to school awards ceremonies, attendance assemblies, weekend community building activities, and more social gatherings. Our students have experienced limited success in school prior to attending the ECA. College attendance was not something most students or parents expected, and so the ECA will reinforce the college going culture by modeling successful habits and including the parents in all college related events, including job affairs, transfer fairs, financial aid workshops, orientations, and college visits. By including parents in these activities, we will ensure parents know their role in student achievement.

An additional strategy the ECA will employ is the creation of a parent leadership council. The group will meet once a month and consist of a teacher, counselor, and active parents. One of the foci of the council is to increase parent involvement – using parents to gain parents. During our Back-to-School nights, parent volunteers will meet with less involved parents to have meaningful one-on-one conversations. The conversation will focus around sharing the importance of being an active parent in their child's education, steps to take, and an invitation to the following parent leadership meeting. We aim to empower parents, correct misconceptions, and foster a sense of belonging to the school by creating the ECA Parent Leadership Council.

To build stronger community relations, we will encourage more volunteerism in our students by partnering with local community organizations. Part of the on-site administrator's duties will be the creation of volunteer opportunities. ECA students will attend college events, such as job and college fairs to network and learn of opportunities available after graduation.

We will measure our progress by observing increased parent attendance at events and volunteer opportunities available to our students. Furthermore, student GPA, appreciation for school and learning, student attendance, volunteerism, and college transfer rates is evidence family and community engagement is having a constructive impact on students. We at the ECA believe there is a strong positive correlation between parent/community involvement and student achievement.

F. SCHOOL PLANNING TEAM (2-3 pages)

1. *Who are the members of your planning team?*

The members of the design team include Michael Dean who has been a faculty member since the inception of the program in 1994, Benjamin Bergstrom, Gerardo Abrica, Sarah Phillips, Ana Parra, and Sergio Comparan. We have been colleagues concerned with student achievement for many years together. We were frustrated with the lack of autonomy, which limited our ability to improve and realize the true potential of our school and students.

As the current acting Coordinator and teacher, Michael Dean has acted as BTSA mentor to three of the design team members. His natural leadership ability and desire to improve our school, makes him a natural choice as design team leader. We are on the same page and want to move forward to make this opportunity available to more students. We have been in a unique situation being offsite, however connected to a habitually underperforming Level 5 Program improvement school.

Michael Dean

Michael Dean, a native of Rochester, NY with a BA in English/Communications from St. John Fisher College, came to Los Angeles seeking a career in comedy. He spent several years performing stand up comedy at the Laugh Factory, Improv and Comedy Store clubs, writing for Laugh Factory magazine and selling jokes to Rodney Dangerfield and Joan Rivers, among others. His career in education began in 1994 after a successful stint in the car rental industry. He has worked for the past 18 years at Jefferson High School, exclusively at the Early College Program at LA Trade Tech. He has also taught adult ESL classes at Manual Arts High School, and one summer at Loyola Marymount University.

Mr. Dean is an award winning English teacher, named one of LA's Most Inspiring Teachers in 1997, ECCLA Teacher of the Year in 2001, as well as Time Magazine's Person of the Year in 2006. He has an MA in Educational Administration from CSUDH, and holds a Tier I Administrative Credential as well as an English Language Arts Clear Single Subject Credential.

Mr. Dean's leadership roles have included membership on the Jefferson PSC Leadership Team and WASC Leadership Teams, as well as the Instructional Council. He has been

Lead Teacher/Coordinator/Designee at the ECA for the last six years. He is president of the Monte Meerow Sperling Foundation, which supports the ECA, and represents the LAUSD on the board of the ECCLA. He has been a BTSA Support Provider for three members of the ECA design team.

Mr. Dean has a history of starting very successful organizations from scratch. He was founding president of the Greater West Hollywood Food Coalition, which just celebrated its 25th anniversary of feeding the homeless and hungry every day since 1987. He was founder and general partner of DNA Rent a Car, which provided undercover vehicles to the LAPD. He founded the Jefferson HS Travel Club, which has taken students on six different trips to Europe and the east coast. He was producer of Stand Up and Deliver, a student comedy contest that identified the funniest student in the LAUSD. He has developed and nurtured relationships with businesses and foundations that have donated over \$500,000. He has the knowledge and work ethic to successfully steward the implementation and operation of the Early College Academy.

Benjamin Bergstrom

Benjamin Bergstrom has been teaching at the Early College Program at LA Trade Tech for 7 years. He graduated with his Masters in Education and teaching credential from UCLA in 2005. In addition he graduated from the Urban School Leaders Program at California State Dominguez Hills with a Tier 1 Administrative Credential in 2012. Mr. Bergstrom is a member of the Instructional Council and Parliamentarian for the School Site Council.

During Benjamin's involvement in the USL credential program, he completed a highly successful project entitled "CAHSEE Reading Challenge" which addressed the need for all students to pass the CA High School Exit Exam. Through this program, Benjamin led and motivated a team of teachers to increase student reading and academic achievement. This project led to increased CAHSEE passing rates and increased graduation rates. The faculty recognized Benjamin for his leadership abilities, communication and technology skills. For his project, Benjamin researched a need in his school, developed a collaborative vision, designed a strategy to effect change, implemented the change, and evaluated the student growth. His decisions were data driven, evidenced by teacher and student surveys, CAHSEE and CST scores, and graduation rates.

As an individual, Mr. Bergstrom shows a strong commitment to education and his students. He routinely visits students' homes and neighborhoods. Whether he is having dinner with a student's family, or offering college advice, he is able to connect with them on a very personal and relatable level. Every one of his students knows that he cares about them.

Gerardo Abrica

Gerardo Abrica has been teaching for seven years in LAUSD and has personally witnessed the struggles and success of inner-city at-risk youth. He strongly believes today's youth are eager, willing, and capable of learning in the proper setting with highly qualified and dedicated educators.

Gerardo Abrica is a recent graduate of CSU Dominguez Hills where he attained a M.Ed. and a Tier 1 Administrative Credential through the Urban School Leaders Program. He currently teaches at Jefferson High School while serving as Lead Teacher for the Creative Arts & Expressions (CAE) Academy. Mr. Abrica also serves on Jefferson HS Instructional Council and facilitates CAE's professional development, advisory board, and parent leadership committee. In previous years, Mr. Abrica has served as Math Coach, a member of the school site council, and internship coordinator for the ECA.

Above all, Gerardo Abrica understands education is a pathway to social mobility; furthermore, he is determined to help students realize their own God-given potential to succeed in school and life.

Ana Parra

Ana Parra has been teaching for 23 years and has 14 years secondary counseling experience. She graduated from Cal State University Los Angeles with a Masters in Counseling and Leadership. She also holds a Tier 1 Administrative Credential. Ana was Testing Coordinator for four years and a mentor teacher for several teachers.

Ana is a highly valued member of the Jefferson High School faculty, and is well respected by students, administrators, and teachers alike. Her peers benefit from her contributions during staff meetings, and they value her opinion on student matters. She is quick to assist other teachers who need help and may be struggling. Her leadership qualities are evident in her work as a student advocate and school leader.

Sarah Phillips

Sarah Phillips has been teaching for ten years, 7 of which at the Early College Academy. She currently teaches 6th grade at the Julian Nava Learning Academy. She graduated with a Masters in Theatre Arts from the Trinity Rep Theatre Conservatory in Rhode Island. She is also a past faculty member at University of Rhode Island and holds both multiple and single subject credentials in English Language Arts. Also, she was a fellow in the National Writers Project at Cal State LA.

Sergio Comparan

Sergio Comparán is a graduate of the Thomas Jefferson Early College Academy, class of 2001. Currently, he is the community representative at the ECA while also teaching enrichment science for Star Education. After graduating from high school, he attended Santa Monica College where he received an Associate of Science Degree. Subsequently, he had the privilege of transferring to the University of California Los Angeles where he

received a degree in Anthropology with a concentration in Archaeology. Sergio is taking the necessary steps to becoming a science teacher for the Los Angeles Unified School District, and looks forward to obtaining his teaching credentials in the near future.

It was easy to identify and select the members of the design team. We are all student-focused educators, who work well together, with strong positive dynamics and synergy. Although our teaching methods vary, we share the same goals of bringing out the strengths in our students and each other. Though our styles are different, our passion for student achievement creates a shared focus on our mission and vision.

The Early College Academy RFP was written after work and on weekends collaboratively. We wrote this because we believe that the plan will create the change that we know is necessary for our students to realize their full potential. We believe that under performing schools can be transformed by dedicated professionals doing the hard work necessary to turn around schools and by holding students to higher expectations than previously expected. The design team took our PSC proposal we together, and adapted it to the Pilot School RFP. Many of the design team writing sessions were done at various members' houses, giving us a chance to collaborate, get to know each other outside the professional setting, socialize, and actually write the plan. The majority of the writing was done in a whole group setting to ensure that all voices were heard and included in the proposal. By writing the RFP as a team, we were able to discuss and dialogue so we would come to an agreement of best practices specifically for the Early College Academy. Even though this method took more time than if the sections were divided up and written individually, the collaboration produced a more thoughtful and effective final product that represents our school's plan to realize our vision.

2. *How were parents and the community engaged in the development of the plan?*

Parent involvement is one of the driving forces behind our desire for autonomy. We meet every single parent before accepting their child into our school, and we learn much about each family's circumstances through our focus on personalization. Using this qualitative data, we will develop a plan to include parents not only to help their children graduate, but to improve their own, and by extension, their entire family's situation. LA Trade Tech offers a variety of programs geared toward job readiness and career advancement, as well as a wealth of ESL classes. We will encourage the parents to return to school and model the significance of education to their children, and thus make their presence on our campus a norm. Our goal is to advance our vision that education for the whole family is key to success and happiness.

G. IMPLEMENTATION (2-3 pages)

Since the ECA has existed for 18 years, we are not trying to re-invent the wheel. We are just trying to expand a program that has been very successful. The main challenges we face will be establishing relationships with the other community colleges and surrounding schools. To that

end, we will use the relationships we have established at Trade Tech to introduce us to the movers and shakers at the other LACCD campuses. We will try to establish a more formal partnership between the LACCD and the ECA, gaining special enrollment priorities and privileges for our students. Rather than being redundant, the bullet points below illustrate what will be required to expand to each new site. We will also include a brief description of the plan for each of the next four years. We will create and employ a “cycle of implementation”: plan, implement, assess, reflect and revise as necessary.

Prior to Opening-The following actions are required for implementation prior to opening:

- Staff Selection – members of the design team will comprise the staff for year one.
 - Assign responsibilities for testing, Title 1, Bilingual Coordinator, parent liaison, etc.
 - Hire community representative
- Student Recruitment and Enrollment
 - Create brochure and recruitment multi-media presentation
 - Attend community fairs and conduct presentations
 - Presentations to students at feeder middle and high schools
 - Create articulation agreements between middle and high schools
 - Contact counselors at feeder schools letting them know we can now accept students from their school
- Curriculum and Assessment
 - Follow and implement all LAUSD guidelines
 - Create a master schedule that incorporates college classes that correspond with student graduation needs
 - Secure supplemental source of funding for college textbooks
 - CAHSEE, CELDT & Common Core testing implementation.
- Student Support
 - Individualized Graduation Plans for all students
 - Conduct individual interview with each students and parents

- Plan and schedule College and ECA Orientations
- Plan student activities including graduation, senior activities, yearbook, etc.
- Order diplomas
- Family and Community Engagement
 - Establish an Advisory Board
 - Ramon Castillo- V.P. at LA Trade Tech
 - Establish Governing School Council
 - Establish Parent Leadership Council
 - Reach out to families and communities in feeder areas
 - Build and nurture relationships with LA Trade Tech and other LACCD campuses
 - Build and nurture relationships with community organizations with the intent of attaining student internship and volunteer opportunities.
- Facility and Operations
 - Make sure we have our own school code, SIS, and all other infrastructure
 - Order supplies
 - Negotiate with Jefferson HS to allow us to keep equipment, textbooks, supplies and technology.
 - Secure funding for MTA bus passes

Year 1

- Open at LATTC with additional students and teachers. Our population of students will be comprised of the surrounding feeder high schools, including Santee, Jefferson, Manual Arts, Orthopedic Magnet, South East, Maya Angelou, Frida Kahlo, as well as private and charter schools. The staff will consist of 4.5 teachers, 1 administrator, 0.5 counselors, 1 Senior Office Technician and 1 community representative. The administrator will network and lay the foundation for expansion to other LACCD campuses. Assess and reflect on the master schedule

and calendar. Convene meetings of the Advisory Board, Governing Council and Parent Leadership Council to monitor progress and collect feedback on school effectiveness.

- For subsequent years, our plan is to replicate the current plan to two more LACCD campuses.

Year 2

- Start the cycle of implementation from year 1 data. Assess, reflect and implement revision to our plan as necessary.
- Continue to establish and build relationships for expansion in year three. Contact counselors of surrounding feeder schools of new LACCD site to promote ECA. Continue to meet with LACCD representatives to ensure a successful launch of the new site.
- Recruit highly qualified teachers and select one new site administrator from the original design team.

Year 3

- Start the cycle of implementation from year 2 data. Assess, reflect and implement revision to our plan as necessary.
- Continue to nurture relationships at LATTC.
- Expand ECA to one additional LACCD campus.
- Maintain and build relationships between the two sites and with the new LACCD campus. Evaluate and use data to drive further expansion plans.

Year 4

- Start the cycle of implementation from year 3 data of LATTC site. Assess, reflect and implement revision to our plan as necessary.
- Start the cycle of implementation from year 1 data of new LACCD site. Assess, reflect and implement revision to our plan as necessary.
- Continue to nurture relationships at both LACCD sites.
- Continue to establish and build relationships for expansion to third site in year five. Contact counselors of surrounding feeder schools of new LACCD site to promote ECA. Continue to meet with LACCD representatives to ensure a successful launch of the new site.

- Recruit highly qualified teachers and select one new site administrator from the original design team.

Year 5

- Start the cycle of implementation for both LACCD sites. Assess, reflect and implement revision to our plan as necessary.
- Continue to nurture relationships at both LACCD sites.
- Expand ECA to one additional LACCD campus.

H. REQUIRED ATTACHMENTS

The following attachments are required and should be included in the Table of Contents. They do not count toward the page limit.

- Attachment A (Letter of Intent / Information Sheet)
- Attachment B (Elect-to-Work Agreement)
- Documentation of Voting Results