

Small Learning Community: ACCER: Architecture Construction Computers Engineering Robotics

A. Vision Statement

The Architecture, Construction, Computer Science, Engineering and Robotics Academy (ACCER) is dedicated to providing a lifelong commitment to a rigorous, cohesive and integrated curriculum designed to assist our students in preparing for careers or continuing education in any of the above fields. The ACCER Academy will retain a commitment to students to prepare them for college and/or future careers.

The ACCER Academy will set several goals for students to accomplish including developing critical thinking skills, analyzing issues, positive and effective communication skills. Students will be able to use a scientific methodology to think, analyze, and make decisions. Students will address issues affecting them personally and globally. Our trained faculty will assist students by providing challenging and relevant curriculum and encourage parental involvement. Advisory members will also be encouraged to participate within this small learning community. Ultimately, our goals include producing successful, high-achieving students, while maintaining high student interest therefore ensuring a 100% graduation rate.

Our curriculum will integrate Academic and Career Technical education empowering students to make wise career and life choices. ACCER faculty will provide opportunity for students to acquire skills needed to adapt to technological changes and economic developments that will impact future job markets.

The broad career focus will allow students to concentrate on subjects that they are interested in and provide exposure to many career paths. The primary challenge we face as we try to implement our vision is to offer unique thematic electives that meet state standards, and match the interests of the students, and for which we have qualified personnel. ACCER will work collaboratively as a faculty to build opportunities for our parents and the community to participate in the development and implementation of our vision and help us continuously evaluate and improve our programs. We have a strong group of teachers in the core curriculum and we will research and develop electives and internships in the fields of Architecture, Construction and Computer Science, and Engineering.

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B. Mission Statement	Building a Better Tomorrow Through Technology																				
C. Describe the culture of your SLC. i.e.....traditions, college/career	<p>ACCER will fulfill a goal of sustained and mutually respectful personal relationships where every student is well known by a group of educators who will advise and/or advocate for them and work closely with them and their families over time. The size of the SLC is appropriate to its vision and mission, generally ranging from 550-700 students.</p> <p>Faculty will use techniques, such as prior knowledge, within instruction in order to personalize lessons which will incorporate their personal experience and diverse cultures. Instruction will be based upon diverse learning styles and multiple intelligences. Curriculum will be challenging for each level of learning whether the class consists of sheltered, mainstreamed, or gifted students.</p> <p>ACCER will implement strategies to help freshman transition into our small learning community. ACCER strategies will support all students academically, personally and socially with an emphasis to succeed. ACCER proposes to serve a population of 550-700 students based upon intensified teacher and/or adult interaction with students.</p>																				
D. Electives and CTE Pathway Courses	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">ACCER COURSE SEQUENCE</th> </tr> <tr> <th>10th Grade</th> <th>11th Grade</th> <th>12th Grade</th> </tr> </thead> <tbody> <tr> <td>Advisory Class</td> <td>Advisory Class</td> <td>Advisory Class</td> </tr> <tr> <td>English 10</td> <td>American Literature Contemporary Composition</td> <td>Expository Composition</td> </tr> <tr> <td>Geometry</td> <td>Algebra 2</td> <td>Math Analysis Calculus</td> </tr> <tr> <td>Biology</td> <td>Chemistry</td> <td>Physics</td> </tr> </tbody> </table>			ACCER COURSE SEQUENCE			10th Grade	11th Grade	12th Grade	Advisory Class	Advisory Class	Advisory Class	English 10	American Literature Contemporary Composition	Expository Composition	Geometry	Algebra 2	Math Analysis Calculus	Biology	Chemistry	Physics
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	World History	US History	Principals of American Democracy/Economics
	Foreign Language	Foreign Language	Foreign Language
	Physical Education	Visual Art	Technical Art
	<p>TASKS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify industry sector(s) and career pathways that best align to your SLC and the current course offerings at the site. <input type="checkbox"/> Develop a possible CTE scope and sequence using the three course levels of CTE. <input type="checkbox"/> Using the CLI7 and the UC A-G approved course list, identify existing electives that support and determine course needs to complete the three levels of your CTE sequence. 		
	Intro to Computers 18-01-03 Information Processing	Exploring Computer Science 1AB 18-01-06	El Camino Engineering Tech 12 Intro to Engineering Design
	Computer Technician [Intro] 69-30-65	Computer Technician (Fundamentals 240hrs) 69-30-70	Computer Technician (Fundamentals 240hrs) 69-30-70
		Intro to Robotics	Intro to Robotics
		Construction Workers Fundamentals 69-15-80 Adult School	Construction Workers Fundamentals 69-15-80 Adult School
		ISEE Internship Program LATTC	ISEE Internship Program LATTC A+ Certification
		El Camino Director Inglewood Center	LATTC LAUSD Facilities Div. Northrop Grumand
		Gardena Carson Adult School LATTC	LAUSD Facilities Gardena Carson Adult

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<p>E. Differentiated Instructional Techniques that will be used across your SLC</p>	<p>Faculty will use techniques, such as prior knowledge, within instruction in order to personalize lessons which will incorporate their personal experience and diverse cultures. Instruction will be based upon diverse learning styles and multiple intelligences. Curriculum will be challenging for each level of learning whether the class consists of sheltered, mainstreamed, or gifted students.</p> <p>ACCER will implement strategies to help freshman transition into our small learning community.. ACCER strategies will support all students academically, personally and socially with an emphasis to succeed. Classes will incorporate Specially Designed Academic Instruction in English (SDAIE) strategies. Teachers will use a hands-on approach, including project-based learning, modeling and design. Teachers will also use games, graphic organizers, and cooperative learning. Classes will also incorporate the Advancement Via Individual Determination (AVID) methodology. ACCER proposes to serve a population of 550-700 students based upon intensified teacher and/or adult interaction with students.</p> <p>All ACCER students will have the equal opportunity to work with one or more teachers for multiple years in a caring and supportive relationship. ACCER plans to implement the following to ensure such relationships:</p> <ol style="list-style-type: none">1. Advisory Teachers2. Mentoring Sessions3. Dropout Prevention Classes: Intervention can be held during the day as well as after school. Credit recovery classes also can be held during the school day as part of the regular schedule. Students will also be able to take a greater number of enrichment classes during the school day. These classes will be woven into the 8 x 2 schedule that this school will be incorporating. <p>Recommendation forms will be available for students requiring attention. Students may recommend themselves if they need guidance. ACCER will encourage parental involvement to act as advisors and/or role models.</p> <p>ACCER will also have college and career planning guidance from teachers and/or counselors which will include preparation of a written secondary course plan and</p>
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	<p>postsecondary plan. An illustration of this would be at orientation students will be asked to fill out a form stating what their goals are before and after graduation. Students will meet twice a semester to review grades, goals, and discuss options. Parents will be encouraged to help keep students on track and be made aware of their students' goals. Counseling will be for all students regardless of level of achievement.</p> <p>Faculty and staff will guide parents to become involved in their students' education. Parental involvement will reinforce support for students' needs. Students will also have the opportunity to extend education past the traditional instructional day. Opportunities will include (but not limited) to: tutoring programs, dual enrollment college courses, internships and after-school programs.</p>
<p>F. What partnerships do you have/possible partnerships/ and what is their role?</p>	<p>Possible partnerships are listed in the pathways chart of part D.</p>
<p>G. Ways to celebrate successes and student achievements.</p>	<p>Students will take field trips. Students will be issued rewards. ACCER will hold ceremonies to promote success.</p>
<p>H. What is the draw for your SLC?</p> <p>What is so special about your SLC for each grade level that students will want to join?</p> <p>Which activities or events happen in each grade level?</p>	<p>10th grade Technological Field Trips as Part of Reward System Intervention, Credit Recovery, Dropout Prevention, and Mentorships Improvement of Time Management Skills and Positive Identity Technological Career Pathways and Choices</p> <p>11th grade Technological Field Trips as Part of Reward System Intervention, Credit Recovery, Dropout Prevention, and Mentorships College Fairs/Visits Technological Resume Samples Reevaluation of Pathway</p>

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	<p>12th grade Technological Field Trips as Part of Reward System Intervention, Credit Recovery, Dropout Prevention, and Mentorships College Fairs/Visits Reevaluation of Pathway Technological Resume Samples Technological Job/Interview Skills</p>
<p>I. Proposed interventions during the day for “D” and Fail students.</p>	<p>The ACCER academy will provide a rigorous, standards-based education for all its students with the goal of developing life-long learning skills and habits. This community will construct the matrix of classes to insure success. The class schedule will incorporate intervention, credit recovery and enrichment courses to ensure dropout prevention. Our unwavering expectation for ACCER is that it will provide a challenging, high-quality education for each student who enters. We will align course offerings to LAUSD A-G requirements, university admissions standards, and provide the support and intervention services necessary to ensure that all students pass the California High School Exit Exam and are well prepared for post-secondary education. We will align our curriculum with the California State Standards and Frameworks to help assure that all students will become proficient in meeting State content and performance standards. In addition, we strive to prepare students for future careers in architecture and construction, computer science, engineering and robotics.</p>
<p>J. How will your SLC support specialized populations? i.e.. special needs students, ELL, Honors, AP, AVID</p>	<p>All students are welcome and encouraged to join the ACCER small learning community. Every student will participate in a rigorous quality curriculum that is culturally relevant and linguistically responsive to their unique learning need, thereby eliminating achievement gaps between groups of students.</p> <p>ACCER will consist of approximately 700 students from grades 10-12 and include all types of learners (ELL, special needs, GATE, etc.) of diverse backgrounds. Any and all students will be accepted into ACCER when they apply regardless if the students come from local or traveling communities.</p>

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	<p>We will use data to drive instruction. The faculty will use district facilities such as MyData to analyze student achievement and needs. Lessons will be scaffolded to in order to provide differentiation of instruction. Teachers will use multiple approaches to content, process and product through student-centered pedagogical techniques and strategies.</p> <p>ACCER will maintain a high standard to teach culturally relevant and linguistically responsive curriculum. The classroom teachers and special educators also plan together and work collaboratively to implement the child's Individualized Education Plan (IEP) that reflects their needs within the school setting. ACCER will apply ELD instruction that recognizes the language modalities (speaking, listening, reading, and writing) and provides EL students with intensive ELD courses through a sheltered course-environment infused with scaffolding and SDAIE strategies to ensure continued development of their academic English proficiency and second language literacy. Teachers will retain high expectation for students' outcome. Any students who require intervention will be addressed accordingly and resources will be provided for such students. Above all ACCER will maintain a safe and productive environment which will promote the highest level of academia possible.</p>
<p>K. What does assessment look like in your SLC?</p>	<p>All teachers will align formative and summative assessments to California State Standards using the blueprints from the CST, CAHSEE, and CELDT to guide instructional pacing and delivery. ACCER will continue to use periodic assessments. In addition, Project Based Learning (PBL) will be incorporated as an instructional method. These projects will also be used as assessments. These projects are learning activities that are long-term, student-centered, and involve problem solving, decision making, investigative skills, and reflection. Teachers will use these projects to teach and assess higher order thinking skills.</p>
<p>L. What does the role of the parent look like in your SLC?</p>	<p>ACCER will incorporate Joyce Epstein's six keys of family and community engagement:</p> <ul style="list-style-type: none"> Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. ACCER will assist schools in understanding families. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school

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	<p>programs.</p> <p>Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. Assignments will be posted online.</p> <p>Decision Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p> <p>Collaborating with the Community: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community. This will include required advisory meetings.</p>
<p>M. What is the goal of your professional development plan and how will it address new teachers that come to your SLC?</p>	<p>Small School Learning Communities demonstrate implementation of central and local district training and resources. Continuous professional learning is focused on improving practices and performance as a vehicle for school improvement and program coherence. This is accomplished through collaboration, reflection, the analysis of student work and data, and a review of pedagogy. Common planning time is provided for teachers to gain in-depth knowledge of their content standards to work on lesson design review student work and performance data. Professional development is monitored and assessed regularly for effectiveness and implementation to ensure continuous school improvement.</p> <p>Meetings: ACCER will hold meetings on a regular basis in order to discuss students, student work and to plan and implement SLC activities.</p> <p>Such meetings will be integrated in the school’s schedule of professional development accordingly.</p> <p>The ACCER team will be a collaborative and public “professional community of practice.”</p> <p>Goals During Professional Development: ACCER plans to use professional development to support alignment of instruction with academic standards and accountability requirements. Professional development will also support other, site-specific school improvement.</p>

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	<p>Since we are adjusting our schedule as part of this plan, teachers will need a great deal of assistance. The new schedule will have approximately 90 minute classes. Such classes will require different approaches and methodologies. Teachers will have to learn to vary their lessons. Teachers will have to learn to apply more technology to change the format of their lessons. Teachers need learn how to apply PBL in their lessons and still meet the state standards. Teachers also need to learn how to apply to Project-Based Assessments that meet those standards. The faculty will need clear instruction what an advisory period is and how to run one.</p> <p>ACCER will use student data and assessment results presented during professional development to inform instruction and to make mid-course corrections in instructional practice.</p> <p>ACCER will prepare teachers, counselors, and other staff to personalize the educational experience of students.</p>
<p>N. What is the leadership beyond the Principal? i.e.....PD Committee, Advisory Council, Assessment Committee</p>	<p>Currently, ACCER has representation in the Gardena High Shared Decision Making (SDM) committee and the Shared Site Council (SSC). The lead teacher of ACCER is also on the Instructional Leadership Team. SDM has governance over accounts 4170, 5381, 3986, 4111, 4152, 4267, and 2544. SDM also has governance over discipline, staff development, scheduling and school equipment including the copy machine (UTLA contract, page 276).</p> <p>SSC ,with advisement from the Instructional Council, CEAC and ELAC, has governance over the following funds:</p> <ul style="list-style-type: none"> Economic Impact Aid/State Compensatory Education (EIA/SCE) Economic Impact Aid/English Learner Program (EIA/LEP) School/Library Improvement Block Grant (SLIBG) Targeted Instructional Improvement Grant (TIIG) Title I <p>The Instructional Leadership Team is an advisory group whose purpose is to improve the level of instruction at Gardena High.</p>

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O. Post your SLC logo here.....

