



Rethinking Education

WWW.LUTEC.ORG



Our Philosophy



We are "Rethinking Education" at LuTEC High School!

LuTEC is the cutting edge, technology based, Christian high school network, providing an individualized and flexible education to all learners, focusing on relevant knowledge and skills for work or advanced studies in preparation for a career and life in service to their communities.

We will give students real-life, hands-on career exposure to help them determine their future path. Whether it is skilled trades or continuing their education, they will be ready!

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Our Core Values

Imagine a school that is ...

Student/Family Focused

Personalized Learning

Career Ready

Educationally Relevant & Robust

Technologically Rich

Gospel Centered





MAJOR ROLES IN LEARNING

01

Academic Learning Guide (ALG)

The ALG personally guides the students learning.

02

Teacher

The teacher's role is to provide instruction.

03

Student

Students play a major role in deciding their education.

04

Technology

Technology is the primary driver of education in the classroom.



01

ACADEMIC LEARNING GUIDE

ALG

The LuTEC model re-imagines the traditional role of teacher and student. LuTEC introduces an on site Academic Learning Guide (ALG). The role of an ALG is to facilitate discussions, relate to students one-on-one, and recognize areas where students need coaching.

Since most of the instruction is adaptive learning programs, this frees up the ALG to interact with individuals in the role of mentor. Their role is to be a guide, supporting students in interacting with the community and world around them.

At the high school level, the ALG supports students as they take charge of their own learning. ALGs are familiar with the curriculum pieces and learning targets-they are not hands-off adults in the room, but rather wise mentors that encourage student engagement and responsibility. The ALG also functions as tutors and provides individual support to students. This optional time is built into the day, both before and after core instruction time.



02

TEACHERS ROLE

Face to Face & Online

The LuTEC teachers can be face to face instructing or online. Core curriculum is University of California & NCAA approved, taught by high quality Christian educators.

The Teacher provides course instruction for the curriculum. There is also personal support with office hours to meet with the student for guidance and assistance as the student needs.

STUDENTS ROLE

The Role of The Student in their own education

Students at LuTEC High School receive the majority of their core instruction online through the use of virtual classrooms and platforms that provide individualized feedback. Students will take responsibility for choosing and managing their classes and assignments. Additionally, students will have the opportunity to explore career paths and gain skills needed for the future.

Students track their own tasks and progress, using an online tool, as they become self-directed learners. This allows for student involvement and responsibility in their own education.



04

TECHNOLOGY'S ROLE

The Role of Technology in the classroom
& learning

Technology is the primary driver of learning in the LuTEC classroom. Students attend online classes that include live or virtual presentations, depending on the subject. The Teachers are highly trained in their content area and are committed Christians. Daily office hours provide needed student support. Students also receive instruction through adaptive learning programs that include targeted online practice with immediate feedback. Individuals track personal progress using a Learning Management System (LMS) with the support of the AGL. Students will use a variety of applications in different classes to create meaningful artifacts to represent learning.

A LuTEC graduate will possess up-to-date computer skills and be comfortable interacting and performing in virtual settings. Students will have experience managing a task list, tracking a personal schedule, and navigating online options.

Benefits of the LuTEC Model

1. Personalized instruction with ALGs available to serve as mentor, coach, and tutor as needed.
2. Within a structured class schedule, students can work at a pace that is comfortable for their needs. If they are struggling in a certain subject area or with a specific assignment, they can get the one-on-one attention needed. Core curriculum instructors have daily office hours.
3. Students have autonomy and the ability to explore different classes and subjects that traditional schools cannot offer and have the opportunity to learn from professionals in the field and experienced instructors. Field trips, internships, and industry events present occasions to learn beyond the walls of the classroom.
4. Students can complete classes on a flexible schedule, allowing for time to engage in extracurricular activities such as: community involvement/volunteer work, performing arts, sports, and even part-time jobs.
5. LuTEC is much more affordable than the other private schools.
6. The small setting at LuTEC allows students to be known and build meaningful relationships with both peers and academic learning guides.
7. The LuTEC experience provides a solid foundation for career-readiness and gives students an advantage post-graduation.





Sample Schedule



7:30 AM

School Opens

Optional attendance



10:00 AM

Required Attendance

Time for Devotions, Theology,
Course Work, & Career Exploration



2:00 PM

Required attendance Ends

School is still available for extra
help, questions, & study time.



4:30 PM

School Closes





O U T S I D E
R E S O U R C E S

Why choose LuTEC?

ARTICLES, REVIEWS & BOOKS

Socialization in High School & the benefits of personalized learning in smaller group sizes



Students at LuTEC will be known

When a student attends a smaller school, they are known. Their gifts, talents, areas of interest and strengths can be highlighted. Studies show that students who have people who take a vested interest in their students and what they are doing have more success in career and college.



Students at LuTEC will learn to care about each other as unique individuals perfectly designed by God

A Stanford study points out that while students may have more opportunities for a variety of friends and activities in a larger school, schools with a larger population tend to have cliques and a pecking order. This can actually have negative effects on a student's self-esteem and can impede learning.



LuTEC staff can work with students one-on-one to become confident in who they are.

Emotional Intelligence is as important as Intelligence Quotient (EQ vs IQ) when it comes to predicting future success. Students in a small high school have a better opportunity to build their emotional intelligence, as a small school creates a safe space to express emotions in a healthy way and to give respect to others who are also learning to express themselves.



Students at LuTEC will have strong relationships with their teachers and the staff of the school.

Strong relationships are a key to a student's success. "Strong relationships with teachers and school staff can dramatically enhance students' level of motivation and therefore promote learning. Students who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behavior." ("Strategies to Solve Unfinished Learning - The Importance of Strong Relationships". Ed Trust, 2021)



Students at LuTEC will have opportunities for CTE (Career & Technical Education) experiences that will allow them to socialize within the community.

While this may not be the traditional "socialization" people are thinking of (like a pep rally) this will be authentic relationships that will carry them for life.

LuTEC will provide opportunities for students to explore many different types of extracurriculars

Extracurricular activities are important. Because of the small size of the school, students will have more opportunities to try things they are interested in learning. These aren't necessarily the traditional "electives" you think about but rather specific opportunities for students to learn about things that interest them.



How To Transform High School? Let Academics and Career Skills Join Forces

To engage all learners, schools must offer career-pathway courses that combine academics and deeper learning, by Gene Bottoms
Educational Leadership / May 2022 / Page 32

After decades of talk about preparing our students for a job market requiring higher levels of cognitive, academic, technical, and personal skills, high schools today are still consigning many graduates to a lifetime in America's economic margins. Data consistently show that the typical high school prepares too many students for the one-third of jobs that require the most basic high school education (or less), and too few students for the two-thirds that require an advanced certification or postsecondary degree (SREB, 2020).

The economy has changed, the way we do work has changed— but in many secondary schools, the practice of labeling and sorting students has changed very little. Many students remain stuck in the shallow end of the middle and high school curriculum—wading through low-level academic and career-pathway courses with many links to low-paying careers or jobs that simply no longer exist.

To change this dynamic, education leaders and policymakers need to transform high school practices so that 95 percent of students will be engaged and challenged to move out of the shallow end of the curriculum and into deeper learning experiences. This transformation will require that high schools adopt a college-ready curriculum with intellectually demanding career-pathway courses and that teachers in those schools provide higher level cognitive assignments in both career-pathway and academic classes.



Courses at LuTEC will equip the student with real world training and partnerships with business and industry leaders. There is a focus on high demand trade job training that will give the students an advantage in the workforce.

Microschools can be part of the solution

"The Future Of Private Schools", by Mike McShane
Forbes Magazine / Aug. 2019 / Full Article Online

In the final section of the report, the authors look at microschools, “intentionally small” schools that generally serve fewer than 70 (but often fewer than 20) students. These schools frequently feature multi-age classrooms, an emphasis on social-emotional learning, personalized education, and competency-based, rather than test-driven pedagogy.

Microschools have the potential to be more cost-effective. By inhabiting smaller spaces, employing a smaller staff, using technology effectively, and relying on educational models that have fewer expensive bells and whistles, schools can operate at a lower cost.

That said, not all microschools are less expensive. Many operate as boutique models that offer unique learning opportunities for children, but at a cost. Microschools have a lot of potential. They clearly offer things that many parents want. In some ways, they harken back to a more traditional model of schooling that was prevalent in the one-room schoolhouses that dotted the American landscape in the days of our parents and grandparents. These schools have the potential to create small tight-knit communities where children can be supported and can thrive.



Affordable private Christian school designed with the students in mind.

More Americans Dissatisfied With K-12 Education in the U.S.

"K-12 Parents Remain Largely Satisfied With Child's Education"

by Megan Brennan

Gallup Online / Aug. 2021 / Full Article Online

"Americans' Satisfaction With K-12 Education on Low Side"

by Lydia Saad

Gallup Online / Sept. 2022 / Full Article Online

Gallup has also tracked Americans' satisfaction with the quality of K-12 education, generally, in the U.S. annually since 1999. For the past two years, U.S. adults were about as likely to say they were satisfied as dissatisfied with the quality of U.S. K-12 education, however the public now tilts more dissatisfied.

Satisfaction with U.S. education has slumped to 42% vs. 51% in 2019

The low point in overall satisfaction was 36% in 2000 when education was a key issue in the U.S. presidential election. The 53% high point in satisfaction was in 2004 as Republicans were overwhelmingly positive about the results of President George W. Bush's "No Child Left Behind" education reform law in his reelection year.



A school that focuses on the student and their personalized learning plans. Students choose the classes they want and their schedules where more learning can take place.

Middle and High School Students Need Social-Emotional Learning, Too. Are They Getting It?

by Arianna Prothere

Edweek.org / Oct. 2021 / Full Article Online

Major Points from the Article:

Experts in social-emotional learning and child development say the secondary school years are a crucial time to focus on teaching skills, such as responsible decision making, emotional management, and nurturing relationships. The older students get the less schools have traditionally emphasized social-emotional learning.

Educators find it harder to have time to include explicit social-emotional lessons in a secondary school schedule, where students are changing classes and teachers every hour. When schools carve out the space to teach social and emotional skills, it is often during a specific class period such as advisory or English.

There is also more emphasis—or pressure—in secondary schools to focus on academics, leaving educators to feel like they don't have the time to teach social and emotional skills.

Most SEL curricula is targeted to primary school-age children and curriculum is lesson based. As the students get older developmentally it is not enough for them and their development.



With smaller class sizes and low student teacher ratios students get that 1 on 1 attention needed to work on social-emotion development. Students are held accountable for their own education and are guided through the decision making process.

Book: Generation Z Unfiltered Facing Nine Hidden Challenges of the Most Anxious Population

by Tim Elmore

Book Review by Rogelio Paquini, DMin, pastor of the West Covina Hills Church in
Southern California

The questions this book presents originated from the relationship dynamic between adults and children/youth. Is technology usage, mainly portable devices and social media, good or bad? How much is too much? Is technology good at all? How much should we protect our children from the dangers of daily life? How much planning of one's time is good/bad for them? Are the practices of protective and overprotective parents, teachers, coaches, and adults in general good for the maturity development of the young?

Compared to recent generations, Gen Z members are definitely different than all previous generations. Why? The effort adults exert to protect children from danger and equip them for a future success actually has damaged the younger generation's ability to become productive adults. The experiences that allowed previous generations to fail, take risks, and learn responsibility, are not available to Gen Z because adults have generated a safe environment without dangers or risks, plus and a scheduled, driven life. In turn, the lack of such experiences has created a dependence on adults for decision-making and has left them without the opportunity to learn from their own mistakes. Instead of learning such experiences while growing up through situations that carry minimum consequences, the risks come at a later age with things that have potentially irreversible consequences.



Knowing the change in the generation LuTEC is able to "Rethink Education" the traditional education model and gear it to an environment students can thrive in.



Affordable Pricing

Payment plans & Scholarships available.
Price includes a Chromebook and most other fees.

\$11,498

PER YEAR



Check us out!



Website



Facebook



Instagram



YouTube



Schedule a tour/phone call



Thank You!

We Hope to see you soon!

Schedule a Tour!

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