

John H. Francis Polytechnic High School Midterm Progress Report Appendix



John H. Francis Polytechnic High School

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Campus Map



Bell Schedule



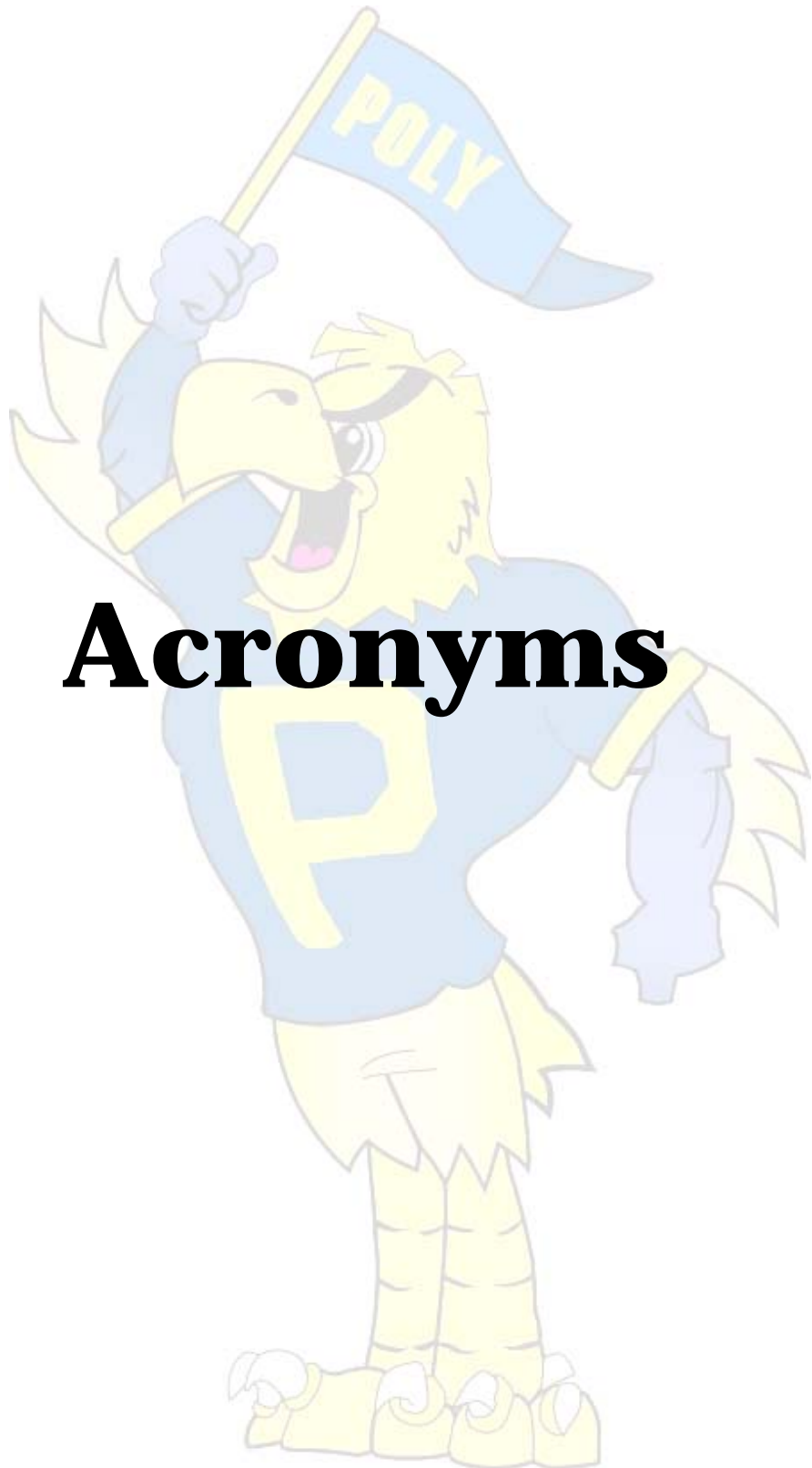
**JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL
2010-2011 BELL SCHEDULE**

	REGULAR DAY	**PROFESSIONAL DEVELOPMENT DAY	SHORTENED DAY
PERIOD 1	8:05 - 9:35	8:05 - 9:12	8:05 - 9:18
PERIOD 2	9:42 - 11:12	9:19 - 10:26	9:25 - 10:38
LUNCH	11:12 - 11:47	10:26 - 11:01	10:38 - 11:13
PERIOD 3	11:54 - 1:24	11:08 - 12:15	11:20 - 12:33
PERIOD 4	1:31 - 3:01	12:22 - 1:29	12:40 - 1:53

**** Designated Tuesdays**

*** Students need to be in school at 7:55 a.m. If she/he is going to eat breakfast, then they should arrive at 7:40a.m. The first bell rings at 7:55 a.m.**

*** Los estudiantes deben de estar en la escuela a las 7:55 a.m. Si el/ella va a comer desayuno, entonces tienen que estar a las 7:40 a.m. La primera campana timbra a las 7:55 a.m.**



Acronyms

Acronyms

AB1802 – Assembly Bill 1802 – Supplemental Counseling funding for interventions

A-G Requirements – high school classes a students is required to complete for UC and CSU entrance with a of “C” or better

ADA – Attendance Daily Analysis

ALEKS – Assessment and Learning in Knowledge Spaces

AMO – Annual Measurable Objectives

AP – Advanced Placement

API – Academic Performance Index

ASAP – After School Access Program

AYP – Adequate Yearly Progress

Bulletin 1600 – This bulletin establishes guidelines and procedures for the implementation of SLCs. It is also known in LAUSD as the SLC Plan.

BTC – Balanced Traditional Calendar

BTSA – Beginning Teacher Support Assessment

CAHSEE – California High School Exit Exam

CAPA – California Alternative Performance Assessment

CAPP – California Academic Partnership Program

CBI – Community Based Instruction

CDE – California Department of Education

CELDT – California English Language Development Test

CLAD - Crosscultural, Language, and Academic Development

CPM – Categorical Monitoring Program

CST – California Standards Test

CSU – California State University

CTE – Career Technical Education

DIS – Designated Instructional Services

EAP – Early Assessment Program

EL – English Learner

ELA – English Language Arts

ELD – English Language Development

ESL – English Second Language

ESLR – Expected School-wide Learning Result

FAME – Fine Arts, Media, and Entertainment (One of the three SLCs for the 11th and 12th graders)

GATE – Gifted and Talented Education

HABIT – Horticulture, Agriculture, Business and Industrial Technologies (One of the three SLCs for 11th and 12th graders)

HFZ – Healthy Fitness Zone

HS – High School

IEP – Individual Education Plan

IFEP – Initially-Fluent English Proficient

IFL – Institute for Learning

IGETC – Intersegmental General Education Transfer Curriculum

IGP – Individual Graduation Plan

ISIS – Integrated Student Information System

KYDS – Keeping Youth Doing Something (intervention program)

LAUSD – Los Angeles Unified School District

LEA – Local Educational Agency

LEP – Limited English Proficient

LD – Learning Disabled

MR – Mentally Retarded

MRM – Mentally Retarded Moderate

NCLB – No Child Left Behind

OHI – Other Health Impaired

OT – Opportunity Transfer

PI – Program Improvement

PRP – Preparing to Reclassify Program

PSP – Priority Staffing Program

R-FEP – Redesignated-Fluent English Proficient

RSP – Resource Specialist Program

RtI – Response to Intervention

SDAIE – Specially Designed Academic Instruction Delivered in English

SAT – Scholastic Assessment test

SBM – School Based Management

SDC – Special Day Class

SLC – Small Learning Community

SLD – Specific Learning Disability

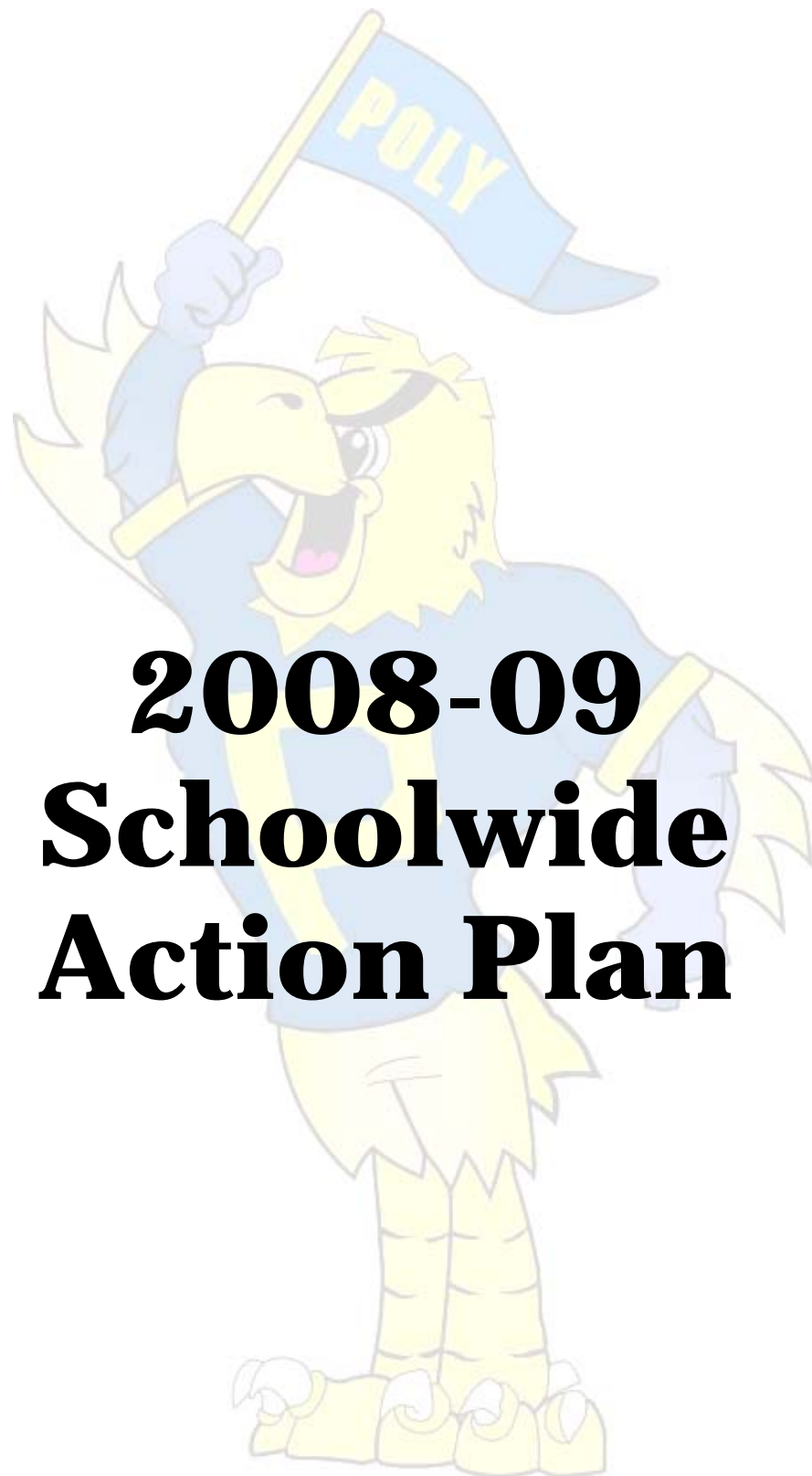
SMP – Subject Matter Preparation

SPORT/EHS – Sports Opportunities and Recreation Training Academy/Education and Human Services (One of the three SLCs for 11th and 12th graders)

TAM – Transition to Advanced Mathematics

UC – University of California

WASC – Western Association of Schools and Colleges



**2008-09
Schoolwide
Action Plan**



SCHOOLWIDE ACTION PLAN

Introduction: The action plan that follows includes overarching issues that apply to all programs on campus, such as the Small Learning Communities, including the Freshman and Tenth Grade Centers; the Math, Science, and Technology Magnet; and the Newcomer Academy. Components of both the most recent Single Plan for Student Achievement and Polytechnic High School's response to the LAUSD Bulletin 1600: Small Learning Communities Plan, have been integrated into this action plan. Consideration has also been given to the school's shift from a three-track school to a traditional school at a time that has not been determined but that will occur during the six-year span of this action plan. Monitoring of the schoolwide action plan will consist of bi-annual reviews that will be conducted by Poly's Data Team in measuring school progress towards meeting the academic needs.

Polytechnic High School is one of eleven schools in California participating in the High School Leadership Initiative which aims at developing the leadership capacity at the school. We are using the WASC process to help develop teacher leadership capacity. Therefore, thirty focus groups leaders (two per track per WASC category) were assigned to collect, lead and develop the focus group reports and to take a leadership role in the WASC process.

The process for establishing the three critical academic needs was a three-part process. Fifteen focus groups composed of faculty members, parents, and students collected evidence related to the criteria for the five categories in the WASC self-study. The focus group leaders presented the summary of findings, areas of strength and areas of growth to a representative group of 50 stakeholders at a day-long retreat in November 2007. At that retreat, participants in small table groups prioritized the areas of growth from the focus groups and narrowed down the identified needs. As a final step, they reached consensus on the three areas of improvement that are addressed in the action plan that follows.

The action plan itself was created by the leadership team, which consists of administrators, coordinators and focus group leaders which include classroom teachers. Various drafts of the action plan were shared with stakeholders including, teachers, parents and students for review and input.

Staff development is a major component of the action plan. References to staff development within the plan are often general, with more specific details to be developed by the Instructional Cabinet. An ongoing source of staff development is that which is provided through the local district and is considered as a part of the Poly's overall professional development plan.

Goal 1 (Area of Improvement): Develop and implement a comprehensive plan to decrease the percentage of students who score Far Below Basic and Below Basic on the California Standards Test, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.

Supporting ESLRs: Critical Thinkers, Effective Communicators

Rationale: The California Standards Test (CST) is based on the California Standards Framework which outline what students should know and be able to do. Quantitative data from the CST show a large percentage of students scoring at the Far Below Basic and Below Basic levels. Work by focus groups indicates a need for formative assessments and staff development that will become part of a plan to raise student achievement in all academic areas, with the CST as the tool that measures this increased achievement..

Growth Targets:

Test	Levels	2007 Baseline	2008	2009	2010	2011	2012	2013
ELA 9	FBB & BB	39%	34%	29%	24%	19%	14%	9%
	Prof. & Adv.	31%	34%	37%	40%	43%	46%	49%
ELA 10	FBB & BB	47%	42%	37%	32%	27%	22%	17%
	Prof. & Adv.	20%	23%	26%	29%	32%	35%	38%
ELA 11	FBB & BB	55%	50%	45%	40%	35%	30%	25%
	Prof. & Adv.	19%	22%	25%	28%	31%	34%	37%
Algebra 1	FBB & BB	68%	62%	56%	50%	44%	38%	32%
	Prof. & Adv.	11%	15%	19%	23%	27%	31%	35%
Geometry	FBB & BB	77%	70%	63%	56%	49%	42%	34%
	Prof. & Adv.	10%	14%	18%	22%	26%	30%	34%
Algebra 2	FBB & BB	79%	72%	65%	58%	51%	44%	37%
	Prof. & Adv.	8%	12%	17%	22%	27%	32%	37%
Biology	FBB & BB	51%	46%	41%	36%	31%	26%	21%
	Prof. & Adv.	12%	15%	18%	21%	24%	27%	30%
Chemistry	FBB & BB	48%	43%	38%	33%	28%	23%	18%

Test	Levels	2007 Baseline	2008	2009	2010	2011	2012	2013
	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Earth Sci.	FBB & BB	57%	52%	47%	42%	37%	32%	26%
	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Physics	FBB & BB	22%	17%	12%	7%	2%	0%	0%
	Prof. & Adv.	11%	14%	17%	20%	23%	26%	29%
Int. Sci. 1	FBB & BB	50%	45%	40%	35%	30%	25%	20%
	Prof. & Adv.	7%	10%	13%	16%	19%	22%	25%
World History	FBB & BB	69%	62%	55%	48%	41%	34%	27%
	Prof. & Adv.	9%	12%	15%	18%	21%	24%	27%
U.S. History	FBB & BB	59%	54%	49%	44%	39%	34%	29%
	Prof. & Adv.	19%	22%	25%	28%	31%	34%	39%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted. The overall aim is for an API of 800 by the year 2013.

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Develop a school-wide culture that emphasizes teacher efficacy and high expectations for all students.	Principal with support of Instructional Cabinet	Staff development on efficacy Staff development on the impact of teacher expectations Staff development on Ruby Payne strategies for working with economically disadvantaged students, specifically those strategies which focus on teacher efficacy and high	Survey that measures teacher beliefs about self-efficacy Students survey that measures their assessment of instructional expectations being met	Fall 2008: Initial staff development on efficacy and expectations, continued by track as needed Initial survey developed, administered for baseline data Ongoing:	Report of data from survey on an annual basis

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
		expectations		Staff development with new teachers Administration of survey on an annual basis; additional staff development as needed, indicated by survey results	
<p>2. Promote ongoing, effective use of the following strategies in support of rigorous, standards-based curriculum.</p> <ul style="list-style-type: none"> • Vocabulary development • Reciprocal teaching • Thinking maps • Note-taking strategies • Anticipatory activities 	<p>Instructional Cabinet</p> <p>Administrators who develop and implement PD plan for school</p>	<p>Provide ongoing staff development for all faculty members as needed, with special attention to new staff members</p>	<p>3X3 observation/ data collection twice each school year per track</p> <p>Use of coaches, supervision of instruction, and looking at student work</p>	<p>2008-09: Review the school-wide plan for vocabulary instruction to determine needed adjustments.</p> <p>Plan needed staff development</p>	<p>Results from 3X3 analysis shared with all faculty by department and by SLC</p>
<p>3. Develop a common rubric for expository writing across the curriculum.</p>	<p>Department chair leads process; all teachers within department share in planning</p> <p>Instructional cabinet provides leadership with support as needed</p>	<p>Professional development in writing across the curriculum</p> <p>Professional development in creation and use of rubrics</p>	<p>CST (Note: Research indicates that proficiency on assessment in many different forms has a positive influence on assessment in specific forms)</p> <p>Ongoing school-based data on improved scores based on the rubric</p> <p>CSU Freshman</p>	<p>2008-09: Rubrics and suggested prompts developed</p> <p>2009-2010 Data reviewed, rubrics revised as needed</p> <p>2010-on Reviewed yearly, revised as needed</p>	<p>Produce document containing rubrics and suggested prompts for each discipline</p> <p>Share data</p> <p>Report out any revisions, updates as completed and implemented</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
			Proficiency Writing test (Early Assessment Program)		
<p>4. Develop school-based formative assessments that are aligned with the standards-based curriculum and that reflect the school's ESLRs.</p> <ul style="list-style-type: none"> • Increase student ownership of learning • Work with the district to expedite results of periodic assessments so they can be used as formative assessments 	<p>Department chairs, instructional coaches, and SLC coordinators take responsibility in individual areas</p> <p>Instructional Cabinet provides oversight for the whole process</p> <p>Data Team</p>	<p>Research based professional development on writing good assessments, aligned with content, various formats</p> <p>Research based professional development in ways to use formative assessment results to improve instruction</p> <p>Professional development to improve instruction and increase student ownership of learning</p>	<p>External assessments results: CST, CAHSEE, AP exams, SAT, Periodic Assessments</p> <p>Increased percentage of students taking formative assessments (e.g. periodic assessments, site-based assessments)</p> <p>Increase in percentage of students achieving higher letter grades in courses</p> <p>More consistency between letter grades and external assessment results using reports from DSS</p> <p>Carl Zon rubrics</p>	<p>2009-2010 Provide professional development for writing multiple types of assessments</p> <p>Begin writing assessments</p> <p>2010—ongoing Review completed assessments and revise as needed. Continue development of additional assessments</p>	<p>Each department and SLC provides evidence of assessments developed</p>
5. Review and revise as needed	Department chair	Time for teacher	CST results	2008-09:	Revised

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>instructional guides and pacing plans in all content areas that reflect the 4x4 block schedule, with special attention to the following:</p> <ul style="list-style-type: none"> ● Integration of ESLRs into the pacing plans ● Administration dates of high-stakes tests so that all content is covered prior to the tests ● Data from CST that identifies specific school-wide areas of need ● Content-specific requirements or activities ● SLC theme-based instruction 	<p>and/or instructional coach for each content area</p> <p>Instructional Cabinet provides general oversight</p> <p>Data team</p>	<p>collaboration by department</p> <p>Most recent assessment data</p>		<p>Revision of instructional guides and pacing plans to include ESLRs</p> <p>Review timing of instruction to ensure coverage before tests are given</p> <p>2009-ongoing Annual review of documents based on CST results</p>	<p>instructional guides and pacing plans are distributed to appropriate teachers</p> <p>A summary of progress is presented to Instructional Cabinet</p>
<p>6. Revision of the 9th Grade Introduction to Social Science course to improve World History CST results.</p> <p>Steps to implementation:</p> <ul style="list-style-type: none"> - Create framework for course <ul style="list-style-type: none"> ● Identify topics/focus standards ● Identify skills needed to integrate into course ● Identify critical academic vocabulary for each topic ● Identify essential questions for each topic ● Identify ESLR/s connected to topics ● Create formative and summative assessments for course 	<p>Administrator for Freshman Center, instructors for Introduction to Social Science</p> <p>Data Team</p>	<p>Time for teachers to develop materials</p>	<p>CST results in World History, beginning with results from spring 2010 testing</p>	<p>Currently-2008 Implementation of revised course (being written in spring 2008)</p> <p>2009-2010 Review of course, revisions as indicated by teachers</p> <p>2010-2011 Review CST results for World History, do additional revisions on Intro curriculum</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with Social Science department</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> - Identify curriculum/resources needed to support implementation of course 					
<p>7. Continue implementation of a data plan for the collection, analysis, and use of data to improve instruction for all students and evaluate the effectiveness of interventions and programs. The plan will include attention to the following:</p> <ul style="list-style-type: none"> • User-friendly data for teachers • Disaggregated data • Timely dissemination of all data • Test prep software development and classroom use 	<p>Software development: Jin Lee or outside provider</p> <p>Staff development: Data Team</p> <p>Department implementation: Department chairs and/or instructional coaches</p>	<p>Staff development on the use of data from both formative and summative assessments, including strategies to use based on the data, including (but not limited to) the following:</p> <ul style="list-style-type: none"> • Use of school developed software to provide teachers with individual student profiles • Use of Scantron to score multiple choice tests • Growth plans at the classroom level and for individual students based on the profiles • Use of district periodic assessment results in content areas where those assessments are given 	<p>CST results</p> <p>Rate of successful course completion on “first try” with a “C” or better</p>	<p>2008-09 Focus on English (9-12) and Algebra 1 (9-10) applications of software</p> <p>Staff development on periodic assessments in World History (new this year)</p> <p>2009-10 Extend application of software to all mathematics courses</p> <p>2010-11 Focus on science and social studies applications of software</p>	<p>Yearly written summary of progress in software development and classroom strategies and interventions based on data</p>
<p>8. Build capacity and increase the opportunities for parents and students to participate in all areas of decision making.</p> <p>Communicate with parents and students in a clear, concise, and understandable manner their students’ progress and the steps</p>	<p>Coordinators of Title I, EL, and Beyond the Bell programs and Parent Center coordinator</p>	<p>Survey to determine parent interests and/or needs related to course offerings</p> <p>Surveys to parents regarding effective forms of communication</p> <p>Funds for PIQE (twice a</p>	<p>Attendance at parent meetings</p> <p>Participation by parents in student/parent/counselor conferences</p> <p>Increase in</p>	<p>Ongoing</p>	<p>Minutes of meetings</p> <p>Regular updates on use of TeleParent</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>being taken to address academic needs of all students.</p> <ul style="list-style-type: none"> • Extended Learning Opportunities program • Small Learning Communities • Information relative to student achievement on CST (school-wide and individual) • Timely and ongoing information from classroom teachers about student performance (TeleParent or similar communication device) • Information about courses for parents that are specifically designed to assist them (parents) in helping their students with coursework and other school-related study skills. • Individual Graduation Plan (IGP) • Provide opportunities for parents to participate in programs such as Parent Institute for Quality Education (PIQE). • Contract with translator to provide information in primary language as needed <p>Review and evaluate on a regular basis the courses offered to parents and add or delete courses based on need.</p>		<p>year)</p> <p>Categorical funding and Federal SLC grant</p>	<p>messages sent through TeleParent, as indicated by computerized records</p> <p>Surveys</p>		
<p>9. Review and revise as needed the plan for coordinating all intervention programs including the Extended Learning Program,</p>	<p>Extended Learning administrator</p> <p>Data Team</p>	<p>Timely data for making decisions</p> <p>Human resources to meet</p>	<p>CST results (movement from FBB and BB to higher levels)</p>	<p>Ongoing</p> <p>Reviewed each mester</p>	<p>Extended Learning Administrator shares data regarding program enrollment</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>Intersession programs, and Supplemental Educational Services. The plan should include the following:</p> <ul style="list-style-type: none"> • A matrix that shows the relationship of all activities • Methods for data collection • Ways to monitor implementation • Provisions for modifying the program based on data (numeric and observational) 		<p>program needs based on student data</p>	<p>CAHSEE results</p>		<p>with principal and staff on a periodic basis</p>
<p>10. Review and revise the master schedule each mester to include intervention classes specifically designed to help struggling students master the highly tested standards in each CST content area.</p>	<p>Administrators for Core Content Departments, Intervention, and SLC's.</p> <p>Department Chairpersons</p> <p>Counselors and Instructional Teacher Leaders</p> <p>Instructional Cabinet</p> <p>Data Team</p>	<p>Time for counselors to review student progress and report number of students needing intervention classes</p> <p>Time for teachers to develop materials specifically targeting highly tested standards</p>	<p>CST results each year</p>	<p>2008-09 Implementation of revised courses (being written in spring 2008)</p> <p>2009-2010 Review of course, revisions as indicated by teachers</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with all core content departments</p>
<p>11. Work with teachers in non-core academic courses to revise their syllabi to include coverage of core academic standards that are highly tested on the CST and relate to their course.</p>	<p>Administrators for non-core content departments</p> <p>Department Chairpersons</p> <p>Instructional Teacher Leaders</p>	<p>Time for teachers to develop lessons or units specifically targeting highly tested standards</p>	<p>CST results each year</p>	<p>2008-09 Implementation of revised courses (being written in spring 2008)</p> <p>2009-2010 Review of course, revisions as indicated by</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with all non-core content departments</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
	Instructional Cabinet Data Team			teachers	
12. Utilize resources from the California Academic Partnership Program (CAPP) grant to develop leadership in the areas of curriculum and instruction.	Principal Instructional Cabinet	CAPP partner (support provider) Leadership staff development each year of grant as determined by ongoing needs	Self-assessment and staff assessment of principal (CAPP instrument) Leadership Practices Inventory (LPI)	2007-2012 Needs and activities to be determined each year and the CAPP budget updated accordingly	Summary of activities
13. Communicate school vision and all action steps within the single plan and WASC self study report to all stakeholders—building personnel, parents, students, and appropriate community members. • Consistently enforce policy implementations	Principal Instructional Cabinet		Staff and student survey	Spring 2008 Presentation of plan to entire faculty as well as other stakeholders Ongoing: Updates of progress on plan	Written reports as well as oral reports in appropriate meetings
14. Increase student and staff access to updated technology resources such as updated computers, instructional software	Technology Coordinator and staff	CTAP s	CTAP online surveys	Fall 2008-2014	Sharing of staff survey reports from CTAP online
15. Increase of technology support staff to maintain and support the nearly 1000 computers and 12 computer labs on campus. • scheduling of teacher/classroom use of computer labs • maintenance of hardware • training • management of instructional software and data programs	Categorical Program Coordinators, Technology Coordinator	Categorical budgets, General Fund budgets	Reports of computer lab use, reports of online computer help desk to monitor the amount of time that it takes to respond to service call, computer usage reports of	2008-2014	Information of computer usage and lab usage will be reported to stakeholders by Technology Coordinator

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
			students should show gain in the number of students that use computers on campus regularly		

Goal 2 (Area of Improvement): Develop and implement a plan to increase graduation rates and readiness for post-secondary education by increasing the percentage of students who complete A-G requirements and by raising the school's passing rate on the CAHSEE.

Supporting ESLRs: Critical Thinkers, Effective Communicators, Lifelong Learners, Conscientious Member of Society

Rationale: The most recent official data available indicate that just 54% of 2006 graduates completed a-g requirements. Projections for the graduates of 2007 are that 65% completed a-g requirements. In Los Angeles Unified School District, the class of 2012 must be enrolled in a-g courses and the class of 2016 will be required to complete a-g requirements to graduate. This is in addition to the state requirement for successful performance on the CAHSEE.

Growth Targets:

Measure	2007 (Baseline)	2008	2009	2010	2011	2012	2013
Percent of seniors not completing A-G requirements	35% (Projected)	30%	25%	20%	15%	0%	0%
Percent of seniors not graduating because of not passing CAHSEE	6% (Projected)	5%	4%	3%	2%	1%	0%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted.

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Develop and implement a plan for communicating with each individual student the requirements for high school graduation beginning with the class of 2012. <ul style="list-style-type: none"> • Articulation with feeder middle schools • Individual student/parent conferences with counselors (AB 1802) • Brochures or other printed 	Assistant Principal of Secondary Counseling Services Counselors Data Team	LAUSD provides yearly professional development for counselors Funds for printing brochures or other printed materials Funding from AB1802	Percent of students who complete A-G requirements Percent of students who pass the CAHSEE Percent of students that have completed	2008: Dissemination of information about upgraded requirements for class of 2012 Ongoing: Development and revision of individual	Reports to faculty and other stakeholders on completion rates for A-G requirements, passing rates on CAHSEE Dissemination of survey results

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>material that explain A-G requirements and successful performance on CAHSEE</p> <ul style="list-style-type: none"> Individual Graduation Plans 			<p>individual graduation plans</p> <p>School-wide survey of student perceptions regarding academic preparation and support</p>	graduation plans	
<p>2. Provide directed academic and counseling support for students to meet more comprehensive and rigorous a-g course sequence.</p> <ul style="list-style-type: none"> Provide students with annual updated a-g progress report Publish a comprehensive list of “g” college prep elective courses offered Publish a comprehensive list of “f” visual and performing arts elective courses offered Provide Algebra 2 tutoring at lunch and after school Pilot Talent Development High School project-based Algebra 2 lessons Publish all of the ways that students can satisfy the “e” language requirement 	<p>Assistant Principal of Secondary Counseling Services SLC Coordinators Counselors</p>	<p>Talent Development High School math coach</p> <p>Small Learning Community federal grant</p> <p>Categorical funds</p>	<p>Increase in enrollment and pass rate in Algebra 2</p> <p>Increase in a-g completion rate</p> <p>Increase in students meeting foreign language requirement</p>	<p>2008-Ongoing: Graduating class of 2012 must be enrolled in a-g courses according to LAUSD board mandate and graduating class of 2016 must pass a-g requirements</p>	<p>Reports to faculty and other stakeholders on completion rates for a-g requirements</p>
<p>3. Communicate with parents and students in a clear, concise, and understandable manner the requirements for high school graduation and the ways in which parents can help the students.</p>	<p>Principal Entire administrative team Counselors SLC coordinators Data Team</p>	<p>Teleparent web-based software</p> <p>Parent Involvement Categorical Funding</p>	<p>Percent of students who complete A-G requirements</p> <p>Percent of students who pass CAHSEE</p>	<p>2008 and ongoing: Dissemination of information about upgraded requirements for</p>	<p>Reports to faculty and other stakeholders on completion rates for A-G requirements, passing rate on</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> • Completion of A-G requirements • Successful performance on the CAHSEE • Continue to provide parents with information on programs and activities offered by the district and other agencies related to increasing their students' academic success. • Teleparent • Contract with translator to provide information in primary language as needed 		Categorical funding and Federal SLC grant	<p>Percent of students fulfill the requirements in their individual graduation plans</p> <p>Number of parents completing PIQE program</p> <p>Parent survey of perceptions regarding academic preparation and support for their students</p>	class of 2012 and subsequent classes	<p>CAHSEE</p> <p>Dissemination of survey results</p>
<p>4. Review and revise the master schedule so that every student has the opportunity to complete required A-G courses within their SLCs while still providing support services for students with special needs.</p> <ul style="list-style-type: none"> • Adjust staffing as indicated by revision of the master schedule so that sufficient Highly Qualified Teachers are available in each content area with an emphasis on decreasing student to teacher ratio. 	Assistant Principal for Secondary Counseling Services and Lead Counselor Data Team Principal	<p>Staff development for individuals responsible for master scheduling (often provided through LAUSD resources)</p> <p>Support from Valley Education Collaborative</p>	Percent of students completing A-G courses	<p>2008: Initial revision in spring of 2008 for 2008-2009 school year</p> <p>Ongoing: Review and revise each year based on current data</p>	Published schedule
5. Develop a comprehensive test-prep program in English Language	Literacy coaches and ELA department chair	Time for collaboration	Increased passing rates on the	Spring 2008: Develop basic	Data team and literacy and math

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>Arts that is integrated into the current curriculum and utilizes appropriate technology to enhance instruction. (Mathematics test-prep for the CAHSEE will be sustained as an elective course in math and the course will be evaluated yearly to measure success)</p>	<p>Literacy Task Force ELA teachers Data Team 10th grade center administrator and coordinators</p> <p>Software developed by Jin Lee or outside provider</p>	<p>Professional development on writing good assessments, aligned with content, various formats</p> <p>Staff development on use of appropriate technology (especially Vantage and locally developed software)</p>	<p>CAHSEE, higher scores on CST (high correlation between CST and CAHSEE in English and Math scores)</p> <p>Performance on the CAHSEE will be disaggregated</p>	<p>outline for integrated program</p> <p>2008-09: Implement program in English classes</p> <p>2009-2010: Analyze CST and CAHSEE data to determine impact of program; revise program as needed</p> <p>2010-ongoing: Continue program implementation, revising as needed based on data</p>	<p>coaches will share results with appropriate teachers and parents</p>
<p>6. Continue intervention strategies aimed at increasing the passing rate on the CAHSEE.</p> <ul style="list-style-type: none"> ● Identification of students who should take a CAHSEE prep course ● Continue the CAHSEE prep courses offered during the school day as well as courses outside the school day ● Continue additional ninth and tenth grade courses in math (such as TAMS) and ELA aimed at building basic skills ● Timely analysis of data 	<p>Assistant Principal for Secondary Counseling Services</p> <p>Data Team and Lead Counselor</p> <p>Teachers in 9th and 10th grade centers Extended Learning Program coordinator</p> <p>Math and Literacy Coaches</p>	<p>Math and Literacy Coaches provide ongoing support and training</p> <p>Materials for classes</p>	<p>Increased passing rates on the CAHSEE</p>	<p>Ongoing</p>	<p>Annual reports to faculty on passing rates, impact of intervention</p> <p>Information on school website</p> <p>Information in parent newsletters</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>7. Provide additional information about colleges to students and provide preparation for post-secondary opportunities through Small Learning Communities.</p> <ul style="list-style-type: none"> ● Review and revise CTE courses ● Additional ROP courses ● Articulation with counselors ● Continued use of parent advisory groups ● Increased interaction with community businesses and agencies to develop job-shadowing and internship opportunities ● Additional college courses 	<p>SLC Administrator SLC coordinators CTE coordinator College Counselors Counselors</p>	<p>Staff development for SLC teachers on CTE standards, ways to align/integrate skills, content, and themes into SLC courses (required and elective)</p> <p>Time/resources for articulation with community colleges, occupational centers</p>	<p>Percent of total enrollment in college-credit classes or CTE electives</p> <p>Data on post-secondary choices, i.e. 4-yr, 2-yr, career training, etc.</p> <p>Percent of students who certify in various areas (A+, First Aid/CPR, etc.)</p> <p>Increased student identity within SLCs through surveys</p>	<p>2008-09: Initial development and implementation of CTE courses with appropriate sequencing</p> <p>Staff development for teachers</p> <p>Ongoing: Review and revision of CTE courses as needed</p> <p>Ongoing staff development</p> <p>Ongoing articulation with post-secondary institutions</p>	<p>SLC/College newsletters</p> <p>Oral reports during parent meetings</p> <p>Periodic Poly “report card” that provides an update on all aspects of Poly progress and achievements</p>
<p>8. Increase the number of students taking Advanced Placement courses and/or courses for college credit.</p> <ul style="list-style-type: none"> ● Increase the availability of AP courses ● Increase preparation activities for AP exams. ● Develop vertical teams for pre-AP and AP courses to enhance student preparation ● Expand efforts to provide students with information 	<p>Lead Counselor AP Coordinator AP teachers Department chairs College Counselors Counselors</p>	<p>Staff development for AP and pre-AP teachers in course content and creation of vertical teams</p> <p>Funds for materials for new AP classes and for AP test prep activities</p> <p>Staff development on differentiation, with special attention to students who have mastered grade level</p>	<p>Increased enrollment in AP classes</p> <p>Increase enrollment in community college classes</p> <p>Higher average scores on AP exams</p>	<p>2008-09: Review AP offerings to determine new courses to be added, including PreAP courses</p> <p>2008-09: Create vertical teams within department</p> <p>2009-2010</p>	<p>Yearly update to faculty on number of college classes, AP courses, AP exam results</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>about college-credit options.</p> <ul style="list-style-type: none"> Increase articulation with community colleges, technical college programs, and occupational centers 		<p>expectations.</p>		<p>Send vertical team members to AP workshops</p> <p>Ongoing: Continue review of AP course offerings, vertical team articulation</p>	
<p>9. Increase the number of A-G courses contained in the master schedule and increase the number of student orientations about pre college requirements and courses; and increase the number of students that take the SAT/ACT or other college prerequisite exams.</p>	<p>Principal AP, SCS SLC Coordinators Bilingual Coordinator Title I Coordinator Counselors College Counselors College Partners and consultants</p>	<p>College Nights</p> <p>College lunch meetings</p> <p>SAT/ACT prep class sessions</p> <p>Periodic counseling sessions</p> <p>Parent information sessions</p> <p>Funding provided by district, local politicians, and colleges to provide college awareness</p> <p>Scholarship/Financial Aide information sessions</p>	<p>Increased enrollment in A-G classes</p> <p>Increase enrollment in counseling sessions</p> <p>Increase number or students taking SAT/ACT</p>	<p>Ongoing</p>	<p>College Newsletters</p> <p>Title I/Bilingual school updates</p> <p>Including college updates of changes and requirements in school newsletter</p> <p>Bulletin announcements and bulletin boards</p> <p>College counselor meetings and counselor class visitations</p>
<p>10. Develop school-based formative assessments that are aligned with all of the English and Math standards that reflect the CAHSEE.</p> <ul style="list-style-type: none"> Increase student ownership 	<p>Department chairs, instructional coaches, and SLC coordinators take responsibility in individual areas</p> <p>Instructional Cabinet</p>	<p>Research based professional development on writing good assessments, aligned with content, various formats</p> <p>Research based</p>	<p>External assessments results:</p> <ul style="list-style-type: none"> CST CAHSEE Periodic 	<p>2009-2010</p> <p>Provide professional development for writing multiple types of assessments</p>	<p>Each department and SLC provides evidence of assessments developed</p> <p>Professional</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>and knowledge of CASHEE components</p> <ul style="list-style-type: none"> Work with the district to expedite results of periodic assessments so they can be used as formative assessments for the CAHSEE 	<p>provides oversight for the whole process</p> <p>Data Team</p>	<p>professional development in ways to use formative assessment results to improve instruction</p> <p>Professional development to improve instruction and increase student ownership of learning</p>	<p>Assessments</p> <p>Increased percentage of students taking formative assessments (e.g. periodic assessments, site-based assessments)</p> <p>Increase in percentage of students achieving higher letter grades in courses</p> <p>More consistency between letter grades and external assessment results using reports from DSS</p>	<p>Begin writing assessments</p> <p>Begin weekly lesson inclusion of CAHSEE test questions (in the context of high stakes tests as warm-ups)</p> <p>2010—ongoing Review completed assessments and revise as needed. Continue development of additional assessments</p>	<p>development formats of travelers and talkers, and gallery walks</p> <p>Department presentations at professional developments, parent nights, and other district meetings</p>
<p>11. Study implications and explore possible options for school organization when Polytechnic becomes a traditional school.</p> <ul style="list-style-type: none"> Assignment of counselors by SLC Single track, year-round schedule Ways to offer multiple interventions (similar to current intersessions) Use CAPP grant to develop leadership 	<p>Subcommittee of Instructional Cabinet (Reorganization committee)</p>	<p>CAPP funding to develop teacher leadership in this area</p> <p>Visits to schools with similar challenges and organizational structures (calendar, support systems, demographics)</p>	<p>Not applicable</p>	<p>Ongoing; timing depends on when school is scheduled to convert to traditional calendar.</p>	<p>Proposals of subcommittee for discussion at faculty meetings (small and large groups)</p>

Goal 3 (Area of Improvement): Develop and implement a plan to narrow the achievement gap between Special Education and English Language Learners and the general education population while increasing the achievement results for all groups (per Goals #1 and #2).

Supporting ESLRs: Critical Thinkers, Effective Communicators

Rationale: On the most recent computation of the API, the API for special education students had increased by a significant number. However, there is still a large gap between the API for special education students and for the school as a whole (API for general education students is not provided.) as well as a smaller gap between ELL students and the student body as a whole. Discrepancies also occur on the CAHSEE. Faculty members at Polytechnic High are committed to raising the achievement of special needs students—both those in special education and students who are English Language Learners—as measured by both the CST (which reflects grade-level standards-based instruction) and the CAHSEE.

Growth Targets:

API Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
All students/Special Ed	183	173	163	153	143	133	123
All students/ELL	42	39	36	33	30	27	24

CAHSEE Pass Rate Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
All students/Special Ed (Math-Grade 10)	43%	41%	39%	37%	35%	33%	31%
All students/ELL (Math-Grade 10)	32%	30%	28%	26%	24%	22%	20%
All students/Special Ed (ELA-Grade 10)	48%	46%	44%	42%	40%	38%	36%
All students/ELL (ELA-Grade 10)	43%	41%	39%	37%	35%	33%	31%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted.

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Expand the use of co-teaching in	Administrator in charge	Provide staff development	Higher scores on	2008-09:	Distribution of data

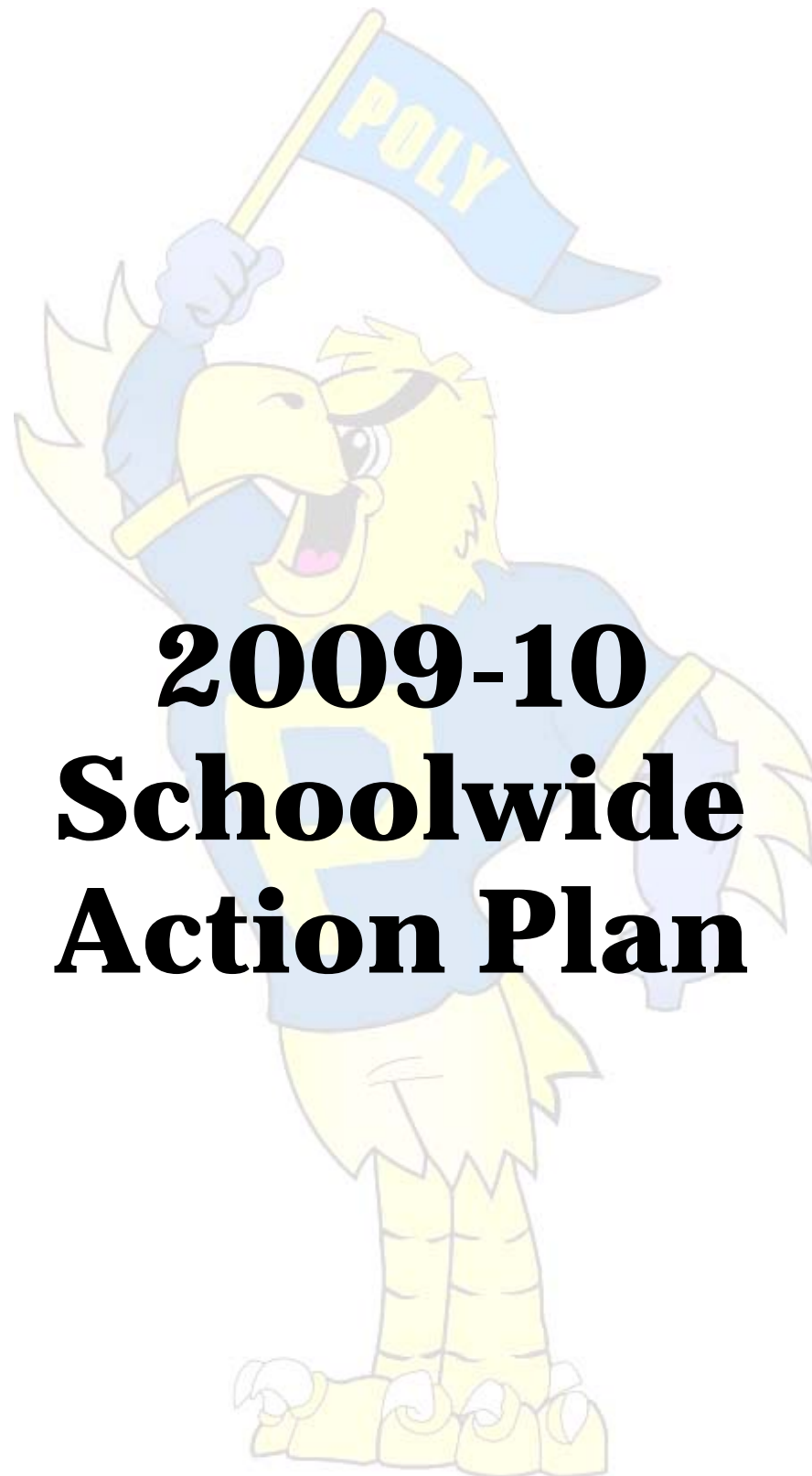
Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>classes that include both general education and special education students.</p> <ul style="list-style-type: none"> Develop a trainer-of trainers model for ongoing staff development 	<p>of Special Education</p> <p>Data Team</p>	<p>for both general education and special education teachers on effective classroom strategies for co-teaching</p>	<p>CST and CAHSEE by special education students</p>	<p>Extend the number of classes co-taught by special education teachers</p> <p>2009-2010 Review co-teaching model; determine if changes are necessary or feasible</p> <p>Ongoing: Continue co-teaching model, with revisions as determined by need</p> <p>Continue staff development for co-teaching strategies</p>	<p>related to number of co-taught classes</p> <p>Report special education students' scores on CST and CAHSEE</p>
<p>2. Monitor referrals of students to the Learning Centers to maximize usage of the Learning Center for students with academic needs (main focus on special education students) to raise their achievement.</p>	<p>Administrator in charge of special education</p> <p>Data Team</p>	<p>No additional resources required</p>	<p>Increased number of students using the Learning Center</p> <p>Higher percentage of Special Education students passing CAHSEE and scoring higher on CST</p>	<p>Ongoing</p>	<p>Disseminate to teachers information about ways to refer students to Learning Center; data regarding use of Learning Center</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
			Increase in grades and in the number of students completing A-G requirements		
3. Provide differentiated instruction that provides access to the standards-based curriculum for all special needs students (special education, English learners).	Instructional cabinet, Professional Development Committee Data Team	Provide staff development in differentiation of instruction and scaffolding activities to enable all students to be successful at grade level standards (particular attention given to literacy strategies for EL students) and that include the following: <ul style="list-style-type: none"> • Appropriate selection of materials • SDAIE • Thinking maps • Note-taking strategies • English Language Development in the content areas Special attention needs to be given to new teachers Develop a trainer-of-trainers model by sending selected staff members to Sheltered Instruction Observation Protocol (SIOP) training	CST results CAHSEE results 3X3 observations	Summer 2008: SIOP training Ongoing: Continued staff development as needed, monitoring of differentiated instruction in classrooms	Sharing of CST, CAHSEE, and 3X3 results
4. Increase the number of special needs students (special education and ELL) taking state assessments (CST, CAHSEE, CAPA), with	Administrator in charge of Special Education All teachers (general education and special	Sufficient space allocation for testing to allow all students who need and qualify for accommodations	Meeting target of 95% of special education students taking assessments	Ongoing	School Accountability Report Card

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>special attention to meeting NCLB requirements.</p> <ul style="list-style-type: none"> • Schedule testing of special needs students in small groups with teachers they know. • Monitor students' movement to the testing area. • Provide specific instructions for general education classroom teachers on their roles/responsibilities in the process. • Ensure resources and spaces are available for appropriate accommodations. 	<p>education) with special education students</p>	<p>to be tested accordingly; appropriate support materials for accommodations</p>			<p>The API and AYP reports</p>
<p>5. Monitor the inclusion of ELL and special education students in all specialized and supplemental programs to ensure that students have full access to</p> <ul style="list-style-type: none"> • rigorous, grade-level standards-based instruction • theme-based instruction, • extra-curricular activities, • CTE course sequencing, • opportunities for remediation or acceleration as needed 	<p>Administrator in charge of Special Education EL coordinator Data team</p>	<p>Provide staff development for teachers of students in Special Day Classes regarding theme-based lessons for core content areas (connected to Small Learning Communities).</p>	<p>CST, CAHSEE and CAPA results</p> <p>Student work for theme-based lessons</p> <p>Number of ELL and special education students participating in extra-curricular activities</p>	<p>Ongoing</p>	<p>Periodic status reports on inclusion programs and supplemental programs to Instructional Cabinet by special education administrator and EL coordinator</p>
<p>6. Develop and implement a plan for vocabulary instruction to increase ELL and special education students' academic vocabulary and their strategies for learning that vocabulary.</p>	<p>Special Education administrator EL coordinator All special education ESL teachers Data Team</p>	<p>Provide staff development for all teachers in vocabulary-development strategies</p>	<p>CST and CAHSEE results</p>	<p>2008-09: Develop and begin initial implementation of plan for vocabulary development</p>	<p>Progress reports to Instructional Cabinet by appropriate administrators</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
				<p>Provide staff development for Special Education and ESL teachers in vocabulary development.</p> <p>2009-2010: Review plan, revise as needed. Continue to implement revised plan.</p> <p>Ongoing Implementation of plan, staff development for new teachers as needed.</p>	
<p>7. Communicate with parents and students in a clear, concise, and understandable manner the achievement scores needed for students to be proficient and the ways in which parents can help their students close their own academic achievement gaps.</p> <ul style="list-style-type: none"> Expand ways in which we provide parents with information on programs and activities offered by the school, district and other agencies related to increasing their students' academic success. Support increased use of 	<p>Principal Entire administrative team Counselors SLC coordinators Data Team</p>	<p>Teleparent web-based software</p> <p>Parent Involvement Categorical Funding</p> <p>Categorical funding and Federal SLC grant</p>	<p>Increased a-g completion rate with a grade of "C" or better</p> <p>Increase in API</p> <p>Increase in graduation rate</p> <p>Increase in PIQE completion rate</p> <p>Support of Student Success Parent Survey</p>	<p>2008 and ongoing: Dissemination of information about upgraded requirements for class of 2012 and subsequent classes</p>	<p>Reports to faculty and other stakeholders on completion rates for A-G requirements, passing rate on CAHSEE</p> <p>Dissemination of survey results</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
Teleparent <ul style="list-style-type: none"> Contract with translator to provide information in primary language as needed 			Increased use of Teleparent		



**2009-10
Schoolwide
Action Plan**



SCHOOLWIDE ACTION PLAN

Updated for 2009-2010



Goal 1 (Area of Improvement): Develop and implement a comprehensive plan to decrease the percentage of students who score Far Below Basic and Below Basic on the California Standards Test, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.

Supporting ESLRs: Critical Thinkers, Effective Communicators

Rationale: The California Standards Test (CST) is based on the California Standards Framework which outline what students should know and be able to do. Quantitative data from the CST show a large percentage of students scoring at the Far Below Basic and Below Basic levels. Work by focus groups indicates a need for formative assessments and staff development that will become part of a plan to raise student achievement in all academic areas, with the CST as the tool that measures this increased achievement..

Growth Targets:

Test	Levels	2007 Baseline	2008	2009	2010	2011	2012	2013
ELA 9	FBB & BB	39%	34%	29%	24%	19%	14%	9%
	Prof. & Adv.	31%	34%	37%	40%	43%	46%	49%
ELA 10	FBB & BB	47%	42%	37%	32%	27%	22%	17%
	Prof. & Adv.	20%	23%	26%	29%	32%	35%	38%
ELA 11	FBB & BB	55%	50%	45%	40%	35%	30%	25%
	Prof. & Adv.	19%	22%	25%	28%	31%	34%	37%
Algebra 1	FBB & BB	68%	62%	56%	50%	44%	38%	32%
	Prof. & Adv.	11%	15%	19%	23%	27%	31%	35%
Geometry	FBB & BB	77%	70%	63%	56%	49%	42%	34%
	Prof. & Adv.	10%	14%	18%	22%	26%	30%	34%
Algebra 2	FBB & BB	79%	72%	65%	58%	51%	44%	37%
	Prof. & Adv.	8%	12%	17%	22%	27%	32%	37%
Biology	FBB & BB	51%	46%	41%	36%	31%	26%	21%
	Prof. & Adv.	12%	15%	18%	21%	24%	27%	30%
Chemistry	FBB & BB	48%	43%	38%	33%	28%	23%	18%

Test	Levels	2007 Baseline	2008	2009	2010	2011	2012	2013
	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Earth Sci.	FBB & BB	57%	52%	47%	42%	37%	32%	26%
	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Physics	FBB & BB	22%	17%	12%	7%	2%	0%	0%
	Prof. & Adv.	11%	14%	17%	20%	23%	26%	29%
Int. Sci. 1	FBB & BB	50%	45%	40%	35%	30%	25%	20%
	Prof. & Adv.	7%	10%	13%	16%	19%	22%	25%
World History	FBB & BB	69%	62%	55%	48%	41%	34%	27%
	Prof. & Adv.	9%	12%	15%	18%	21%	24%	27%
U.S. History	FBB & BB	59%	54%	49%	44%	39%	34%	29%
	Prof. & Adv.	19%	22%	25%	28%	31%	34%	39%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted. The overall aim is for an API of 800 by the year 2013.

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Develop a school-wide culture that emphasizes teacher efficacy and high expectations for all students.	Principal with support of Instructional Cabinet	<p>Staff development on efficacy</p> <p>Staff development on the impact of teacher expectations</p> <p>Staff development on Ruby Payne strategies for working with economically disadvantaged students, specifically those strategies which focus on teacher efficacy and high</p>	<p>Survey that measures teacher beliefs about self-efficacy – Public Works Survey and School Experience Survey</p> <p>Students survey that measures their assessment of instructional expectations being met efficacy –</p>	<p>Fall 2009: Read and discuss Ruby Payne in SLC professional development on efficacy and expectations, continued by SLC as needed</p> <p>Ongoing: Analyze Results of Public Works Survey and</p>	Report of data from survey on an annual basis

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
		expectations	Public Works Survey and School Experience Survey	School Experience Survey Staff development with new teachers Administration of survey on an annual basis; additional staff development as needed, indicated by survey results	
<p>2. Promote ongoing, effective use of the following strategies in support of rigorous, standards-based curriculum.</p> <ul style="list-style-type: none"> • Vocabulary development • Reciprocal teaching • Thinking maps • Note-taking strategies • Anticipatory activities 	<p>Instructional Cabinet Administrators who develop and implement PD plan for school</p>	<p>Provide ongoing staff development for all faculty members as needed, with special attention to new staff members</p>	<p>3X3 observation/ data collection twice each school year per track Use of department chairs, supervision of instruction, and looking at student work</p>	<p>2009-10: Implement LAUSD Local District 2 instructional strategies Create instructional Strategy Criteria Development worksheet Begin dept PD with mini lessons Ongoing: Review the school-wide plan for vocabulary instruction to determine needed adjustments.</p>	<p>Results from 3X3 analysis shared with all faculty by department and by SLC</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
				Plan needed staff development	
<p>3. Develop a common rubric for expository writing across the curriculum.</p>	<p>Department chair leads process; all teachers within department share in planning</p> <p>Instructional cabinet provides leadership with support as needed</p>	<p>Professional development in writing across the curriculum</p> <p>Professional development in creation and use of rubrics</p>	<p>CST (Note: Research indicates that proficiency on assessment in many different forms has a positive influence on assessment in specific forms)</p> <p>Ongoing school-based data on improved scores based on the rubric</p> <p>CSU Freshman Proficiency Writing test (Early Assessment Program)</p>	<p>2009-2010 Create framework to train a committee as trainers to implement rubric</p> <p>Data reviewed, rubrics revised as needed</p> <p>2010-on Reviewed yearly, revised as needed</p>	<p>Produce document containing rubrics and suggested prompts for each discipline</p> <p>Share data</p> <p>Report out any revisions, updates as completed and implemented</p>
<p>4. Develop school-based formative assessments that are aligned with the standards-based curriculum and that reflect the school's ESLRs.</p> <ul style="list-style-type: none"> Increase student ownership of learning Work with the district to expedite results of periodic assessments so they can be used as formative assessments 	<p>Department chairs and SLC coordinators take responsibility in individual areas</p> <p>Instructional Cabinet provides oversight for the whole process</p> <p>Course Leads</p> <p>Data Team</p>	<p>Research based professional development on writing good assessments, aligned with content, various formats</p> <p>Research based professional development in ways to use formative assessment results to improve instruction</p> <p>Professional development to improve instruction and</p>	<p>External assessments results: CST, CAHSEE, AP exams, SAT, Periodic Assessments</p> <p>Increased percentage of students taking formative assessments (e.g. periodic</p>	<p>2009-2010 Provide professional development for writing multiple types of assessments</p> <p>Choose Course Leads to begin creating formative assessments with departments</p>	<p>Each department and SLC provides evidence of assessments developed</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
		increase student ownership of learning	assessments, site-based assessments) Increase in percentage of students achieving higher letter grades in courses More consistency between letter grades and external assessment results using reports from DSS Carl Zon rubrics	Develop a way to monitor student results 2010—ongoing Review completed assessments and revise as needed. Continue development of additional assessments	
5. Review and revise as needed instructional guides and pacing plans in all content areas that reflect the 4x4 block schedule, with special attention to the following: <ul style="list-style-type: none"> ● Integration of ESLRs into the pacing plans ● Administration dates of high-stakes tests so that all content is covered prior to the tests ● Data from CST that identifies specific school-wide areas of need ● Content-specific requirements or activities ● SLC theme-based instruction 	Department chair for each content area Instructional Cabinet provides general oversight Data team	Time for teacher collaboration by department Most recent assessment data	CST results	2009-10: Continue revision of instructional guides and pacing plans to include ESLRs Update pacing plans for new calendar Review timing of instruction to ensure coverage before tests are given 2010-ongoing Annual review of	Revised instructional guides and pacing plans are distributed to appropriate teachers A summary of progress is presented to Instructional Cabinet

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>6. Revision of the 9th Grade Introduction to Social Science course to improve World History CST results.</p> <p>Steps to implementation:</p> <ul style="list-style-type: none"> - Create framework for course <ul style="list-style-type: none"> • Identify topics/focus standards • Identify skills needed to integrate into course • Identify critical academic vocabulary for each topic • Identify essential questions for each topic • Identify ESLR/s connected to topics • Create formative and summative assessments for course - Identify curriculum/resources needed to support implementation of course 	<p>Administrator for Freshman Center, instructors for Introduction to Social Science</p> <p>Data Team</p>	<p>Time for teachers to develop materials</p>	<p>CST results in World History, beginning with results from spring 2010 testing</p>	<p>documents based on CST results</p> <p>2009-2010 Review of course, revisions as indicated by teachers</p> <p>Collect and analyze data on students who took World History and Intro to Social Studies</p> <p>2010-2011 Review CST results for World History, do additional revisions on Intro curriculum</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with Social Science department</p>
<p>7. Continue implementation of a data plan for the collection, analysis, and use of data to improve instruction for all students and evaluate the effectiveness of interventions and programs. The plan will include attention to the following:</p> <ul style="list-style-type: none"> • User-friendly data for teachers • Disaggregated data • Timely dissemination of all data 	<p>Software development: Jin Lee or outside provider</p> <p>Staff development: Data Team</p> <p>Department implementation: Department chairs</p>	<p>Staff development on the use of data from both formative and summative assessments, including strategies to use based on the data, including (but not limited to) the following:</p> <ul style="list-style-type: none"> • Use of school developed software to provide teachers with individual student profiles 	<p>CST results</p> <p>Rate of successful course completion on “first try” with a “C” or better</p>	<p>2009-10 Continue using data in PD to institutionalize data into the school culture</p> <p>Continue to improve timely dissemination of data</p>	<p>Yearly written summary of progress in software development and classroom strategies and interventions based on data</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> Test prep software development and classroom use 		<ul style="list-style-type: none"> Use of Scantron to score multiple choice tests Growth plans at the classroom level and for individual students based on the profiles Use of district periodic assessment results in content areas where those assessments are given 		10 th grade center provide CAHSEE projects	
<p>8. Build capacity and increase the opportunities for parents and students to participate in all areas of decision making.</p> <p>Communicate with parents and students in a clear, concise, and understandable manner their students' progress and the steps being taken to address academic needs of all students.</p> <ul style="list-style-type: none"> Extended Learning Opportunities program Small Learning Communities Information relative to student achievement on CST (school-wide and individual) Timely and ongoing information from classroom teachers about student performance (Connect-ED) Information about courses for parents that are specifically designed to assist them (parents) 	Coordinators of Title I, EL, and Beyond the Bell programs and Parent Center coordinator	<p>Survey to determine parent interests and/or needs related to course offerings</p> <p>Surveys to parents regarding effective forms of communication</p> <p>Funds for PIQE (twice a year)</p> <p>Categorical funding and Federal SLC grant</p>	<p>Attendance at parent meetings</p> <p>Participation by parents in student/parent/counselor conferences</p> <p>Increase in messages sent through Connect-ED, as indicated by computerized records</p> <p>Surveys</p>	<p>Ongoing</p> <p>Increase communication with parents to inform them of various meetings and events at Poly</p> <p>Parents are invited to attend IGP meetings</p> <p>Offer various classes for parents</p>	<p>Minutes of meetings</p> <p>Regular updates on use of Connect-ED</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>in helping their students with coursework and other school-related study skills.</p> <ul style="list-style-type: none"> • Individual Graduation Plan (IGP) • Provide opportunities for parents to participate in programs such as Parent Institute for Quality Education (PIQE). • Contract with translator to provide information in primary language as needed <p>Review and evaluate on a regular basis the courses offered to parents and add or delete courses based on need.</p>					
<p>9. Review and revise as needed the plan for coordinating all intervention programs including the Extended Learning Program, Intersession programs, and Supplemental Educational Services. The plan should include the following:</p> <ul style="list-style-type: none"> • A matrix that shows the relationship of all activities • Methods for data collection • Ways to monitor implementation • Provisions for modifying the program based on data (numeric and observational) 	<p>Extended Learning administrator</p> <p>Data Team</p>	<p>Timely data for making decisions</p> <p>Human resources to meet program needs based on student data</p>	<p>CST results (movement from FBB and BB to higher levels) CAHSEE results</p>	<p>2009-10: Plan matrix for new calendar</p> <p>Ongoing: Reviewed each mester</p>	<p>Extended Learning Administrator shares data regarding program enrollment with principal and staff on a periodic basis</p>
<p>10. Review and revise the master schedule each mester to include intervention classes specifically designed to help struggling students master the highly tested standards in</p>	<p>Administrators for Core Content Departments, Intervention, and SLC's.</p>	<p>Time for counselors to review student progress and report number of students needing intervention classes</p>	<p>CST results each year</p>	<p>Ongoing: Continue interventions such as: TAM, TAES, and Twilight</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
each CST content area.	Department Chairpersons Counselors and Instructional Teacher Leaders Instructional Cabinet Data Team	Time for teachers to develop materials specifically targeting highly tested standards		Program Review of course, revisions as indicated by teachers	CST results with all core content departments
11. Work with teachers in non-core academic courses to revise their syllabi to include coverage of core academic standards that are highly tested on the CST and relate to their course.	Administrators for non-core content departments Department Chairpersons Instructional Teacher Leaders Instructional Cabinet Data Team	Time for teachers to develop lessons or units specifically targeting highly tested standards	CST results each year	2009-10 Continue implementation of revised courses Address through the SLC interdisciplinary plan Ongoing Review of course, revisions as indicated by teachers	Fall 2008: Course syllabus and pacing plan published Fall 2010: Report CST results with all non-core content departments
12. Utilize resources from the California Academic Partnership Program (CAPP) grant to develop leadership in the areas of curriculum and instruction.	Principal Instructional Cabinet	CAPP partner (support provider) Leadership staff development each year of grant as determined by ongoing needs	Self-assessment and staff assessment of principal (CAPP instrument) Leadership Practices Inventory (LPI)	2007-2012 Needs and activities to be determined each year and the CAPP budget updated accordingly	Summary of activities

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>13. Communicate school vision and all action steps within the single plan and WASC self study report to all stakeholders—building personnel, parents, students, and appropriate community members.</p> <ul style="list-style-type: none"> Consistently enforce policy implementations 	Principal Instructional Cabinet		Staff and student survey	Ongoing: Updates of progress on plan	Written reports as well as oral reports in appropriate meetings
14. Increase student and staff access to updated technology resources such as updated computers, instructional software	Technology Coordinator and staff	CTAP s	CTAP online surveys	<p>2009-2010 Advise teachers of technology help desk on Poly website</p> <p>Teachers take CTAP online survey</p>	Sharing of staff survey reports from CTAP online
<p>15. Increase of technology support staff to maintain and support the nearly 1000 computers and 12 computer labs on campus.</p> <ul style="list-style-type: none"> scheduling of teacher/classroom use of computer labs maintenance of hardware training management of instructional software and data programs 	Categorical Program Coordinators, Technology Coordinator	Categorical budgets, General Fund budgets	Reports of computer lab use, reports of online computer help desk to monitor the amount of time that it takes to respond to service call, computer usage reports of students should show gain in the number of students that use computers on campus regularly	2008-2014	Information of computer usage and lab usage will be reported to stakeholders by Technology Coordinator

Goal 2 (Area of Improvement): Develop and implement a plan to increase graduation rates and readiness for post-secondary education by increasing the percentage of students who complete A-G requirements and by raising the school's passing rate on the CAHSEE.

Supporting ESLRs: Critical Thinkers, Effective Communicators, Lifelong Learners, Conscientious Member of Society

Rationale: The most recent official data available indicate that just 54% of 2006 graduates completed a-g requirements. Projections for the graduates of 2007 are that 65% completed a-g requirements. In Los Angeles Unified School District, the class of 2012 must be enrolled in a-g courses and the class of 2016 will be required to complete a-g requirements to graduate. This is in addition to the state requirement for successful performance on the CAHSEE.

Growth Targets:

Measure	2007 (Baseline)	2008	2009	2010	2011	2012	2013
Percent of seniors not completing A-G requirements	35% (Projected)	30%	25%	20%	15%	0%	0%
Percent of seniors not graduating because of not passing CAHSEE	6% (Projected)	5%	4%	3%	2%	1%	0%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted.

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Develop and implement a plan for communicating with each individual student the requirements for high school graduation beginning with the class of 2012. <ul style="list-style-type: none"> • Articulation with feeder middle schools • Individual student/parent conferences with counselors (AB 1802) • Brochures or other printed 	Assistant Principal of Secondary Counseling Services Counselors Data Team	LAUSD provides yearly professional development for counselors Funds for printing brochures or other printed materials Funding from AB1802	Percent of students who complete A-G requirements Percent of students who pass the CAHSEE Percent of students that have completed	2009-10: Dissemination of information about upgraded requirements for class of 2012 Gather data for non-graduating seniors based on CAHSEE and	Reports to faculty and other stakeholders on completion rates for A-G requirements, passing rates on CAHSEE Dissemination of survey results

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>material that explain A-G requirements and successful performance on CAHSEE</p> <ul style="list-style-type: none"> Individual Graduation Plans 			<p>individual graduation plans</p> <p>School-wide survey of student perceptions regarding academic preparation and support</p>	<p>disaggregate graduation requirements</p> <p>Create brochure and posters that explains A-G req and CAHSEE</p> <p>Ongoing: Counselors meet with students to review IGP, parents are invited</p>	
<p>2. Provide directed academic and counseling support for students to meet more comprehensive and rigorous a-g course sequence.</p> <ul style="list-style-type: none"> Provide students with annual updated a-g progress report Publish a comprehensive list of “g” college prep elective courses offered Publish a comprehensive list of “f” visual and performing arts elective courses offered Provide Algebra 2 tutoring at lunch and after school Pilot Talent Development High School project-based Algebra 2 lessons Publish all of the ways that students can satisfy the “e” language requirement 	<p>Assistant Principal of Secondary Counseling Services SLC Coordinators Counselors</p>	<p>Talent Development High School math coach</p> <p>Small Learning Community federal grant</p> <p>Categorical funds</p>	<p>Increase in enrollment and pass rate in Algebra 2</p> <p>Increase in a-g completion rate</p> <p>Increase in students meeting foreign language requirement</p>	<p>2008-Ongoing: Graduating class of 2012 must be enrolled in a-g courses according to LAUSD board mandate and graduating class of 2016 must pass a-g requirements</p> <p>Create a course catalog of all classes</p>	<p>Reports to faculty and other stakeholders on completion rates for a-g requirements</p>
<p>3. Communicate with parents and students in a clear, concise, and</p>	<p>Principal Entire administrative</p>	<p>Connect-ED web-based software</p>	<p>Percent of students who complete A-G</p>	<p>2008 and ongoing:</p>	<p>Reports to faculty and other</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>understandable manner the requirements for high school graduation and the ways in which parents can help the students.</p> <ul style="list-style-type: none"> • Completion of A-G requirements • Successful performance on the CAHSEE • Continue to provide parents with information on programs and activities offered by the district and other agencies related to increasing their students' academic success. • Connect-ED • Contract with translator to provide information in primary language as needed 	<p>team Counselors SLC coordinators Data Team</p>	<p>Parent Involvement Categorical Funding</p> <p>Categorical funding and Federal SLC grant</p>	<p>requirements</p> <p>Percent of students who pass CAHSEE</p> <p>Percent of students fulfill the requirements in their individual graduation plans</p> <p>Number of parents completing PIQE program</p> <p>Parent survey of perceptions regarding academic preparation and support for their students</p>	<p>Dissemination of information about upgraded requirements for class of 2012 and subsequent classes</p> <p>Provide teachers with data of non-passing CAHSEE students in 11th and 12th grade</p>	<p>stakeholders on completion rates for A-G requirements, passing rate on CAHSEE</p> <p>Dissemination of survey results</p>
<p>4. Review and revise the master schedule so that every student has the opportunity to complete required A-G courses within their SLCs while still providing support services for students with special needs.</p> <ul style="list-style-type: none"> • Adjust staffing as indicated by revision of the master schedule so that sufficient Highly Qualified Teachers are available in each content area with an emphasis on decreasing student to teacher 	<p>Assistant Principal for Secondary Counseling Services and Lead Counselor Data Team Principal</p>	<p>Staff development for individuals responsible for master scheduling (often provided through LAUSD resources)</p> <p>Support from Valley Education Collaborative</p>	<p>Percent of students completing A-G courses</p>	<p>Ongoing: Review and revise each year based on current data</p>	<p>Published schedule</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
ratio.					
<p>5. Develop a comprehensive test-prep program in English Language Arts that is integrated into the current curriculum and utilizes appropriate technology to enhance instruction. (Mathematics test-prep for the CAHSEE will be sustained as an elective course in math and the course will be evaluated yearly to measure success)</p>	<p>ELA department chair Literacy Task Force ELA teachers Data Team 10th grade center administrator and coordinators</p> <p>Software developed by Jin Lee or outside provider</p>	<p>Time for collaboration</p> <p>Professional development on writing good assessments, aligned with content, various formats</p> <p>Staff development on use of appropriate technology (especially Vantage and locally developed software)</p>	<p>Increased passing rates on the CAHSEE, higher scores on CST (high correlation between CST and CAHSEE in English and Math scores)</p> <p>Performance on the CAHSEE will be disaggregated</p>	<p>2009-2010: Analyze CST and CAHSEE data to determine impact of program; revise program as needed</p> <p>Create formative assessments in ELA classes</p> <p>2010-ongoing: Continue program implementation, revising as needed based on data</p>	<p>Data team will share results with appropriate teachers and parents</p>
<p>6. Continue intervention strategies aimed at increasing the passing rate on the CAHSEE.</p> <ul style="list-style-type: none"> ● Identification of students who should take a CAHSEE prep course ● Continue the CAHSEE prep courses offered during the school day as well as courses outside the school day ● Continue additional ninth and tenth grade courses in math (such as TAMS) and ELA aimed at building basic skills ● Timely analysis of data 	<p>Assistant Principal for Secondary Counseling Services</p> <p>Data Team and Lead Counselor</p> <p>Teachers in 9th and 10th grade centers Extended Learning Program coordinator</p> <p>Math and Literacy department chairs</p>	<p>Math and Literacy department chairs provide ongoing support and training</p> <p>Materials for classes</p>	<p>Increased passing rates on the CAHSEE</p>	<p>2009-10 Translate student data for teachers that will provide more guidance for instructional programs</p> <p>All 9th graders take practice CAHSEE</p> <p>Ongoing: Provide CAHSEE test prep to all 10th grade students</p>	<p>Annual reports to faculty on passing rates, impact of intervention</p> <p>Information on school website</p> <p>Information in parent newsletters</p>
<p>7. Provide additional information about colleges to students and</p>	<p>SLC Administrator SLC coordinators</p>	<p>Staff development for SLC teachers on CTE standards,</p>	<p>Percent of total enrollment in</p>	<p>2009-10: Continue</p>	<p>SLC/College newsletters</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>provide preparation for post-secondary opportunities through Small Learning Communities.</p> <ul style="list-style-type: none"> ● Review and revise CTE courses ● Additional ROP courses ● Articulation with counselors ● Continued use of parent advisory groups ● Increased interaction with community businesses and agencies to develop job-shadowing and internship opportunities ● Additional college courses 	<p>CTE coordinator College Counselor Counselors</p>	<p>ways to align/integrate skills, content, and themes into SLC courses (required and elective)</p> <p>Time/resources for articulation with community colleges, occupational centers</p>	<p>college-credit classes or CTE electives</p> <p>Data on post-secondary choices, i.e. 4-yr, 2-yr, career training, etc.</p> <p>Percent of students who certify in various areas (A+, First Aid/CPR, etc.)</p> <p>Increased student identity within SLCs through surveys</p>	<p>development and implementation of CTE courses with appropriate sequencing</p> <p>Staff development for teachers</p> <p>Ongoing: Review and revision of CTE courses as needed</p> <p>Ongoing staff development</p> <p>Ongoing articulation with post-secondary institutions</p>	<p>Oral reports during parent meetings</p> <p>Periodic Poly “report card” that provides an update on all aspects of Poly progress and achievements</p>
<p>8. Increase the number of students taking Advanced Placement courses and/or courses for college credit.</p> <ul style="list-style-type: none"> ● Increase the availability of AP courses ● Increase preparation activities for AP exams. ● Develop vertical teams for pre-AP and AP courses to enhance student preparation ● Expand efforts to provide students with information about college-credit options. 	<p>Lead Counselor AP Coordinator AP Teachers Department chairs College Counselor Counselors</p>	<p>Staff development for AP and pre-AP teachers in course content and creation of vertical teams</p> <p>Funds for materials for new AP classes and for AP test prep activities</p> <p>Staff development on differentiation, with special attention to students who have mastered grade level expectations.</p>	<p>Increased enrollment in AP classes</p> <p>Increase enrollment in community college classes</p> <p>Higher average scores on AP exams</p>	<p>200-10: Continue to review AP offerings to determine new courses to be added, including PreAP courses</p> <p>Create vertical teams within department. Send vertical team members to AP workshops</p>	<p>Yearly update to faculty on number of college classes, AP courses, AP exam results</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> Increase articulation with community colleges, technical college programs, and occupational centers 				Revise history sequence to include AP European History Ongoing: Continue review of AP course offerings, vertical team articulation	
9. Increase the number of A-G courses contained in the master schedule and increase the number of student orientations about pre college requirements and courses; and increase the number of students that take the SAT/ACT or other college prerequisite exams.	Principal AP, SCS SLC Coordinators Bilingual Coordinator Title I Coordinator Counselors College Counselors College Partners and consultants	College Nights College lunch meetings SAT/ACT prep class sessions Periodic counseling sessions Parent information sessions Funding provided by district, local politicians, and colleges to provide college awareness Scholarship/Financial Aide information sessions	Increased enrollment in A-G classes Increase enrollment in counseling sessions Increase number or students taking SAT/ACT	2009-10 Review the data of the number of students who complete A-G in the 11 th and determine how many have taken the SAT Ongoing	College Newsletters Title I/Bilingual school updates Including college updates of changes and requirements in school newsletter Bulletin announcements and bulletin boards College counselor meetings and counselor class visitations
10. Develop school-based formative assessments that are aligned with all of the English and Math standards that reflect the CAHSEE.	Department chairs, and SLC coordinators take responsibility in individual areas Instructional Cabinet	Research based professional development on writing good assessments, aligned with content, various formats	External assessments results: <ul style="list-style-type: none"> CST CAHSEE 	2009-2010 Provide professional development for writing multiple types of	Each department and SLC provides evidence of assessments developed

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> • Increase student ownership and knowledge of CASHEE components • Work with the district to expedite results of periodic assessments so they can be used as formative assessments for the CAHSEE 	<p>provides oversight for the whole process</p> <p>Data Team</p>	<p>Research based professional development in ways to use formative assessment results to improve instruction</p> <p>Professional development to improve instruction and increase student ownership of learning</p>	<ul style="list-style-type: none"> • Periodic Assessments <p>Increased percentage of students taking formative assessments (e.g. periodic assessments, site-based assessments)</p> <p>Increase in percentage of students achieving higher letter grades in courses</p> <p>More consistency between letter grades and external assessment results using reports from DSS</p>	<p>assessments</p> <p>Begin writing formative assessments</p> <p>Begin weekly lesson inclusion of CAHSEE test questions (in the context of high stakes tests as warm-ups)</p> <p>Implement practice CAHSEE for all 9th graders</p> <p>2010—ongoing Review completed assessments and revise as needed. Continue development of additional assessments</p>	<p>Professional development formats of travelers and talkers, and gallery walks</p> <p>Department presentations at professional developments, parent nights, and other district meetings</p>
<p>11. Study implications and explore possible options for school organization when Polytechnic becomes a traditional school.</p> <ul style="list-style-type: none"> • Assignment of counselors by SLC • Single track, year-round schedule • Ways to offer multiple interventions (similar to 	<p>Subcommittee of Instructional Cabinet (Reorganization committee)</p>	<p>CAPP funding to develop teacher leadership in this area</p> <p>Visits to schools with similar challenges and organizational structures (calendar, support systems, demographics)</p>	<p>Not applicable</p>	<p>Ongoing: Examine school organization for downsizing.</p> <p>Visit other high schools to develop a calendar for a single track</p> <p>Create a BTC</p>	<p>Proposals of subcommittee for discussion at faculty meetings (small and large groups)</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
current intersessions) • Use CAPP grant to develop leadership				proposal and submit to LAUSD for approval	

Goal 3 (Area of Improvement): Develop and implement a plan to narrow the achievement gap between Special Education and English Language Learners and the general education population while increasing the achievement results for all groups (per Goals #1 and #2).

Supporting ESLRs: Critical Thinkers, Effective Communicators

Rationale: On the most recent computation of the API, the API for special education students had increased by a significant number. However, there is still a large gap between the API for special education students and for the school as a whole (API for general education students is not provided.) as well as a smaller gap between ELL students and the student body as a whole. Discrepancies also occur on the CAHSEE. Faculty members at Polytechnic High are committed to raising the achievement of special needs students—both those in special education and students who are English Language Learners—as measured by both the CST (which reflects grade-level standards-based instruction) and the CAHSEE.

Growth Targets:

API Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
All students/Special Ed	183	173	163	153	143	133	123
All students/ELL	42	39	36	33	30	27	24

CAHSEE Pass Rate Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
All students/Special Ed (Math-Grade 10)	43%	41%	39%	37%	35%	33%	31%
All students/ELL (Math-Grade 10)	32%	30%	28%	26%	24%	22%	20%
All students/Special Ed (ELA-Grade 10)	48%	46%	44%	42%	40%	38%	36%
All students/ELL (ELA-Grade 10)	43%	41%	39%	37%	35%	33%	31%

API Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted.							

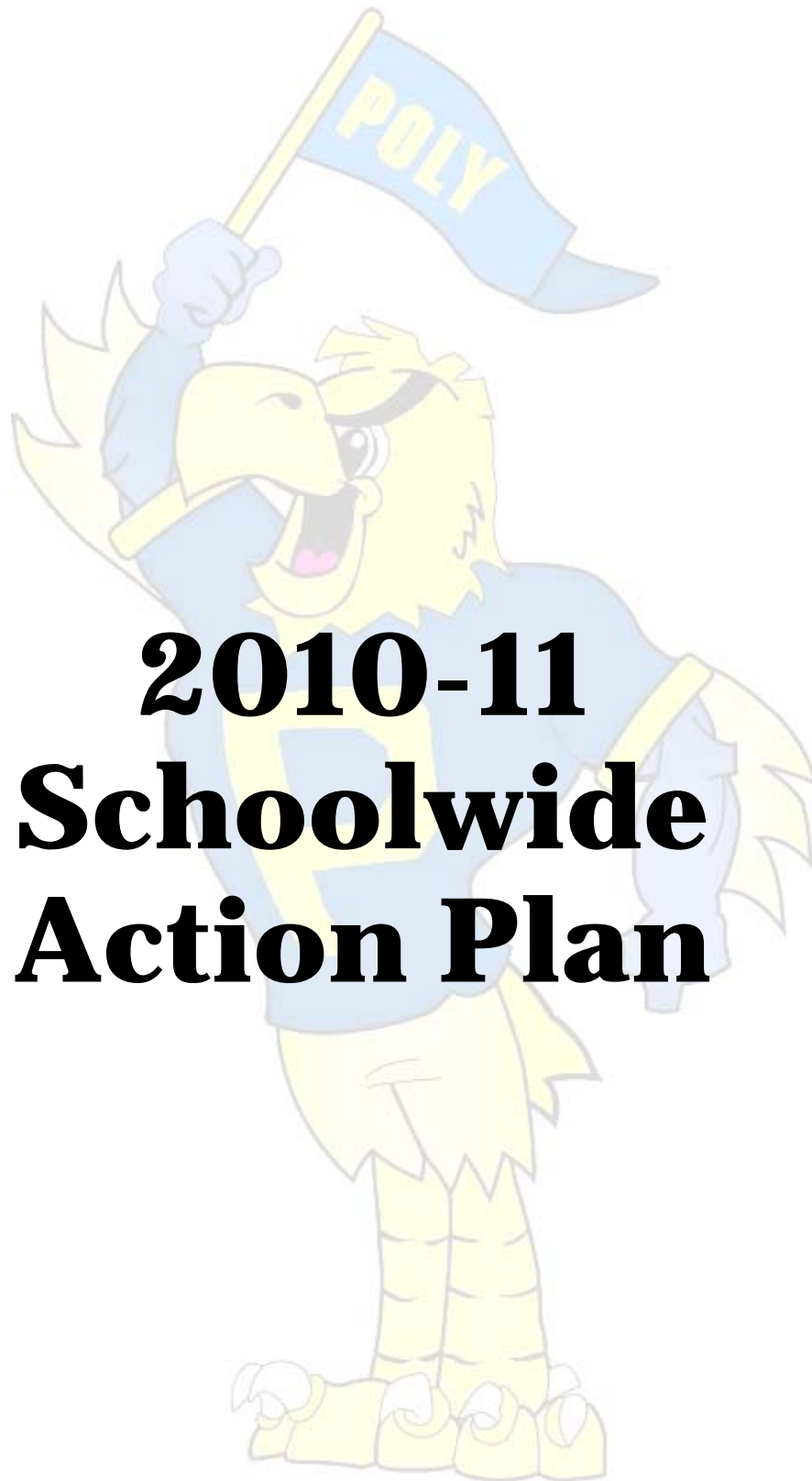
Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>1. Expand the use of co-teaching in classes that include both general education and special education students.</p> <ul style="list-style-type: none"> Develop a trainer-of trainers model for ongoing staff development 	<p>Administrator in charge of Special Education</p> <p>Data Team</p>	<p>Provide staff development for both general education and special education teachers on effective classroom strategies for co-teaching</p>	<p>Higher scores on CST and CAHSEE by special education students</p>	<p>2009-2010 Extend the number of classes co-taught by special education teachers</p> <p>Train general education teachers in PD</p> <p>Review co-teaching model; determine if changes are necessary or feasible</p> <p>Ongoing: Continue co-teaching model, with revisions as determined by need</p> <p>Continue staff development for co-teaching strategies</p>	<p>Distribution of data related to number of co-taught classes</p> <p>Report special education students' scores on CST and CAHSEE</p>
<p>2. Monitor referrals of students to the Learning Centers to maximize</p>	<p>Administrator in charge of special education</p>	<p>No additional resources required</p>	<p>Increased number of students using</p>	<p>2009-10: Create</p>	<p>Disseminate to teachers information</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
usage of the Learning Center for students with academic needs (main focus on special education students) to raise their achievement.	Data Team		<p>the Learning Center</p> <p>Higher percentage of Special Education students passing CAHSEE and scoring higher on CST</p> <p>Increase in grades and in the number of students completing A-G requirements</p>	<p>procedures for students going to the Learning Center</p> <p>Ongoing: Monitor uniform referral forms</p>	<p>about ways to refer students to Learning Center; data regarding use of Learning Center</p>
3. Provide differentiated instruction that provides access to the standards-based curriculum for all special needs students (special education, English learners).	Instructional cabinet, Professional Development Committee Data Team	<p>Provide staff development in differentiation of instruction and scaffolding activities to enable all students to be successful at grade level standards (particular attention given to literacy strategies for EL students) and that include the following:</p> <ul style="list-style-type: none"> • Appropriate selection of materials • SDAIE • Thinking maps • Note-taking strategies • English Language Development in the content areas <p>Special attention needs to be given to new teachers</p>	<p>CST results CAHSEE results 3X3 observations</p>	<p>2009-10: Implement SIOP strategies for EL students</p> <p>Ongoing: Continued staff development as needed, monitoring of differentiated instruction in classrooms</p>	<p>Sharing of CST, CAHSEE, and 3X3 results</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
		Develop a trainer-of-trainers model by sending selected staff members to Sheltered Instruction Observation Protocol (SIOP) training			
<p>4. Increase the number of special needs students (special education and ELL) taking state assessments (CST, CAHSEE, CAPA), with special attention to meeting NCLB requirements.</p> <ul style="list-style-type: none"> • Schedule testing of special needs students in small groups with teachers they know. • Monitor students' movement to the testing area. • Provide specific instructions for general education classroom teachers on their roles/responsibilities in the process. • Ensure resources and spaces are available for appropriate accommodations. 	Administrator in charge of Special Education All teachers (general education and special education) with special education students	Sufficient space allocation for testing to allow all students who need and qualify for accommodations to be tested accordingly; appropriate support materials for accommodations	Meeting target of 95% of special education students taking assessments	Ongoing	School Accountability Report Card The API and AYP reports
<p>5. Monitor the inclusion of ELL and special education students in all specialized and supplemental programs to ensure that students have full access to</p> <ul style="list-style-type: none"> • rigorous, grade-level standards-based instruction • theme-based instruction, • extra-curricular activities, • CTE course sequencing, • opportunities for remediation or 	Administrator in charge of Special Education EL coordinator Data team	Provide staff development for teachers of students in Special Day Classes regarding theme-based lessons for core content areas (connected to Small Learning Communities).	CST, CAHSEE and CAPA results Student work for theme-based lessons Number of ELL and special education students participating in extra-curricular	Ongoing	Periodic status reports on inclusion programs and supplemental programs to Instructional Cabinet by special education administrator and EL coordinator

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
acceleration as needed			activities		
6. Develop and implement a plan for vocabulary instruction to increase ELL and special education students' academic vocabulary and their strategies for learning that vocabulary.	Special Education administrator EL coordinator All special education ESL teachers Data Team	Provide staff development for all teachers in vocabulary-development strategies	CST and CAHSEE results	<p>2009-10: Continue to develop and begin initial implementation of plan for vocabulary development</p> <p>Provide staff development for Special Education and ESL teachers in vocabulary development.</p> <p>Train teachers on SIOP strategies</p> <p>2010-2011: Review plan, revise as needed. Continue to implement revised plan.</p> <p>Ongoing Implementation of plan, staff development for new teachers as needed.</p>	Progress reports to Instructional Cabinet by appropriate administrators
7. Communicate with parents and students in a clear, concise, and understandable manner the	Principal Entire administrative team	Connect-ED web-based software	Increased a-g completion rate with a grade of "C"	2008 and ongoing: Dissemination of	Reports to faculty and other stakeholders on

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>achievement scores needed for students to be proficient and the ways in which parents can help their students close their own academic achievement gaps.</p> <ul style="list-style-type: none"> • Expand ways in which we provide parents with information on programs and activities offered by the school, district and other agencies related to increasing their students' academic success. • Support increased use of Connect-ED • Contract with translator to provide information in primary language as needed 	<p>Counselors SLC coordinators Data Team</p>	<p>Parent Involvement Categorical Funding</p> <p>Categorical funding and Federal SLC grant</p>	<p>or better</p> <p>Increase in API</p> <p>Increase in graduation rate</p> <p>Increase in PIQE completion rate</p> <p>Support of Student Success Parent Survey</p> <p>Increased use of Connect-ED</p>	<p>information about upgraded requirements for class of 2012 and subsequent classes</p>	<p>completion rates for A-G requirements, passing rate on CAHSEE</p> <p>Dissemination of survey results</p>



**2010-11
Schoolwide
Action Plan**



SCHOOLWIDE ACTION PLAN

Updated for 2010-2011



Goal 1 (Area of Improvement): Develop and implement a comprehensive plan to decrease the percentage of students who score Far Below Basic and Below Basic on the California Standards Test, with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.

Supporting ESLRs: Critical Thinkers, Effective Communicators

Rationale: The California Standards Test (CST) is based on the California Standards Framework which outline what students should know and be able to do. Quantitative data from the CST show a large percentage of students scoring at the Far Below Basic and Below Basic levels. Work by focus groups indicates a need for formative assessments and staff development that will become part of a plan to raise student achievement in all academic areas, with the CST as the tool that measures this increased achievement..

Growth Targets:

Test	Levels	2007 Baseline	2008	2009	2010	2011	2012	2013
ELA 9	FBB & BB	39%	34%	29%	24%	19%	14%	9%
	Prof. & Adv.	31%	34%	37%	40%	43%	46%	49%
ELA 10	FBB & BB	47%	42%	37%	32%	27%	22%	17%
	Prof. & Adv.	20%	23%	26%	29%	32%	35%	38%
ELA 11	FBB & BB	55%	50%	45%	40%	35%	30%	25%
	Prof. & Adv.	19%	22%	25%	28%	31%	34%	37%
Algebra 1	FBB & BB	68%	62%	56%	50%	44%	38%	32%
	Prof. & Adv.	11%	15%	19%	23%	27%	31%	35%
Geometry	FBB & BB	77%	70%	63%	56%	49%	42%	34%
	Prof. & Adv.	10%	14%	18%	22%	26%	30%	34%
Algebra 2	FBB & BB	79%	72%	65%	58%	51%	44%	37%
	Prof. & Adv.	8%	12%	17%	22%	27%	32%	37%
Biology	FBB & BB	51%	46%	41%	36%	31%	26%	21%
	Prof. & Adv.	12%	15%	18%	21%	24%	27%	30%
Chemistry	FBB & BB	48%	43%	38%	33%	28%	23%	18%

Test	Levels	2007 Baseline	2008	2009	2010	2011	2012	2013
	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Earth Sci.	FBB & BB	57%	52%	47%	42%	37%	32%	26%
	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Physics	FBB & BB	22%	17%	12%	7%	2%	0%	0%
	Prof. & Adv.	11%	14%	17%	20%	23%	26%	29%
Int. Sci. 1	FBB & BB	50%	45%	40%	35%	30%	25%	20%
	Prof. & Adv.	7%	10%	13%	16%	19%	22%	25%
World History	FBB & BB	69%	62%	55%	48%	41%	34%	27%
	Prof. & Adv.	9%	12%	15%	18%	21%	24%	27%
U.S. History	FBB & BB	59%	54%	49%	44%	39%	34%	29%
	Prof. & Adv.	19%	22%	25%	28%	31%	34%	39%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted. The overall aim is for an API of 800 by the year 2013.

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Develop a school-wide culture that emphasizes teacher efficacy and high expectations for all students.	Principal with support of Instructional Cabinet	Staff development on efficacy Staff development on the impact of teacher expectations Staff development on Ruby Payne strategies for working with economically disadvantaged students, specifically those strategies which focus on teacher efficacy and high	Survey that measures teacher beliefs about self-efficacy – Public Works Survey and School Experience Survey Students survey that measures their assessment of instructional expectations being met efficacy –	2010-11: Continue to discuss Ruby Payne in SLC professional development on efficacy and expectations, continued by SLC as needed Ongoing: Analyze Results of Public Works	Report of data from survey on an annual basis

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
		expectations	Public Works Survey and School Experience Survey	<p>Survey and School Experience Survey</p> <p>Staff development with new teachers Administration of survey on an annual basis; additional staff development as needed, indicated by survey results</p>	
<p>2. Promote ongoing, effective use of the following strategies in support of rigorous, standards-based curriculum.</p> <ul style="list-style-type: none"> • Vocabulary development • Reciprocal teaching • Thinking maps • Note-taking strategies • Anticipatory activities 	<p>Instructional Cabinet</p> <p>Administrators who develop and implement PD plan for school</p>	<p>Provide ongoing staff development for all faculty members as needed, with special attention to new staff members</p>	<p>3X3 observation/ data collection twice each school year per track</p> <p>Use of Course Leads, supervision of instruction, and looking at student work</p>	<p>2010-11: Continue implementation of all instructional strategies and monitor with 3x3 observations</p> <p>Continue dept PD with mini lessons</p> <p>Begin use of mini lessons in SLC PD</p> <p>Ongoing: Review the school-wide plan for vocabulary instruction to determine needed adjustments.</p>	<p>Results from 3X3 analysis shared with all faculty by department and by SLC</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
				Plan needed staff development	
<p>3. Develop a common rubric for expository writing across the curriculum.</p>	<p>Department chair leads process; all teachers within department share in planning</p> <p>Instructional cabinet provides leadership with support as needed</p>	<p>Professional development in writing across the curriculum</p> <p>Professional development in creation and use of rubrics</p>	<p>CST (Note: Research indicates that proficiency on assessment in many different forms has a positive influence on assessment in specific forms)</p> <p>Ongoing school-based data on improved scores based on the rubric</p> <p>CSU Freshman Proficiency Writing test (Early Assessment Program)</p>	<p>2010-2011: Create framework to train a committee as trainers to implement rubric</p> <p>Data reviewed, rubrics revised as needed</p> <p>2011-2012: Model use of rubric in department and SLC PD</p> <p>Ongoing: Reviewed yearly, revised as needed</p>	<p>Produce document containing rubrics and suggested prompts for each discipline</p> <p>Share data</p> <p>Report out any revisions, updates as completed and implemented</p>
<p>4. Develop school-based formative assessments that are aligned with the standards-based curriculum and that reflect the school's ESLRs.</p> <ul style="list-style-type: none"> Increase student ownership of learning Work with the district to expedite results of periodic assessments so they can be used as formative assessments 	<p>Department chairs and SLC coordinators take responsibility in individual areas</p> <p>Instructional Cabinet provides oversight for the whole process</p> <p>Course Leads</p> <p>Data Team</p>	<p>Research based professional development on writing good assessments, aligned with content, various formats</p> <p>Research based professional development in ways to use formative assessment results to improve instruction</p> <p>Professional development to improve instruction and</p>	<p>External assessments results: CST, CAHSEE, AP exams, SAT, Periodic Assessments</p> <p>Increased percentage of students taking formative assessments (e.g. periodic</p>	<p>2010-2011 Analyze data on formative assessments generated by Data Director in departments</p> <p>Continue training teachers on Data Director</p> <p>Course Leads review and revise</p>	<p>Each department and SLC provides evidence of assessments developed</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
		increase student ownership of learning	assessments, site-based assessments) Increase in percentage of students achieving higher letter grades in courses More consistency between letter grades and external assessment results using reports from DSS Carl Zon rubrics	formative assessments with departments 2011—ongoing Review completed assessments and revise as needed. Continue development of additional assessments	
5. Review and revise as needed instructional guides and pacing plans in all content areas that reflect the 4x4 block schedule, with special attention to the following: <ul style="list-style-type: none"> ● Integration of ESLRs into the pacing plans ● Administration dates of high-stakes tests so that all content is covered prior to the tests ● Data from CST that identifies specific school-wide areas of need ● Content-specific requirements or activities ● SLC theme-based instruction 	Department chair and Course Leads for each content area Instructional Cabinet provides general oversight Data team	Time for teacher collaboration by department Most recent assessment data	CST results	2010-11: Continue revision of instructional guides and pacing plans to include ESLRs Review and revise pacing plans and develop curriculum maps Review timing of instruction to ensure coverage before tests are given 2011-ongoing	Revised instructional guides and pacing plans are distributed to appropriate teachers A summary of progress is presented to Instructional Cabinet

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
				Annual review of documents based on CST results	
<p>6. Revision of the 9th Grade Introduction to Social Science course to improve World History CST results.</p> <p>Steps to implementation:</p> <ul style="list-style-type: none"> - Create framework for course <ul style="list-style-type: none"> • Identify topics/focus standards • Identify skills needed to integrate into course • Identify critical academic vocabulary for each topic • Identify essential questions for each topic • Identify ESLR/s connected to topics • Create formative and summative assessments for course - Identify curriculum/resources needed to support implementation of course 	<p>Administrator for Freshman Center, instructors for Introduction to Social Science</p> <p>Data Team</p>	<p>Time for teachers to develop materials</p>	<p>CST results in World History, beginning with results from spring 2010 testing</p>	<p>No longer offering Introduction to Social Science</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with Social Science department</p>
<p>7. Continue implementation of a data plan for the collection, analysis, and use of data to improve instruction for all students and evaluate the effectiveness of interventions and programs. The plan will include attention to the following:</p> <ul style="list-style-type: none"> • User-friendly data for teachers • Disaggregated data 	<p>Software development: Jin Lee or outside provider</p> <p>Staff development: Data Team</p> <p>Department implementation: Department chairs and</p>	<p>Staff development on the use of data from both formative and summative assessments, including strategies to use based on the data, including (but not limited to) the following:</p> <ul style="list-style-type: none"> • Use of school developed software to provide teachers with individual 	<p>CST results</p> <p>Rate of successful course completion on “first try” with a “C” or better</p>	<p>2010-11 Teacher are trained to analyze data on formative assessments and use Data Director</p> <p>Ongoing: Continue using data in PD to</p>	<p>Yearly written summary of progress in software development and classroom strategies and interventions based on data</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> Timely dissemination of all data Test prep software development and classroom use 	course leads	student profiles <ul style="list-style-type: none"> Use of Scantron to score multiple choice tests Growth plans at the classroom level and for individual students based on the profiles Use of district periodic assessment results in content areas where those assessments are given 		institutionalize data into the school culture Continue to improve timely dissemination of data Data team meet to analyze and review data	
<p>8. Build capacity and increase the opportunities for parents and students to participate in all areas of decision making.</p> <p>Communicate with parents and students in a clear, concise, and understandable manner their students' progress and the steps being taken to address academic needs of all students.</p> <ul style="list-style-type: none"> Extended Learning Opportunities program Small Learning Communities Information relative to student achievement on CST (school-wide and individual) Timely and ongoing information from classroom teachers about student performance (Connect-ED) Information about courses for parents that are specifically 	Coordinators of Title I, EL, and Parent Center coordinator	Survey to determine parent interests and/or needs related to course offerings Surveys to parents regarding effective forms of communication Funds for PIQE (twice a year) Categorical funding and Federal SLC grant	Attendance at parent meetings Participation by parents in student/parent/counselor conferences Increase in messages sent through Connect-ED, as indicated by computerized records Surveys	2010-11: Use Connect-ED to send parents information about meetings, test dates, and important events at Poly Ongoing: Increase communication with parents to inform them of various meetings and events at Poly Parents are invited to attend IGP meetings Offer various classes for parents	Minutes of meetings Regular updates on use of Connect-ED

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>designed to assist them (parents) in helping their students with coursework and other school-related study skills.</p> <ul style="list-style-type: none"> • Individual Graduation Plan (IGP) • Provide opportunities for parents to participate in programs such as Parent Institute for Quality Education (PIQE). • Contract with translator to provide information in primary language as needed <p>Review and evaluate on a regular basis the courses offered to parents and add or delete courses based on need.</p>					
<p>9. Review and revise as needed the plan for coordinating all intervention programs including the Extended Learning Program, Intersession programs, and Supplemental Educational Services. The plan should include the following:</p> <ul style="list-style-type: none"> • A matrix that shows the relationship of all activities • Methods for data collection • Ways to monitor implementation • Provisions for modifying the program based on data (numeric and observational) 	<p>Counseling Office administrator</p> <p>Data Team</p>	<p>Timely data for making decisions</p> <p>Human resources to meet program needs based on student data</p>	<p>CST results (movement from FBB and BB to higher levels) CAHSEE results</p>	<p>2010-11: Research and implement different intervention programs to replace Beyond the Bell</p> <p>Increase use of Twilight Program and during the day intervention</p> <p>Ongoing: Reviewed each quarter</p>	<p>Extended Learning Administrator shares data regarding program enrollment with principal and staff on a periodic basis</p>
<p>10. Review and revise the master</p>	<p>Administrators for Core</p>	<p>Time for counselors to</p>	<p>CST results each</p>	<p>2010-11:</p>	<p>Fall 2008: Course</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>schedule each mester to include intervention classes specifically designed to help struggling students master the highly tested standards in each CST content area.</p>	<p>Content Departments, Intervention, and SLC's.</p> <p>Department Chairpersons</p> <p>Counselors and Instructional Teacher Leaders</p> <p>Instructional Cabinet</p> <p>Data Team</p>	<p>review student progress and report number of students needing intervention classes</p> <p>Time for teachers to develop materials specifically targeting highly tested standards</p>	<p>year</p>	<p>Adjust and make transition to single track</p> <p>Increase use of Twilight Program and during the day intervention</p> <p>Ongoing: Continue interventions, such as: TAM; TAES; and Twilight Program</p> <p>Review of course, revisions as indicated by teachers</p>	<p>syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with all core content departments</p>
<p>11. Work with teachers in non-core academic courses to revise their syllabi to include coverage of core academic standards that are highly tested on the CST and relate to their course.</p>	<p>Administrators for non-core content departments</p> <p>Department Chairpersons</p> <p>Instructional Teacher Leaders</p> <p>Instructional Cabinet</p> <p>Data Team</p>	<p>Time for teachers to develop lessons or units specifically targeting highly tested standards</p>	<p>CST results each year</p>	<p>2010-11: Continue implementation of revised courses</p> <p>Address through the SLC interdisciplinary plan</p> <p>Ongoing: Review of course, revisions as indicated by teachers</p>	<p>Fall 2008: Course syllabus and pacing plan published</p> <p>Fall 2010: Report CST results with all non-core content departments</p>

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
12. Utilize resources from the California Academic Partnership Program (CAPP) grant to develop leadership in the areas of curriculum and instruction.	Principal Instructional Cabinet	CAPP partner (support provider) Leadership staff development each year of grant as determined by ongoing needs	Self-assessment and staff assessment of principal (CAPP instrument) Leadership Practices Inventory (LPI)	2007-2012: Needs and activities to be determined each year and the CAPP budget updated accordingly	Summary of activities
13. Communicate school vision and all action steps within the single plan and WASC self study report to all stakeholders—building personnel, parents, students, and appropriate community members. • Consistently enforce policy implementations	Principal Instructional Cabinet		Staff and student survey	Ongoing: Updates of progress on plan	Written reports as well as oral reports in appropriate meetings
14. Increase student and staff access to updated technology resources such as updated computers, instructional software	Technology Coordinator and staff	CTAP s	CTAP online surveys	2010-11: Train teachers on use of Smart Boards Implement use of ALEKS program to help targeted students Continue training teachers on Data Director	Sharing of staff survey reports from CTAP online
15. Increase of technology support staff to maintain and support the nearly 1000 computers and 12	Categorical Program Coordinators, Technology	Categorical budgets, General Fund budgets	Reports of computer lab use, reports of online	2008-2014	Information of computer usage and lab usage will be

Actions	Responsible Persons	Professional Development/Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
computer labs on campus. <ul style="list-style-type: none"> • scheduling of teacher/classroom use of computer labs • maintenance of hardware • training • management of instructional software and data programs 	Coordinator		computer help desk to monitor the amount of time that it takes to respond to service call, computer usage reports of students should show gain in the number of students that use computers on campus regularly		reported to stakeholders by Technology Coordinator

Goal 2 (Area of Improvement): Develop and implement a plan to increase graduation rates and readiness for post-secondary education by increasing the percentage of students who complete A-G requirements and by raising the school's passing rate on the CAHSEE.

Supporting ESLRs: Critical Thinkers, Effective Communicators, Lifelong Learners, Conscientious Member of Society

Rationale: The most recent official data available indicate that just 54% of 2006 graduates completed a-g requirements. Projections for the graduates of 2007 are that 65% completed a-g requirements. In Los Angeles Unified School District, the class of 2012 must be enrolled in a-g courses and the class of 2016 will be required to complete a-g requirements to graduate. This is in addition to the state requirement for successful performance on the CAHSEE.

Growth Targets:

Measure	2007 (Baseline)	2008	2009	2010	2011	2012	2013
Percent of seniors not completing A-G requirements	35% (Projected)	30%	25%	20%	15%	0%	0%
Percent of seniors not graduating because of not passing CAHSEE	6% (Projected)	5%	4%	3%	2%	1%	0%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted.

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Develop and implement a plan for communicating with each individual student the requirements for high school graduation beginning with the class of 2012. <ul style="list-style-type: none"> • Articulation with feeder middle schools • Individual student/parent conferences with counselors (AB 1802) • Brochures or other printed 	Assistant Principal of Secondary Counseling Services Counselors Data Team	LAUSD provides yearly professional development for counselors Funds for printing brochures or other printed materials Funding from AB1802	Percent of students who complete A-G requirements Percent of students who pass the CAHSEE Percent of students that have completed	2009-10: Dissemination of information about upgraded requirements for class of 2012 Gather data for non-graduating seniors based on CAHSEE and	Reports to faculty and other stakeholders on completion rates for A-G requirements, passing rates on CAHSEE Dissemination of survey results

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>material that explain A-G requirements and successful performance on CAHSEE</p> <ul style="list-style-type: none"> Individual Graduation Plans 			<p>individual graduation plans</p> <p>School-wide survey of student perceptions regarding academic preparation and support</p>	<p>disaggregate graduation requirements</p> <p>Create brochure and posters that explains A-G req and CAHSEE</p> <p>Ongoing: Counselors meet with students to review IGP, parents are invited</p>	
<p>2. Provide directed academic and counseling support for students to meet more comprehensive and rigorous a-g course sequence.</p> <ul style="list-style-type: none"> Provide students with annual updated a-g progress report Publish a comprehensive list of “g” college prep elective courses offered Publish a comprehensive list of “f” visual and performing arts elective courses offered Provide Algebra 2 tutoring at lunch and after school Pilot Talent Development High School project-based Algebra 2 lessons Publish all of the ways that students can satisfy the “e” language requirement 	<p>Assistant Principal of Secondary Counseling Services SLC Coordinators Counselors</p>	<p>Talent Development High School math coach</p> <p>Small Learning Community federal grant</p> <p>Categorical funds</p>	<p>Increase in enrollment and pass rate in Algebra 2</p> <p>Increase in a-g completion rate</p> <p>Increase in students meeting foreign language requirement</p>	<p>2008-Ongoing: Graduating class of 2012 must be enrolled in a-g courses according to LAUSD board mandate and graduating class of 2016 must pass a-g requirements</p> <p>Create a course catalog of all classes</p>	<p>Reports to faculty and other stakeholders on completion rates for a-g requirements</p>
<p>3. Communicate with parents and students in a clear, concise, and</p>	<p>Principal Entire administrative</p>	<p>Connect-ED web-based software</p>	<p>Percent of students who complete A-G</p>	<p>2008 and ongoing:</p>	<p>Reports to faculty and other</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>understandable manner the requirements for high school graduation and the ways in which parents can help the students.</p> <ul style="list-style-type: none"> • Completion of A-G requirements • Successful performance on the CAHSEE • Continue to provide parents with information on programs and activities offered by the district and other agencies related to increasing their students' academic success. • Connect-ED • Contract with translator to provide information in primary language as needed 	<p>team Counselors SLC coordinators Data Team</p>	<p>Parent Involvement Categorical Funding</p> <p>Categorical funding and Federal SLC grant</p>	<p>requirements</p> <p>Percent of students who pass CAHSEE</p> <p>Percent of students fulfill the requirements in their individual graduation plans</p> <p>Number of parents completing PIQE program</p> <p>Parent survey of perceptions regarding academic preparation and support for their students</p>	<p>Dissemination of information about upgraded requirements for class of 2012 and subsequent classes</p> <p>Provide teachers with data of non-passing CAHSEE students in 11th and 12th grade</p>	<p>stakeholders on completion rates for A-G requirements, passing rate on CAHSEE</p> <p>Dissemination of survey results</p>
<p>4. Review and revise the master schedule so that every student has the opportunity to complete required A-G courses within their SLCs while still providing support services for students with special needs.</p> <ul style="list-style-type: none"> • Adjust staffing as indicated by revision of the master schedule so that sufficient Highly Qualified Teachers are available in each content area with an emphasis on decreasing student to teacher 	<p>Assistant Principal for Secondary Counseling Services and Lead Counselor Data Team Principal</p>	<p>Staff development for individuals responsible for master scheduling (often provided through LAUSD resources)</p> <p>Support from Valley Education Collaborative</p>	<p>Percent of students completing A-G courses</p>	<p>Ongoing: Review and revise each year based on current data</p>	<p>Published schedule</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
ratio.					
<p>5. Develop a comprehensive test-prep program in English Language Arts that is integrated into the current curriculum and utilizes appropriate technology to enhance instruction. (Mathematics test-prep for the CAHSEE will be sustained as an elective course in math and the course will be evaluated yearly to measure success)</p>	<p>ELA department chair Literacy Task Force ELA teachers Data Team 10th grade center administrator and coordinators</p> <p>Software developed by Jin Lee or outside provider</p>	<p>Time for collaboration</p> <p>Professional development on writing good assessments, aligned with content, various formats</p> <p>Staff development on use of appropriate technology (especially Vantage and locally developed software)</p>	<p>Increased passing rates on the CAHSEE, higher scores on CST (high correlation between CST and CAHSEE in English and Math scores)</p> <p>Performance on the CAHSEE will be disaggregated</p>	<p>2009-2010: Analyze CST and CAHSEE data to determine impact of program; revise program as needed</p> <p>Create formative assessments in ELA classes</p> <p>2010-ongoing: Continue program implementation, revising as needed based on data</p>	<p>Data team will share results with appropriate teachers and parents</p>
<p>6. Continue intervention strategies aimed at increasing the passing rate on the CAHSEE.</p> <ul style="list-style-type: none"> ● Identification of students who should take a CAHSEE prep course ● Continue the CAHSEE prep courses offered during the school day as well as courses outside the school day ● Continue additional ninth and tenth grade courses in math (such as TAMS) and ELA aimed at building basic skills ● Timely analysis of data 	<p>Assistant Principal for Secondary Counseling Services</p> <p>Data Team and Lead Counselor</p> <p>Teachers in 9th and 10th grade centers Extended Learning Program coordinator</p> <p>Math and Literacy department chairs</p>	<p>Math and Literacy department chairs provide ongoing support and training</p> <p>Materials for classes</p>	<p>Increased passing rates on the CAHSEE</p>	<p>2009-10 Translate student data for teachers that will provide more guidance for instructional programs</p> <p>All 9th graders take practice CAHSEE</p> <p>Ongoing: Provide CAHSEE test prep to all 10th grade students</p>	<p>Annual reports to faculty on passing rates, impact of intervention</p> <p>Information on school website</p> <p>Information in parent newsletters</p>
<p>7. Provide additional information about colleges to students and</p>	<p>SLC Administrator SLC coordinators</p>	<p>Staff development for SLC teachers on CTE standards,</p>	<p>Percent of total enrollment in</p>	<p>2009-10: Continue</p>	<p>SLC/College newsletters</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>provide preparation for post-secondary opportunities through Small Learning Communities.</p> <ul style="list-style-type: none"> ● Review and revise CTE courses ● Additional ROP courses ● Articulation with counselors ● Continued use of parent advisory groups ● Increased interaction with community businesses and agencies to develop job-shadowing and internship opportunities ● Additional college courses 	<p>CTE coordinator College Counselor Counselors</p>	<p>ways to align/integrate skills, content, and themes into SLC courses (required and elective)</p> <p>Time/resources for articulation with community colleges, occupational centers</p>	<p>college-credit classes or CTE electives</p> <p>Data on post-secondary choices, i.e. 4-yr, 2-yr, career training, etc.</p> <p>Percent of students who certify in various areas (A+, First Aid/CPR, etc.)</p> <p>Increased student identity within SLCs through surveys</p>	<p>development and implementation of CTE courses with appropriate sequencing</p> <p>Staff development for teachers</p> <p>Ongoing: Review and revision of CTE courses as needed</p> <p>Ongoing staff development</p> <p>Ongoing articulation with post-secondary institutions</p>	<p>Oral reports during parent meetings</p> <p>Periodic Poly “report card” that provides an update on all aspects of Poly progress and achievements</p>
<p>8. Increase the number of students taking Advanced Placement courses and/or courses for college credit.</p> <ul style="list-style-type: none"> ● Increase the availability of AP courses ● Increase preparation activities for AP exams. ● Develop vertical teams for pre-AP and AP courses to enhance student preparation ● Expand efforts to provide students with information about college-credit options. 	<p>Lead Counselor AP Coordinator AP Teachers Department chairs College Counselor Counselors</p>	<p>Staff development for AP and pre-AP teachers in course content and creation of vertical teams</p> <p>Funds for materials for new AP classes and for AP test prep activities</p> <p>Staff development on differentiation, with special attention to students who have mastered grade level expectations.</p>	<p>Increased enrollment in AP classes</p> <p>Increase enrollment in community college classes</p> <p>Higher average scores on AP exams</p>	<p>200-10: Continue to review AP offerings to determine new courses to be added, including PreAP courses</p> <p>Create vertical teams within department. Send vertical team members to AP workshops</p>	<p>Yearly update to faculty on number of college classes, AP courses, AP exam results</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> Increase articulation with community colleges, technical college programs, and occupational centers 				Revise history sequence to include AP European History Ongoing: Continue review of AP course offerings, vertical team articulation	
9. Increase the number of A-G courses contained in the master schedule and increase the number of student orientations about pre college requirements and courses; and increase the number of students that take the SAT/ACT or other college prerequisite exams.	Principal AP, SCS SLC Coordinators Bilingual Coordinator Title I Coordinator Counselors College Counselors College Partners and consultants	College Nights College lunch meetings SAT/ACT prep class sessions Periodic counseling sessions Parent information sessions Funding provided by district, local politicians, and colleges to provide college awareness Scholarship/Financial Aide information sessions	Increased enrollment in A-G classes Increase enrollment in counseling sessions Increase number or students taking SAT/ACT	2009-10 Review the data of the number of students who complete A-G in the 11 th and determine how many have taken the SAT Ongoing	College Newsletters Title I/Bilingual school updates Including college updates of changes and requirements in school newsletter Bulletin announcements and bulletin boards College counselor meetings and counselor class visitations
10. Develop school-based formative assessments that are aligned with all of the English and Math standards that reflect the CAHSEE.	Department chairs, and SLC coordinators take responsibility in individual areas Instructional Cabinet	Research based professional development on writing good assessments, aligned with content, various formats	External assessments results: <ul style="list-style-type: none"> CST CAHSEE 	2009-2010 Provide professional development for writing multiple types of	Each department and SLC provides evidence of assessments developed

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> • Increase student ownership and knowledge of CASHEE components • Work with the district to expedite results of periodic assessments so they can be used as formative assessments for the CAHSEE 	<p>provides oversight for the whole process</p> <p>Data Team</p>	<p>Research based professional development in ways to use formative assessment results to improve instruction</p> <p>Professional development to improve instruction and increase student ownership of learning</p>	<ul style="list-style-type: none"> • Periodic Assessments <p>Increased percentage of students taking formative assessments (e.g. periodic assessments, site-based assessments)</p> <p>Increase in percentage of students achieving higher letter grades in courses</p> <p>More consistency between letter grades and external assessment results using reports from DSS</p>	<p>assessments</p> <p>Begin writing formative assessments</p> <p>Begin weekly lesson inclusion of CAHSEE test questions (in the context of high stakes tests as warm-ups)</p> <p>Implement practice CAHSEE for all 9th graders</p> <p>2010—ongoing Review completed assessments and revise as needed. Continue development of additional assessments</p>	<p>Professional development formats of travelers and talkers, and gallery walks</p> <p>Department presentations at professional developments, parent nights, and other district meetings</p>
<p>11. Study implications and explore possible options for school organization when Polytechnic becomes a traditional school.</p> <ul style="list-style-type: none"> • Assignment of counselors by SLC • Single track, year-round schedule • Ways to offer multiple interventions (similar to 	<p>Subcommittee of Instructional Cabinet (Reorganization committee)</p>	<p>CAPP funding to develop teacher leadership in this area</p> <p>Visits to schools with similar challenges and organizational structures (calendar, support systems, demographics)</p>	<p>Not applicable</p>	<p>Ongoing: Examine school organization for downsizing.</p> <p>Visit other high schools to develop a calendar for a single track</p> <p>Create a BTC</p>	<p>Proposals of subcommittee for discussion at faculty meetings (small and large groups)</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
current intersessions) <ul style="list-style-type: none"> • Use CAPP grant to develop leadership 				proposal and submit to LAUSD for approval	

Goal 3 (Area of Improvement): Develop and implement a plan to narrow the achievement gap between Special Education and English Language Learners and the general education population while increasing the achievement results for all groups (per Goals #1 and #2).

Supporting ESLRs: Critical Thinkers, Effective Communicators

Rationale: On the most recent computation of the API, the API for special education students had increased by a significant number. However, there is a still a large gap between the API for special education students and for the school as a whole (API for general education students is not provided.) as well as a smaller gap between ELL students and the student body as a whole. Discrepancies also occur on the CAHSEE. Faculty members at Polytechnic High are committed to raising the achievement of special needs students—both those in special education and students who are English Language Learners—as measured by both the CST (which reflects grade-level standards-based instruction) and the CAHSEE.

Growth Targets:

API Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
All students/Special Ed	183	173	163	153	143	133	123
All students/ELL	42	39	36	33	30	27	24

CAHSEE Pass Rate Gap between	2007 Gap (Baseline)	2008	2009	2010	2011	2012	2013
All students/Special Ed (Math-Grade 10)	43%	41%	39%	37%	35%	33%	31%
All students/ELL (Math-Grade 10)	32%	30%	28%	26%	24%	22%	20%
All students/Special Ed (ELA-Grade 10)	48%	46%	44%	42%	40%	38%	36%
All students/ELL (ELA-Grade 10)	43%	41%	39%	37%	35%	33%	31%

Note: Specific targets for improvement are a starting point. Depending on the progress each year, the targets may be adjusted.

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
1. Expand the use of co-teaching in classes that include both general education and special education students.	Administrator in charge of Special Education Data Team	Provide staff development for both general education and special education teachers on effective	Higher scores on CST and CAHSEE by special education students	2009-2010 Extend the number of classes co-taught	Distribution of data related to number of co-taught classes

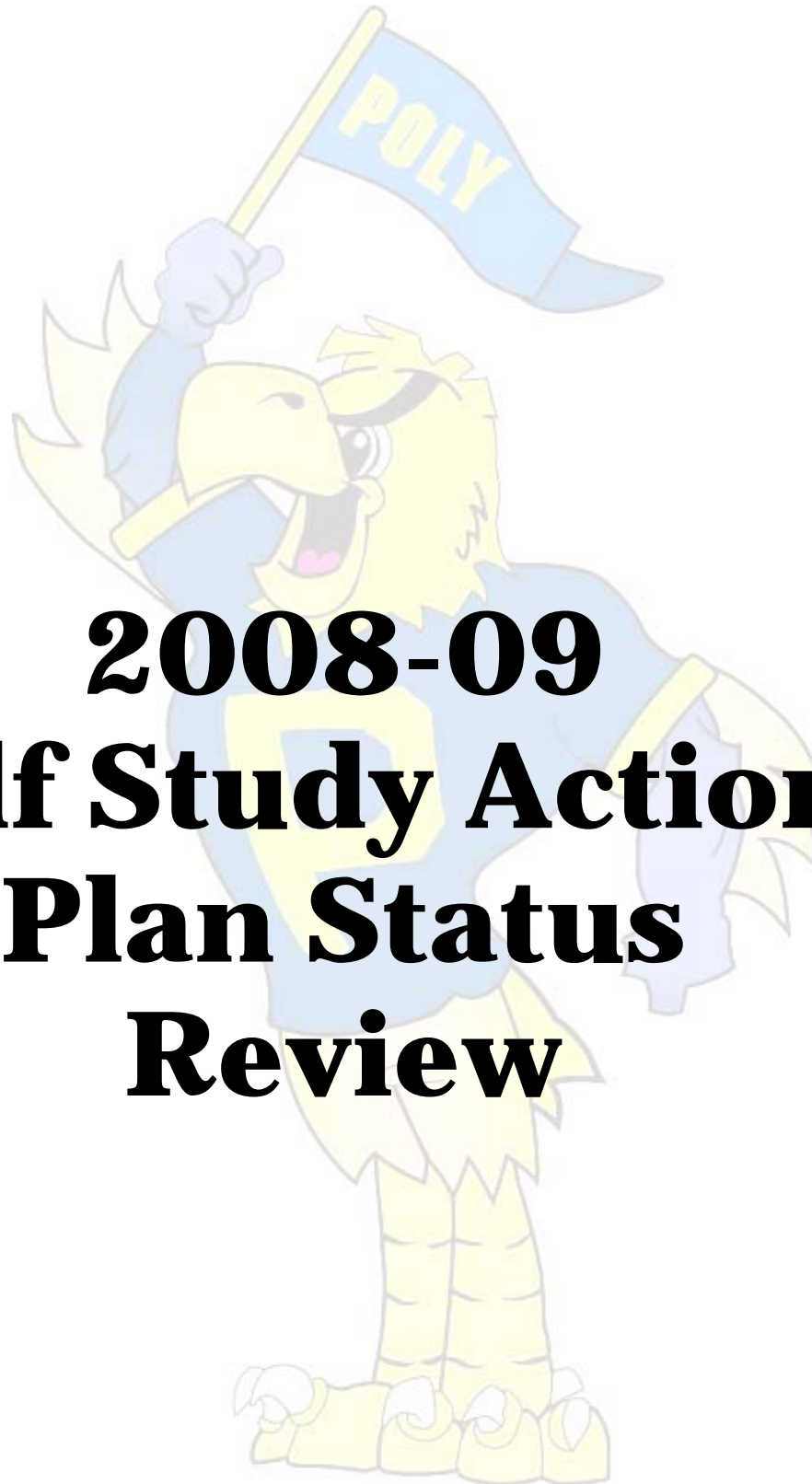
Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<ul style="list-style-type: none"> Develop a trainer-of trainers model for ongoing staff development 		classroom strategies for co-teaching		by special education teachers Train general education teachers in PD Review co-teaching model; determine if changes are necessary or feasible Ongoing: Continue co-teaching model, with revisions as determined by need Continue staff development for co-teaching strategies	Report special education students' scores on CST and CAHSEE
2. Monitor referrals of students to the Learning Centers to maximize usage of the Learning Center for students with academic needs (main focus on special education students) to raise their achievement.	Administrator in charge of special education Data Team	No additional resources required	Increased number of students using the Learning Center Higher percentage of Special Education students passing CAHSEE and scoring higher on CST	2009-10: Create procedures for students going to the Learning Center Ongoing: Monitor uniform referral forms	Disseminate to teachers information about ways to refer students to Learning Center; data regarding use of Learning Center

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
			Increase in grades and in the number of students completing A-G requirements		
3. Provide differentiated instruction that provides access to the standards-based curriculum for all special needs students (special education, English learners).	Instructional cabinet, Professional Development Committee Data Team	<p>Provide staff development in differentiation of instruction and scaffolding activities to enable all students to be successful at grade level standards (particular attention given to literacy strategies for EL students) and that include the following:</p> <ul style="list-style-type: none"> • Appropriate selection of materials • SDAIE • Thinking maps • Note-taking strategies • English Language Development in the content areas <p>Special attention needs to be given to new teachers</p> <p>Develop a trainer-of-trainers model by sending selected staff members to Sheltered Instruction Observation Protocol (SIOP) training</p>	CST results CAHSEE results 3X3 observations	<p>2009-10: Implement SIOP strategies for EL students</p> <p>Ongoing: Continued staff development as needed, monitoring of differentiated instruction in classrooms</p>	Sharing of CST, CAHSEE, and 3X3 results
4. Increase the number of special needs students (special education and ELL) taking state assessments (CST, CAHSEE, CAPA), with	Administrator in charge of Special Education All teachers (general education and special	Sufficient space allocation for testing to allow all students who need and qualify for accommodations	Meeting target of 95% of special education students taking assessments	Ongoing	School Accountability Report Card

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>special attention to meeting NCLB requirements.</p> <ul style="list-style-type: none"> • Schedule testing of special needs students in small groups with teachers they know. • Monitor students' movement to the testing area. • Provide specific instructions for general education classroom teachers on their roles/responsibilities in the process. • Ensure resources and spaces are available for appropriate accommodations. 	<p>education) with special education students</p>	<p>to be tested accordingly; appropriate support materials for accommodations</p>			<p>The API and AYP reports</p>
<p>5. Monitor the inclusion of ELL and special education students in all specialized and supplemental programs to ensure that students have full access to</p> <ul style="list-style-type: none"> • rigorous, grade-level standards-based instruction • theme-based instruction, • extra-curricular activities, • CTE course sequencing, • opportunities for remediation or acceleration as needed 	<p>Administrator in charge of Special Education EL coordinator Data team</p>	<p>Provide staff development for teachers of students in Special Day Classes regarding theme-based lessons for core content areas (connected to Small Learning Communities).</p>	<p>CST, CAHSEE and CAPA results</p> <p>Student work for theme-based lessons</p> <p>Number of ELL and special education students participating in extra-curricular activities</p>	<p>Ongoing</p>	<p>Periodic status reports on inclusion programs and supplemental programs to Instructional Cabinet by special education administrator and EL coordinator</p>
<p>6. Develop and implement a plan for vocabulary instruction to increase ELL and special education students' academic vocabulary and their strategies for learning that vocabulary.</p>	<p>Special Education administrator EL coordinator All special education ESL teachers Data Team</p>	<p>Provide staff development for all teachers in vocabulary-development strategies</p>	<p>CST and CAHSEE results</p>	<p>2009-10: Continue to develop and begin initial implementation of plan for vocabulary development</p>	<p>Progress reports to Instructional Cabinet by appropriate administrators</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
				<p>Provide staff development for Special Education and ESL teachers in vocabulary development.</p> <p>Train teachers on SIOP strategies</p> <p>2010-2011: Review plan, revise as needed. Continue to implement revised plan.</p> <p>Ongoing Implementation of plan, staff development for new teachers as needed.</p>	
<p>7. Communicate with parents and students in a clear, concise, and understandable manner the achievement scores needed for students to be proficient and the ways in which parents can help their students close their own academic achievement gaps.</p> <ul style="list-style-type: none"> Expand ways in which we provide parents with information on programs and activities offered by 	<p>Principal Entire administrative team Counselors SLC coordinators Data Team</p>	<p>Connect-ED web-based software</p> <p>Parent Involvement Categorical Funding</p> <p>Categorical funding and Federal SLC grant</p>	<p>Increased a-g completion rate with a grade of "C" or better</p> <p>Increase in API</p> <p>Increase in graduation rate</p> <p>Increase in PIQE completion rate</p>	<p>2008 and ongoing: Dissemination of information about upgraded requirements for class of 2012 and subsequent classes</p>	<p>Reports to faculty and other stakeholders on completion rates for A-G requirements, passing rate on CAHSEE</p> <p>Dissemination of survey results</p>

Actions	Responsible Persons	Professional Development/ Resources	Means to Assess Improvement	Timeline	Communication of Progress to Stakeholders
<p>the school, district and other agencies related to increasing their students' academic success.</p> <ul style="list-style-type: none"> • Support increased use of Connect-ED • Contract with translator to provide information in primary language as needed 			<p>Support of Student Success Parent Survey</p> <p>Increased use of Connect-ED</p>		



**2008-09
Self Study Action
Plan Status
Review**

**08-09 Self Study Action Plan Status Review
GOAL ONE**

Action Step	Where Are We?	Obstacles to Action	Next Steps	Person Responsible	Date
<p>Teacher efficacy and High expectations</p>	<p>9th and 10th grade SLC Ruby Payne</p>	<ul style="list-style-type: none"> • Teacher apprehension • Time and priority 	<p>Integrating pd around developmental assets, SIOP, and Ruby Payne process and formal register</p> <p>Teacher should establish expectations</p> <p>Gigi purchase Ruby Payne materials for departments</p> <p>Framework for PD and train Instructional cabinet to roll out to departments</p>	<p>Dharma and Ari To Dept Chairs/SLC Leads To Staff</p>	<p>End of January</p> <p>Gigi needs to order materials</p>
<p>Differentiated PD for Instructional Strategies</p> <ul style="list-style-type: none"> • Vocab Dvt • Reciprocal Tchng • Thinking Maps • Note-taking • Anticipatory Actvities 	<p>Haven't made progress on this goal</p>	<ul style="list-style-type: none"> • Different levels of proficiency • Some are intimidated or uncomfortable by specific strategies • 	<p>Begin department meetings with demonstration mini-lesson</p> <p>Expand scope of cornell notes and reciprocal teaching to provide more flexibility teachers to engage and be productive with strategies</p> <p>Connect strategy to bridging kids to high-level rigorous standards-based</p> <p>Framework for presentation of mini lesson to emphasize standard and assessment.</p>	<p>Ari and Dharma and Department Chairs and Coaches and El Jefe</p>	<p>Research and Rationale of instructional strategies was given to Dept. Chairs for the 1/6/09 department meetings</p> <p>Mini-lesson samples and templates were given to Dept. Chairs for 1/6/09 dept mtgs.</p>
<p>Common Rubric for Expository Writing Rubric</p>	<p>Committee has met led by Dharma</p> <p>Rubric drafted and revised based on</p>	<ul style="list-style-type: none"> • How to make operational • Resistance by teachers not used to working with rubrics 	<ul style="list-style-type: none"> • Create framework or PowerPoint to train committee as trainers to implement rubric • Committee will 	<p>Ari and Dharma and Rubric Committee (Goal to roll out to departments in January)</p>	<p>1st week February rollout of WAC rubric</p>

	collaboration of cross-curricular committee	•	disseminate and train teachers within respective departments		
School-Based Formative Assessments	Assessments are being developed by respective departments	All departments are in different phases of development. Conflict with Periodics	Choose Course Leads and meet with Clev High and/or Whittier District, or Sweetwater High to deepen understanding as course lead	Ari and Dharma	January 6 th Began the collection process of formative assessments Course Lead Job description is being developed
Instructional Guides	<ul style="list-style-type: none"> ESL has integrated ESLRs into pacing plans. Biology and ICS has integrated ESLRs into pacing plans. 		<ul style="list-style-type: none"> Math will add ESLRs to the pacing guides Social Studies will add ESLRs to pacing plans 	Math department and department chair. Social Studies department and department chair.	
Revision of 9 th Grade Introduction to Social Studies	<ul style="list-style-type: none"> Identified topics, skills, academic vocabulary, resources. Course has been revised 		<ul style="list-style-type: none"> Teaching the curriculum, then will reflect and revise. Collect data on students who took World History and in 9th grade took Intro to Soc Studies compared to students who took World History with no introductory course (two year process) 	Madrigal and Tararache Levon and/or Ari	In progress
Data Collection	<ul style="list-style-type: none"> Full-time data coordinator funded by LD2. 		<ul style="list-style-type: none"> Institutionalize data more into the school culture. Continue to improve timely dissemination of data. 10th grade center provide CAHSEE projections 	Levon Levon Levon and 10 th Grade Center	CAHSEE Projections have been provided to teachers

Parent Participation and Opportunities	<ul style="list-style-type: none"> • More parents attending Parent Conference Night • Capacity building is at the highest: parents involved three years in a row (participated in the WASC, attend the ELAC and CLAC meetings, taken the leadership of the PTSA) • Held the Parent Institute three times with attendance over 60. • Group of parents attending the English and math classes (third year). • Parent survey sent for meeting topics for CLAC and ELAC. 	<ul style="list-style-type: none"> • Teachers not attending Parent Conference Night. • Difficulty getting parents attend the Special Ed Team meetings (attendance starting to increase) • Various parent meetings happening on campus 	<ul style="list-style-type: none"> • Possible: student-led conferences for Parent Conference Night. • Tally the parent signatures (schoolwide) on Parent Conference Night 	Gigi and Karina	
Intervention Programs	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teacher burn-out • Funding ending next year 	<ul style="list-style-type: none"> • 		
Master Schedule Revision	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		
Revision of syllabi of non-core academic courses	<ul style="list-style-type: none"> • Daneshavari working on incorporating writing into her art curriculum. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Address through the SLC interdisciplinary plan. 	<ul style="list-style-type: none"> • Steve, Vicky, Ari, Dharma 	<ul style="list-style-type: none"> •
CAPP	<ul style="list-style-type: none"> • Visited Sweetwater HS and other schools to examine single-track year-round schedule. • Awarded CAPP Literacy Grant 	<ul style="list-style-type: none"> • Lack of Anonymity 	<ul style="list-style-type: none"> • Investigate the cost and implementation of the Leadership Practices Inventory 	<ul style="list-style-type: none"> • Devon 	<ul style="list-style-type: none"> •
Updating the Single Plan	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Update 	<ul style="list-style-type: none"> • Vicky and Dharma 	<ul style="list-style-type: none"> •
Update Technology	<ul style="list-style-type: none"> • Additional computer 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teachers have to do 	<ul style="list-style-type: none"> • Cesar 	<ul style="list-style-type: none"> •

	<p>aide added to staff.</p> <ul style="list-style-type: none"> • One new computer added in every class. • Piloted Qwizdom in 9th and 10th centers 		<p>CTAP online survey</p> <ul style="list-style-type: none"> • Demonstrate and expand use of Qwizdom • Expand use of Qwizdom into other subjects • Advise teachers of technology help desk on Poly website 	<ul style="list-style-type: none"> • Dharma • Dharma • Department Chairs 	
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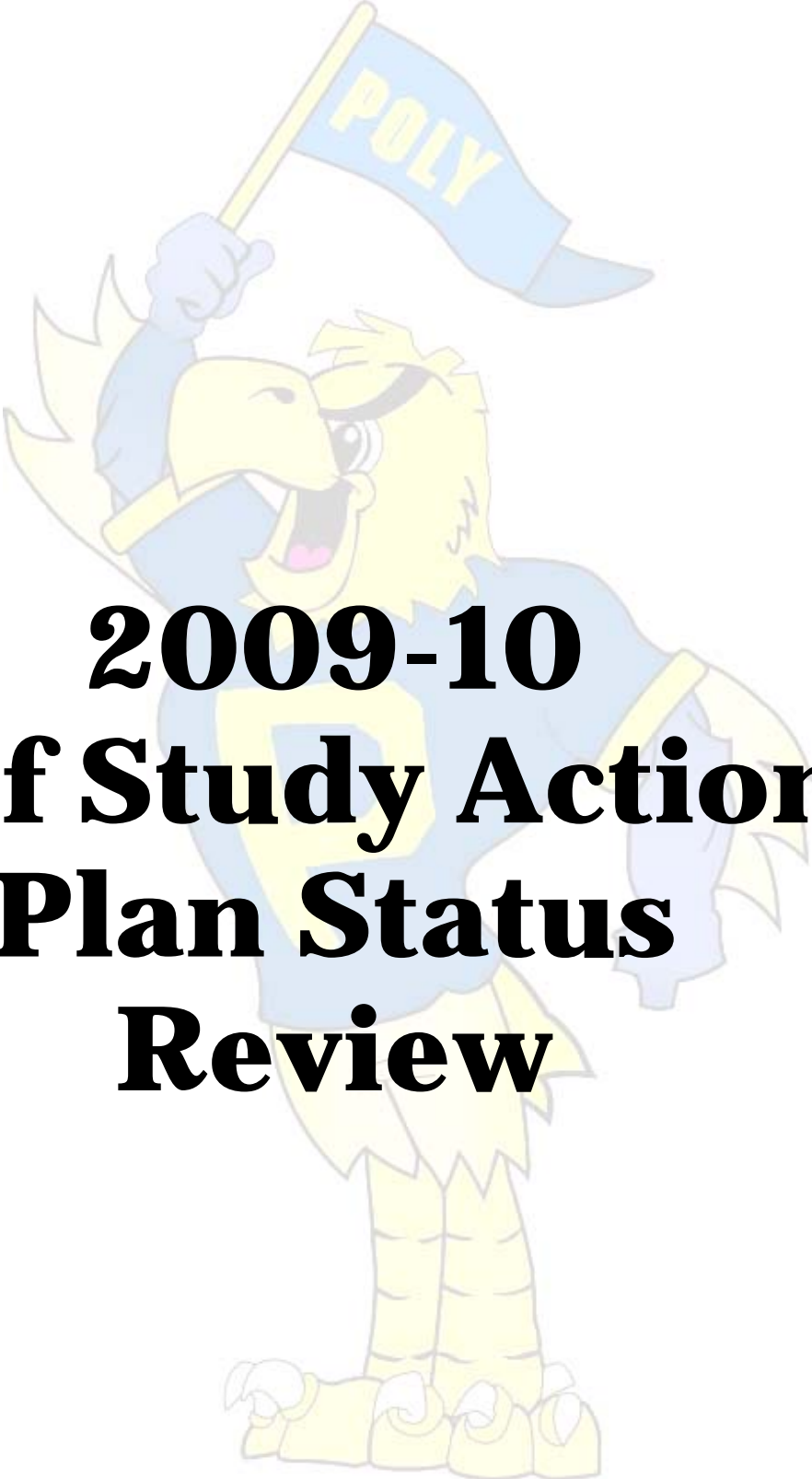
GOAL TWO

Action Step	Where Are We?	Obstacles to Action	Next Steps	Person Responsible
Goal Two		<ul style="list-style-type: none"> • 	Gather data for non-graduating seniors based on CAHSEE and graduation requirements disaggregated	Levon
Communication with students regarding graduation requirements	<p>9th grade making progress with group IGP meetings</p> <p>10th grade making some progress with one on ones</p> <p>ESL making progress by sending forms home for parents to sign</p> <p>SPED convenes meetings at same time as IEPs</p> <p>More info needed for 11th and 12th</p>	<ul style="list-style-type: none"> • 	<p>Create brochure and posters that explains A-G requirements and CAHSEE</p> <p>Track the students who have IGP's to collect data. ??????????</p>	<p>Title One</p> <p>Jay and Jamille</p>
Academic support and counseling support for students	Alg 2 tutoring occurring after school, but not at lunch.	<p>No teacher for primary language algebra two class.</p> <p>No teacher for lunch Alg 2 tutoring</p> <p>Locate the books for TDHS Alg 2 lessons</p>	<p>Course catalog for all classes</p> <p>Find teacher for Alg 2 tutoring</p> <p>Showcase a TDHS Alg 2 lesson in math dept meeting</p>	<p>Dharma, Pia, and Jamille</p> <p>Norma and Sergio</p> <p>Norma</p>

Communicate with parents and students about high school graduation requirements			Provide teachers with data of non-passing cahsee students in 11 th and 12 th (cst also) Create a comprehensive list of all the social and academic services that the school uses regularly	Levon PSA and DIPA
Contract translator	<ul style="list-style-type: none"> Ari has lobbied the district for the school to be able to hire a translator: waiting on an answer. 		<ul style="list-style-type: none"> 	
Review and revise master schedule for A-G completion within SLCs	<ul style="list-style-type: none"> 	<p>Alg 2 not being offered to SDC and they have not taken a foreign language</p> <p>No Alg 2 books in primary language.</p>	<ul style="list-style-type: none"> Plan for SDC students to be enrolled in Alg 2 and a foreign language Check with LD2 if we can use the primary language Alg 2 book that LD1 uses. 	April Gerardo
Develop test-prep ELA program	<ul style="list-style-type: none"> CAHSEE ELA test-prep program currently being developed and will be implemented in all tracks beginning Mester 3; math is continuing CAHSEE prep class. ELA CAHSEE task force created and working on test-prep program to be incorporate into 9th and 10th grade 		<ul style="list-style-type: none"> Collect data on ELA and math CAHSEE pre and post testing and compare to CAHSEE passage data. 	Dharma and Levon

	<ul style="list-style-type: none"> curriculum Jin Lee's CST program delivered to each teacher with comprehensive PD CAHSEE test-prep being done in the Learning Center. 			
Continue intervention strategies to increase pass rate of CAHSEE	<ul style="list-style-type: none"> 9th grade: data given to teachers on student's language classification and CST scores for the last two years. 	<ul style="list-style-type: none"> 	Translate student data for teachers that will provide more guidance for instructional program	Gerardo, Dharma, Ari, Levon
Provide additional information about colleges to students through SLCs	<ul style="list-style-type: none"> ROP classes 	<ul style="list-style-type: none"> SLC dynamics 	<p>Need to create parent advisory groups</p> <p>Examine college and career advisories in mester one or two for seniors.</p>	SLC Coordinators
Increase number of students taking AP course and college courses.	<ul style="list-style-type: none"> Numbers have significantly increased taking AP classes. More college classes being offered. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Revise history sequence to include AP European History (possibly for Advantage) 	Vicky, Jamille, Brad
Increase number of A-G courses contained in master schedule and increase the number of student orientations about pre-college requirements and number of students that take the SAT/ACT or other college prerequisite exams.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Review who should take the PSAT. Teacher survey of the PSAT procedures. Review the data of the number of students who complete A-G in the 11th and determine how many have taken the SAT 	<ul style="list-style-type: none"> SSC

			<ul style="list-style-type: none"> • Move funding from PSAT to SAT for 11th grade • Examine creating a SAT prep class in the master schedule 	
School-based formative assessments for the CAHSEE	<ul style="list-style-type: none"> • ELA using <i>Measuring Up</i> test for CAHSEE diagnostic. • Math using <i>California Mathematics Review</i> 	•	<ul style="list-style-type: none"> • Implement practice CAHSEE for all 9th graders. 	• Ari
School Organization when transitioning to traditional	<ul style="list-style-type: none"> • Developed single track year-round calendar and presented to LD2 and central. 	•	<ul style="list-style-type: none"> • Examine school organization for downsizing. 	• CAPP Committee
	•	•	•	•



**2009-10
Self Study Action
Plan Status
Review**

GOAL ONE

Develop and implement a comprehensive plan to decrease the percentage of students who score Far Below Basic and Below Basic on the California Standards Test with the ultimate goal of increasing the percentage of students who score Proficient and Advanced.

Action Step	Progress	Obstacles	Next Step	Person Responsible
<p>1. Develop a school-wide culture that emphasizes teacher efficacy and high expectations for all students.</p>	<ul style="list-style-type: none"> • Buttons • Attendance data • 4 for life – implementing • Ruby Payne 	<ul style="list-style-type: none"> • Multi-track • Fragmented nature of SLCs 	<ul style="list-style-type: none"> • Continue whole group – maybe dramatizations • Expand all SLCs 	<ul style="list-style-type: none"> • Principal • Administration • Instructional Cabinet • SLC coordinators
<p>2. Promote ongoing, effective use of the following strategies in support of rigorous, standards-based curriculum.</p> <ul style="list-style-type: none"> • Vocabulary development • Reciprocal teaching • Thinking maps • Note-taking strategies • Anticipatory activities 	<ul style="list-style-type: none"> • Added strategies from Local District 2 • Most teachers aware – use varies greatly • Tracking during 3x3s • Demonstrated during department mini lessons 	<ul style="list-style-type: none"> • New teachers • Emphasis has not been consistent • People overwhelmed 	<ul style="list-style-type: none"> • Refocus and remind • New teacher training • Continue mini lessons • Model use within department, SLC, and whole group • Continue 3x3 • Add annotation skills as an instructional strategy 	<ul style="list-style-type: none"> • Administration • Department Chairs • SLC coordinators
<p>3. Develop a common rubric for expository writing across the curriculum.</p>	<ul style="list-style-type: none"> • We have a rubric that is posted on the school website • Don't think that teachers are using it, but available if they want it • 9th and 10th grade SLCs have had 	<ul style="list-style-type: none"> • Does not seem to be buy in – teachers may not see usefulness • No data to collect or analyze 	<ul style="list-style-type: none"> • Model use in departments • Examples with students work • Develop at least one assignment • Across the curriculum 	<ul style="list-style-type: none"> • Administration • Department chairs • SLC leads

	demonstrations – lightly touched upon		examples in SLCs	
<p>4. Develop school-based formative assessments that are aligned with the standards-based curriculum and that reflect the school’s ESLRs.</p> <ul style="list-style-type: none"> • Increase student ownership of learning • Work with the district to expedite results of periodic assessments so they can be used as formative assessments 	<ul style="list-style-type: none"> • English – 9th and 10th grade has totally implemented, 11th and 12th grade in progress • Social studies – World and US fully implemented , common final • Math – Algebra 1 complete, Geometry and Algebra 2 in progress • World language – in progress • Science – Chemistry complete, Biology in progress • All departments are using Data Director • Data collection and sharing incomplete • So far buy-in seems good 	<ul style="list-style-type: none"> • Time for departments to work and meet 	<ul style="list-style-type: none"> • Continue to develop formative assessments • Need to do more on data • See if use of formative assessment leads to greater correlation between letter grades and CST levels • Is Carl Zon still relevant? 	<ul style="list-style-type: none"> • Administration • Department chairs • Leads
<p>5. Review and revise as needed instructional guides and pacing plans in all content areas that reflect the 4x4 block schedule, with special attention to the following:</p> <ul style="list-style-type: none"> • Integration of ESLRs into the pacing plans • Administration dates of high-stakes tests so that all content is covered prior to the tests 	<ul style="list-style-type: none"> • Very little theme based instruction • Social studies – Developing word walls, revised for 1800 day school year for World and US history, CST heavily covered topic • Math – Algebra 1 had been revised, 	<ul style="list-style-type: none"> • So many other things • SLC theme – programming of students and master schedule • Multi Tracks • Time to collaborate 	<ul style="list-style-type: none"> • Do guides include focus on key vocabulary? • Continue to improve authenticity of SLC’s – programming • Clarify structure and goals of SLC 	<ul style="list-style-type: none"> • Administration • Department Chairs • SCL leads

<ul style="list-style-type: none"> • Data from CST that identifies specific school-wide areas of need • Content-specific requirements or activities • SLC theme-based instruction 	<p>others available through central district (teachers ok'd)</p> <ul style="list-style-type: none"> • English – 9th and 10th grade complete, 11th and 12th grade in development • World language – Spanish Speakers and French in progress • Science – Beginning to develop 			
<p>6. Revision of the 9th Grade Introduction to Social Science course to improve World History CST results.</p> <p>Steps to implementation:</p> <ul style="list-style-type: none"> • Create framework for course <ul style="list-style-type: none"> ○ Identify topics/focus standards ○ Identify skills needed to integrate into course ○ Identify critical academic vocabulary for each topic ○ Identify essential questions for each topic ○ Identify ESLR/s Connect-ED to 	<ul style="list-style-type: none"> • New syllabus developed • Class is an ad hoc elective • Will offer this year during mester 6 	<ul style="list-style-type: none"> • Not offered across the 9th grade • Would need two full time teachers 	<ul style="list-style-type: none"> • Do we want to continue to offer this class? 	<ul style="list-style-type: none"> • Ari Bennett • Jamille Kenion • Brad Katz

<p>topics</p> <ul style="list-style-type: none"> ○ Create formative and summative assessments for course ● Identify curriculum/resources needed to support implementation of course 				
<p>7. Continue implementation of a data plan for the collection, analysis, and use of data to improve instruction for all students and evaluate the effectiveness of interventions and programs. The plan will include attention to the following:</p> <ul style="list-style-type: none"> ● User-friendly data for teachers ● Disaggregated data ● Timely dissemination of all data ● Test prep software development and classroom use 	<ul style="list-style-type: none"> ● 9th and 10th grade extensive use ● Data Director – all staff trained ● Whole group, SLC, and departments all regularly examine data ● Data team regularly meets ● Schoolwide software out increasing formative assessment and data director 	<ul style="list-style-type: none"> ● Some teachers not comfortable ● Access to scanners ● Will funds for course leads continue? ● Need to expand use in science department 	<ul style="list-style-type: none"> ● My Data – training for staff ● Data director ● Plan so that if course leads cannot be funded – who will be responsible ● Model at department and SLC levels ● Link data to C or better pass 	<ul style="list-style-type: none"> ● Administration ● Data team ● Course leads ● Coordinators ● Department chairs
<p>8. Build capacity and increase the opportunities for parents and students to participate in all areas of decision making.</p> <p>Communicate with parents and students in a clear, concise, and understandable manner their students' progress and the steps being taken to address academic needs of all students.</p>	<ul style="list-style-type: none"> ● Parents not aware or involved in SLC decisions of their children ● Greater attendance in parent classes ● Monthly Title I meetings more heavily attended ● Using mailings ● Using Connect-ED 	<ul style="list-style-type: none"> ● Babysitting services ● Conflict with times meetings are scheduled ● Transportation 	<ul style="list-style-type: none"> ● Make sure messages are sent home in home language 	<ul style="list-style-type: none"> ● Ms Pleitez ● Ms Gonzalez ● Ms Slezak

<ul style="list-style-type: none"> • Extended Learning Opportunities program • Small Learning Communities • Information relative to student achievement on CST (school-wide and individual) • Timely and ongoing information from classroom teachers about student performance (TeleParent or similar communication device) • Information about courses for parents that are specifically designed to assist them (parents) in helping their students with coursework and other school-related study skills. • Individual Graduation Plan (IGP) • Provide opportunities for parents to participate in programs such as Parent Institute for Quality Education (PIQE). • Contract with translator to provide information in primary language as needed 	<ul style="list-style-type: none"> • Teachers involved in providing services and classes to parents • All 9th grade IGP meetings invite parents. Special efforts made to draw parents of at risk students 			
<p>9. Review and revise as needed the plan for coordinating all intervention programs including</p>	<ul style="list-style-type: none"> • Currently offer students a lot of options 	<ul style="list-style-type: none"> • How will we adjust to loss of BTB • Budgetary 	<ul style="list-style-type: none"> • Grants • Matrix 	<ul style="list-style-type: none"> • Ms Vazquez • Freshman center for Twilight program

<p>the Extended Learning Program, Intersession programs, and Supplemental Educational Services. The plan should include the following:</p> <ul style="list-style-type: none"> • A matrix that shows the relationship of all activities • Methods for data collection • Ways to monitor implementation • Provisions for modifying the program based on data (numeric and observational) 	<ul style="list-style-type: none"> • Creation of Balanced Calendar to continue to offer two intersessions • Do we have a matrix that shows relationship • We use data to evaluate 	<p>concerns</p> <ul style="list-style-type: none"> • Cross tracking for credit recovery 		
<p>10. Review and revise the master schedule each mester to include intervention classes specifically designed to help struggling students master the highly tested standards in each CST content area.</p>	<ul style="list-style-type: none"> • Review is done regularly • TAMS and TAES • Interventions 	<ul style="list-style-type: none"> • Complexity • Titles • Staffing • Budget 	<ul style="list-style-type: none"> • Adjust and make transition to single track 	<ul style="list-style-type: none"> • Ms Kenion – 11th and 12th grade • 9th and 10th grade administration • Ms Couchois - Magnet
<p>11. Work with teachers in non-core academic courses to revise their syllabi to include coverage of core academic standards that are highly tested on the CST and relate to their course.</p>	<ul style="list-style-type: none"> • We are not aware of this is being done • Should this be tied to ESLRs? • Should this be worded more generally • Do they have course plans linked to CSTs? 	<ul style="list-style-type: none"> • It is only being done informally by some teachers 	<ul style="list-style-type: none"> • Maybe some of this could be done during SLC meetings • Have elective teachers work with core department chairs • Make sure teachers have access to standards 	<ul style="list-style-type: none"> • Administration
<p>12. Utilize resources from the</p>	<ul style="list-style-type: none"> • Funding lead 	<ul style="list-style-type: none"> • If only one more 	<ul style="list-style-type: none"> • Meet portfolio 	<ul style="list-style-type: none"> • Kehrmeier/Matlen

<p>California Academic Partnership Program (CAPP) grant to develop leadership in the areas of curriculum and instruction.</p>	<p>teachers for formative assessment and Data Director</p> <ul style="list-style-type: none"> • ERWC • Brought focus and clarity to Instructional Cabinet meetings • 11th grade English (release period training and support) • Opportunities to meet with other schools who are successful in collaborative curriculum development • Principal participates in meeting with other principals in other districts • Academic partner Diane Seary – provides information from State Department of Education • Vertical articulation with Cal States • Report Card • Schoolwide Positive Behavior Plan • Public Works Survey 	<p>year – how can we get continued funds</p> <ul style="list-style-type: none"> • Time 	<p>requirements for continuing funding</p> <ul style="list-style-type: none"> • Pull LPI • Replace with strength finder or keep LPI because we did it and add strength finder 	<ul style="list-style-type: none"> • Instructional Cabinet • Principal
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<p>13. Communicate school vision and all action steps within the single plan and WASC self study report to all stakeholders—building personnel, parents, students, and appropriate community members.</p> <ul style="list-style-type: none"> • Consistently enforce policy implementations 	<ul style="list-style-type: none"> • Slacked off a little bit with communicating • In class teachers may need to be reminded about WASC and goals • Funds • Ruby Payne • Communication is strong about what we are doing – vision and action steps are communicated, but connection to WASC may not be • WASC report is on line 	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Have we done surveys? • Reinforce that the things we are foing are linked to WASC action plan • Maybe department chairs can be a Connect-ED with a 5 point handout of what is happening and how it goes with WASC 	<ul style="list-style-type: none"> • Principal • Department Chairs
<p>14. Increase student and staff access to updated technology resources such as updated computers, instructional software</p>	<ul style="list-style-type: none"> • Updating labs • 12 computer labs • Connect-ED • Data Director • Use of e-mail 	<ul style="list-style-type: none"> • Personnel and Staffing Budget for support people 	<ul style="list-style-type: none"> • Expand use of My Data • Wish list 	<ul style="list-style-type: none"> • Principal • Mr Yeganyan
<p>15. Increase of technology support staff to maintain and support the nearly 1000 computers and 12 computer labs on campus.</p> <ul style="list-style-type: none"> • scheduling of teacher/classroom use of computer labs • maintenance of hardware • training • management of instructional software 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Budget 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

and data programs				
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GOAL 2

Develop and implement a plan to increase graduation rates and readiness for post secondary education by increasing the percentage of students who complete A - G requirements and by raising the school's passing rate on the CAHSEE.

Action Step	Progress	Obstacles	Next Step	Person Responsible
<p>1. Develop and implement a plan for communicating with each individual student the requirements for high school graduation beginning with the class of 2012.</p> <ul style="list-style-type: none"> • Articulation with feeder middle schools • Individual student/parent conferences with counselors (AB 1802) • Brochures or other printed material that explain A-G requirements and successful performance on CAHSEE • Individual Graduation Plans 	<ul style="list-style-type: none"> • Individual Graduation Plan's (IGP) core responsibility • Track • IGP printed and given to students • Articulation to middle school (Once a year) 	<ul style="list-style-type: none"> • No advisories 	<ul style="list-style-type: none"> • Posters – Classrooms, offices • Explore advisories • Banked time (Once a month) • RTI Period • Tracking communication – document conference • Manually calculate the percent of complete IGP • More middle school articulation • Assign roles • IGP conference notes to parents • TR04 notes • Planning 9th and 10th – coaches, students, APs, coordinators, Advantage Plus, and tutors • Use Connect-ED, letter home, phone calls, meeting 	<ul style="list-style-type: none"> • APs – Jamille • Counselors • Data Team • Teachers • Parents
<p>2. Provide directed academic and counseling support for students to meet more comprehensive and rigorous a-g course</p>	<ul style="list-style-type: none"> • Approved list of GFE • Students get A – G • Algebra 2 is not happening 	<ul style="list-style-type: none"> • Counselor load increase • Master schedule in 9th and 10th grade (vs other requirements) 	<ul style="list-style-type: none"> • Posers/brochures • Professional Development on A – G • Online A – G 	<ul style="list-style-type: none"> •

<p>sequence.</p> <ul style="list-style-type: none"> • Provide students with annual updated a-g progress report • Publish a comprehensive list of “g” college prep elective courses offered • Publish a comprehensive list of “f” visual and performing arts elective courses offered • Provide Algebra 2 tutoring at lunch and after school • Pilot Talent Development High School project-based Algebra 2 lessons • Publish all of the ways that students can satisfy the “e” language requirement 		<ul style="list-style-type: none"> • Counselor training in TR01 	<ul style="list-style-type: none"> • Self-reporting A – G • Investigate Algebra 2 <ul style="list-style-type: none"> ○ Pacing Plan ○ Transition to Algebra 2 ○ Support/tutoring intervention • World Language – TR01 <ul style="list-style-type: none"> ○ Credit for second language prior to High School ○ Transcripts from home country ○ Bilingual test out of 1A and 1B Speakers value of 2 years 	
<p>3. Communicate with parents and students in a clear, concise, and understandable manner the requirements for high school graduation and the ways in which parents can help the students.</p> <ul style="list-style-type: none"> • Completion of A-G 	<ul style="list-style-type: none"> • Parent Center • Parent Institute for Quality Education • Connect-ED translates • Internet Translates 	<ul style="list-style-type: none"> • 20-25% parents • 18% bad phone numbers • Accountability • Clear roles • Counselor apathy 	<ul style="list-style-type: none"> • Speak to Norma • Meet with UC expert – Barbra Wells • Connect-ED survey • Measure % of staff using bilingual • Parent Conference – midterm, intersession slip 	<ul style="list-style-type: none"> • Isaac and Elidia

<p>requirements</p> <ul style="list-style-type: none"> • Successful performance on the CAHSEE • Continue to provide parents with information on programs and activities offered by the district and other agencies related to increasing their students' academic success. • Teleparent • Contract with translator to provide information in primary language as needed 			<ul style="list-style-type: none"> • Include A – G on PHBAO 	
<p>4. Review and revise the master schedule so that every student has the opportunity to complete required A-G courses within their SLCs while still providing support services for students with special needs.</p> <ul style="list-style-type: none"> • Adjust staffing as indicated by revision of the master schedule so that sufficient Highly Qualified Teachers are 	<ul style="list-style-type: none"> • Correctly staffed • Class size increasing 	<ul style="list-style-type: none"> • Teacher/student ratio killed by budget • Counselor load increase • 	<ul style="list-style-type: none"> • Get same counselor accredited for A/G 	<ul style="list-style-type: none"> • SLC leads (Isaac and Adriana) • Instructional specialist (Pia)

<p>available in each content area with an emphasis on decreasing student to teacher ratio.</p>				
<p>5. Develop a comprehensive test-prep program in English Language Arts that is integrated into the current curriculum and utilizes appropriate technology to enhance instruction. (Mathematics test-prep for the CAHSEE will be sustained as an elective course in math and the course will be evaluated yearly to measure success)</p>	<ul style="list-style-type: none"> • Measuring up used across the curriculum • Diagnostic tests • Formative assessments • CST – released questions 	<ul style="list-style-type: none"> • Time in pacing plan 	<ul style="list-style-type: none"> • CST prep to pacing guide – traditional • B track – A track, may – released • PDF released questions • More integrated formative assessments • BTB involvement 	<ul style="list-style-type: none"> • Formative assessment leads • 9th and 10th grade coordinators and APs
<p>6. Continue intervention strategies aimed at increasing the passing rate on the CAHSEE.</p> <ul style="list-style-type: none"> • Identification of students who should take a CAHSEE prep course • Continue the CAHSEE prep courses offered during the school day as well as courses outside the school day • Continue additional ninth 	<ul style="list-style-type: none"> • Focus EL class • ID the EL • All 10th grade students take CAHSEE prep course • 9th grade has added CAHSEE prep 	<ul style="list-style-type: none"> • Pertinent 9th CST data not available until September • Downsizing resulting in fewer staff with less flexible scheduling for intervention 	<ul style="list-style-type: none"> • Better way to earlier identify EL students • Study 8th grade CST (or 9th grade practice CAHSEE) correlation to CAHSEE results • Enrich EL experience 	<ul style="list-style-type: none"> •

<p>and tenth grade courses in math (such as TAMS) and ELA aimed at building basic skills</p> <ul style="list-style-type: none"> • Timely analysis of data 				
<p>7. Provide additional information about colleges to students and provide preparation for post-secondary opportunities through Small Learning Communities.</p> <ul style="list-style-type: none"> • Review and revise CTE courses • Additional ROP courses • Articulation with counselors • Continued use of parent advisory groups • Increased interaction with community businesses and agencies to develop job-shadowing and internship opportunities • Additional college courses 	<ul style="list-style-type: none"> • 24 college courses (16 last year) • 2200 students enrolled in college courses vs 1600 last year • CTE reviewed, not revised • CTE courses provided by credentialed teachers • ROP through adult school • No added ROP (cut) • Confusion with counselors • Come parent communication with advisors • Job shadow/internship decreased (funding) more work with Pillar 	<ul style="list-style-type: none"> • Budget cuts • Reduction from 1 ROP position 50% budget cut • ROP advisor eliminated • Multi-track counselor – not with SLC • College – A track excluded by college cutbacks 	<ul style="list-style-type: none"> • Traditional calendar with streamline counselor understanding of SLC electives • Do more presentations for parents – assign parent liaison to SLC • Professional Development – Counselors understanding how CTE and ROP translate to college level • College will offer more during summer/winter – must go to campus unless we can get transportation funding (DWP?) 	<ul style="list-style-type: none"> •
<p>8. Increase the number of students taking Advanced Placement courses and/or courses for college credit.</p>	<ul style="list-style-type: none"> • Less AP classes • Individual schedule to meet students needs 	<ul style="list-style-type: none"> • Funding cut • AP, college classes, online compete for same students 	<ul style="list-style-type: none"> • Online AP classes • Vertical in ELA • More information regarding 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • Increase the availability of AP courses • Increase preparation activities for AP exams. • Develop vertical teams for pre-AP and AP courses to enhance student preparation • Expand efforts to provide students with information about college-credit options. • Increase articulation with community colleges, technical college programs, and occupational centers 	<ul style="list-style-type: none"> • Some pre-AP prep • Vertical – in math (pre-calc) • Students informed – enrollment up 		<p>opportunities (PHBAO)</p> <ul style="list-style-type: none"> • Career/College wall 	
<p>9. Increase the number of A-G courses contained in the master schedule and increase the number of student orientations about pre college requirements and courses; and increase the number of students that take the SAT/ACT or other college prerequisite exams.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All 9th and 10th grade students take PSAT • CTE – get accreditation to make more classes meet A – G • Counselors presentations regarding college • Assembly • More communication regarding SAT/ACT • Focus on Advantage 	<ul style="list-style-type: none"> • Better professional development about taking PSAT and reading results • “You’re not dumb – test is college entrance” • Compared to 11th grades so teachers can support • Counselor presentations at department meetings 	<ul style="list-style-type: none"> • Warman

		Plus classes		
<p>10. Develop school-based formative assessments that are aligned with all of the English and Math standards that reflect the CAHSEE.</p> <ul style="list-style-type: none"> • Increase student ownership and knowledge of CASHEE components • Work with the district to expedite results of periodic assessments so they can be used as formative assessments for the CAHSEE 	<ul style="list-style-type: none"> • Formative assessment in progress – mostly in 9th and 10th ELA, Algebra 1 and developing in 11th and 12th ELA and history • Working for exemption from district assessments 	•	<ul style="list-style-type: none"> • Finish formative assessments and move to summative 	•
<p>11. Study implications and explore possible options for school organization when Polytechnic becomes a traditional school.</p> <ul style="list-style-type: none"> • Assignment of counselors by SLC • Single track, year-round schedule • Ways to offer multiple interventions (similar to current intersessions) • Use CAPP grant to develop leadership 	<ul style="list-style-type: none"> • BTC plan and implementation • Exploring RTi advisories • Administration and teachers attend CAPP to develop professional development and formative assessment goals 	•	<ul style="list-style-type: none"> • Researching RTi and advisories, visits to other school to research models • Assign counselors to SLCs 	•

GOAL 3

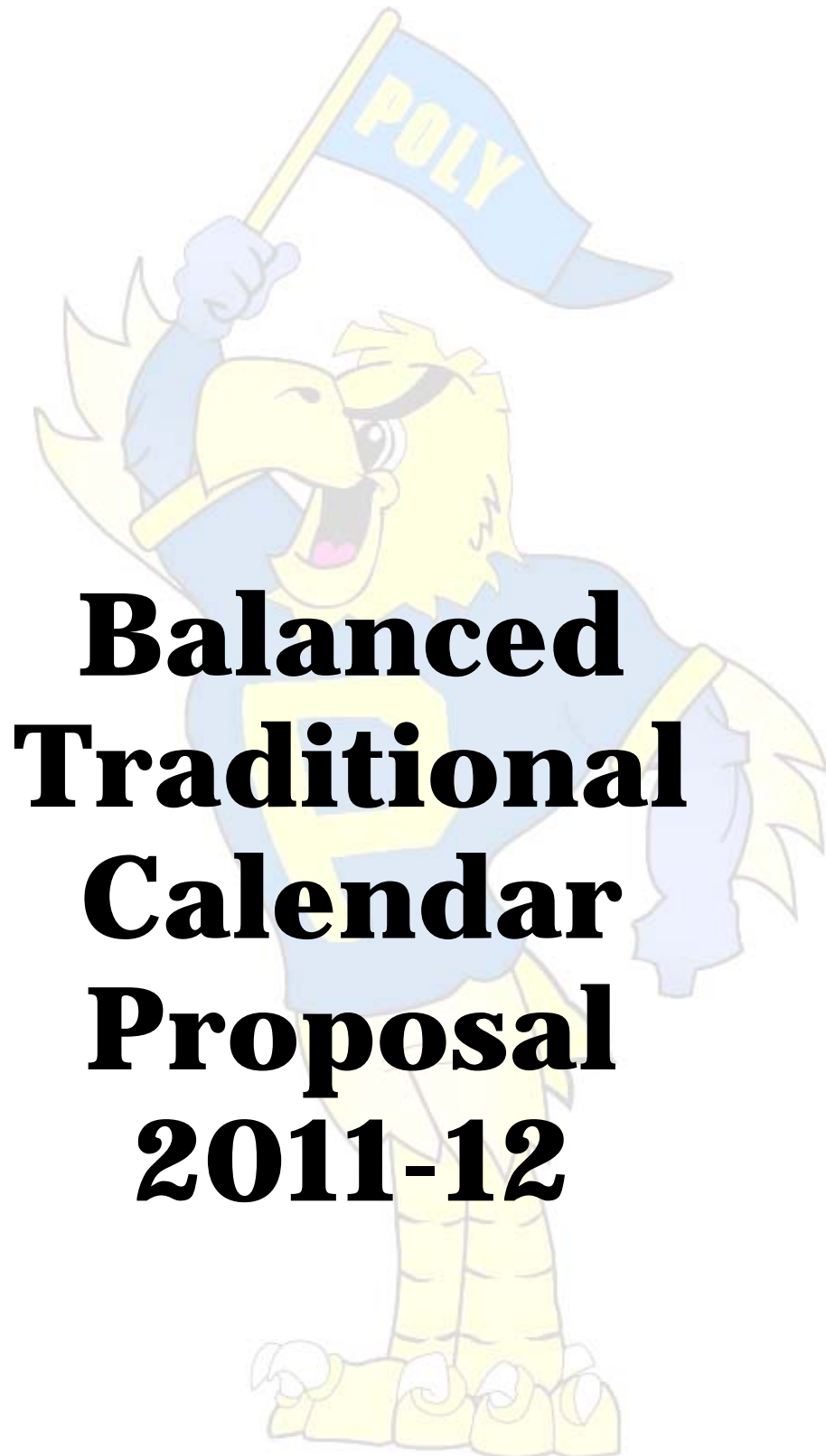
Develop and implement a plan to narrow the achievement gap between Special Education and English Language Learners and the general education population while increasing the achievement results for all groups (per Goals #1 and #2).

Action Step	Progress	Obstacles	Next Step	Person Responsible
<p>1. Expand the use of co-teaching in classes that include both general education and special education students.</p> <ul style="list-style-type: none"> • Develop a trainer-of trainers model for ongoing staff development 	<ul style="list-style-type: none"> • Trainers of trainers carried out – Trained general education teachers at professional development • Co-teaching <ul style="list-style-type: none"> ○ 6 classes ○ Focus on 9th and 10th grade English and Math • Teacher Assistants when available • SDC and RSP electives (where clustered) 	<ul style="list-style-type: none"> • Not enough resources • Clustering (programmed first) 	<ul style="list-style-type: none"> • Continue training general education teachers that are new to co-teaching 	<ul style="list-style-type: none"> • Administration • Resource teachers • Present co-teachers
<p>2. Monitor referrals of students to the Learning Centers to maximize usage of the Learning Center for students with academic needs (main focus on special education students) to raise their achievement.</p>	<ul style="list-style-type: none"> • Monitor and enforce uniform referral forms • Procedures for students going to Learning Center 	<ul style="list-style-type: none"> • Referral forms need refinement to assist the Learning Center special education teachers in helping the students 	<ul style="list-style-type: none"> • Refining forms • Communication to general education teachers and special education teachers • Students will be logging in at the Learning Center – creating an attendance record 	<ul style="list-style-type: none"> • Administration • Resource teachers
<p>3. Provide differentiated instruction that provides access to the standards-based curriculum for all special needs students</p>	<ul style="list-style-type: none"> • Meeting needs of the special education and English Learners in the 9th and 10th grade 	<ul style="list-style-type: none"> • Not enough monitoring of differentiated instruction • Co-teaching 11th and 	<ul style="list-style-type: none"> • Online class on how to include SDAIE strategies and language objectives in lesson planning 	<ul style="list-style-type: none"> • Administration

<p>(special education, English learners).</p>	<p>because of co-teaching and SLCs</p> <ul style="list-style-type: none"> • Working towards servicing 11th and 12 grade special education students with monitoring • Working towards meeting goal of differentiation in 11th and 12th grade EL 	<p>12th grade</p>	<ul style="list-style-type: none"> • Monitor differentiated instruction in classrooms • Part of RtI 	
<p>4. Increase the number of special needs students (special education and ELL) taking state assessments (CST, CAHSEE, CAPA), with special attention to meeting NCLB requirements.</p> <ul style="list-style-type: none"> • Schedule testing of special needs students in small groups with teachers they know. • Monitor students' movement to the testing area. • Provide specific instructions for general education classroom teachers on their roles/responsibilities in the process. • Ensure resources and spaces are available for 	<ul style="list-style-type: none"> • 100% (NCLB 95% Attendance) • Teachers emphasizing importance • Phone calls • Food • We have implemented all Bullet Points 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Continue what we are doing 	<ul style="list-style-type: none"> • Teachers • Coordinators • Counselors • Administration

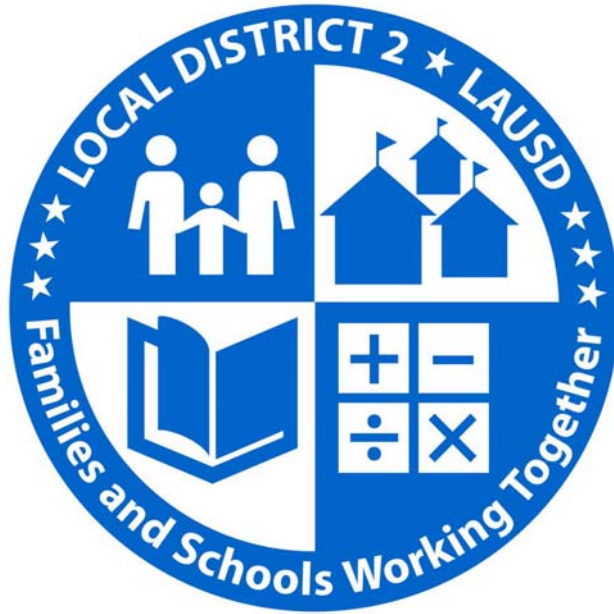
appropriate accommodations.				
<p>5. Monitor the inclusion of ELL and special education students in all specialized and supplemental programs to ensure that students have full access to</p> <ul style="list-style-type: none"> • rigorous, grade-level standards-based instruction • theme-based instruction, • extra-curricular activities, • CTE course sequencing, • opportunities for remediation or acceleration as needed 	<ul style="list-style-type: none"> • No data • Leadership • Sports • ASAP 	<ul style="list-style-type: none"> • Have not been able to designate personnel 	<ul style="list-style-type: none"> • Run rosters • Leadership • Sports • ASAP • Track by participation – LEP and Special Education 	<ul style="list-style-type: none"> • Designated personnel
<p>6. Develop and implement a plan for vocabulary instruction to increase ELL and special education students' academic vocabulary and their strategies for learning that vocabulary.</p>	<ul style="list-style-type: none"> • We assess in 3x3 • 9th grade has emphasized academic strategies • Teachers trained in SIOP • 68.7% (August 2009) – 78.4% (December 2009) 	<ul style="list-style-type: none"> • Co-teacher not consistent • Lack of confidence in vocabulary strategies 	<ul style="list-style-type: none"> • Comprehensive schoolwide plan 	<ul style="list-style-type: none"> • Teachers • Administration
<p>7. Communicate with parents and students in a clear, concise, and understandable manner the achievement scores needed for students to be proficient</p>	<ul style="list-style-type: none"> • Improvement in 3x3 observations • Connect Ed • Tea for Ten • Coffee with the Principal 	<ul style="list-style-type: none"> • E-mail access for parents 	<ul style="list-style-type: none"> • Move Parent Center to a more central location • More access to technology • AOL.com e-mail for 	<ul style="list-style-type: none"> • Teachers • Administration • Coordinators • Counselors

<p>and the ways in which parents can help their students close their own academic achievement gaps.</p> <ul style="list-style-type: none"> • Expand ways in which we provide parents with information on programs and activities offered by the school, district and other agencies related to increasing their students' academic success. • Support increased use of Teleparent • Contract with translator to provide information in primary language as needed 	<ul style="list-style-type: none"> • 10 parent education classes <ul style="list-style-type: none"> ○ increase awareness of school programs ○ increase capacity • IEP meetings • Data Director • Parent Data Director letter • Flyers • Personal phone calls • Posters • Brochure • Calendar • 75 parents were present for 12 different activities on a single day 		<p>parents</p>	
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**Balanced
Traditional
Calendar
Proposal
2011-12**

PROPOSAL:
Continue LAUSD Balanced Traditional Calendar for 2011-2012



LAUSD INITIATIVES SUPPORTED

A-G Resolution
NCLB Accountabilities
Access and equity for all students
Partnership with LACC District
Response to Intervention (Rt²) Implementation



LOCAL DISTRICT 2 FOCUS GOALS SUPPORTED

Academic Language Development
Evidence of Writing
Complete Thoughts/Sentences

LAUSD District 2 Staff

Alma Peña Sanchez, Local District Superintendent
Manuel Diaz, Director of School Services



LAUSD INITIATIVES SUPPORTED:

- A-G Resolution
- NCLB Accountabilities
- Access and equity for all students
- Partnership with LACC District
- Response to Intervention (RtI²) Implementation

High School Staff

- Dr. Linda Calvo**, Principal, Arleta High School
- Gerardo Loera**, Principal, Polytechnic High School
- Gary Gray**, Principal, Sun Valley High School
- Ari Bennett**, Assistant Principal - **James Schwagle**, Physics Teacher - **Devon Richter**, Math Teacher - **Kim McEwen**, Athletic Director - **Dharma Hernandez**, Intervention Advisor - **Nancy Concha**, EL Advisor - **Elidia Vazquez**, Intervention Advisor – **Brad Katz**, Social -Science Teacher – **Pia Damonte**, Instructional Specialist – **Jamille Kenion**, APSCS

LOCAL DISTRICT 2 FOCUS GOALS SUPPORTED

- Academic Language Development
- Evidence of Writing
- Complete Thoughts/Sentences

LAUSD District 2 Staff

- Alma Peña Sanchez**, Local District Superintendent
- Manuel Diaz**, Director of School Services



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Executive Summary: Balanced Traditional Calendar Proposal for 2011-2012

Introduction:

This proposal is a formal request from Arleta High School, Sun Valley High School, and Polytechnic High School to continue operating under a **Balanced Traditional Calendar** for 2011-12. The Balanced Traditional Calendar (BTC) for 2010-2011 was supported by Superintendent Cortines, vetted by various LAUSD offices and approved by the Los Angeles Unified School District Board of Education in April of 2010.

A BTC is designed effectively into two blocks of time consisting of 90 school days followed by 30 vacation days. This contrasts with a Traditional or Early Start Calendar which has 180 school days followed by 60 vacation days (a twelve-week summer break). This proposal outlines the intended purpose, objectives, budgetary concerns and rationale for allowing the three BTC schools to remain on this calendar. Local District 2 high schools continue to collaborate in this effort.

Despite the district's goal to implement an Early Start Calendar for all schools beginning in the 2011-12 school year, Poly, Arleta, and Sun Valley High Schools wish to continue on the innovative, non traditional BTC calendar to better meet the needs of their students. This document is a revision of the original proposal that was submitted requesting approval for the BTC in 2010-2011. In order to continue implementing and refining the interventions that are maximized using a BTC calendar, it is proposed that the BTC calendar be approved for the 2011-12 school year. Given the current budget crisis, we are proposing the BTC with little or no fiscal impact to LAUSD, addressing budgetary concerns throughout the proposal. The proposal includes goals and justifications for continuing on the BTC for 2011-2012.

Polytechnic HS is one of only three schools in the entire state of California to have exited from Program Improvement Year Five and had the highest A-G completion rate (65.2%) in 2007 for non-magnet/non-charter schools in LAUSD. In recent years, Polytechnic HS has attained a number of other notable academic achievements such as an API gain of 204 points. This momentum needs to be sustained and improved upon. Each school requesting to continue on the BTC has been able to provide multiple opportunities for students to receive credit recovery and enrichment in the 2010-2011 school year. Each school is addressing the Summer Learning Loss and extending learning time for the targeted students that need it most in innovative and creative ways.

Arleta HS, Sun Valley HS, and Polytechnic HS have leveraged their resources to best serve their students in a block schedule. This includes providing multiple intersessions for students while they are off-track and multiple during-the-day interventions. Each year about 90% of 9th grade students (who began the year at Poly) matriculate to 10th grade on time.

Purpose:

Implement Intervention/Response to Instruction and Intervention (RtI²):

The BTC improves the grade-level, core, standards-aligned curriculum and instruction (RtI² Tier 1) by providing time for data-driven reflection, program evaluation and modification matched to student needs throughout the calendar year. A BTC provides time structures by affording two times in the year to add strategic and explicit instruction and intervention (RtI² Tier 2). Accelerated and intensive instruction (RtI² Tier 3) will also be provided during the school year and during the two breaks to keep students on grade level.

Executive Summary: Balanced Traditional Calendar Proposal for 2011-2012 (continued)

Purpose (Continued):

Provide Additional Credit Recovery Opportunities to Increase A-G Completion / Graduation Rates

The BTC will provide additional and timely opportunities for students to make up classes in order to improve A-G completion and graduation rates. By successfully leveraging multiple opportunities for enrichment and intersession on a year-round 4x4 calendar, students have shown the capacity to achieve these requirements in increasing numbers. To prevent the loss of opportunity available in a traditional calendar offering only one summer school session, the BTC provides students two four-week blocks of time for intervention and intersession. Students will be able to take credit recovery courses and other interventions in both summer and winter.

Minimize the Summer Learning Loss (Alexander, 2007) for at-risk students

Research studies indicate that students of lower socio-economic backgrounds are less likely to retain what they learned during the school year after a traditional summer break. This is particularly true for English learners (ELs), Standard English learners (SELs), students with disabilities (SWDs), and students reading below grade level. On the BTC, breaks are cut in half, improving learning retention. If the economy continues to worsen and further budget cuts are made which threaten intervention funds, students will benefit from the shorter breaks, minimizing the Summer Learning Loss on the BTC.

Provide Teacher Professional Development Time in Both the Summer and Winter Break

BTC provides greater opportunities to conduct professional development while students are on vacation during the winter break. This provides multiple opportunities to deeply assess student progress by engaging in data-driven reflection and program evaluation in the middle of the school year. School resources will be reallocated to fund professional development while most students are on vacation. These professional development sessions will supplement the ongoing professional development that will continue to take place during the regular academic year.

Strengthen Partnerships with the Community Colleges to promote a College-Going Culture

Following the district's mission of ensuring that all students are college and career-ready, Polytechnic HS has formed a strong partnership with the Los Angeles Community College District (LACCD), including Valley College and Mission College. Hundreds of students are concurrently enrolled in community college classes on the high school campus. The BTC is aligned closely with Mission and Valley college quarters, enabling high school students to take a college class during the winter break for enrichment purposes.

Timeline of Planning and Administrative Meetings

Note: The dates below are a listing of the more significant meetings and events that have occurred in planning and collaborating for the Balanced Traditional Calendar (BTC) in 2009-2010. It is important to note that there is a large degree of buy-in at the three high schools currently participating in the proposal. This is a result of the transparency, communication and goal setting around providing a strong instructional program for the nearly 6000 students currently attending the three schools.

June 13, 2008 – Initial meeting with Superintendent Cortines. Initial ideas and verbal proposal presented by Dr. Janis Fries Martinez, former principal of Polytechnic High School and Gerardo Loera, current principal of Polytechnic High School. **Result: Superintendent Cortines showed preliminary support for BTC concept.**

June 2009 – Present. Various School Planning Meetings with: Gerardo Loera – principal of Polytechnic HS, Dr. Linda Calvo – principal at Arleta HS, Gary Gray – principal at Sun Valley HS, and leadership team members from the three high schools. Parent and Community support was developed. School communities have voted between 85% and 90% in favor of adopting the BTC for the 2010-2011 school year. The voting and proposal revisions have been fully transparent and communication with the each school community is ongoing.

September 18, 2009 Proposal shared with Dr. Judy Elliott by Gerardo Loera. The BTC proposal was shared at a Beyond the Bell meeting where Dr. Judy Elliott was present. Her initial reactions were supportive of the concept, especially since it involved reorganizing time structures to better support students in the spirit of RTI².

October 2, 2009 – Meeting with Francisco Canche – board member Nury Martinez’s staff member. The meeting took place at Polytechnic High School and the BTC proposal and concept were introduced to Francisco Canche. **Result:** He was interested in the concept and agreed to take the concept to Ms. Martinez’s office.

October 8, 2009 – Secondary SIS / ISIS Meeting with: Daniel Cruz – Director SIS Branch, Robert Pelayo – ISIS, Gerardo Loera – principal at Polytechnic High School, Ari Bennett – assistant principal at Polytechnic High School, James Schwagle – BTC proposal writer/teacher and other ITD staff. **Result:** The ISIS system can fully support the BTC. The office was pleased to have the tentative calendar about a year before possible implementation so that the office can support it. The ITD staff expressed that they saw no problems being able to support the BTC.

October 22, 2009 (approx) – Transportation Meeting with: Enrique Boull’t – Director of Transportation, Kenny Lee – principal at San Fernando HS (initially San Fernando HS was considering the BTC). **Result:** A preliminary discussion occurred to examine the support needed by the Transportation Branch and any costs that could result to implement the BTC.

October 2009 – Food Services Conversations with: Dr. Linda Calvo – principal at Arleta HS and local district 2 Food Services staff, Evelyn Galvez – Cafeteria Manager at Polytechnic High School. **Result:** Since three high schools are moving forward with the BTC proposal, this allows Food Services to better serve the three schools. If only one school were adopting the BTC, it may have imposed some logistical challenges for Food Services. Food Services can and is willing to support the schools on the BTC.

November 8, 2009 – Proposal Shared with Dr. James Morris – Chief Operation Officer by Gerardo Loera, principal at Polytechnic HS. **Result:** Meetings with BTS were scheduled to ensure that payroll is not affected under the BTC. Other LAUSD offices were alerted by Dr. Morris on the possible BTC implementation.

November 13, 2009 – Business Tools for Schools (BTS) Payroll meeting with: Teri Lyons – Director of BTS, Gerardo Loera – principal at Polytechnic HS, Gary Gray – principal at Sun Valley HS, Dr. Linda Calvo –

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principal at Arleta HS, Jose Rodriguez – LD2 Director of School Services and other staff from BTS. **Result:** Teri Lyons expressed that the Balanced Calendar as proposed could be entered into the BTS system for efficient time reporting purposes. One payroll calendar option for B-Basis employees was agreed on. The BTS system can support the Balanced Calendar and Teri Lyons was amenable supporting the efforts.

December 22, 2009 – UTLA / LAUSD Staff Relations Meeting with: Greg Slokovitz – UTLA Secondary Vice President, Linda Gordon – UTLA East Valley Area Chair, Alma Pena-Sanchez – LD2 Superintendent, Maria Ochoa – LD2 Director of School Services, Robert Samples - Staff Relations, Gerardo Loera - principal at Polytechnic HS, Dr. Linda Calvo – principal at Arleta HS, Gary Gray – principal at Sun Valley HS and other LD2 staff. **Result:** A side letter between LAUSD and UTLA is being drafting by Robert Samples based on agreements made at the meeting that outlines the teaching assignments for intersession(s) at Balanced Calendar Schools.

January 26, 2010 – Central and Local District Operations Meeting with: Earl Perkins - Assistant Superintendent of School Operations, Karen O’Riley – Director School Operations, Zsuzsanna Vincze – Administrative Coordinator Instructional Calendar Design – Maria Ochoa – LD2 Director of School Services, John Gamboa – LD2 Director of Operations, Susan Brandt – LD2 Director of Operations, Ari Bennett – Assistant Principal of Polytechnic HS. **Result:** BTC proposal dated 11-3-2009 was reviewed and Zsuzsanna Vincze addressed the Proposal Review by Central Offices. **Result:** A series of questions were asked and answers were integrated into the revised proposal dated 2-6-2010 and included in this version of the proposal.

January 28, 2010 – Beyond the Bell Meeting with: Al Cortes - Assistant Superintendent of Beyond the Bell, Maria Ochoa - Local District 2 Director of School Services, Gerardo Loera - principal of Polytechnic HS. **Result:** Addressed the details of Summer School / Intersession funding, teacher assignments and administrative support. Al Cortes showed support for the Balanced Calendar.

January 29, 2010 – Food Services Phone Conference with: Dennis Barrett – Director of Food Services and Gerardo Loera – principal at Polytechnic HS. **Result:** Mr. Barrett stated that since there are three high schools that Food Services can support the schools adopting the BTC. He stated that since there are only three district schools participating that the logistics are easier to handle and the cost is not an issue.

January 20, 2010 - Business Tools for Schools (BTS) Payroll follow up phone conference with: Teri Lyons – Director of BTS and Gerardo Loera – principal at Polytechnic HS. **Result:** Ms. Lyons stated that she is prepared to provide BTS payroll support services for the BTC proposal.

February 2, 2010 – Athletics Office follow up phone conference with: Barbara Fiege – Director of Athletics and Gerardo Loera – principal at Polytechnic HS. **Result:** It was understood that coaches during the winter sports would only be entitled to their regular stipend and no additional funding would be provided to pay for extra coaching time. Additionally, it was understood that custodial support, police support and other residual support for athletics contests would be funded by the regular general fund without adding additional costs to the school district. Some nursing time would need to be allocated to clear athletes for competition during the month of January. This allocation could be provided by flexing nurse time between the three schools.

February 3, 2010 – Transportation Meeting Phone Conference with: Victoria Fisher – Transportation Planner. **Result:** Meeting scheduled for February 8, 2010 with transportation planner.

February 4, 2010 – Board Member Nury Martinez staff meeting with: Arlene Irlando – Chief of Staff (Nury Martinez), Francisco Canche – Field Representative (Nury Martinez), Alma Pena-Sanchez – LD2 superintendent, Maria Ochoa – LD2 Director of School Services, Gerardo Loera – principal at Polytechnic HS. **Result:** Ms. Irlando and Mr. Canche expressed support for the BTC proposal.

Proposed Balanced Traditional Calendar for 2011-2012

What is the Balanced Traditional Calendar (BTC)?

The BTC reduces the long summer break and simply apportions those days throughout the school year, producing more frequent breaks, diminishing long periods of in-session days, and limiting vacations. Both the traditional calendar and the BTC feature 180 days of instruction (88% of the instructional days in common); the BTC balances the frequency of in-session days with days on break. The two calendars have more than 50 vacation days in common as well, facilitating the travel plans of families with children at schools with differing calendars.

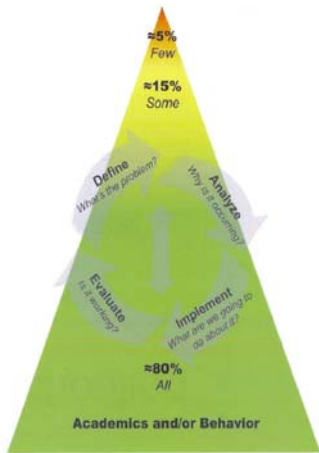


Figure 1: Proposed Balanced Traditional Calendar for 2010-2011 – More detailed examples are included later in the proposal.

Purpose and Goals of Proposed Balanced Traditional Calendar

Goal #1: Implement RtI² – Three-Tiered Model of School Supports & the Problem-solving Process

Background on Existing Interventions: In Dr. Judy Elliott’s “Response to Intervention: What and Why?” she states, “At the secondary level, the creation of the master schedule is key. The challenge is creating the schedule to provide Tier 2 and Tier 3 interventions for students while still allowing students to earn credit toward graduation... You cannot do more or catch up students using the same time structures.” (September 2008, *The School Administrator*)



Currently, Polytechnic, Sun Valley and Arleta HS offer multiple intervention programs throughout the school year by strategically making use of available instructional time, capitalizing on a 4x4 block schedule (eight-week quarters): At Polytechnic HS the 9th grade Twilight program, After School Access Program (ASAP – focusing on academics), intersessions, CAHSEE Test Preparation Intervention (both during the regular school day and on Saturdays). These programs have been instrumental in helping our students get on track towards meeting graduation requirements and meeting the school’s Adequate Yearly Progress.

Local District 2 high schools are responding to the school district’s plan on implementing RtI². We are aligning and refining our intervention programs using multi-tiered approach to conducting intervention. Our current intervention programs are established and well-tested (i.e. over 90% of 9th grade students successfully matriculate to the 10th grade), so we can offer at-risk students and especially seniors, multiple opportunities to “regain their footing”. Some of our seniors need the additional interventions that we built into the Balanced Traditional Calendar. Should we switch to a traditional Early Start calendar, these students will be negatively impacted due to less access to credit recovery programs which could lead to a drop in our graduation rate.

Intersessions under a Balanced Traditional Calendar: Under the proposed Balanced Traditional Calendar, the current time structures will be changed to meet the needs of the students. On the BTC, students have two opportunities during the school year to participate in intersession classes and allow participating high schools to better implement Tier 2 and Tier 3 of the LAUSD RtI² model. A BTC allows for a more continuous period of instruction and provides increased capacity to deliver a multi-tiered approach to intervention. Under the BTC, the days normally used for summer break are redistributed strategically into the school year. The redistribution of summer “off-days” into the regular school year allows students access to two intersession opportunities. Intersessions allow time for remediation and enrichment throughout the school year. Each intersession allows schools to conduct their Tier 2 interventions for the intended 10-15% of the student body within the school year thereby increasing our grade level matriculation rate. Additionally, students who need intensive, individualized interventions (Tier 3) can also be served during the added time structure (see Table 1).

The intersession classes take place over 20 days in 3-hour classes. This allows for students to meet the 60 hour requirement for 5 units of Carnegie credit. Arleta HS and Poly HS currently operate on the 4x4 block schedule while Sun Valley operates on an alternate block schedule. Substantial professional development has been provided for teaching in an extended block schedule. Currently, many of the EL students at Polytechnic HS are currently enrolled in double block ESL classes which equates to the 3 hour intersession experience thus many students are accustomed to the longer classes. A traditional summer school is offered for six weeks with 2 hour periods which requires an adjustment for students who are accustomed to a 55 minute period. Students at Sun Valley, Arleta and Polytechnic have already been exposed to block scheduling.

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Under the traditional or Early Start calendar in LAUSD, students have access to credit recovery classes and A-G make up classes only during the summer months. Thus, a student who fails a class in the fall semester has to wait until the summer to make up the class. This delayed response to provide intervention negatively impacts success in other courses and students are in danger of falling further behind grade level. Research shows that students who are more than two years behind have only a 10% chance of catching up. One of the RtI² priorities is to provide early intervention. On the BTC, students have more support to immediately access the core curriculum successfully. Students would be able to take up to two 3-hour classes during a four week period. This would meet the 60 hour requirement for the 5-credit courses.

Additionally, the state-mandated CST exams are administered in the spring; students who fail CST testable courses are still required to take the CST End of Course tests and Grade Level Tests. Therefore, the students who do not have the opportunity to relearn the content in the core classes during the school year are much more likely to do poorly on the CSTs. As a solution to this problem, under the BTC, students could take the course during the winter intersession and relearn the content in time for the CST exam.

The funding allocations for summer/intersession school are divided to provide a more strategic offering of courses during the summer and winter intersessions. Therefore, **no additional expenses** will be incurred as a result of following the proposed BTC compared to the traditional or Early Start calendar. For example, if the LAUSD budgets 36 classes for intersession use in 2010-2011, these 36 classes could be divided strategically into the two intersessions based on student need. Custodial support services are available all year regardless of the calendar that schools offer and thus **does not add cost**. Administrator time is funded by Beyond the Bell as part of the regular summer school program for four weeks. The additional two weeks that is needed can be leveraged from flexing administrative time or sharing administrative support between the three schools and thus would **not add cost**. The costs associated with utilities should be minimal if any since classroom lights will be on for a total of 60 hours regardless of schedule. Also, Mr. Dennis Barrett, director of Food Services has verbally stated that the food service **costs would be insignificant** since only three schools are participating.

While two intersessions offer students two opportunities for credit recovery and enrichment, it also offers families more flexible opportunities for vacation. After operating as a multi-track school for the past 15 years, families at Polytechnic HS have become accustomed to flexible travel opportunities. There are many occasions where families travel over the winter holiday break and don't return until a week or two after the spring semester has begun. The BTC will allow both summer and winter travel. For families wishing to take vacations, students would not need to take classes during the intersession times. A student who needs credit recovery could choose the time period that best meets the family schedule.

The partnership between high schools in Local District 2 provides more leverage and flexibility to make more efficient use of limited resources during the economic downturn. For example, if it is determined that 20 students needed to make up American Literature at Polytechnic HS and 15 students needed to make up the same course at a partner school, resources are shared to create a viable class. This creates additional opportunities for horizontal articulation to strengthen the instructional program as a whole.

It is important to note that the summer and winter intersession breaks add additional capacity to provide additional Tier 2 and Tier 3 interventions. A more strategic, intensive and individualized instructional program will be created during these times that are more cost-effective. For example, a two or three week intensive intervention could be created to target students that are at-risk of falling behind in a particular course. Additional safety nets such as this will be aligned to the multi-tiered RtI² model the district has been implementing. The RtI² model advocates alternative time structures and instructional models that the Balanced Traditional Calendar is able to provide.

The following sequence is a an example of the BTC RtI² structure in mathematics at Polytechnic HS for three new 9th grade students, assessed and placed in Transition to Advanced Mathematics 1(TAM 1) for the first mester.

Table 1 - Example Three-Tiered Support in Mathematics

	Mester 1	Mester 2	Winter Intersession	Mester 3	Mester 4
Case #1 (requires Tier 1 - core instruction)	Transition to Advanced Math 1 (successfully completed)	Algebra 1A (successfully completed)		Algebra 1B (successfully completed)	Transition to Advanced Geometry
Case #2 (requires Tier 2 – strategic instruction)	Transition to Advanced Math 1	Transition to Advanced Math 2* (successfully completed)	Algebra 1A* (successfully completed)	Algebra 1B (successfully completed)	Transition to Advanced Geometry
Case #3 (requires Tier 3 – intensive instruction)	Transition to Advanced Math 1	Transition to Advanced Math 2*	3-Week** Intensive	Algebra 1A (successfully completed)	Algebra 1B

* Tier 2

** Tier 3

Depending on the student’s success in the first and second quarter, they follow a sequence involving Tier 2 and Tier 3 interventions. Case #1 shows the sequence for the estimated 75-85% of students who are successful with the core instruction from the start of their 9th grade year. They begin with Transition to Advanced Mathematics 1 (TAM 1), a Talent Development High School course that has proven successful at our high school and is currently offered as preventive intervention. TAM classes are Poly’s method of early intervention. Case #2 represents the estimated 10-15% of students who display a need for strategic instruction. These students would benefit from the supplemental programs funded through Beyond the Bell, including the Extended Learning Academy and intersession. Students would end the school year with Transition to Advanced Geometry along with their peers who were successful with core instruction. Case #3 shows the experience of the estimated 5-10% of students who need intensive instruction. Since this student did not make progress in the Tier 1 and 2 interventions, s/he would be enrolled in a 3-week intensive class during the winter intersession and additional Tier 3 interventions as provided by LAUSD. The students in Case #3 would be identified for our 9th grade Twilight program which helps students recover lost credits and skill deficiencies.

Lastly, a side letter or MOU between LAUSD and UTLA was drafted in 2009-10 by LAUSD staff relations, Robert Samples that addresses personnel and hiring issues for intersession assignments. Due to the fact that teachers assigned to BTC schools cannot teach summer school at non-BTC schools because of an overlap in days, priority of intersession assignments is being provided to teachers within those sites. In other words, teachers at BTC schools would have priority to teach intersessions at BTC schools before any teacher at a non-BTC school would be allowed to teach.

Goal #2: Improve Enrichment Opportunities

The Advantage Plus Program and Magnet Program provide academically accelerated programs for students with advanced capabilities. The Balanced Traditional Calendar provides additional opportunities for students to utilize community colleges, instructional programs such as MIT’s MITES program, and other academic possibilities to supplement graduation requirements. These options are important adjuncts to the student’s academic classes on campus. With admission to colleges becoming more restrictive, students need additional experiences to enhance their applications when applying to college.

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Poly's BTC provides many opportunities for completion of required college-preparatory subjects, multiple level RtI² courses and classes that pique the students' interest. Staff development opportunities twice per year will improve First Teaching (Tier 1 instruction), aiding students to pass their classes during the first try, rather than using up opportunities with enrollment in intervention.

The BTC gives students multiple opportunities to explore career choices hands-on through ROP: Kaiser Permanente, Los Angeles Animal Services and Bank of America are participants this year. Summer-only restrictions are removed under the BTC, increasing the availability of Polytechnic HS students, affording them increased opportunities to serve as interns with local businesses.

The ASAP program will provide additional time slots, due to the split vacation and Poly's 4X4 schedule, to offer enrichment classes such as martial arts, drivers' education, graphic arts, cooking, and acting. These courses had been available while the school was multitrack.

Goal #3: Improve Access and Equity for English Learners (ELs) and Students with Disabilities (SWDs)

English Learners:

Using the Balanced Traditional Calendar, Polytechnic HS will meet AMAO targets for ELs:

- AMAO 1 – Increase the percentage of ELs who improve on the California English Language Development Test (CELDT) by one level
- AMAO 2 – Increase the percentage of ELs who score proficient (4 or 5) on the CELDT
- AMAO 3 - Achieve AYP target for ELs

The BTC has these advantages for ELs:

1. In the BTC, students begin the school year August 9th as opposed to September 8th for the traditional calendar. Students have 21 more instructional days to prepare to take the CELDT.
2. ELs have the opportunity to take two 4-week long intersession courses in January and July for supplemental English Language Development instruction/intervention; they will only have five instructional days off at any given point in time in the school year.
3. ELs and SELs whose language skills need to be continuously reinforced are much more likely to make steady progress from year to year by removing the long summer break of traditional schools and limiting the amount of off-track time.
4. Research indicates that students of low socio-economic status, ELs, SELs and SWDs regress during extended breaks during the summer. The achievement gap is a fundamental consequence of a traditional calendar schedule that leaves the neediest students out of school for up to 12 weeks at a time during the summer.

Research:

- The summer learning loss is greatest among low-income children who often lack the enriching after school activities of their more affluent peers. ("Becoming Smarter, Becoming Fairer" A joint initiative from The Center for American Progress and the Institute for America's Future)
- Students' test scores, in general, fall over summer vacation, while low-income students experience the greatest declines, especially in reading (Cooper, Nye, Charlton, Lindsay, and Greathouse, 1996).
- The National Association of Year Round Education estimates that more than half of year-round schools have adopted this type of calendar in order to maintain learning throughout the summer months and prevent academic backsliding (NAYRE, 1998).

Goal #4: Increase A-G Completion

Poly's A-G completion rate, 7.2 and 14.8 points higher than the California and LAUSD rates respectively, has been achieved through leveraging the multiple opportunities for enrichment and remediation available to year round schools. The Balanced Traditional Calendar maintains the ability to provide multiple intersession prospects for students in need.

The proposed calendar opens up opportunities for students to participate in rigorous college level classes, at the local community college and on Poly's campus. This demanding curriculum helps the student develop academic abilities and enhances their capacity to complete all A-G requirements. In addition, the completion of courses at the local community college provides schedule room for the student to take advantage of other A-G offerings on Poly's campus.

Poly's BTC gives staff additional chances to collaborate and develop First Instruction, RtI², common and formative assessments as well as other tools to provide students with the best chance to achieve to their potential. The smaller breaks also obviate the need for re-teaching and review at the beginning of the school year, leaving more time for concentration on standards and establishment of appropriate rigor with current topics.

Goal #5: Provide Teacher Professional Development Time in Both the Summer and Winter Break

Currently, the LAUSD Professional Development model is scheduled around 13 banked Tuesdays throughout the academic year. Polytechnic HS has supplemented the PD schedule with an additional 18 banked Tuesdays purchased through the elimination of minimum days. Even with these additional Tuesdays, there is not enough time to do effective and recursive PD.

The proposed single-track calendar allows the partnered high schools to provide on-going PD throughout the year, with a workshop model during both intersessions. This type of PD model (categorically funded) provides teachers with the opportunity to **observe** good teaching practices used in the classroom (during the intersession months), in conjunction with **learning, collaborating, planning, implementing and reflecting** with colleagues. The special component of an intersession PD is that teachers will be able to immediately apply the classroom management, instructional delivery, and curriculum design techniques and pedagogy that they observe in mester one and/or mester four. During the academic year, PD would continue to reinforce the concepts and techniques presented during the intersessions. This **recursive training**, along with lesson study, would strengthen good **First Teaching**; reducing the amount of needed student intervention.

The PD program will be grounded in the **California Standards for the Teaching Profession**, focusing on one or two standards per week. The subject-matter will be based on teacher-determined needs, Poly's schoolwide action plan, and Central and Local initiatives.

Key Components:

- Observations of classroom management and instruction take place during intersession
- Opportunities are provided during intersession for actual classroom practice management and/or instruction techniques
- Both intersessions will be utilized for observations and workshops
- Time is set aside for collaboration, planning, and reflection
- Framework is established for subsequent lesson studies and professional development throughout the school year

Sample Model of Intersession Professional Development (first two weeks of mester one)

Mester One

Week One: July 1-2, 2008: 6.0 Developing as a Professional Educator

2.0 Creating and Maintaining Effective Learning

- Classroom Management and Teacher Efficacy
 - Examine Ruby Payne’s *Framework for Poverty*
 - Classroom Management (Fred Jones)
 - Classroom Observations

Week Two: July 7-9, 2008: 6.0 Developing as a Professional Educator

2.0 Creating and Maintaining Effective Learning

- Examine Ruby Payne’s *Framework for Poverty*
- Classroom Management (Fred Jones)
- Classroom Observations
- Review RTI
- Examine *Building Assets*
- Develop classroom and behavior management plan

Goal #6: Strengthen Partnerships with the Community Colleges to Promote a College-Going Culture

In observance of AB 1409 and its goals, utilization of community college opportunities helps accomplish many goals. Access to community college classes increases rigor, makes college more familiar, and has other direct benefits. Students taking college classes are more likely to earn high school diplomas, they are more likely to enroll in a four year institution, more likely to enroll full time and more likely to achieve a better outcome in college.

Students at Polytechnic HS are taking increasingly rigorous high school courses, providing less time to complete graduation requirements. On the 4 X 4 schedule, a typical AP course is scheduled for three mesters; the majority of non-AP courses are completed in one or two mesters. Community college partnership provides an opportunity for concurrent and on-site enrollment, giving additional opportunities to comply with graduation requirements.

Most of the students at Polytechnic HS are the first in their family to attend college. Many students do not think themselves capable of attending, let alone completing, a college education. Community college enrollment gives a student the experience and confidence necessary to make the leap to post-secondary education. SAT performance has traditionally been problematic for Polytechnic HS students; completion of courses at the community college level gives the students important evidence to present on an admission application showing ability to work at advanced levels.

Community college offers additional opportunities for students to take classes not available at Poly. Speech, anthropology, astronomy, art history, linear algebra, differential equations, swimming, dance, weight lifting, yoga, tap dancing, German and Japanese are just some of the classes taken by Polytechnic HS students. Poly’s BTC offers maximum opportunities for students to take advantage of offerings at our local community colleges. Our instructional calendar is better aligned with theirs, facilitating the offering of community college courses on Poly’s campus and during the two intersessions.

Goal #7: Increase Opportunities to Complete Career Technical Education (CTE) Requirements

Assembly Bill (AB) 2448 is a comprehensive reform bill designed to strengthen the focus of Regional Occupational Center Programs (ROCPs) on supporting high school programs and sequenced CTE courses. AB 2448 requires that by June 30, 2011, 90% of all CTE courses must be “sequenced.” Compliance with this bill directly affects funding for high schools, ROCP’s, and community colleges.

A sequence, as defined by the bill, is a progression of two or more 150-hour courses that result in:

- attaining a skill certificate, which could include but is not limited to an industry certification
- fulfilling a prerequisite requirement
- leading to a high wage/significant wage increase
- meeting an A-G requirement

Sequencing is required where high school, ROCP, and/or the Community College offer courses in the same pathway. The sequence may be created using high school courses, ROP CTE courses and/or community college courses.

How does this bill affect Poly? We must follow this new law by establishing a sequential framework for the courses we offer. This does not mean we will eliminate courses that do not belong in a sequence; however, we may expand offerings to create more sequences. More industry certifications and articulations will be sought after to improve the quality and end result of our sequences.

With a BTC, Polytechnic HS will be better equipped to comply fully with AB 2448. With this calendar, in one mester on a 4X4 schedule, students will be able to complete approximately 65 hours of instruction in a Career Technical class. This would allow for 130 hours of completion in two mesters; to complete a sequence they must complete at least 150 hours within the career pathway. One of the many advantages of having this calendar is that it will allow the students to complete the remainder of the sequence during the winter and/or summer intersession classes.

Goal #8: Empowering Students to be Competitive in the Global Economy

Students in the United States are at a disadvantage due to fewer days of school compared to other first world nations. Today’s global economy requires students to be equipped with education, job skills and experiences for life. Poly’s BTC improves educational opportunities and achievement, helping the students to face graduation with all the tools necessary for success in their chosen path, whether post-secondary education or a professional career. By maximizing the opportunities available, minimizing costs and removing barriers, Polytechnic HS students will have a wide array of choices as they move beyond high school.

Job skills are provided to a maximum extent through the North Valley Occupational Center, CTE and ROP classes that function with maximum efficiency through the BTC. Long, unproductive breaks are minimized and experiences to participate in these programs are multiplied. Job skills are not only the manual or procedural skills specific to the job, but also the ability to work collaboratively, expertise to solve problems, creativity, and a knack for completing any task. Poly’s BTC allows the school to exploit the usefulness of all tools at its disposal, where restrictions from a long summer break do not impede progress.

Balanced breaks give students additional opportunities for internships, job programs and training to equip them with the knowledge expected by an employer or valued by post-secondary education. Today, schoolwork is not enough for education or employment. The BTC gives students the flexibility to take advantage of volunteer work, community service, employment, internship or other occupational experience.

Sample Sequences of Courses for State Funded CTE Programs

High School and CTE

- Small Business – 10 week course
- Virtual Enterprise – 10 week course
- Office Procedures – 4 week course

High School and CTE

- In Ag Landscaping – 10 week course
- Floriculture – 10 week course
- Horticulture – 4 week course

High School and CTE

- Medical Terminology – 10 week course
- First Responder – 10 week course
- 1st Aide - 4 week course

High School and CTE

- Chef Asst. – 10 week course
- Cook/Ethnic Foods – 10 week course
- Cake Decorating – 4 week course

Action Steps for Implementation and Cost Analysis

In K-12 education, 85% of a school district's budget is typically used for salaries. The schedule which is proposed by the Balanced Traditional Calendar does not increase or reduce the number of instructional days which are normally offered on a traditional calendar; therefore the **budget impact on school-based salaries will be zero**. The difference in calendars only impacts when instructional days are scheduled, not the total number of instructional days. However, there are technical implications in regards to BTS / ISIS / SSIS that we have identified and for which we are proposing a solution:

Payroll Business Tools for Schools - BTS

Currently, each school-based assignment is designated as certificated, classified or semi-monthly (e.g., B&G workers and cafeteria workers). Each assignment has an associated payroll basis such as A, B or C-basis. In order to prevent additional costs to the district, we are proposing that the payroll bases remain the same as on a regular Traditional Calendar for all assignments under the BTC. BTS updates would need to be made in order to support reporting time for a new calendar. **Under the BTC, BTS payroll calendars would need to be created and loaded centrally in the BTS system specific to the days met under the proposed calendar for all different payroll bases.** For example, teachers will continue on C-Basis and need a new payroll calendar loaded in BTS for time reporting purposes. Please see the Table of Contents for reference to proposed payroll calendars. Teri Lyons, Director of BTS, has met with the schools proposing the BTC and has committed to enter the payroll calendars in the BTS system.

Secondary Student Information System

In the 2010-2011 school year, SIS and ISIS support was offered by central office personnel. We will continue to need central office support for implementation in the 2011-2012 school year. Classification and Statistical Reports can be adjusted to account for the variation in calendars between Early Start and Balanced Calendars.

Impact of Norm Process and Staffing

Some concerns regarding payroll annualization have been made by central district School Management Services for employees that may be displaced after the start of the school year. Polytechnic HS has worked very diligently to ensure that projected norms are accurate. As a result, Poly has not displaced even one teacher after the beginning of the semester and before norm day in the past 10 years. Additionally, there is only a one week start difference between Early Start and BTC schools. This means that in the event that a teacher must be displaced there would be minimal impact.

Partnership with other High Schools in Local District 2

By partnering, Arleta, Sun Valley and Polytechnic HS can increase intersession opportunities for students of all three schools. Classes that would not be offered due to lack of enrollment at one site may be created by combining students at more than one school to form the classes necessary. The class could be offered as a satellite class on each campus. **The partnership with another school creates additional capacity to provide Tier II RtI² without adding additional cost to the district.** Similarly, the partnership will provide increased opportunity for student's enrichment efforts.

Operations Support and Implications

Currently, Operations support is provided by the local district. In 2010-2011, many district level positions were converted to B-Basis assignments. The local district director, operations coordinator, staff relations and other personnel are available to support the schools since B-Basis assignments extend beyond the normal instructional days. Therefore, additional costs would not be necessary to support a school on a BTC since there is an approximate 90% overlap between BTC and Early Start Calendars.

Additionally, the BTC provides additional opportunity for campus maintenance and relieves crowded summer maintenance schedules. Construction projects, deep cleaning, and other facility improvement projects that are better accomplished when school is not in session could be done in the summer *and* in the winter thereby reducing instructional disruptions.

Student Bus Transportation

Sports transportation costs will be unaffected. The number of buses needed to support athletics is fixed based on the number of sports programs offered. The only support from the Transportation Branch in regards to athletics would be to reschedule the already allocated number of buses to different dates. **No additional costs to support a BTC are incurred for athletics transportation.**

In regards to our current Special Education students that receive transportation per their Individualized Education Plan (IEP), they ride in dedicated buses that are not shared. Therefore, there would be no additional cost to transport Special Education students on a BTC vs. a Regular Traditional Calendar. Only scheduling would need to change to transport the students on dates when the school is in session.

Arleta High School and Sun Valley High School do not currently have magnet schools therefore there will be no impact regarding integration transportation for these schools. According to the LAUSD Transportation Branch, there are approximately 157 magnet students at Polytechnic HS who receive transportation via five school buses.

Integration Bus Routes - Polytechnic HS Magnet

Total bus usage should remain unchanged as the number of days requiring buses is the same regardless of calendar. With the continued operation of year-round schools and funds provided for transportation from outside sources, district fiscal impact should be minimal.

Parent Input and Support

On November 16th, the Shared Decision Making Council at Poly HS, which includes students and parents voted unanimously to request that the BTC continue in 2011-12.

Prior parent input was included as follows:

On October 15, 2009, both the Compensatory Education Advisory Committee (CEAC) and English Learner Advisory Committee (ELAC) voted unanimously to provide the official recommendation to School Site Council to convert Poly to the Balanced Traditional Calendar. On November 12, 2009 School Site Council voted unanimously to approve the conversion of Poly to a Balanced Traditional Calendar. Additionally, parent group surveys have indicated support for the BTC because they recognize that students have additional academic opportunities and interventions with the BTC that they wouldn't have on a traditional or Early Start calendar. A concern regarding common vacation time for children at different schools is addressed by the fact that there are ten weeks of vacation shared with traditionally calendared schools. Parents have stated they welcome the extended winter break because of the additional opportunity to travel in the winter. Parents also support the notion that existing intervention and enrichment programs would continue operating in the BTC.

A second concern, children living in the same household may have substantially different calendars, is mitigated due to the 88% in common instructional days the BTC and Early Start calendar have. The BTC school year starts only one week earlier than Early Start schools (in August).

Athletics

Similar to the academic advantage of operating under a BTC, there are advantages with more strategic use of time for athletics in the fall. Following a traditional calendar, the fall athletic season has already begun when school starts in September; student course schedules are relatively fixed. Starting school in August allows for more time to encourage students to become involved in fall sports and co-curricular programs. This is an advantage that the BTC shares with the Early Start Calendar.

Similarly, in the winter, schools under a BTC will be off for approximately four weeks while other schools not on the same calendar will be in session. This overlap/conflict of meeting days does not have negative implications for athletics for the following reasons:

- There are fewer sports in the winter (approximately only 8 events) than in the fall or spring.
- Winter sport athletes will compete during their winter vacation. The school provides for winter athletic participation in a similar manner now with the multi-track calendar.
- Custodial support services are available all year regardless of the calendar that schools offer and thus **does not add cost.**
- Emergency situations should an athlete (or cheerleader etc.) be injured will be handled by the staff such as the coach on staff, the administrator assigned to supervise the game and/or the athletic director attending the game.
- Away games at the opponent's schools will be staffed the same way as the traditional or Early Start school that is in session.

Currently, the financial manager is on B-Basis both at Regular Traditional Schools and Multi-track schools. **Therefore, the student store would be open to manage the athletic funds with no additional cost to the district by flexing B-Basis time.** Staff for athletic contests includes ticket sellers, ticket takers, officials, timers, security, etc. These positions are funded by the student body at a fixed cost per event. The operating cost for event staff is the same under a BTC as it is for a traditional school. In regards to custodial

support, most if not all Building and Ground workers are on A-Basis at all schools regardless of the calendar they follow. Therefore existing staff would service the athletic contests without added additional costs.

Administrative supervision would be possible since intersession and winter sports would take place at the same time. Administrator payroll time will also be flexed in order to insure that winter sports are supervised. Athletic transportation to events would be provided to all schools regardless of the school calendar they follow and thus would not add extra cost. Additionally, the district Athletics office is open year round for ongoing support.

Community College Scheduling

The local community colleges, Mission College and L.A. Valley College, operate on a calendar substantially similar to the BTC. BTC school's winter break was designed to coincide with both colleges' winter intersession and provides students increased opportunity for enrichment classes without district cost.

State Mandated Testing

All mandatory testing dates can be accommodated without additional cost by the Balanced Traditional Calendar. The specified testing windows take place during regular instructional days with the exception of one CAHSEE administration that takes place during the first week of February. Students will take the test during the March administration. **No extra cost necessary.**

Proposed Balanced Traditional Calendars – See Attachment A

Attachment A includes 2011-12 BTC calendars including Payroll Calendars for use with BTS. Below is a brief synopsis for each included calendar.

Instructional Calendar - BTC Calendar with Quarters

The BTC is composed of four terms or quarters, totaling 180 school days with two breaks of approximately 7 weeks each. Due to Arleta and Poly's 4 X 4 instructional calendar a traditional year long course is taught in 2 quarters. Students generally take four classes, each lasting 2 quarters, and 8 classes total for the calendar year. A typical one semester class would last for one quarter. Quarters 1 and 2 total 87 days. Quarters 3 and 4 total 93 days. Quarters 3 and 4 are 6 days longer to mitigate the loss of instructional time due to CST administration. Intersession is offered in concert with a partner school to maximize student opportunity and equity. Students can take either intersession or both. Intersession offerings for Special Ed. can be combined with the partner school, resulting in cost savings for transportation. Summer Intersession begins July 6th and lasts for four weeks ending on August 2nd. Winter intersession begins on January 5th and lasts for four weeks ending on February 2nd. Pupil free days are the day before the first instructional day, August 4th and the Monday after the last instructional day, June 25th.

BTC with District Early Start Calendar Overlap

Poly's Balanced Traditional calendar comprises 180 instructional days, 88% of which are in common with the Early Start calendar. Approximately four weeks of summer vacation are moved into the winter, giving two breaks of six to seven weeks each. The first instructional day planned for School year 2011-2012 is August 5th and the last before winter break is December 16th. Thanksgiving break lasts for the one week containing the holiday. After winter break, school resumes on February 3rd and continues until June 22. Spring break is one week in common with the district.

BTC Calendar with Standardized and High Stakes Testing Windows

STAR, CAHSEE, AP, PSAT, CELDT, EAP and NAEP testing dates and guidelines were reviewed. There are no conflicts between the BTC and testing requirements. All listed tests are administered during BTC instructional days or can be accommodated. The February 7-8th CAHSEE administration occurs in the first week that the spring term begins and is used for seniors. Seniors can test those two days as well as March 8-9 and May 10-11 if necessary. The CST testing window begins upon return from Spring Break. NAEP testing can be scheduled during an instructional day.

BTC Shortened Day Schedule with District Designated Professional Development Days

The District's scheduled PD Tuesdays coincide with Poly's calendar with one exception, January 24th. It will be rescheduled during one of the BTC instructional days.

BTC with the Los Angeles Community College Calendar

The two local community colleges are Mission College and Los Angeles Valley College. Both schools offer intersession at the same time from July 11th to August 12th and from January 2rd until February 3th. The winter intersession aligns with our winter break. The summer intersession overlaps our start by one week. Poly's instructional calendar aligns with Valley and Mission's fall and spring semester allowing Poly's students to continue taking community college classes with no interruption.

Proposed Balanced Traditional Calendars – [See Attachment A \(Continued\)](#)

BTC with Secondary Student Information System Statistical and Classification Dates

Report dates are identical with the addition of one Classification and one Statistical report for the four week period from 8/5 to 9/3 covering the period before the district Traditional calendar begins. Poly will have no instructional dates in the period listed as “School Month #6 so no reports will be necessary for this four week period. No other modification or change is necessary.

2011-12 BTC Payroll Calendars for use with BTS and Time Reporting

B-Basis Certificated

C-Basis Certificated

E-Basis Certificated

K-Basis Certificated

A-Basis Classified

B-Basis Classified

C-Basis Classified

Balanced Traditional Calendar Proposal – LAUSD – District 2 – November 22, 2010
 Basis Chart for 260 Day School Year

Table 3A: BASIS CHART FOR SCHOOL YEAR WITH 260 DAYS

BASIS	EQUIVALENT BASIS	PAYMENT TYPE	ASSIGNED DAYS	TYPE OF TIME					REMARKS
				"RG" DAYS	SCHOOL/ LEGAL HO	WINTER/SPRING HO/VA	PFD	FL	
A		Paid as worked	260	248	12	0	0	0	
B	P,R	Paid as worked	221	195	11	13	2	0	No teachers
C	J,S,T	Paid as worked	204	180	9	13	2	0	
E	Y	Paid as worked	234	208	11	13	2	0	
J	C,S,T	12 Equal	204	180	9	13	2	36*	Single Track - Certificated
K	L	Paid as worked	214	190	9	13	2	0	Certificated only
L	K	13 Equal	214	190	9	13	2	46*	Single Track - Certificated
M		Paid as worked			**	**			Certificated - ROTC Instructors and certain Adult Education classifications; Classified - Cafeteria Workers at Four Track & Three Track
P	B,R	13 Equal	221	195	11	13	2	39*	Single Track - Certificated
R	B,P	13thly	221	195	11	13	2	39	Four Track & Three Track - Certificated (No Teachers)
S	C,J,T	13thly	204	180	9	13	2	56	Only at Four Track, Three Track & Continuation, Certificated
T***	C,J,S	13thly	187	163	9	13	2	73	Only Three Track - Certificated
Y	E	13 Equal	234	208	11	13	2	26*	Only Single Track - Certificated
X									less
Z									Certificated & Classified - during intercession or unassigned period & extra assignments of more than 10 days

* Includes programmatically generated "FL".

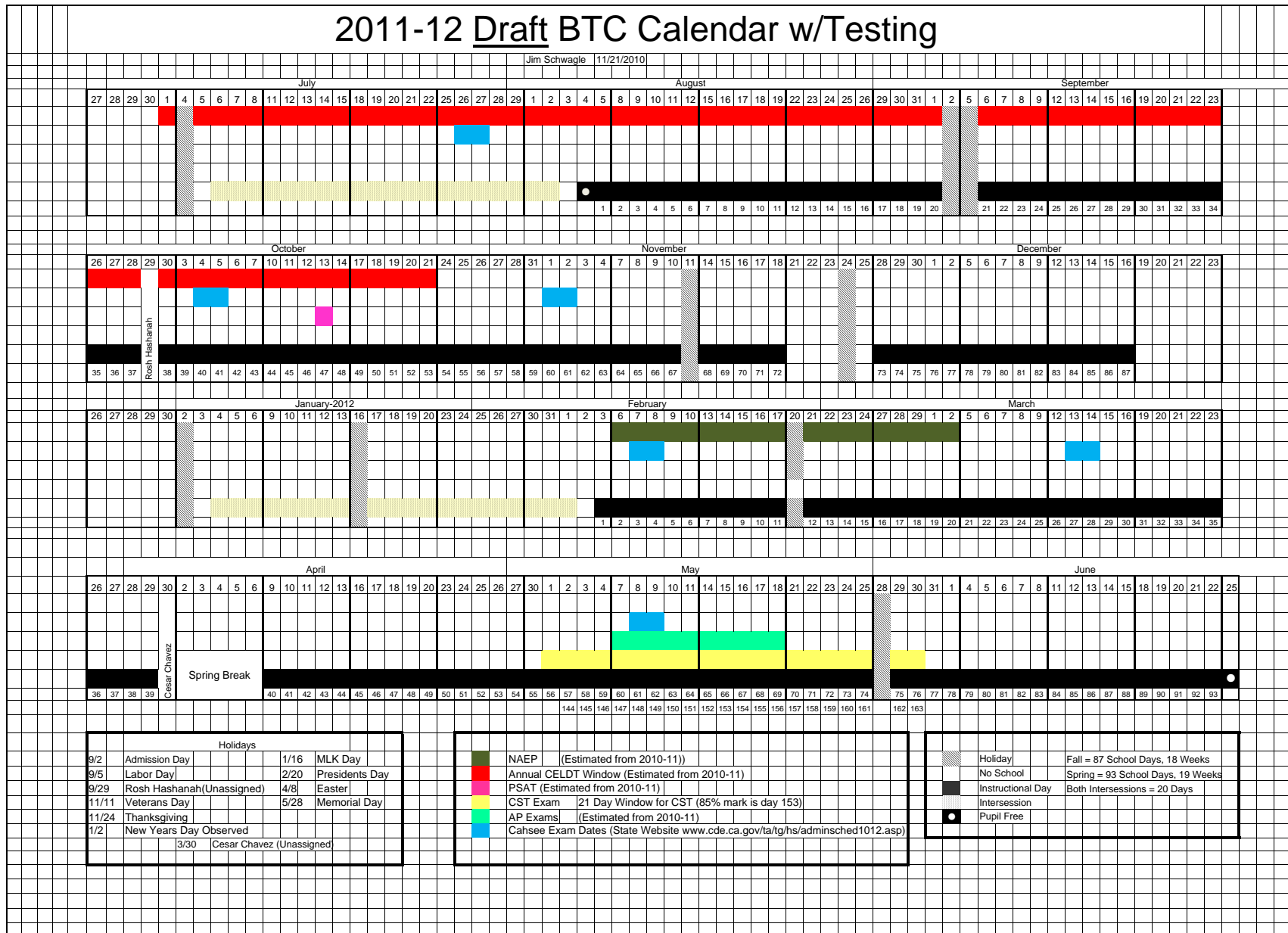
** Certificated employees - number of holidays is in accordance with the assignment/contract.
 Classified employees - varies in accordance with the begin date the students are in attendance.

*** Equivalent to "C", "J" and "S" basis for certificated employees assigned to Three Track calendar schools. "T" basis employees work 6.6 hours a day while "C", "J" and "S" basis employees work 6.0 hours.

Taken from the LAUSD Payroll Concepts Manual – October 2003

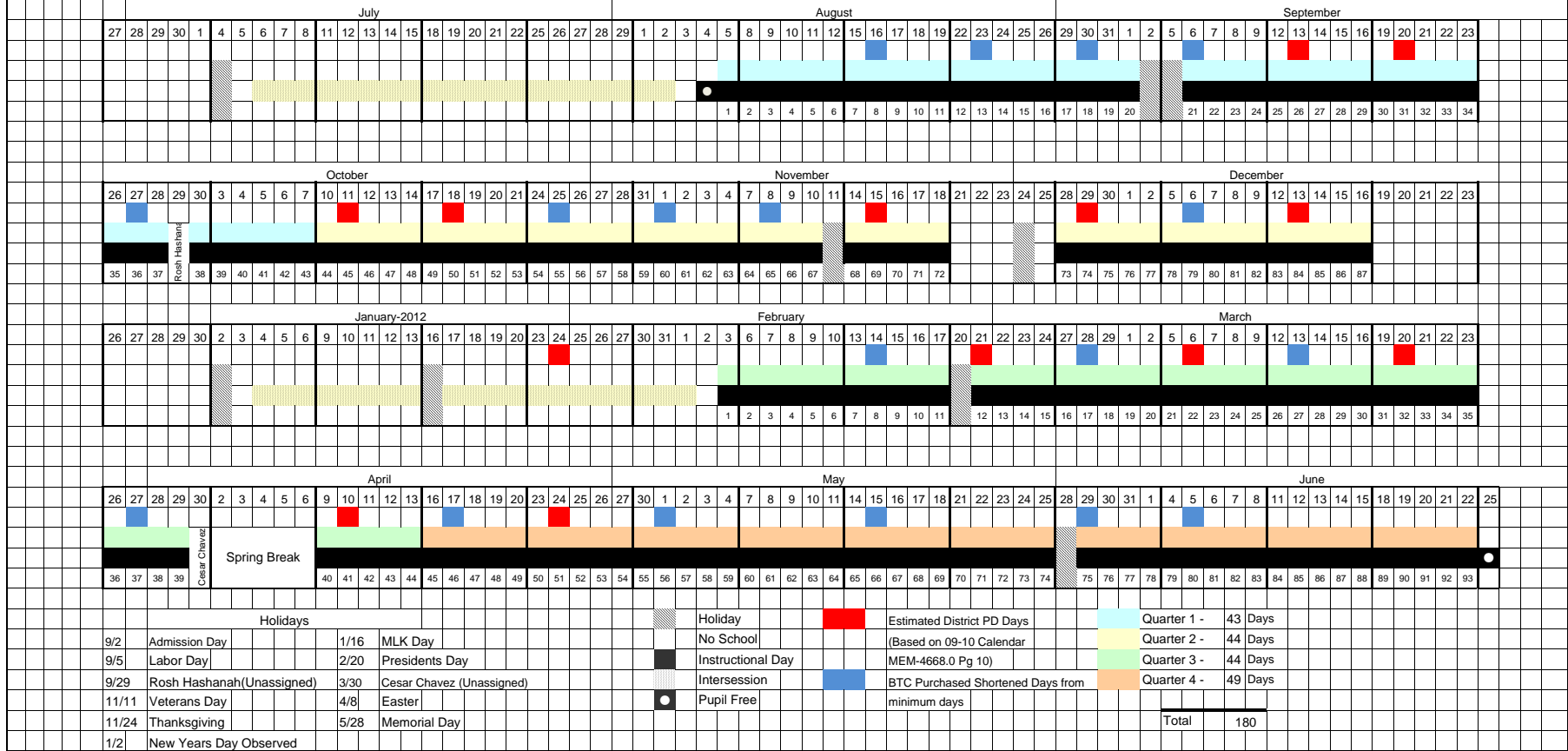
2011-12 Draft BTC Calendar w/Testing

Jim Schwagle 11/21/2010



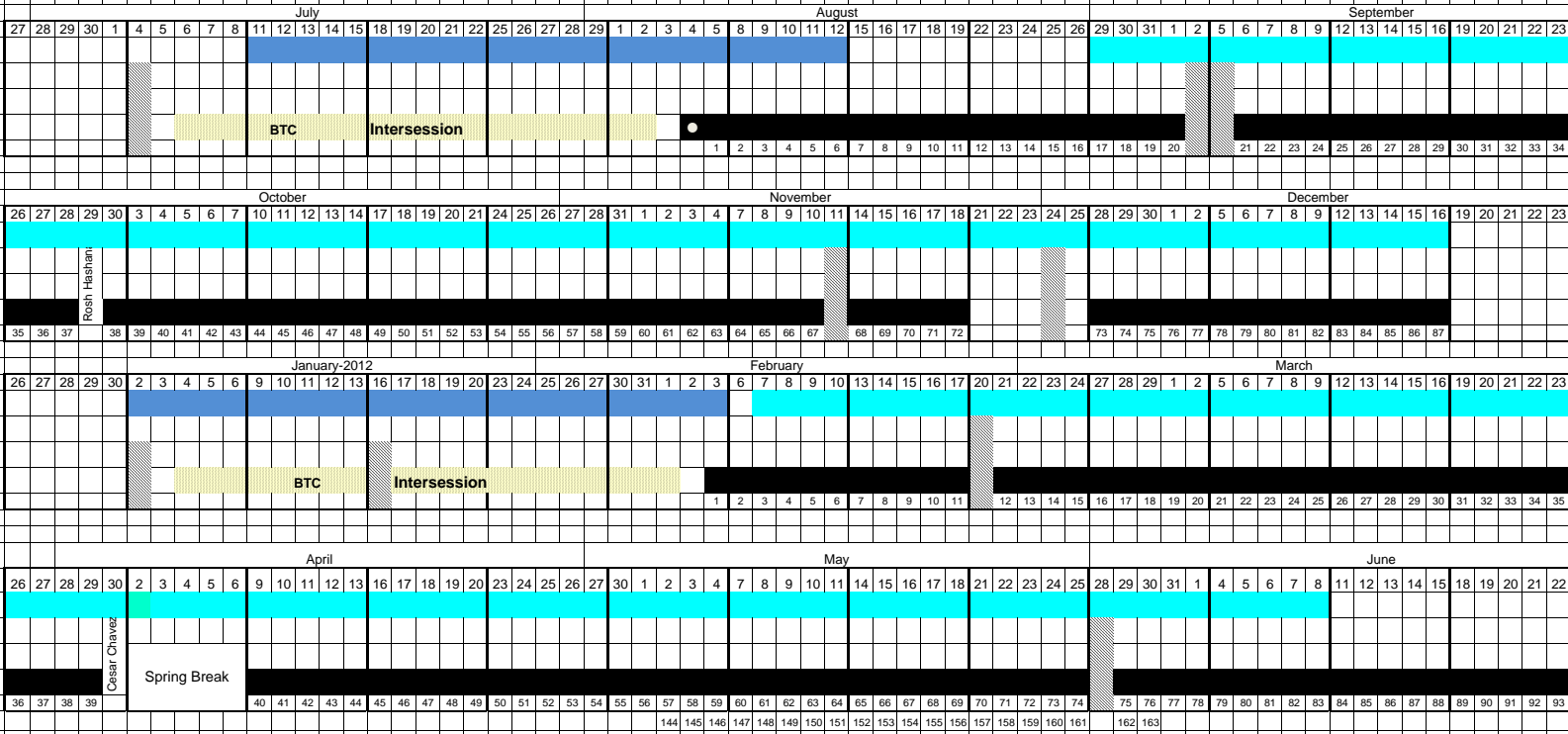
2011-12 Draft BTC Calendar with Estimated District PD Days

Jim Schwagle
11/21/10



2011-12 Draft BTC Calendar w/Community College

Jim Schwagle 11/21/2010



Holidays	
9/2	Admission Day
9/5	Labor Day
9/29	Rosh Hashanah(Unassigned)
11/11	Veterans Day
11/24	Thanksgiving
1/2	New Years Day Observed
1/16	MLK Day
2/20	Presidents Day
4/8	Easter
5/28	Memorial Day

	Valley & Mission College Intercession (Estimated from 2010-11)
	Valley & Mission College Fall & Spring Semesters (Estimated from 2010-2011)

	Holiday	Fall = 87 School Days, 18 Weeks
	No School	Spring = 93 School Days, 19 Weeks
	Instructional Day	Both Intercessions = 20 Days
	Intercession	
	Pupil Free	

2011-12 Draft BTC Calendar w/Statistical Reports - Estimated

2011-12 Draft BTC Calendar w/Statistical Reports - Estimated																																																																					
July										August										September																																																	
27	28	29	30	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23					
										BTC Month #0										School Month #1																																																	
October										November										December																																																	
26	27	28	29	30	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23					
School Month #2										School Month #3										School Month #4																																																	
																				Thksgiving Break																																																	
January-2011										February										March																																																	
26	27	28	29	30	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23					
School Month #5										School Month #6										School Month #7																																																	
April										May										June																																																	
26	27	28	29	30	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
School Month #8										School Month #9										School Month #10																																																	
																				Spring Break																																																	
Calendar is estimated and based on District Memo REF-1074.6 -- Norm Dates and Calendars of Classification and Statistical Reports for Schools 2009-10																																																																					
C = Classification Report S = Statistical Report N = Norm Report M = Mid-year Norm																																																																					

2011-2012 BTC Draft B-Basis Certificated Payroll Calendar

Jim Schwagle 11/21/2010

PAY	First Week							Second Week							Third Week							Fourth Week							Fifth Week							RG	HO	UA	VA												
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S																
JUL						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	5	0	16	0												
AUG	7/31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				23	0	0	0												
SEP					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1-Oct	19	2	1	0												
OCT	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						21	0	0	0												
NOV			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				16	3	3	0												
DEC				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	12/31	12	10	0	0													
JAN	1/1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					2	2	18	0												
FEB				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29				20	1	0	0												
MAR					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21	0	1	0												
APR	4/1	SR 2	SR 3	SR 4	SR 5	SR 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						16	5	0	0												
MAY			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			22	1	0	0												
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																											Total	197	24	40	0																				
			Unassigned Day				RG = Work Day																																												
			Winter Recess				UA = Unassigned Days																																												
			Spring Recess				HO = School Holiday																																												
			Cesar Chavez																																																

2011-2012 BTC Draft C-Basis Certificated Payroll Calendar

PAY MONTH	First Week							Second Week							Third Week							Fourth Week							Fifth Week							RG	HO	UA	VA
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
JUL					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	0	0	21	0	
AUG		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	20	0	3	0			
SEP					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	19	0	3	0	
OCT					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	21	0	0	0	
NOV		10/31	11/1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16	3	3	0			
DEC					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	12	10	0	0
JAN	1/1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0	2	20	0				
FEB				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	18	1	2	0			
MAR					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	21	0	1	0	
APR	4/1	SR	SR	SR	SR	SR	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16	5	0	0				
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JUN					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	0	4	0
																																		Total	182	22	57	0	

2011-2012 BTC Draft C-Basis Classified Payroll Calendar																																							
PAY MONTH	First Week							Second Week							Third Week							Fourth Week							Fifth Week							RG	HO	UA	VA
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
JUL						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	0	0	21	0
AUG		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				20	0	3	0
SEP					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		19	0	3	0
OCT					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		21	0	0	0
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Writing Across the Curriculum Rubric

**Writing Across the Curriculum Rubric
(JH Francis Polytechnic High School)
Final Draft**

CATEGORY	Five	Four	Three	Two	One
Main Point/Thesis	The main point/thesis statement clearly states what will be discussed in the text.	The main point/thesis statement states what will be discussed in the text	The main point/thesis statement somewhat states what will be discussed in the text.	The main point/thesis statement does not state what will be discussed in the text.	No main point/thesis statement.
Organization/Structure	Each paragraph clearly and consistently relates to the main point/thesis and reinforces the content.	Each paragraph relates to the main point/thesis and reinforces the content.	Some of the paragraphs relate to the main point/thesis and reinforce the content.	Few of the paragraphs relate to the main point/thesis and/or vaguely reinforce the content.	None of the paragraphs relate to the main point/thesis.
Supporting Details/Evidence	Each paragraph has examples and/or reasons that are clearly defined, appropriate, and relevant to the main point/thesis.	Each paragraph has examples and/or reasons that are appropriate and relevant to the main point/thesis.	Some of the paragraphs have examples and/or reasons that are appropriate and somewhat relevant to the main point/thesis.	Few of the paragraphs have examples and/or reasons that are appropriate and/or relevant to the main point/thesis.	None of the paragraphs have examples and/or reasons that are relevant to the main/point thesis.
Academic Vocabulary	The text includes at least ___ academic vocabulary words that are correctly used.	The text includes at least ___ academic vocabulary words that are correctly used.	The text includes at least ___ academic vocabulary words and/or there are a few usage errors.	The text has under ___ academic vocabulary words and/or there are multiple usage errors.	No academic vocabulary is used in the text.
MUGS (Mechanics, Usage, Grammar and Spelling [complete sentences])	No MUGS errors interfere with the reading of the text.	One or two MUGS errors interfere with the reading of the text.	A few MUGS errors interfere with the reading of the text	Multiple MUGS errors seriously interfere with the reading of the text.	MUGS errors prevent the reader from reading the text.



**Language
Objectives to
Support Academic
Language
Proficiency**

Language Objectives to Support Academic Language Proficiency For All Students

Language Objective: Language objectives address the aspects of academic language that will be developed or reinforced. These objectives should be stated in clear and simple language and posted for the students to see. They should be read aloud at the beginning of the lesson so that both teacher and students understand the lesson's purpose, and reviewed at the end of the lesson to determine whether the objectives were met. (Jennifer Himmel and Deborah J. Short, Center for Applied Linguistics; Catherine Richards and Jana Echevarria, California State University, Long Beach)

Language Objectives are related to the language skills such as listening, speaking, reading, and writing (for example: *read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft*), and include key vocabulary, language functions or ways students use language in the lesson, grammar or language structures, and language learning strategies.

Steps to Develop Language Objectives:

1. Decide what key vocabulary, concept words, and other academic words students will need to know in order to talk, read, and write about the topic of the lesson. (**Note: These words are often integrated into the standard itself.**) Those words might be taught as a language objective. They should include technical terms, such as ecosystem, and terms like distribution that have different meanings across content areas. Other terms to highlight are those that English language learners may know in one context, such as family (as in parents, siblings, etc.), but that have a different use in science (e.g., family of elements in the periodic table).
2. Think about the language skills necessary for students to accomplish the lesson's activities. Will the students be reading a textbook passage to identify the stages of mitosis? Are they able to read a text passage to find specific information? Will students be reporting what they observe during a scientific demonstration to a peer? Do they know how to report observations orally? Acquiring the skills needed to carry out these tasks might be the focus of a language objective.
3. Identify grammar or language structures common to the content area. For example, many science textbooks use the passive voice to describe processes. Additionally, students may have to use comparative language to analyze two related concepts. Writing with the passive voice or comparative phrases might be a language objective.
4. Consider the tasks that the students will complete and the language that will be embedded in those assignments. If students are working on a scientific investigation together, will they need to explain the steps of the procedure to one another? The language objective might focus on how to explain procedures aloud.

Examples of action verbs commonly used to describe content and language objectives:

Content	Language
Apply	Compose
Categorize	Scan
Calculate	Discuss
Design	Read
Identify	List
Select	Persuade
Create	State
Hypothesize	Record
Use	Listen

Examples of Language Objectives across the Curriculum

Social Science:

Subject: World History, Culture, and Geography: The Modern World

Standard: Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

Standard Strand: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

Content Objective: **Identify** the unique characteristics of the American Revolution as compared to the French and Glorious Revolution of England.

Language Objective: **Describe** how the American Revolution was different than the French and Glorious Revolutions and **list** examples supporting the description.

Use the following language structure: The American Revolution

_____, whereas the French and Glorious Revolution of England _____. An example of this is _____.

Math:

Subject: Algebra I

Standard: Students verify that a point lies on a line, given an equation of the line.

Students are able to derive linear equations by using the point-slope formula.

Content Objective: **Use** the point-slope formula to **verify** if a given point lies on a line from a given equation of the line.

Language Objective: **Discuss** with a partner whether the given point lies on the given equation of the line. Then, **record** the process you used to **verify** your answer.

Use the following language structure: First, we converted the linear equation to the _____. Then, we _____. After that, we _____.

Science:

Subject: Chemistry

Standard: Atomic and Molecular Structure

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:

Standard Strand: d. Students know how to use the periodic table to determine the number of electrons available for bonding.

Content Objective: Identify the number of electrons available for bonding for 5 different elements.

Language Objective: Describe the process to determine the number of electrons available in a given element for bonding.

Use the following language structure:

Oxygen's atomic number is _____. The number of electrons available for sharing is determined by _____. Oxygen has _____ valence electrons in its outer most shell; therefore it has _____ electrons available for bonding.



3x3 Observation Form



**Instructional
Strategy Criteria
Development
Worksheet**

Instructional Strategy Criteria Development Worksheet
(Department input will be used to create a Professional Development session around
3x3 Observations to clarify the process for observers and those observed)

Information completed by Departments 2/10 and 3/3

Academic Vocabulary Development:

Example: A teacher explicitly uses/makes reference to a Word Wall during instruction

See use of:

- Word Wall vocabulary (related to unit)
- Word families
- Synonyms and antonyms
- Use of word wheels (antonyms, synonyms, definitions)
- Flash cards being used/made by students
- Application of academic vocabulary in assignments

Writing:

Example: Students are writing the step by step process to complete a math problem

See the teacher model or students engaged in the following:

- Developing paragraph and essay structure
- Writing step by step directions
- Writing letters, emails, postcards, informal notes and dialogues
- Writing essays, biographies, short answers, summaries, quick writes
- Drafting lab reports
- Note taking

Students Use of Complete Thoughts/Sentences (Student use of Formal Register):

Example: A student elaborates after a yes, no, or other one-word answer

See the students:

- Perform or practice oral presentations (topic related to unit)
- Present current events, answering who, what, when, where, why, and how questions
- Explain in groups or to the class could, would, should to answer higher level thinking questions
- Peer editing and critiquing
- Use words, not acronyms
- Use formal language
- Use sentence starters
- Elaborate and explain instead of use one word answers

Note Taking:

Example: Most students have a pen and paper out and are copying an example written on the board.

See the students:

- Summarize stories
- Write vocabulary notes
- Take ledger notes

- Construct Cornell note taking
- Outline
- Use linear bullet point notes
- Create PowerPoint projects

Anticipatory Activities:

Example: The teacher asks for student observations of a shaken soda explosion to help students anticipate chemical reaction lesson

See the students engaged in the following intro activities:

- Hypothetical questions
- Fact v. Opinion
- Discussion questions
- Quick write
- Closed ended questions about intended topic
- K-W-L
- Write hypothesis while watching “Demo Lab”
- DVD shorts –short animation to intro activity

Cooperative Learning (Small Groups 2-5)

Examples: Groups should be doing the following tasks:

See the students working together:

- Answering different questions and teaching the group
- Summarizing, clarifying, questioning, predicting
- Engaged in think-pair-share
- Constructing knowledge through peer teaching
- Performing or practicing group presentations
- Completing labs

Thinking Maps:

Example: A teacher models the use of a double-bubble map to demonstrate how he/she wants class to compare and contrast.

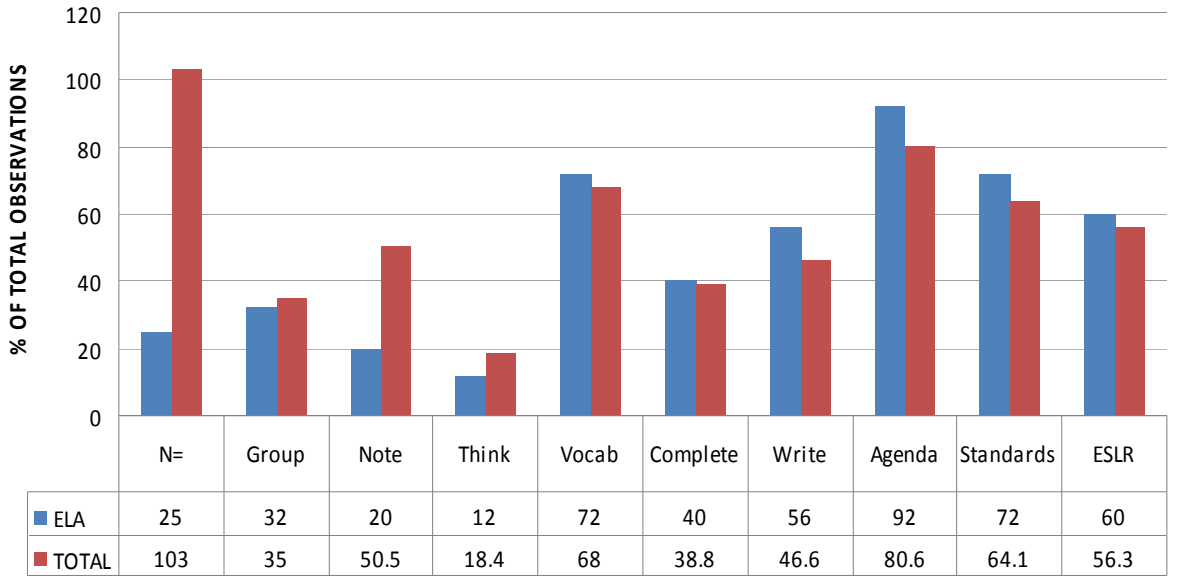
See the teacher and/or students using one or more of the following maps:

- Double-bubble (compare and contrast) Map
- Flow Map (Librito literario)
- Tree Map for essay writing and creating family trees (pedigree)
- Brace Map
- Bridge Map
- Multi-flow Map
- Flow Map
- Circle Map

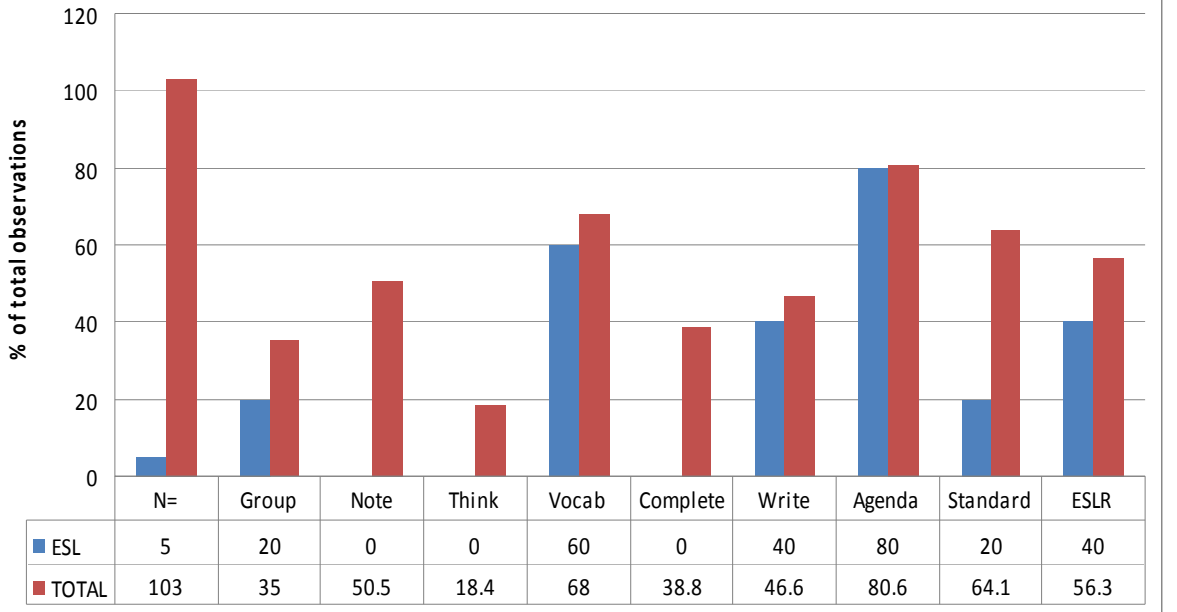
3x3 Observation Results



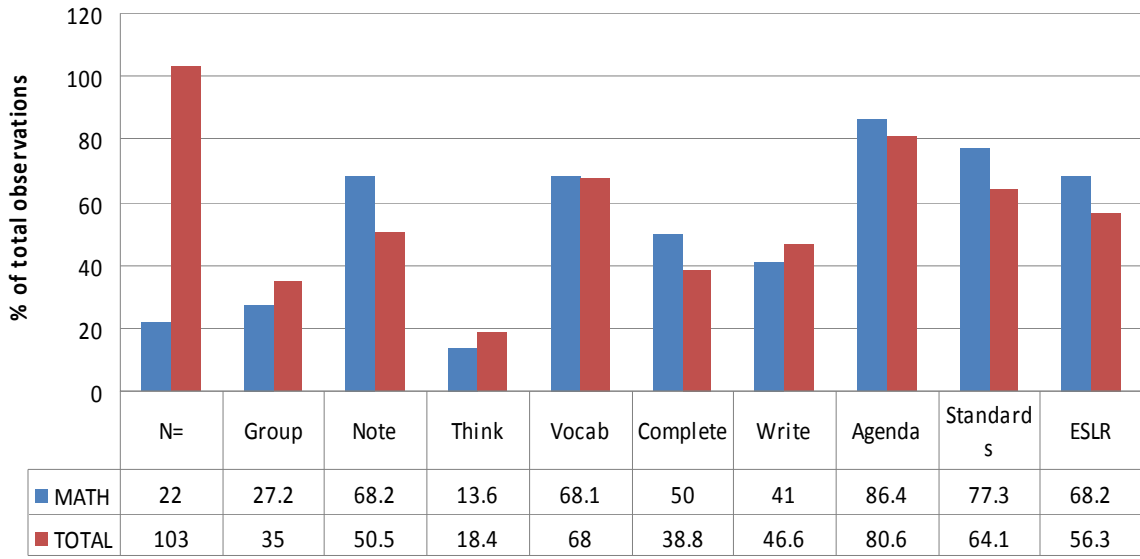
3X3 PEER OBSERVATIONS - ELA November 2010



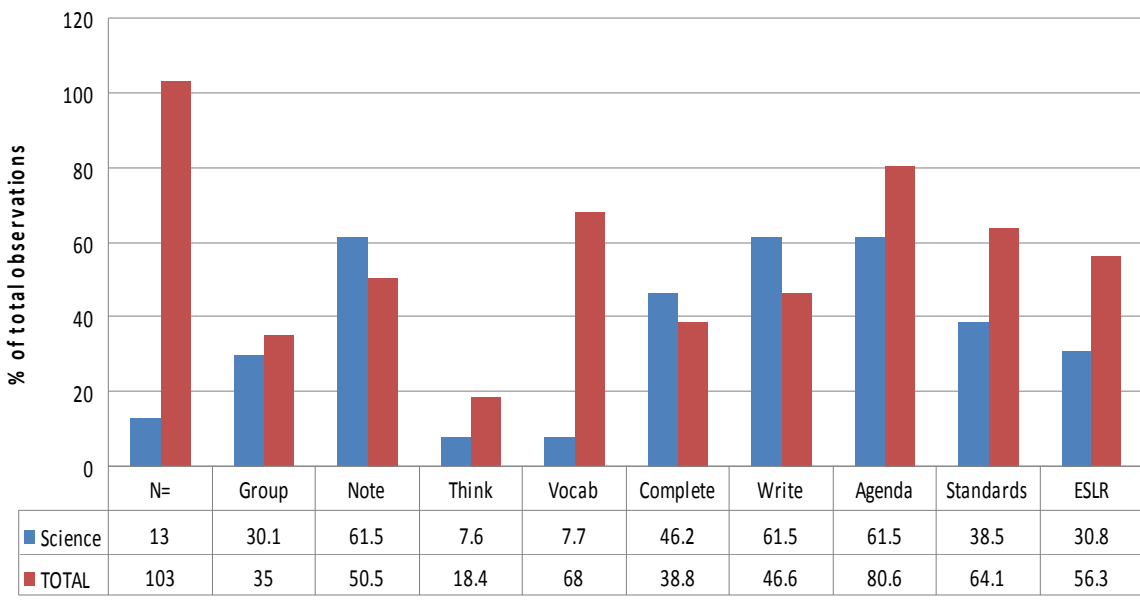
3X3 PEER OBSERVATIONS - ESL November 2010



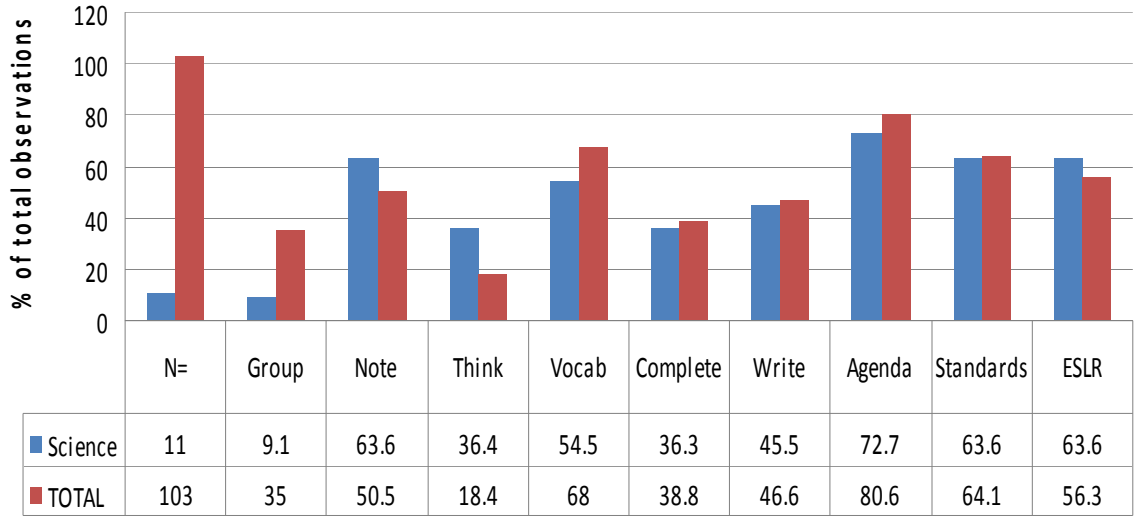
3X3 PEER OBSERVATIONS - Math November 2010



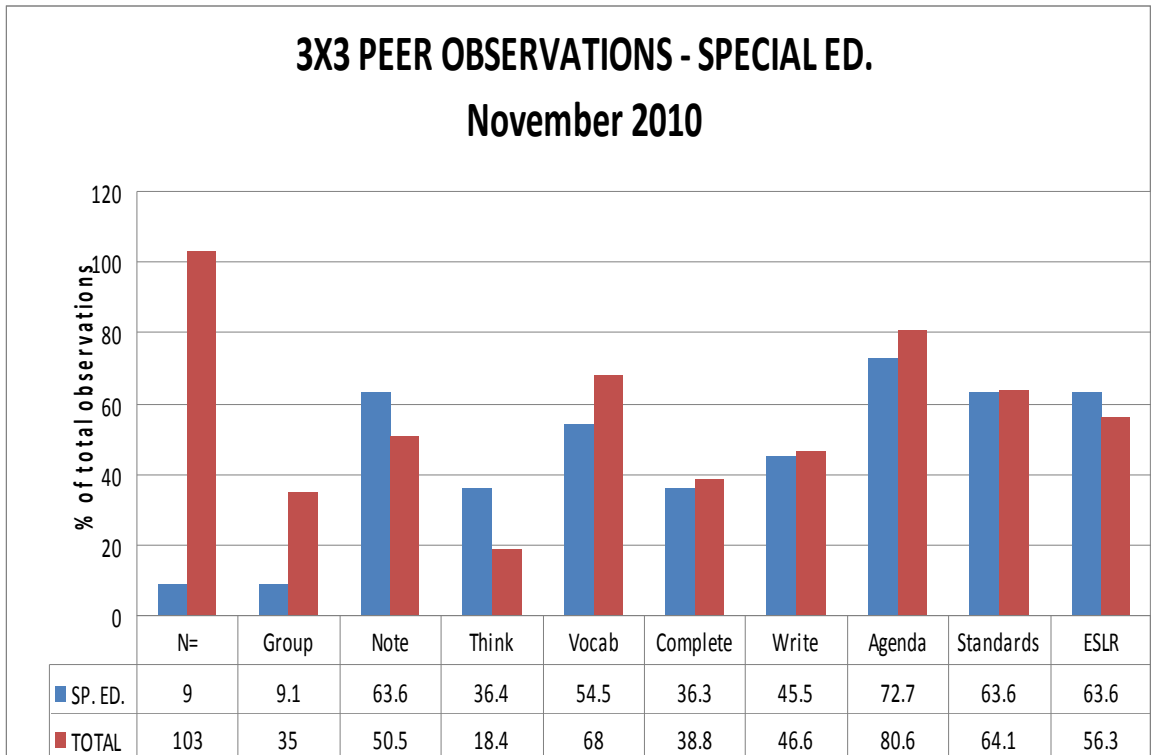
3X3 PEER OBSERVATIONS - Science November 2010



3X3 PEER OBSERVATIONS - Social Studies November 2010

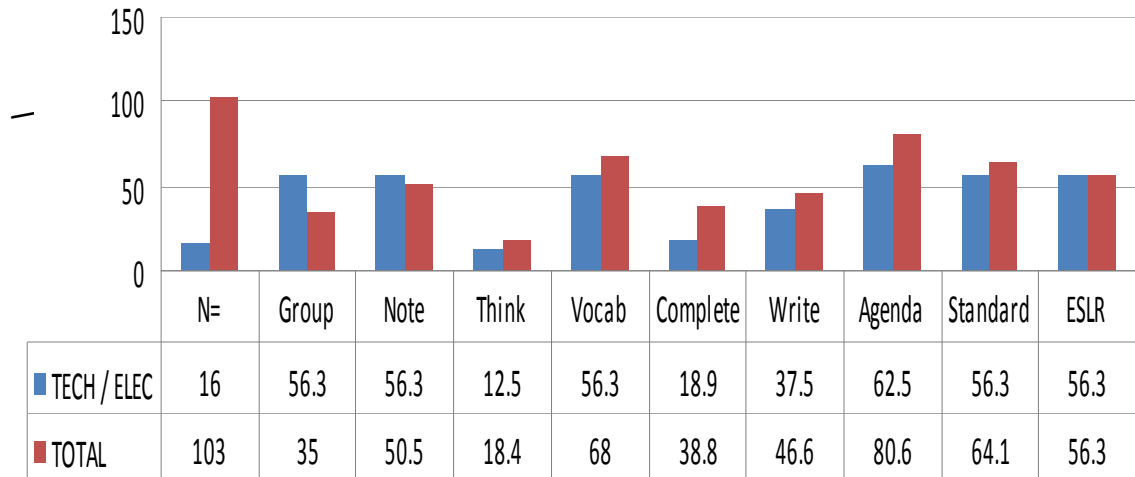


3X3 PEER OBSERVATIONS - SPECIAL ED. November 2010



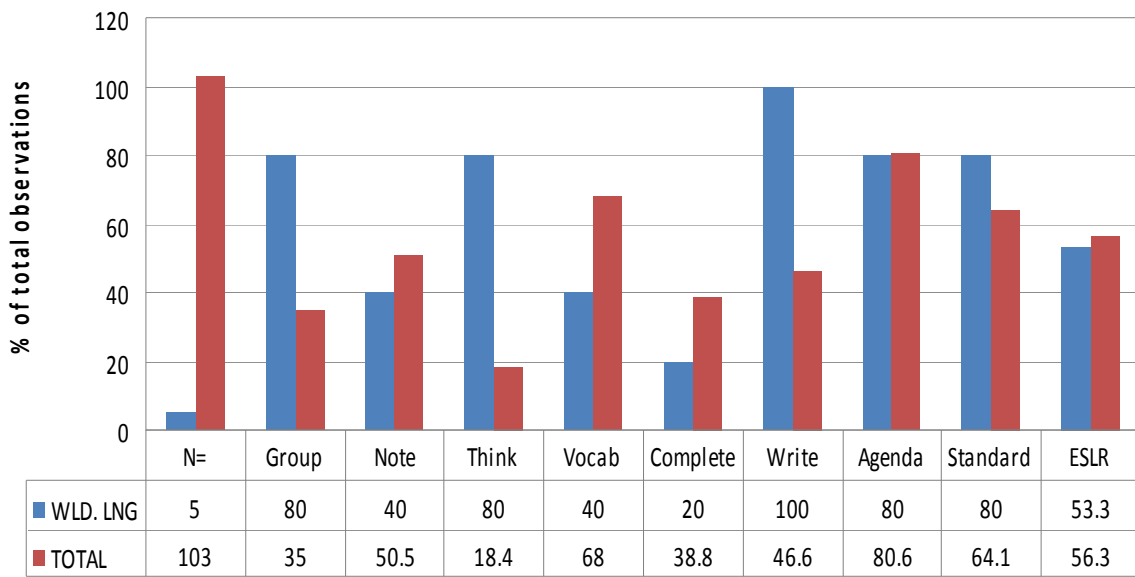
3X3 PEER OBSERVATIONS - TECH / ELECTIVE

November 2010

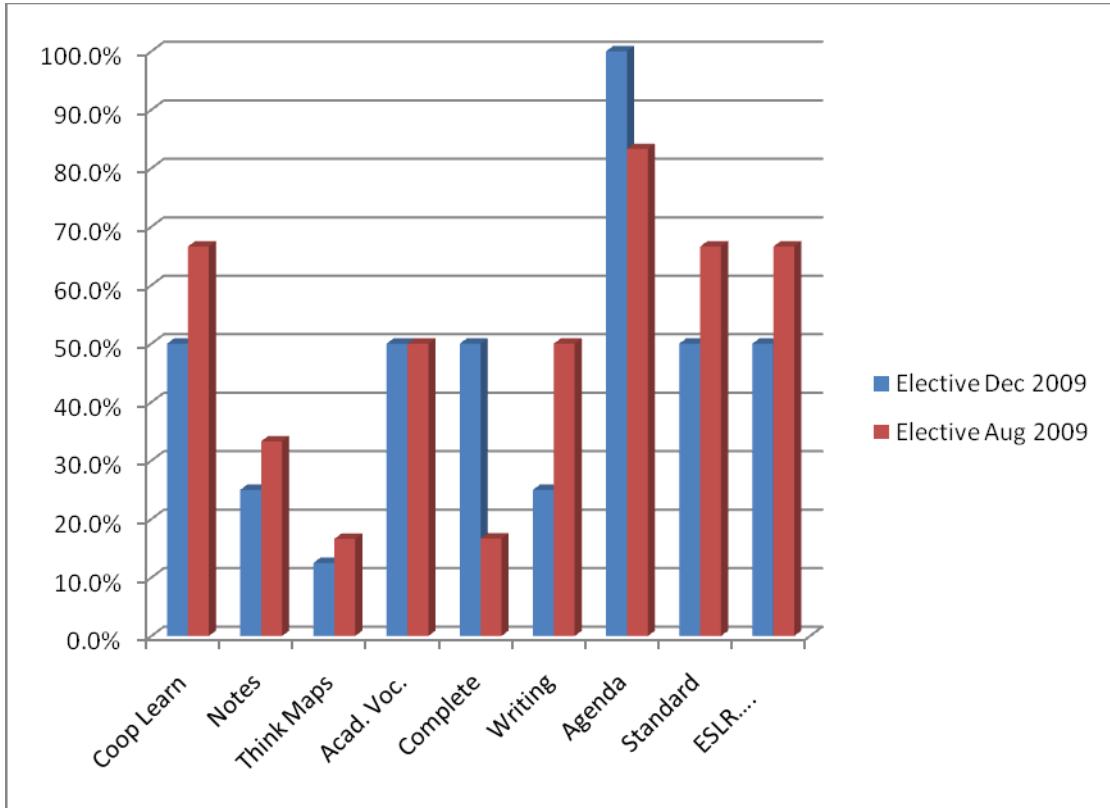


3X3 PEER OBSERVATIONS - WORLD LANG.

November 2010

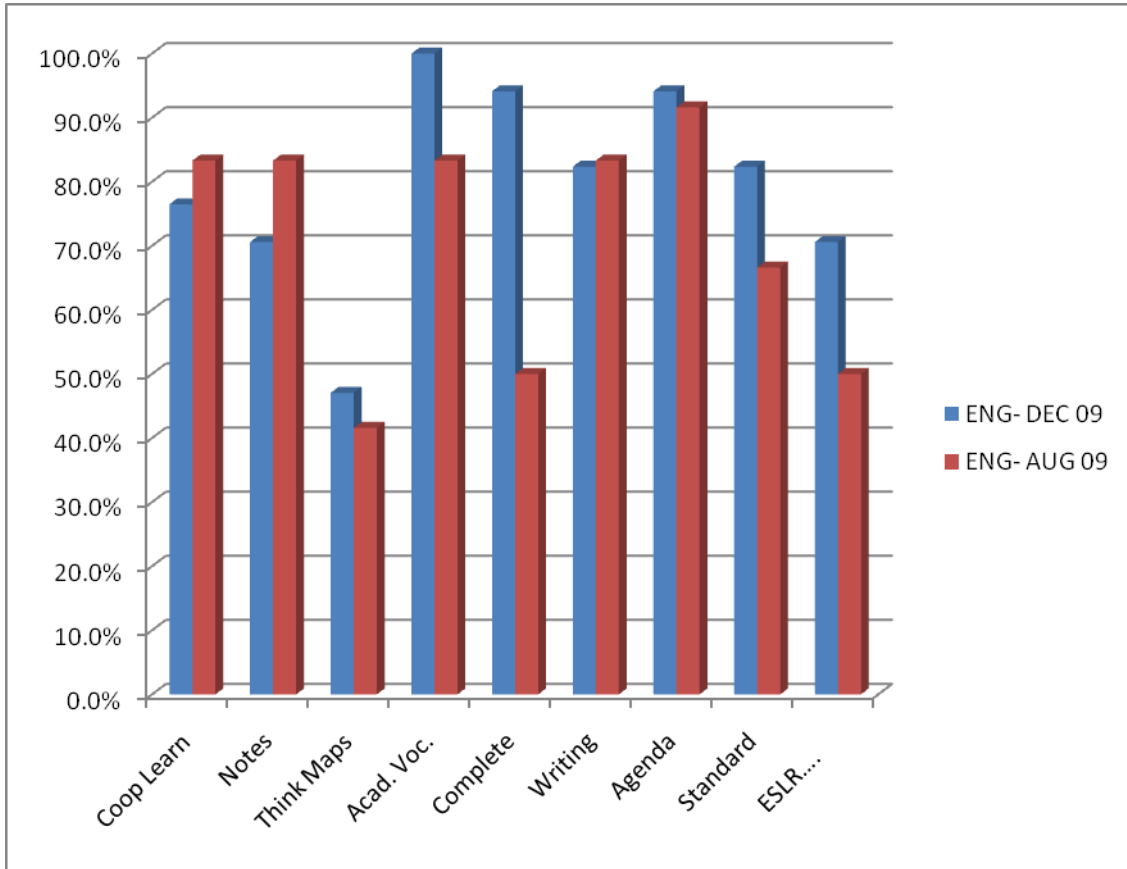


3x3 Observations: December 2009 Electives – 8 Classes



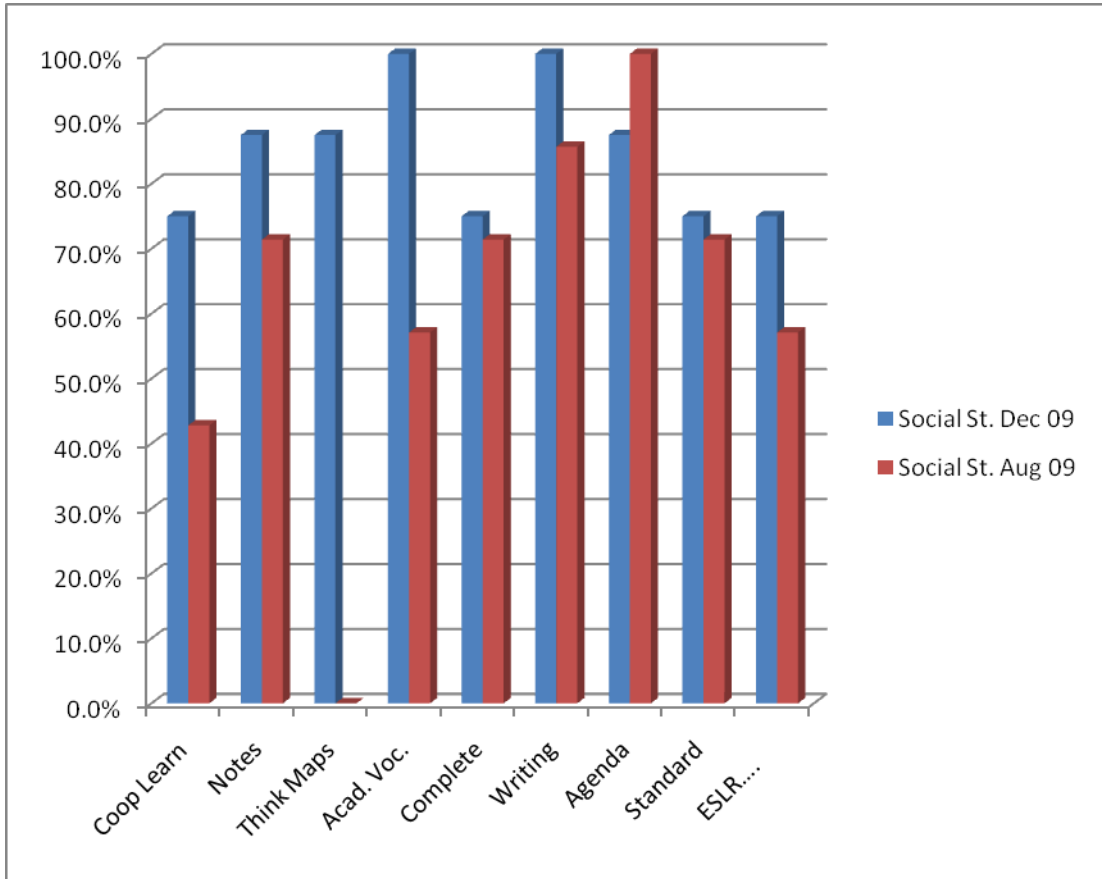
ELECTIVE	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete	Writing	Agenda	Standard	ESLR....
Dec 09	50%	25%	13%	50%	50%	25%	100%	50%	50%
Aug 09	67%	33%	17%	50%	17%	50%	83%	67%	67%

3x3 Observations: December 2009 ENGLISH Department – 17 Classes



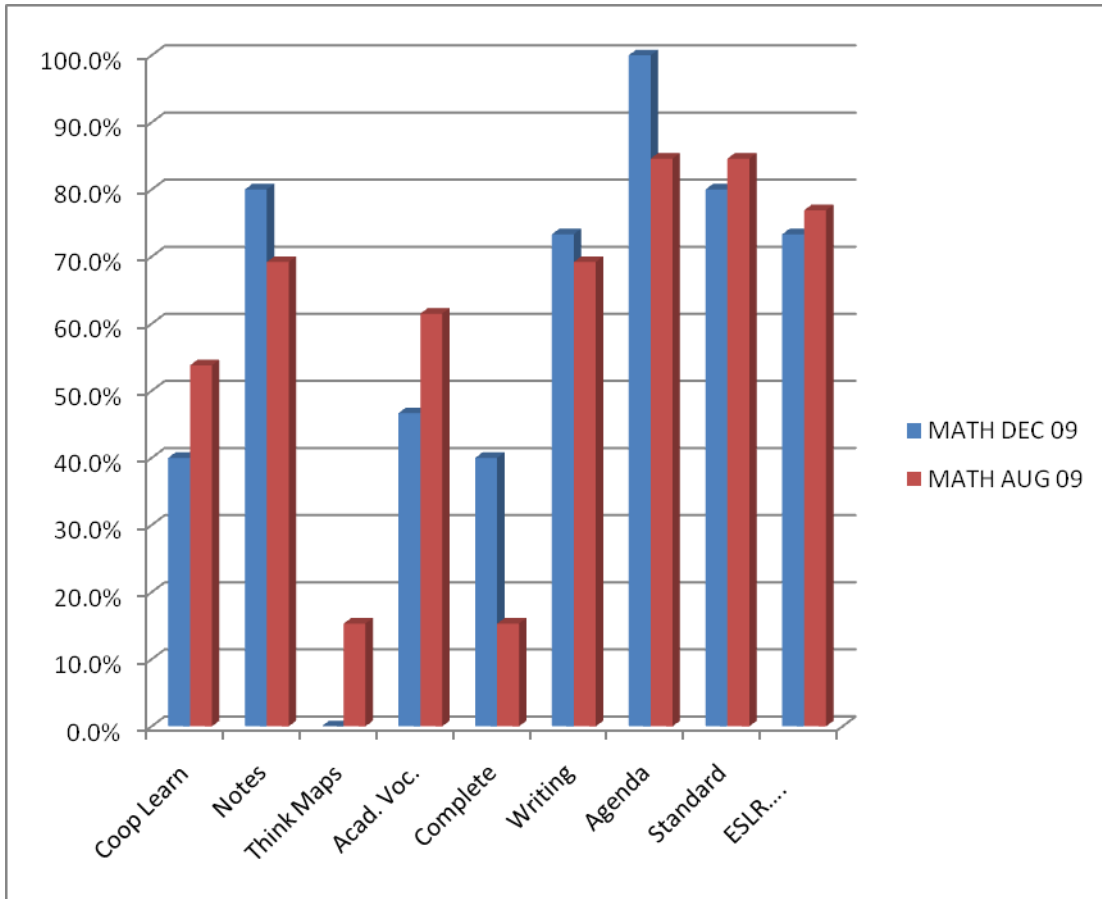
ENGLISH	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete Sentences	Writing	Agenda	Standard	ESLR....
Dec 09	77%	71%	47%	100%	94%	82%	94%	82%	71%
Aug 09	83%	83%	42%	83%	50%	83%	92%	67%	50%

3x3 Observations: December 2009 SOCIAL STUDIES Department – 8 Classes



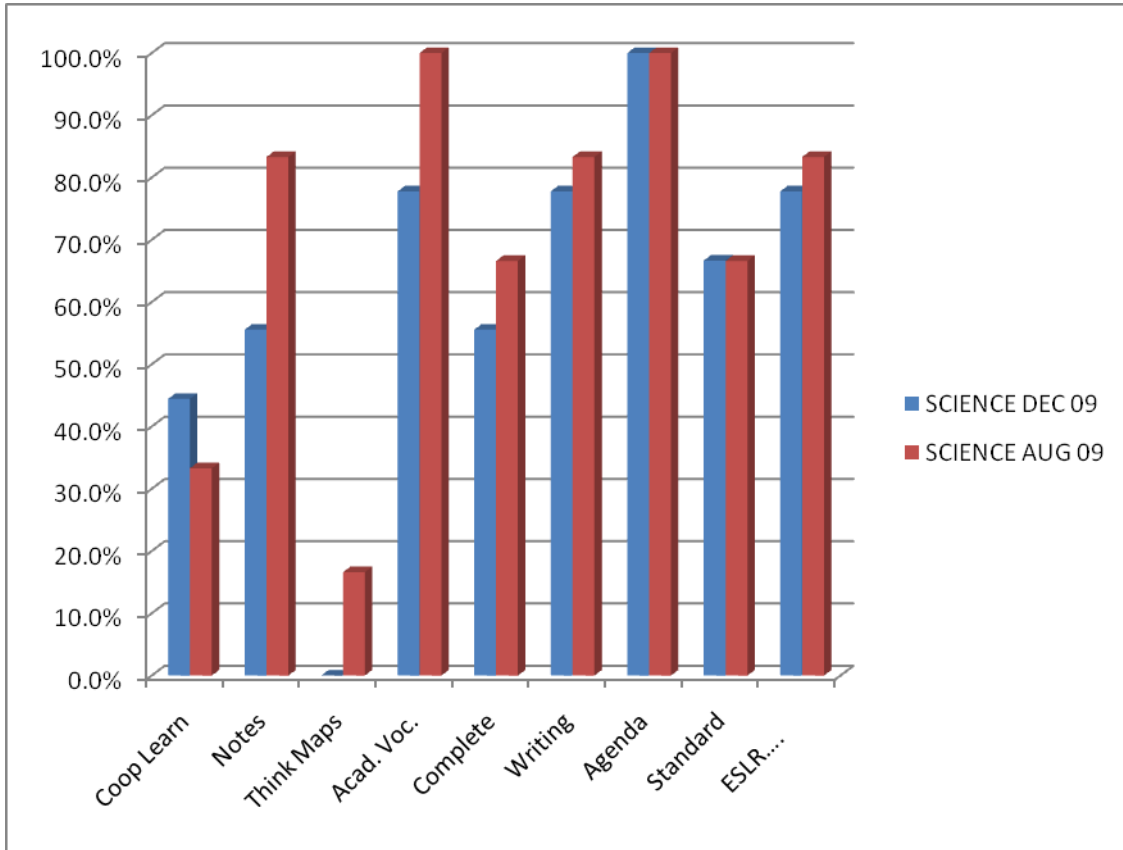
Social Studies	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete Sentences	Writing	Agenda	Standard	ESLR....
Dec 09	75%	88%	88%	10%	75%	100%	88%	75%	75%
Aug 09	43%	71%	0%	57%	71%	86%	100%	71%	57%

3x3 Observations: December 2009 MATH Department – 15 Classes



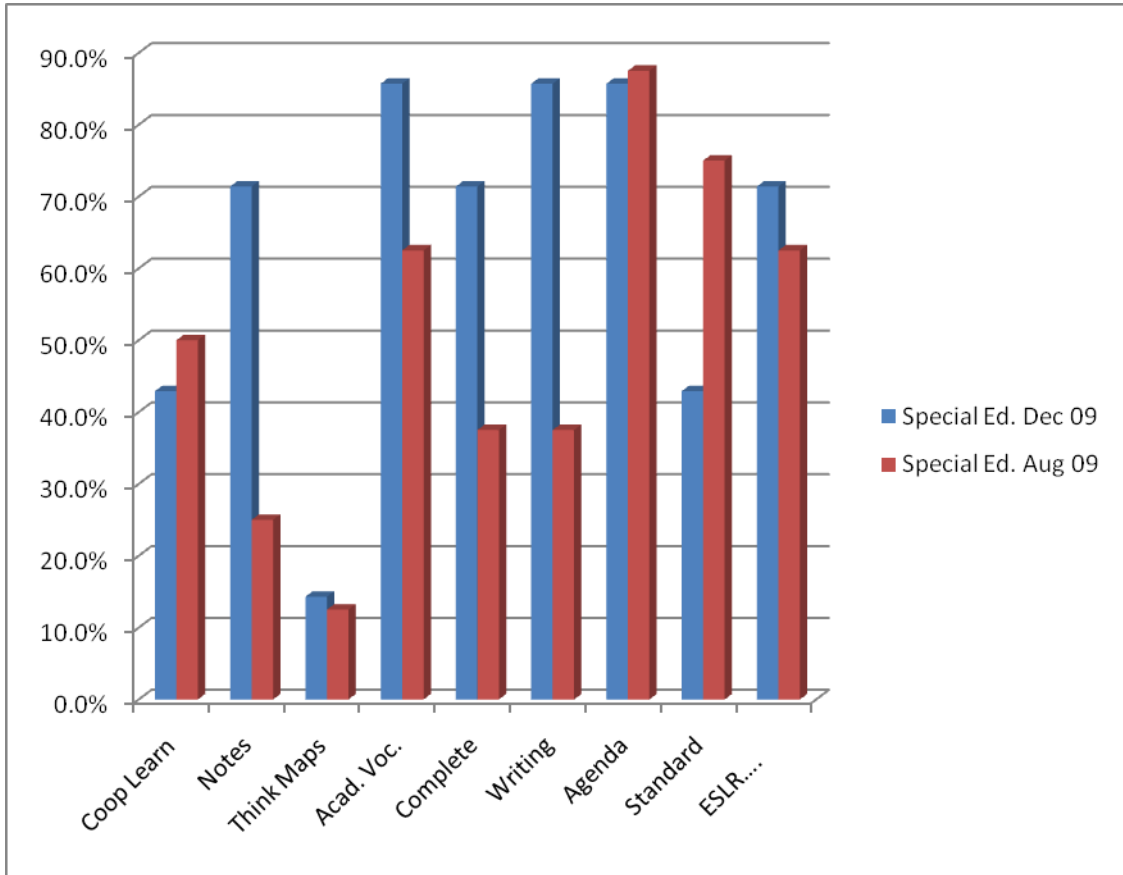
MATH	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete Sentences	Writing	Agenda	Standard	ESLR....
Dec 09	40%	80%	0%	47%	40%	73%	100%	80%	73%
Aug 09	54%	69%	15%	62%	15%	69%	85%	85%	77%

3x3 Observations: December 2009 SCIENCE Department – 9 Classes



SCIENCE	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete Sentences	Writing	Agenda	Standard	ESLR....
Dec 09	44%	56%	0%	78%	56%	78%	100%	67%	78%
Aug 09	33%	83%	17%	100%	67%	83%	100%	67%	83%

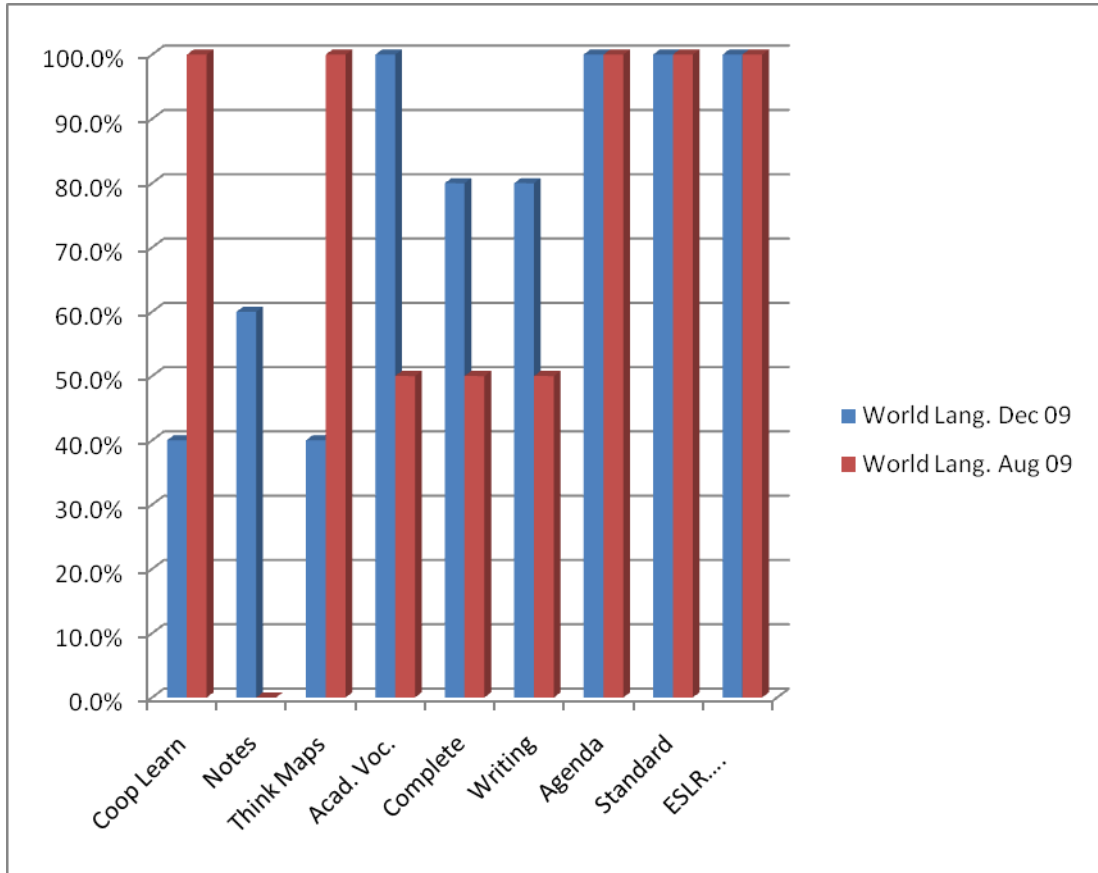
3x3 Observations: December 2009 SPECIAL EDUCATION Department – 7 Classes



Special Education	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete Sentences	Writing	Agenda	Standard	ESLR....
Dec 09	42.9%	71.4%	14.3%	85.7%	71.4%	85.7%	85.7%	42.9%	71.4%
Aug 09	50.0%	25.0%	12.5%	62.5%	37.5%	37.5%	87.5%	75.0%	62.5%

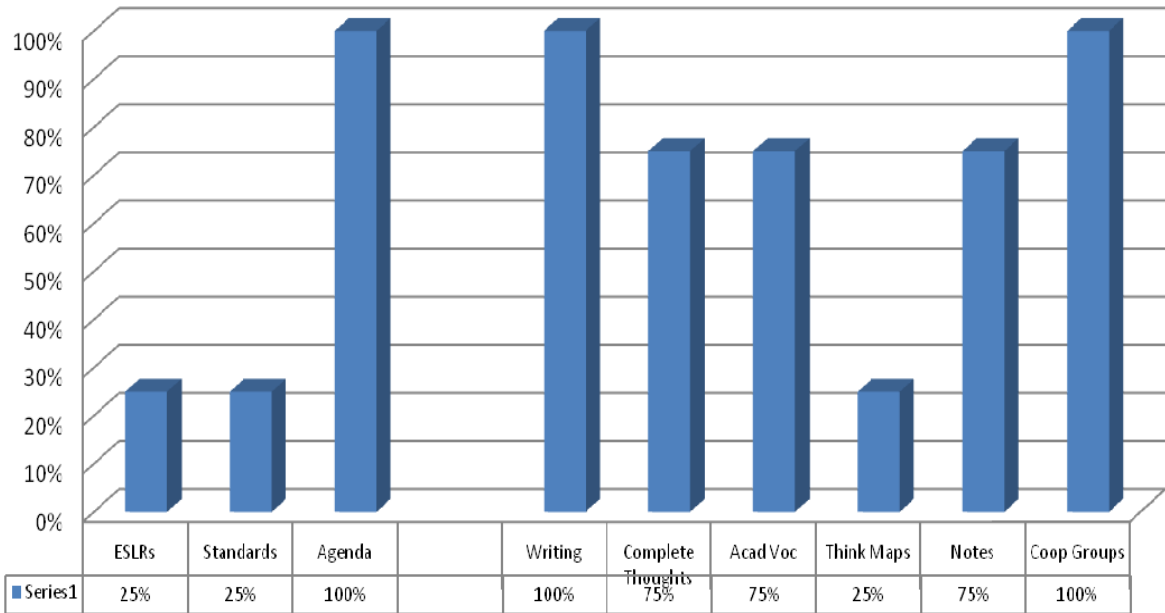
3x3 Observations: December 2009

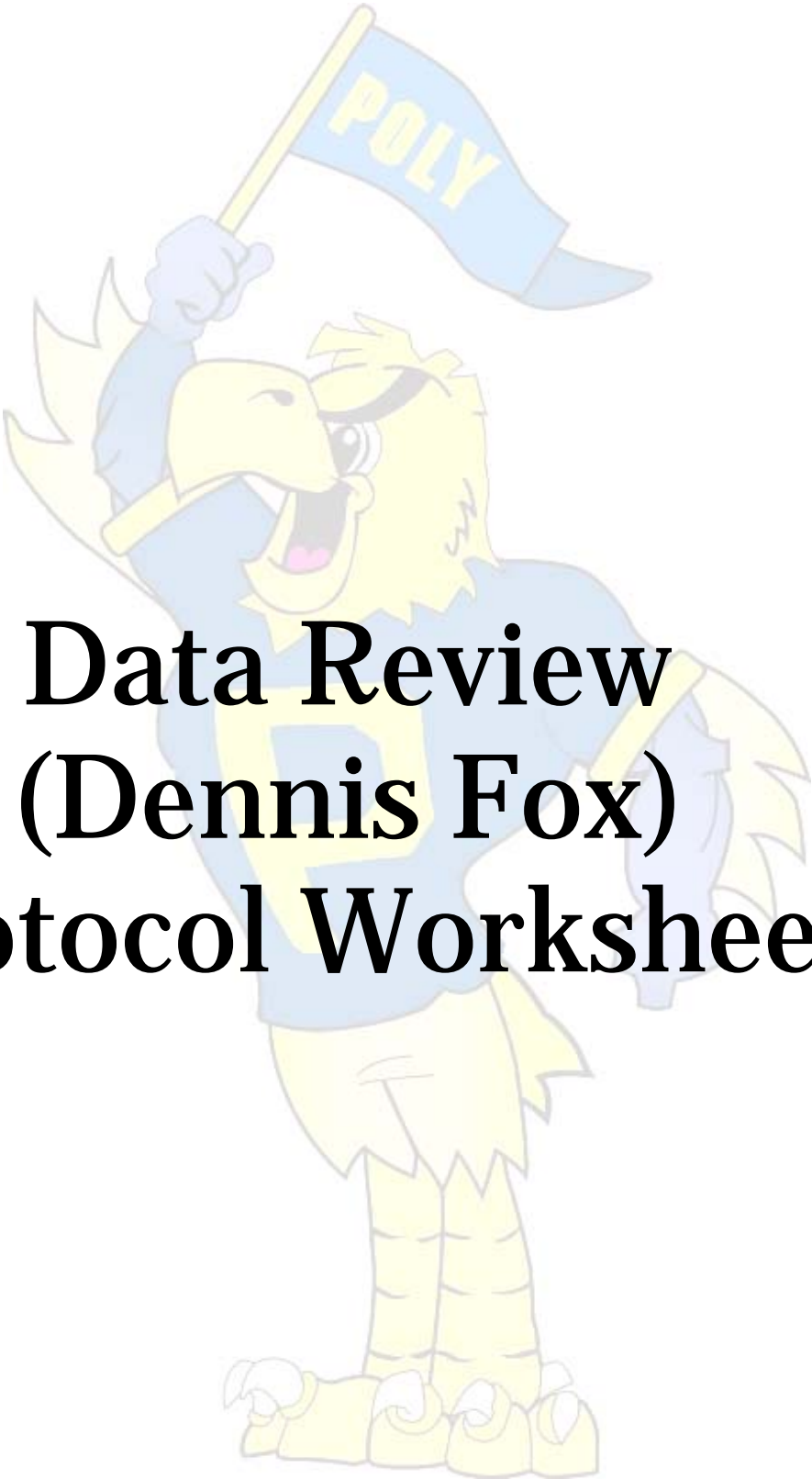
WORLD LANGUAGES Department – 5 Classes



World Languages	Coop Learn	Notes	Think Maps	Acad. Voc.	Complete Sentences	Writing	Agenda	Standard	ESLR....
Dec 09	42.9 %	71.4 %	14.3%	85.7 %	71.4 %	85.7 %	85.7%	42.9%	71.4%
Aug 09	100.0 %	0.0%	100.0 %	50.0 %	50.0 %	50.0 %	100.0 %	100.0 %	100.0 %

ESL 3x3 Data: August 3, 2009





**Data Review
(Dennis Fox)
Protocol Worksheet**

**John H. Francis Polytechnic High School
Data Review (Dennis Fox) Protocol Worksheet**

Directions: Discuss questions and complete in groups. Share with department and come to a consensus about an action item to support greater student achievement and/or a change in instructional practice

What Do We Know From The Data? (only facts)

What Hunches Do We Have As A Result Of The Data?

What Do We Want To Know As A Result Of The Data?

How Can We Use The Data To Inform Instructional Decision Making?



Small Learning Communities

John H. Francis Polytechnic High School
Small Learning Communities

Freshman Center

A specialized one year program designed to give every ninth grade student the tools they need to be successful in high school, college, and the workplace. Major objectives are 1) Successful transition to high school with social, emotional, and academic support provided as needed 2) On-time tenth grade matriculation 3) Completion of 9th Grade A-G requirements

Tenth Grade Center

A specialized one year program designed to give every tenth grade student the tools they need to be successful in high school, college, and the workplace. Major objectives are 1) On-time eleventh grade matriculation 2) Proficiency on the English and math portions of California High School Exit Exam 3) Completion of 10th Grade A-G requirements 4) Introduction of career pathways and transition to Polytechnic's career-based SLCs (SPORT/EHS, HABIT, and FAME).

SPORT/EHS

Sports Programs Opportunities & Recreation Training Academy Education and Human Services

A 2+ year program designed to provide every student with the skills they need to be successful in high school, college, and the workplace. Students complete career pathways that align California Technical Education and academic standards in the fields of sports, recreation, education, and human services fields. Specific objectives include 1) Graduation 2) Completion of A-G requirements 3) Job shadowing, internship experiences, and exposure to professionals in their chosen field.

HABIT

Horticulture, Agriculture, Business & Industrial Technologies, and Technology

A 2+ year program designed to provide every student with the skills they need to be successful in high school, college, and the workplace. Students complete career pathways that align California Technical Education and academic standards in the fields of horticulture, agriculture, business, industrial and computer technology fields. Specific objectives include 1) Graduation 2) Completion of A-G requirements 3) Job shadowing, internship experiences, and exposure to professionals in their chosen field.

FAME

Fine Arts, Media/Entertainment

A 2+ year program designed to provide every student with the skills they need to be successful in high school, college, and the workplace. Students complete career pathways that align California Technical Education and academic standards in the fields of fine and performing arts and media/entertainment. Specific objectives include 1) Graduation 2) Completion of A-G requirements 3) Job shadowing, internship experiences, and exposure to professionals in their chosen field.

FRESHMEN CENTER

Vision:

The Freshmen Center is a specialized one year program designed to give every ninth grade student the tools they need to be successful in high school, college, and the workplace.

Mission:

Major objectives are on-time tenth grade matriculation, on-time high school graduation, successful foundation in essential academic skills, completion of A-G requirements and preparation for college, and successful transition to high school with social, emotional, and academic support as needed.

Philosophy:

All entering ninth graders (except Magnet students) are automatically enrolled in the Freshmen Center in a concerted, collaborative effort to help them acquire the necessary foundation skills to allow them to succeed in high school and beyond. The curriculum includes a full year of English and math (stressing literacy and numeracy), science, physical education, geography, college preparation, health and life skills. At the Freshmen Center the expectation is held that all students will pass all their classes and matriculate on to the tenth grade in one year's time. Studies show that a student who progresses with his peers to tenth grade with the proper amount of credits in one year is 85% more likely to graduate on time. Good work habits and study skills are emphasized, and a variety of Beyond the Bell Intervention options, both after school and during intersession are offered.

TENTH GRADE CENTER

Vision:

The Tenth Grade Center is a specialized one-year program designed to give every tenth grade student the tools they need to be successful in high school, college, and the workplace, and continuing exposure to the foundational skills introduced in the Freshmen Center.

Mission:

- On-time eleventh grade matriculation
- Successful completion of the California High School Exit Exam (CAHSEE) graduation requirement
- Proficiency in both Math and English portions of the CAHSEE
- Completion of 10th Grade A-G requirements
- Introduction of career path options to begin the transition to Polytechnic's career-based SLCs (SPORT/EHS, HABIT, and FAME)
- Involvement of all students in at least one extra-curricular activity
- Partner with parents to support student achievement of academic and extracurricular mission

Philosophy:

Starting in 2006 all tenth graders (except Magnet students) will be enrolled in the Tenth Grade Center, a collaborative, student-focused effort to help them continue to acquire the necessary foundation skills to allow them to succeed in high school and beyond. This builds on the work done in the Freshmen Center. The Freshmen Center and the Tenth Grade Center together complete the lower grade small learning community preparation model first introduced by the California Department of Education in Second to Ninth. The curriculum includes a full year of English and math (stressing literacy, writing and numeracy), biology, physical education, world history, CAHSEE preparation for those who need it, and elective(s) that will lead to their choice of an upper grade Small Learning Community for 11th and 12th grade. The intent of the Tenth Grade Center is that students will develop strong academic backgrounds that will enable them to complete grades 11 and 12 successfully. Good work habits and study skills will be emphasized, and students will be provided a variety of Beyond the Bell Intervention options, both after school and during intersession.

FAME

Vision:

FAME is a 2+ year program designed to provide every student the skills they need to be successful in high school, college, and the workplace plus career preparation in all of the fine and performing arts and media/entertainment fields.

Mission:

Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen field.

Philosophy:

Within the program are several specific interest pathways which also promote a rigorous arts education program. FAME offers classes that fulfill both the General Education, Fine Arts and Technical Arts requirements. The program prepares students for post-secondary education while giving them the requisite skills needed for immediate employment in the entertainment industry following graduation. Students interested in pursuing college and/or careers in Visual Arts, Music, Dance, Media, or Theater can get their start in FAME. In addition, students will participate in at least one public presentation or performance activity each year where they have the opportunity to demonstrate their skills to the Polytechnic High School community, local businesses, feeder schools, and anyone interested in the Arts.

HABIT

Vision:

HABIT is a 2+ year program designed to provide every student the skills they need to be successful in high school, college, and the workplace plus career preparation in all of the hospitality, agriculture, business, industrial technology, and computer technology fields.

Mission:

Specific objectives include successful job shadowing, internship experiences and exposure to professionals in their chosen field.

Students will be able to:

- Demonstrate the ability to write technical instructions.
- Complete a job application and update a resume.
- Demonstrate the ability to speak and listen effectively during a mock job interview.
- Describe the current job market and industry trends of a particular occupation.
- Identify federal and state regulatory laws.
- Demonstrate the ability to perform a PowerPoint presentation and design a website.
- Plan, perform, and finish a woodworking/agricultural/food service production assignment.

Philosophy:

HABIT aims to prepare students for successful entry into a current or emerging technical career or into post-secondary school education. This federally funded job skills program provides students with a range of skills across an industry as well as strong experiences and understanding of all aspects of an industry they are preparing to enter. By the time they graduate, students will be able to:

SPORT/EHS

Vision:

SPORT/EHS is a 2+ year program designed to provide every student the skills they need to be successful in high school, college, and the workplace plus career preparation in all of the sports, recreation, education, and human services fields.

Mission:

Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen fields.

Sports Programs Opportunities and Recreation Training Academy

The SPORT Academy is committed to academic excellence, personal development and career fulfillment for the student who desires to be employed in the sports world beyond the court or field.

Students will have educational and vocational experiences in the fields of athletic training, sports administration, wellness, and fitness. SPORT furthers students' academic interests in and increases exposure to health and recreation-related professions.

The Sport Academy combines core academic courses in English, social studies, mathematics and science with a specialized offering of academically rigorous electives related to sports and recreation to increase student engagement, ownership of learning personal and career development, and service learning.

Education and Human Services Academy

The Education and Human Services Academy is a comprehensive and rigorous academic program designed to recruit and encourage talented students who are interested in pursuing careers in education such as: teachers, coaches, child-care professionals, professors, and educators as well as child psychologists, social workers, fire and criminal justice workers and other youth related careers.

Mission:

Education and Human Services is committed to preparing students to become teachers or other professionals in their academic area of preference with an emphasis on bilingual education. Successful completion of the Academy curriculum will satisfy all entrance requirements of the University of California and California State University Systems and provide a comprehensive background of skills and knowledge to student interested in pursuing careers in education.

NEWCOMERS' PROGRAM

The Newcomers' Academy is a transitional Small Learning Community dedicated to providing those students that are new to our country with a welcoming environment while simultaneously providing a rigorous academic program. Our students come to us from all over the world. The majority come from Spanish speaking countries such as Mexico, Guatemala, and El Salvador, but we have students from the Philippines, Korea, Viet Nam, Thailand, Armenia, and other countries as well.

The students in the Newcomers' Academy are provided with a double block of ESL using the "High Point" curriculum, which offers rigorous standards-based instruction in reading and language arts. This program is designed to help English language learners accelerate their growth in language and literacy. Students in the Newcomers' Academy take classes in ESL until they've completed the High Point Program which typically takes three years. Those students in ESL 3 and 4 receive credit for English MA and B. Additionally these students are provided with information about the other small learning communities here at Poly, so that they can choose an SLC that best reflects their career interests upon completion of the ESL program.

The Newcomers' Small Learning Academy provides Spanish speaking students with instruction in their primary language in world history, biology, and math in order to prevent these students from falling behind academically, and to enable them to receive credits for graduation. The students for whom we are not able to provide instruction in their primary language are placed in sheltered classes.

In addition to providing our students with a highly structured academic program, we also provide guidance and support in their sometimes difficult transition to a new country where the customs, language, and education systems can seem bewildering and intimidating. We offer field trips to provide exposure to the cultural amenities found in their adoptive country. Additionally students are provided with Newcomer Academy assemblies and celebrations to build community, provide incentives, and rewards for outstanding achievement.

John H. Francis Polytechnic High School

Math, Science & Technology Magnet

Our College Preparatory Program

For fifteen years the Poly Magnet has provided students with a challenging college preparatory program which meets entrance requirements for CSU, UC and private universities. The Magnet program offers an in-depth educational experience emphasizing math and science, integrating these subjects throughout the curriculum, and preparing students for university studies in fields that require a strong background in math and science.

We have a long tradition of success.....

Poly Magnet graduates have attended MIT, Harvard, Yale, Dartmouth, Brown, Carlton, University of Chicago, Boston College, UC Berkeley, UCLA as well as other top schools.

Three students in the class of 2010 have been admitted to MIT.

Students have also been admitted to Stanford, Columbia, Yale, Georgetown, Harvard and top UC schools.

Honors Classes

Honors courses are offered in English 9, English 10, American Literature, World Literature, Advanced Composition, World History, US History, Economics, Government, Geometry, Algebra Two, Math Analysis, Statistics, Biology, Chemistry, Physiology, and Physics

Advanced Placement Classes

AP courses are offered in Biology, Chemistry, Physics, Calculus, Statistics, European History, US History, Comparative Politics, Economics, Psychology, English Language, English Literature, Spanish Language, and Spanish Literature.

College Classes

Get an early start to college! Magnet students begin taking college classes while still enrolled in high school. Classes are offered on the Poly campus.

Academic Performance Index (API)

The Magnet's API score for 2010 was 881!! This score ranks the Magnet among the top high schools in California.

The Magnet Experience

Magnet students participate in a wide range of activities including athletics, cheer and drill teams, band, ROTC, student leadership, Academic Decathlon, many clubs and extracurricular activities.

Students are part of a select group with shared interests and objectives. They receive personalized attention and support from excellent teachers and a caring and dedicated staff. Our teachers are highly qualified and committed to student achievement – faculty includes teachers with advanced degrees and National Board Certification. Our program for gifted and talented students is exemplary.

For all students - we customize your program to meet your individual needs.

Whatever your college and career plans, we are committed to helping you to be your best!

www.polyhigh.org – Click on the link for Magnet

Phone: 1-818-394-3681 Jayne Couchois e-mail: jcouchoi@lausd.net

Small Learning Community Update



Public Works Highlights Poly's Best Practice

Polytechnic High School has participated in the US Department of Education Small Community Grant for the past several years. Each year Poly as a school has shown growth as well as the Cohort itself has shown progress. Public Works, the outside evaluator of the SLC grant highlighted some best practices that were observed at Poly when they performed their recent site visit.

SLC Best Practice #1

SLC Fair: In order to help students make informed choices among various SLC options, Polytechnic High School organized a SLC Fair for 10th grade students. Students were exposed to SLC brochures and held classroom discussion on career pathways prior to the Fair. Under the supervision of a teacher, groups of students were guided through an interactive rotation in order to ensure all students heard a structured presentation and were able to ask questions about all of the various SLC options available at the school.

SLC Best Practice #2 -

Polytechnic High School insti-

tuted the Advantage Program across all grade levels in 2008-2009. This program is responsible for raising student awareness of college and providing academic rigor to the high school curriculum through access to college courses while in high school. Because Poly has a 4x4 block schedule, students making grade level progress have additional opportunities for college enrichment courses. In the last four years, student participation in college courses has improved nearly six fold, from approximately 300 students to 1700 students.

SLC Best Practice #3 -

Data driven School Improvement: Polytechnic High School formed a school-wide Data Team comprised of 15 staff members. This group meets regularly with external technical assistance from Dr. Cox, a well known expert on data driven instruction. The Data Team has been successful in identifying quantifiable measure tied to school success and shaping staff professional development around affecting these key outcome measures. For example, the Data Team correlated 9th grade CST and CAHSEE scores to provide staff with data and accompa-

nying instructional strategies for serving at-risk students effectively in the classroom.

SLC Best Practice #4-

Focus on Key Student Outcomes: At Polytechnic High School, teacher leaders prioritize planning for postsecondary in the Freshman Center. Students were regularly provided with information on A-G requirements, and teachers were urged to focus on increasing 10th grade CAHSEE pass rates, as well as reducing the percentage of 9Rs (i.e., students with insufficient credits to matriculate from 9th to 10th grade). These continue to be clear success indicators at the school that teachers and other staff identify with and

SLC Characteris-

tics/Attributes: Personalized Learning Environments will incorporate

common characteristics or attributes in their design: Unifying Vision/Identity, Rigorous

Standards-Based Curriculum, Instruction & Assessment, Equity and Access.

Personalization, Accountability and Distributed Leadership, Collaboration/ Parent and Professional Development.

COHORT 6 SCHOOLS

Van Nuys High School

Bell High School

Chatsworth High School

Franklin High School

Monroe High School

Polytechnic High School

Roosevelt High School

What's in store for the Future

(federally and state funded projects)

The Small Learning Community Contiguous Space Grant which was funded by a local bond voted by the community (Measure R-school improvement), in 05-06 should be completed by the beginning of the 2010-2011 school year. This was money that was allocated to all LAUSD High Schools for the sole purpose of SLC contiguous space. The schools have very limited say in regards to how the money should and should not be spent. These areas include, the Freshman Center, the

Tenth Grade Center, SPORT/EHS (behind the 10's), HABIT (in front of the 90's), and FAME (between Auditorium and M1/2) gathering areas. Due to a shortage in staff next year, to be able to provide a running SLC center, the upper grade SLC's will be housed in one location. Room 95 will become our Upper Grade Career Theme SLC Center. The SLC courtyards will be completed with banners, tables and umbrellas. Each gathering area will remain for each SLC. More info to come.

QZAB 1 (Qualified Zone Academy Bond-Federal)-

History—It allows local educational agencies to solicit contributions from private enterprises and to issue tax-exempt bonds and use the proceeds for specified educational purposes. Poly was awarded this Grant for FAME. This project is projected to be completed by early August. This project is a two part project which includes Room 11 (video production) and the computer/editing room behind the auditorium.

Small Learning Communities

Reflecting
Evolving
Where do we go from here???

How much do you know about Poly's SLC's ????



- What is the oldest SLC on Poly's campus?
- Which SLC houses an international dance group?
- What does each letter stand for in the upper-grade SLC's?
- Approximately, how many students are in each SLC?
- Who are the part-time coordinators for each SLC?
- What was the 9th grade matriculation rate in 03 = 04? And what was it in 08 = 09?
- What was the CAHSEE pass rate in 03 = 04? And what was it in 08 = 09?

When did it begin?

1991 - 1994

Year 1

- Voted to begin the six block schedule.
- This year we joined it with the Federal 200 SLC Grant.
- Implemented the Freshman Center.

Year 2

- Address remedial 8th and 9th students.
- Initiated to improve matriculation rate from 8 to 10.
- Improved graduation rate.

1994 - 1995

Year 3

- First high school assessment for reading and SLC's - LAGSD follows suit.
- Created three-level SLC's.

Year 4

- Initiated Freshman Development Implementation.
- began career exploration.

1995 - 1996

Year 5

- began work to create the 10th grade center.
- created structure of student-led and self-directed in the Freshman Center.

Year 6

- To create student center for the 10th grade.
- Implementation of entrance audits.
- began classroom audits and integrating the SLC's.

1996-1997

Year 7

- First year of 9th Grade Center.
- Continued to strengthen the current work.
- began cohort 3 of SLC format.
- 9th grade program starts.

Year 8

- Started from 2 SLC's 10-11 to 4 SLC's.
- Prescriptive intervention in the 9th grade intervention. (CASHS)
- Continued audits.

1997-1998

Year 9

- Introduction of the Advantage Program.
- Continued WASC accreditation.

Year 10

- Advancing and Strengthen 9th and 10th grade (AS9-10) starts.
- Reading attention on solidifying the 9th and 10th grade SLC's.

1998-1999

Year 11

- Continued to solidify 9th and 10th grade SLC's.
- Started the lower grade intervention.

Year 12

- 100% SLC's were utilized.

2000-2001

Year 13

- Co-teaching extensively implemented in the 9th grade.
- Progress with Advantage Program.
- EL four students for the CAHSEE (SIS).
- began work with Billy Payer, Program for Developmentally Disabled.
- The After School Academic Program (ASAP) formally began as Keep Youth Doing something (KYDS) continues to operate in support of our intervention programs.

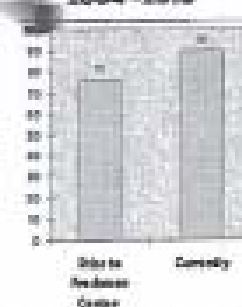
2001-2002

Year 14

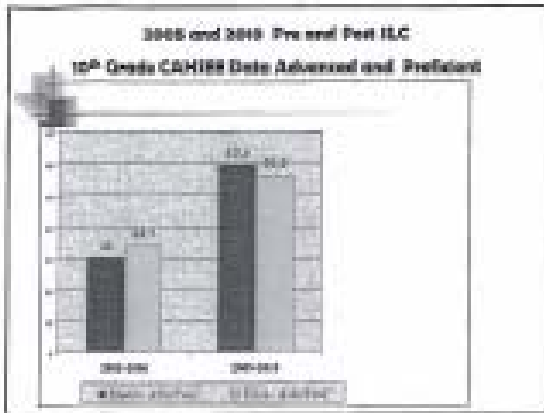
- Increased efforts to improve the upper grade SLC's.
- Created an SLC center for the upper grades.
- Converted to 9th.
- Distributed the interventions in the 9th and 10th.
- Last year of Cohort 3.
- began discussion and work with 9th and 10th teachers regarding interventions.
- Shared SLC student information. (Billy Payer).

Pre and Post Freshman Center Matriculation Rates

2004 - 2010



- Prior to the Freshman Center we matriculated about 76% of 9th graders.
- Currently we are matriculating over 60% into the 10th grade.

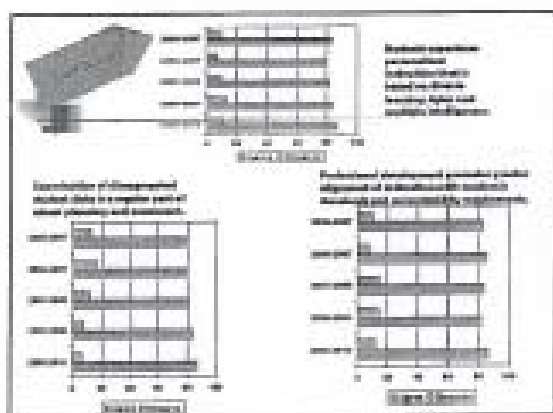
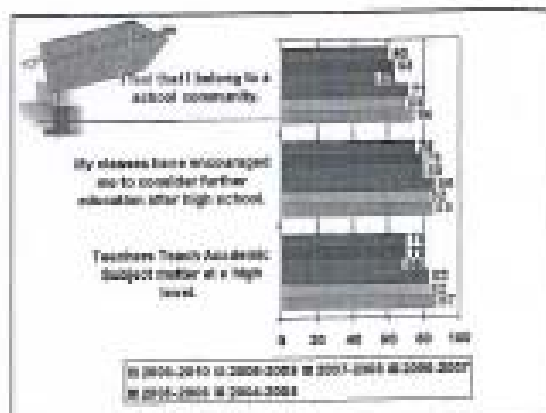
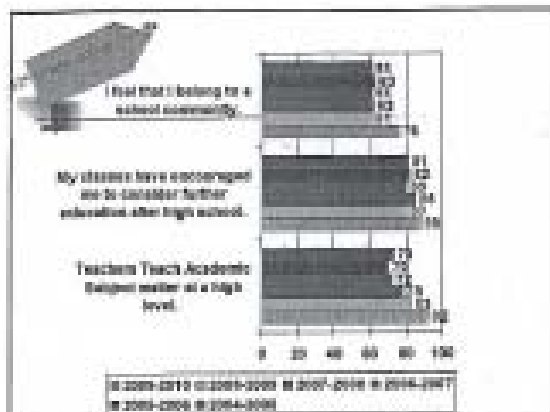


- ### Current College Class Student Data
- Over 90% students have taken at least 1 college course on our campus since 2007. (94%)
 - Offered over 100 college courses since 2007.
 - Strategically offer college courses year to allow more of disciplines with the intended purpose of helping students reach the first two years of general education courses.
 - 75% of the students (not exclusive to the Advantage Plan or Segregated programs) who've completed English 101 have also completed Spanish 101 and/or Eng 101.
 - 90% of students taking college courses earned Honors or Advanced in English Language Arts last year.

- ### Who is Public Works Inc. & what do they do?
- Public Works Inc. has been the outside Small Learning Community (SLC) evaluator since 2008.
 - Yearly they survey staff, 10th and 12th grade students regarding their SLC.
 - Based upon the survey results the SLC coordination and administrative staffs do complete communication between students, teachers, and parents in developing a way to create the long term.
 - Help students to plan for their future by informing them about University and Career Technical Education (CTE) pathways.
 - Getting our students ready to be College Prepared and Career Ready.

- ### What are the 8 SLC Attributes?
- Unified Vision
 - Identity
 - Rigorous Standards-Based Curriculum, Instruction, and Assessment
 - Equity and Access
 - Personalization
 - Accountability and Distributed Leadership
 - Parent and Community Involvement
 - Professional Development

- ### Survey results and what they outline
- What has Public Works Inc. said about Poly and the hard work we do?
 - What have the students said about their experience?
 - How about the staff?



- ### Intervention???
- Twilight 9th
 - Alebr 9th
 - Peer Mentoring 9th/10th
 - Co-Teaching 9th/10th
 - Homework Haven ALL
 - Rtl 10th
 - Shared ILC students 11th/12th

- ### Linked Learning Article
- Read
 - Share
 - Is it possible to integrate project based interdisciplinary work and maintain standards base curriculum???

- ### LINKED LEARNING – Making the connection
- The connection is compelling to both students and teachers.
 - Success
 - Hope
 - Combine strong academics, demanding technical education, and real-world experience so that students are prepared for high school, postsecondary education, and career (not or career).
 - Example
 - Industry-based programs (such as mentoring or bootcamps) include the core components: academic, technical, work-based, and support services (overseeing, personalization or supplemental instruction).

How to get started-First Steps

- **Course creation (A-G)**
 - Current approved courses
 - Contemporary Music 100
 - The Art and History of Floral Design 100
 - Agricultural Biology 100
 - For more info go to www.ucop.edu
- High demand are "F" and "G" for Career Technical Education (CTE).
- For approval from UCOP:
 - CTE courses need to transfer right
 - Academic courses need to increase relevance.

What are we currently doing?

- **Linked Learning Pilot for Fall 2011**
 - Pairing of 2 HABIT teachers.
 - Course creation and submitted to UCOP.
 - Interdisciplinary Projects
- **Poly Course Catalog**



Master Schedule of Classes

Quarter 1 ~ 2010

		2010-2011 Fall Semester Mester A1			
9th Grade		Period 1	Period 2	Period 3	Period 4
ENGLISH					
Black		Strat Lit 2A	Conference	Strat Lit 2A	English 9
0662		15		13	23
Carstens		English 9	English 9	English 9	Conference
0951		36	31	31	
Jeppson		Conference	H English 9	English 9	English 9
1011			36	28	31
Kim		English 9	English 9	Conference	H English 9
0041		31	28		34
Newcomb		English 9	Conference	H English 9	English 9
1911		32		30	27
Toerien 1132	Deschenes 1284		English 9		English 9
			34		28
MATH					
Dafaee		Alg 1A1	Alg 1A1	Conference	H Alg 1A
0761		33	34		25
Felix		H Geom	Conference	Alg 1A1	Alg 1A1
1321		25		36	33
Gamboa		Conference	Alg 1A1	Alg 1A1	Alg 1A1
1691			27	30	23
King		Alg 1A1	H Alg 1A	Conference	Football
0961		23	24		
Stevenson		Alg 1A1	Conference	H Alg 1A	Alg 1A1
1052					
Ziehler		Conference	Alg 1A1	Alg 1A1	Alg 1A1
0881			28	34	28
HEALTH					
Wolfson		Health	Health	Conference	Health
0151		33	26		35
Oliveros		ATTN DEAN	Health	Health	Health
1951					
Gutierrez			Advisor	Advisor	
1071					
9TH ELECTIVES					
Roundtree		ROTC 1A/2A	Conference	ROTC	ROTC
0051					
Smith		ROTC	ROTC	Conference	ROTC 2A
0131					
Jaurequi		Intro Comp	Conference	Intro Comp	Intro Comp
1431		18		23	30
Lorraine		Study Skills	Conference	Study Skills	Study Skills
1521					
9th/10th SCIENCE					
Aparicio		Conference	Biology A 9th	Biology A 10th	Biology A 9th
0181			32	28	35
Dongo		Conference	Biology A	Biology A 9th	Biology A

		10th		9th	
0771			34	38	38
Maliwan	AP Coord.	AP Bio (3 mesters)	Biology A 10th	11/12th grade	
0321			39	24	30
Nathan	H Biology A 9th	Biology A 9th	Conference	Biology A 10th	
1771			37	27	32
Reynoso	Biology A 9th	Conference	Biology A 10th	Biology A 10th	
1601			37	27	32
Rivera	Biology A 10th	Biology A 10th	Conference	Cross Country	
0901			35	39	27
Scott	Biology A 10th	Biology A 9th	Biology A 9th	Conference	
0781			36	32	38

PHYSICAL EDUCATION

Bachenheimer	PE 2A 10th	PE 1A	PE 2A 10th	Conference	
0733			64	62	65
Feeley	PE 2A 10th	Conference	PE 1A 9th	PE 2A 10th	
0791			58	64	65
Miller	PE 1A 9th	PE 2A 10th	Conference	G Tennis	
0161			64	63	19
Schwal	PE 1A 9th	PE 2A 11-12th	PE 1A 9th	PE/BAND M/T	
1641			60	64	65
Werner	Conference	PE 1A 9th	PE 2A 10th	PE 1A 9th	
2111				58	55

ESL

Deschenes	ESL 3	Conference	ESL 4	English 9	
1281			32	27	
Hidalgo	ESL 1B	ESL 1B	LAPL	Conference	
1391			18	18	26
Espinoza	ESL 1A	ESL 1A	ESL 2A	ESL 2A	
1551			22	22	18
Toerien	Conference	English 9	ESL 2B	ESL 2B	
				34	24
					24

10TH GRADE

		2010-2011 Fall Semester Mester A1			
ENGLISH		Period 1	Period 2	Period 3	Period 4
Batiste	Conference	English 10A	English 10A	English 10A	
0611			30	26	33
Blackwell	English 10A	Conference	H English 10A	English 10A	
1361		36		36	29
Herrold	English 10A (EL)	ELECTIVE	Conference	H English 10A	

	0481		33				35
Hunt		English 10A		English 10A	English 10A	Conference	
	1331		33	34	28		
Rabins		English 10A		H English 10A	English 10A (EL)	Conference	
	0551		34	37	33		
Rodrigues		Conference		English 10A	English 10A	English 10A	
	2331			31	23		34

MATH

Aragon		Conference		Alg 1B	Geo/Alg/Trg A	Alg 1B	
	1061			30	31		37
Butow		Conference		11TH/12TH	Geom A	Geom A	
	0511			34	35		36
Gapac		Trg Math Anal A		11TH/12TH	Alg 1A	Conference	
	0061		40	42	26		
Loza		Alg 1A		Geom A	Adv Appl A (TAG)	Conference	
	1121		33	38	37		
Martinez		Alg 1B		Alg 1B	Conference	Alg 1B	
	0944		38	33			28
Stuckey		Geom B		Conference	Alg 1A	Adv Appl A (TAG)	
	0404		32		28		37
Casillas				Alg 1A			
				32			

SOCIAL STUDIES

Lee		Mod Wld Hist A		Mod Wld Hist A	Conference	Mod Wld Hist A	
	1921		39	38			35
Madrigal		Conference		Mod Wld Hist A (BS)	Mod Wld Hist A	Mod Wld Hist A	
	0434			14	33		35
Peralta		Mod Wld Hist A		Mod Wld Hist A	Mod Wld Hist A	Conference	
	1571		37	38	36		

9th/10th SCIENCE

Aparicio		Conference		Biology A 9th	Biology A 10th	Biology A 9th	
	0181			32	28		35
Dongo		Conference		Biology A 10th	Biology A 9th	Biology A 9th	
	0771			34	38		38
Maliwan		AP Coord.		AP Bio (3 mesters)	Biology A 10th	11/12th grade	
	0321			39	24		30
Nathan		H Biology A 9th		Biology A 9th	Conference	Biology A 10th	
	1771		37	27			32
Reynoso		Biology A 9th		Conference	Biology A 10th	Biology A 10th	

	1601		37			27	32
Rivera		Biology A	10th	Biology A	10th	Conference	Cross Country
	0901		35		39		27
Scott		Biology A	10th	Biology A	9th	Biology A	9th
	0781		36		32		38
PHYSICAL EDUCATION							
Bachenheimer		PE 2A 10th		PE 1A		PE 2A 10th	Conference
	0731		59		43	46	
Feeley		PE 2A 10th		Conference		PE 1A 9th	PE 2A 10th
	0791		60			61	66
Miller		PE 1A 9th		PE 2A 10th		Conference	
	0161		47		64		63
Schwal		PE 1A 9th				PE 1A 9th	PE 2A Band M/T
	1641		54		59	62	35
Werner		Conference		PE 1A 9th		PE 2A 10th	PE 1A 9th
	2111			54		54	59
Deschenes		ESL 3		Conference		ESL 4	English 9
	1281		29			23	

11th & 12th		2010-2011 Fall Semester Mester A1			
ENGLISH		Period 1	Period 2	Period 3	Period 4
Elam HABIT		Expo Comp	Conference	H Am Lit (AP Eng Lang A)	Expo Comp
	2581		32		38
					20
Ebeling HABIT		Conference	Am Lit Comp	Expo Comp	Am Lit Comp
	1291		37	32	38
Marzolo FAME		Am Lit Comp	Expo Comp	Am Lit Comp	Conference
	0421		36	26	38
Savino FAME		Expo Comp	Am Lit Comp	Conference	Expo Comp
	1631		39	37	32
Matlen SP/EHS		Grant	H Am Lit (AP Eng Lang A)	Expo Comp	Am Lit Comp
	1821		42	39	30
Kehrmeyer SP/EHS		Grant	Am Lit Comp	Am Lit Comp	Conference
	0921		32	35	
Hampton SP/EHS		H Adv Comp(AP Eng Lit)	Expo Comp	H Adv Comp(AP Eng Lit)	Conference
	1401		32	35	38

SOCIAL STUDIES

Murray HABIT	H US Hist(AP U. S History)	Conference	U. S History A	U. S History A
1891	27		42	32
Beilinson HABIT	Prin Am Govt	U. S History A	Prin Am Govt	Conference
0621	32	37	28	
Kowalski FAME	Prin Am Govt	Prin Am Govt	Conference	H Prin Am Govt
1001	39	34		38
Blau FAME	U. S. History A	U. S History A	Conference	Journalism
1081	44	33		10
Heilbron Sp/EHS	U. S History A	Conference	U. S History A	U. S History A
1101	44		37	41
Katz Sp/EHS	Prin Am Govt	SLC Lead	Prin Am Govt	Conference
0411	36		29	

MATH

Acosta	Geom A	Conference	Geom A	Geom A
1041	39		35	35
Casillas	Geo Alg Trg (Int Alg 2)	10TH GRADE	Conference	Geo Alg Trg (Int Alg 2)
1141	38			37
Keiper	AP Statistics	Geo Alg Trg (Int Alg 2)	Geom B	Conference
0541	49	39	33	
Lopez	Alg 2A	Alg 1A/B (ESL)	Alg 2A	Conference
1681	43	13	39	
Singh	Trg Math Anal A	Trg Math Anal A	ATTN DEAN	Alg 1A1 (ESL)
2811	41	31		8
Gapac		AP Calc A		
		45		
Butow/Feinberg		Geom B 0512	Geom B 0283	
		33	36	

SCIENCE

Guerra	Phys Geology A	Phys Geology A	Chemistry A	Conference
1271	40	41	40	
Pemble	Chemistry A	Phys Geology A	Conference	Chemistry A
0531	38	41		43
Tay	Conference	Chemistry A	Phys Geology A	Phys Geology A
1261		42	40	41
Maliwan		H Adv Bio A(AP Bio)		Physiology A
0321		29		40

WORLD LANGUAGE

Bonar	0681	AP Span Lit	Spanish 3A	Spanish 1A (MAG)	Conference
		23	29	21	
Correa	0081	Span Sp 1A	Span Sp 1A	Conference	AP Span Lang
		40	45		38
Kazaryan	0911	Span Sp 2A	Conference	AP Span Lang	Span Sp 2A
		42		35	37
Tirado	0391	Span Sp 1A	Spanish 1A	Span Sp 1A	Span Sp 1A
		40	25	37	38
Quinteros	1181	Spanish 1A	Spanish 2A	Conference	Spanish 2A
		36	30		17
Deschenes	1281	ESL 3	Conference	ESL 4	English 9
		32		28	

ELECTIVES

2010-2011 Fall Semester Mester A1

		Period 1	Period 2	Period 3	Period 4
Daneshvari	1251	Ceramics	Ceramics	Conference	Ceramics
		36	36		37
Loya	0471	Drawing A	Drawing A	Conference	Drawing/AP Studio Art
		40	37		22
Nield	1931	Art History A	Drawing A	Drawing A	Conference
		39	39	42	
Grigsby	0091			Design A (21 slots)	Design A (21 slots)
				35	32
Herrold	0483			Film Production	
				34	
Isaacs	0451	Conference	Filmmaking	AP Music Theory	Marching Band
			53	13	73
Hetrick (Kalatzis)	2531	Conference	Theater Appr A	Theater Appr A	Theater Appr A
			36	39	35
Chang	1191	Office Tech A	Office Tech A	Office Tech A	Work Experience
		30	28	32	
Colon	0241	Conference	Plants Soil A	Landscaping	Floriculture
			29	39	35
Elias	1301	Adm Asst 1/Offc Proc	Adm Asst 1/Offc Proc	Adm Asst 1/Offc Proc	Desktop Pub(yearbk)
		27	26	26	21

Feinberg	0281	Financial Planning	Conference	MATH	Financial Planning
		32		40	37
Higgins	1861	Chef Asst. Cater	Ethnic Foods	Ethnic Foods	Cake Decorator
		31	32	30	29
Lamos	0441	Wood 1A	Wood 1A	Wood 1A	Conference
		37	39	38	
Lewis	1781	Virtual Ent (2 mesters)	Small Bus/Entrepren	Small Bus/Entrepren	Small Bus/Entrepren
		20	28	27	37
Maynard, S	0931	ECE Inf/Toddler Stud	ECE Inf/Toddler Stud	ECE Inf/Toddler Stud	ECE Inf/Toddler Stud
		41	34	33	40
Rios	3311	Comp Tech Intro	Comp Tech A+	Comp Tech Intro	Comp Tech A+
		36	37	38	38
Sonenschein	0001	Medical Term	1st Responder	Medical Term	1st Responder
		34	24	35	28
Blau FAME	1084				Journalism
					10
Le Clair	0461	Intro Psychology	Leadership	Conference	Intro Psychology
		37	34		40
Martin	1805				AP Psyc (Philosophy) 5th
					26
McEwen	1832	Athletic Director	Sport SLC Class	Athletic Director	Conference
			25		
Block	0972	Conference	Online Learning Lab	Online Learning Lab	5th Acadeca
			19	20	
Alatorre	0071		Peer Counselor	Peer Counselor	Peer Counselor
			2	4	7
Grimaldo	1031	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor
		6	2	7	9
Warman	0631	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor
		2	3	1	3
Campos	0111	SERVICE	SERVICE	SERVICE	SERVICE
		20	38	40	68
		HOME	HOME	HOME	HOME
		49	5	15	166

ONLINE LEARNING CLASSES

	A	B	A	B
Eng 9A/B	0970	0978	0895	0896
Eng 10A/B	0976	0977	0897	0898
Alg 1A/B	0968	0969		

Wld Hist A/B
American Lit

0972 0967 0899 0900
0973

**SPECIAL
EDUCATION**

2010-2011 Fall Semester Mester A1

	Period 1	Period 2	Period 3	Period 4
RESOURCE				
Arhanian 1701 Clubb 1231 Fonarow 0301 Leiva 0021 Stockhammer Erne-Webber 1904	RSP Conference RSP RSP RSP RSP Conference Conference Conference	Conference RSP Conference RSP RSP RSP RSP RSP	RSP RSP RSP RSP RSP RSP RSP RSP	RSP RSP RSP RSP Conference Conference RSP
SPECIAL DAY PROGRAM				
Alba 0561	Reading Imp A (9) 11	Practical Science 7	Reading Imp A (9) 15	Conference
Fink 0291	Physical Geology A 17	Conference	Biology A 17	Geom A 18
Grigsby 0093	Conference	Expo Comp 11	Design A	Design A
Ramsey 1981	Conference	Alg 1A1 14	Alg 1A 13	Alg 1A1 11
Thornburgh 1671	Mod Wld Hist A 14	U.S History A 16	Conference	Prin Am Dem 16
Urciola 2741	Eng 10A 19	Am Lit 17	Consumer Math 12	Conference
CBI/MR				
Blanco 1941	Conference	Wk World	Trav Mob	Ind Liv Sk A
De Roos 1151	Pract Math	Conference	Dev Reading	Personal Health
Fishler 0571	Conference	Guid Voc Or A	Guid Voc Or A	Guid Voc Or A
Watson 1721	Conference	Pract Math 11	Dev Reading 8	Personal Health 4
DOTS 2141	Meal PLN/PREP	Meal PLN/PREP		

PHYSICAL EDUCATION

Bachenheimer	0733	PE 2A 10th	60	PE 1A	60	PE 2A 10th	60	Conference
Feeley	0791	PE 2A 10th	55	Conference		PE 1A 9th	60	PE 2A 10th
Miller	0161	PE 1A 9th	60	PE 2A 10th	60	Conference		G Tennis
Schwal		PE 1A 9th	60	PE 2A 11-12th	64	PE 1A 9th	60	Conference
Werner	2111	Conference		PE 1A 9th	60	PE 2A 10th	63	PE 1A 9th
Ring	1221	Adaptive PE		Adaptive PE				60
Wolfson	0151	Health		Health		Conference		Health
Oliveros	1951	Conference		Health		Health		Health

9TH ELECTIVES

Roundtree	0051	ROTC 1A		Conference		ROTC 1A	30	ROTC 1A	29
Smith	0131	ROTC 1A	33	ROTC 1A	24	Conference		ROTC 2A	
Jaurequi	1431	Intro Comp	35	Conference		Intro Comp	36	Intro Comp	36
Lorraine	1521	Study Skills	35	Conference		Study Skills	34	Study Skills	40

ENGLISH

		2010-2011 Fall Semester Mester A1			
		Period 1	Period 2	Period 3	Period 4
Black	0662	Strat Lit 2A	Conference	Strat Lit 2A	English 9
		13		12	30
Carstens	0951	English 9	English 9	English 9	Conference
		32	40	38	
Jeppson	1011	Conference	H English 9	English 9	English 9
			37	30	26
Kim	0041	English 9	English 9	Conference	H English 9
Newcomb		English 9	Conference	H English 9	English 9
10TH					
Batiste		Conference	English 10A	English 10A	English 10A

Blackwell	0611	English 10A	Conference	36	H English 10A	26	English 10A	39
	1361			32				36
Herrold		English 10A	ELECTIVE		Conference		H English 10A	
	0481			30				36
Hunt		English 10A	English 10A		English 10A		Conference	
	1331			32	32			37
Rabins		English 10A	H English 10A		English 10A		Conference	
	0551			33	35			23
Rodrigues		Conference	English 10A		English 10A		English 10A	
	2331			40		19		27

11TH & 12TH

Elam HABIT		Expo Comp	Conference		H Am Lit (AP Eng Lang A)		Expo Comp	
	2581			32				20
Ebeling HABIT		Conference	Am Lit Comp		Expo Comp		Am Lit Comp	
	1291				37	32		38
Marzolo FAME		Am Lit Comp	Expo Rd/Writ A		Am Lit Comp		Conference	
	0421			36	26	38		
Savino FAME		Expo Comp	Am Lit Comp		Conference		Expo Comp	
	1631			39	37			32
Matlen Sp/EHS		Dept Chair	H Am Lit (AP Eng Lang A)		Expo Comp		Am Lit Comp	
	1821				42	39		30
Kehrmeyer Sp/EHS		Grant	Am Lit Comp		Am Lit Comp		Conference	
	0921				32	35		
Hampton Sp/EHS		H Adv Comp(AP Eng Lit)	Expo Comp		H Adv Comp(AP Eng Lit)		Conference	
	1401			32	35	38		

Quarter 2 ~ 2010

2010-2011 Fall Semester Mester A2					
9th Grade	Period 1	Period 2	Period 3	Period 4	
ENGLISH					
Black 3661	Strat Lit 2B	Conference	Strat Lit 2B	English 9A	23
Carstens 3951	English 9A	English 9A	English 9A	Conference	
Jeppson 4011	Conference	H English 9A	English 9A	English 9A	31
Kim 3041	English 9A	English 9A	Conference	H English 9A	34
Newcomb 4911	English 9A	Conference	H English 9	English 9	27
Toerien/Deschenes 4132/4284		English 9A		English 9A	28
			34		28
MATH					
Dafae 3761	Alg 1A	Alg 1A	Conference	H Alg 1A	25
Felix 4321	H Geom B	Conference	Alg 1A	Alg 1A	33
Gambo 4691	Conference	Alg 1A	Alg 1A	Alg 1A	23
King 3961	Alg 1A	H Alg 1B	Conference	Football	
Stevenson 4052	Alg 1A	Conference	H Alg 1B	Alg 1A	
Ziehler 3881	ATTN DEAN	Alg 1A	Alg 1A	Alg 1A	28
			28	34	28
HEALTH					
Wolfson 2151	Health	Health	Conference	Health	35
Oliveros 4951	Conference	Health	Health	Health	
		33	26		
9TH ELECTIVES					
Roundtree 3051	ROTC 1A/2A	Conference	ROTC	ROTC	
Smith 3131	ROTC	ROTC	Conference	ROTC 2A	
Jaurequi 4431	Intro Comp	Conference	Intro Comp	Intro Comp	30
Lorraine 4521	Study Skills	Conference	Study Skills	Study Skills	
		18		23	
9th/10th SCIENCE					

Aparicio	Conference	Biology B	9th	Biology B	10th	Biology B	9th
3181			32		28		35
Dongo	Conference	Biology B	10th	Biology B	9th	Biology B	9th
3771			34		38		38
Maliwan	AP Coord.	AP Bio (3 mesters)		Biology B	10th	11/12th grade	
3321			39		24		30
Nathan	H Biology B	9th	Biology B	9th	Conference	Biology B	10th
4771		37		35			37
Reynoso	Biology A	9th	Conference		Biology B	10th	Biology B
4601		37			27		32
Rivera	Biology B	10th	H Biology B	9th		Conference	
3901		35		39			27
Scott	Biology B	10th	Biology B	9th	Biology B	9th	Conference
3781		36		32		38	

PHYSICAL EDUCATION

Bachenheimer	PE 2B 10th	PE 1B 9th	PE 2B 10th	Conference
3731	60	51	48	
Feeley	PE 2B 10th	Conference	PE 1B 9th	PE 2B 10th
3791	60		65	66
Cerna	PE 1B 9th	PE 2B 10th	Conference	G Tennis
3161	64	65		19
Schwal	PE 1B 9th	PE 2A 11-12th	PE 1B 9th	PE/BAND M/T
4641	60	64	65	
Werner	Conference	PE 1B 9th	PE 2B 10th	PE 1B 9th
4111		58	55	55

ESL

Deschenes	ESL 3	Conference	ESL 4	English 9
4281	32		27	
Hidalgo	ESL 1B	ESL 1B	LAPL	Conference
4391	18	18	26	
Espinoza	ESL 1A	ESL 1A	ESL 2A	ESL 2A
4551	22	22	18	18
Toerien	Conference	English 9	ESL 2B	ESL 2B
4131			34	24

10TH GRADE

2010-2011 Fall Semester Mester A2

ENGLISH	Period 1	Period 2	Period 3	Period 4
Batiste	Conference	Writ Seminar A	Writ Seminar A	G Basketball
3611		30	27	
Blackwell	Writ Seminar A	Conference	H Writ Seminar A	Writ Seminar A
3361	36		36	29
Herrold	Writ Seminar A (EL)	ELECTIVE	Conference	H English 10A

Hunt	3481	33	35
	Writ Seminar A	Writ Seminar A	Writ Seminar A Conference
Rabins	3331	33	34 28
	Writ Seminar A	H Writ Seminar A	Writ Seminar A (EL) Conference
Rodrigues	3551	34	37 33
	Conference	Writ Seminar A	Writ Seminar A Writ Seminar A
Mitchell	4331	31	23 34
			Writ Seminar A
	4874		33

MATH

Aragon	4061	33	37
	Conference	Geom B	H Alg 2A Adv Appl A (TAG)
Butow	3511	34	35 36
	Conference	11TH/12TH	Geom A Geom B
Gapac	3061	40	42 26
	Trg Math Anal B	11TH/12TH	Alg 1B (RSP) Conference
Loza	4121	33	37
	Alg 1A	Geom B	Geom A Soccer
Martinez			37
	Adv Appl A (TAG)	Alg 1B	Conference Adv Appl A (TAG) RSP
Stuckey	4404	32	28 37
	Geo/Alg & Trg A	Conference	Alg 1A (RSP) Geom A
Casillas/Lopez	4142/4684		Alg 1A

SOCIAL STUDIES

Lee	4921	39	38 35
	Mod Wld Hist B	Mod Wld Hist B	Conference Mod Wld Hist B
Madrigal	3431		14 33 35
	Conference	Mod Wld Hist B (BS)	Mod Wld Hist B Mod Wld Hist B
Peralta	4571	37	38 36
	Mod Wld Hist B	Mod Wld Hist B	Mod Wld Hist B Conference

9th/10th SCIENCE

Aparicio	3181	36	29 34
	Conference	Biology B 9th	Biology B 10th Biology B 9th
Dongo	3771	38	34 35
	Conference	Biology B 10th	Biology B 9th Biology B 9th
Maliwan			AP Bio (3 mesters) Biology B 10th 11/12th grade

	3321				39		25	30
Nathan		Biology B	9th	Biology B	9th	Conference		Biology B 10th
	4771		41		39			32
Reynoso		Biology A	9th	Conference		Biology B	10th	Biology B 10th
	4601		40				39	27
Rivera		Biology B	10th	Biology B	10th	Biology B	10th	Conference
	3901		35		39		30	
Scott		Biology B	10th	Biology B	9th	Biology B	9th	Conference
	3781		38		38		37	

PHYSICAL EDUCATION

Bachenheimer		PE 2B 10th		PE 1B 9th		PE 2B 10th		Conference
	3733		59		50		41	
Feeley		PE 2B 10th		Conference		PE 1B 9th		PE 2B 10th
	3791		57				61	61
Cerna		PE 1B 9th		PE 2B 10th		Conference		PE 2B
	3161		61		49			38
McEwen		SLC		PE 2B 10th		Athletic Director		Athletic Director
	4832				9			
Schwal		PE 1B 9th		PE 2B 11th-12th		PE 1B 9th		PE/BAND M/T
	4641		55		57		61	37
Werner		Conference		PE 1B 9th		PE 2B 10th		PE 1B 9th
	4111				54		38	65
Deschenes		ESL 3		Conference		ESL 4		English 9
	4281		29				23	

11th & 12th		2010-2011 Fall Semester Mester A2			
ENGLISH	Period 1	Period 2	Period 3	Period 4	
Elam HABIT	World Lit	Conference	AP Eng Lang A	World Lit	
4581	32		35		20
Ebeling HABIT	Conference	Cont. Comp	World Lit	Cont. Comp	
4291		39	33		39
Marzolo FAME	Cont. Comp	World Lit	Cont. Comp	Conference	
3421	37	27	35		
Savino FAME	World Lit	Cont. Comp	Conference	World Lit	
4631	40	36			30
Matlen SP/EHS	Dept Chair	AP Eng Lang A	World Lit	Cont. Comp	
4821		42	39		30
Kehrmeyer	Grant	Cont. Comp	Cont. Comp	Conference	

SP/EHS

3921

32

35

**Hampton
SP/EHS**

3401

AP Eng Lit A

World Lit

AP Eng Lit A

Conference

32

34

38

**SOCIAL
STUDIES****Murray
HABIT**

4891

AP U. S History A

Conference

U.S History B

U. S History B

26

41

40

**Beilinson
HABIT**

3621

Economics

U. S History B

Economics

Conference

36

41

31

**Kowalski
FAME**

4001

Economics

Conference

Economics Sp/EHS

H Economics

38

29

**Blau
FAME**

4081

U. S History B

U. S History B

Conference

Journalism

33

35

10

**Heilbron
Sp/EHS**

4101

U. S History B

Conference

U. S History B

U. S History B

43

40

40

**Katz
Sp/EHS**

3411

Economics

Economics FAME

Conference

Basketball

35

37

42

MATH**Acosta**

4041

Geom B

Conference

Geom B

Geom B

39

40

36

Casillas

4141

Alg 2A (3 mester)

10TH GRADE

Conference

Alg 2A (3 mester)

40

34

Keiper

3541

AP Statistics

Alg 2A (3 mester)

Geo Alg Trg (Int Alg 2)

ONLINE MATH

46

36

40

15

Lopez

4681

Alg 2B

Alg 1A/B/ 2A (ESL)

Alg 2B

10TH GRADE

38

24

35

Singh

4811

Trg Math Anal B

Trg Math Anal B

ATTN DEAN

Alg 1A (ESL)

41

33

22

Gapac

3062

AP Calc B

39

**Butow/Feinberg
3511/2283**

Geom A

39

Geom A

41

SCIENCE**Guerra**

4271

Phys Geology B

Phys Geology B

Chemistry B

Conference

39

41

40

Pemble

3531

Chemistry B

Phys Geology B

Conference

Chemistry B

38

40

33

Tay	Conference	Chemistry B	Phys Geology B	Phys Geology B
3261		40	42	40
Maliwan		AP Bio A		Physiology B
3321		29		40

WORLD LANGUAGE

Bonar	AP Span Lit	Spanish 3B	Spanish 1B (MAG)	Conference
3681	23	29	21	
Correa	Span Sp 1B	Span Sp 1B	Conference	AP Span Lang
3081	39	45		38
Kazaryan	Span Sp 2B	Conference	AP Span Lang	Span Sp 2B
3911	42		35	37
Tirado	Span Sp 1B	Spanish 1B	Span Sp 1B	Span Sp 1B
3391	40	25	37	36
Quinteros	Spanish 1B	Spanish 2B	Conference	Spanish 2B
4181	36	30		17
Deschenes	ESL 3	Conference	ESL 4	English 9
4281	32		28	

ELECTIVES

2010-2011 Fall Semester Mester A2

	Period 1	Period 2	Period 3	Period 4
Daneshvari	Ceramics	Ceramics	Conference	Ceramics
4251	36	36		37
Loya				
3471				
Nield	Art History B	Drawing B	Drawing B	
4931	37	40	41	
Grigsby	Drawing B 3471	Drawing B 3472	Design B 3093	Design B 3094
	39	39	35	34
Herrold			Film Production B	
3483			32	
Isaacs	Conference	Filmmaking B	AP Music Theory	Marching Band
3451		54	13	72
Hetrick (Kalatzis)	Conference	Theater Appr B	Theater Appr B	Theater Appr B
4531		37	39	36
Chang	Office Tech B	Office Tech B	Office Tech B	Work Experience
4191	30	26	32	
Colon	Conference	Plants Soil B	Landscaping B	Floriculture B

	3241			31		40	36
Elias		Adm Asst 2/Offc Proc	Adm Asst 2/Offc Proc	Adm Asst 2/Offc Proc		Desktop Pub(yearbk)	
	4301	25		26		26	21
Feinberg		Accounting B	Conference	MATH		Accounting B	
	2281	33				19	40
Higgins		Chef Asst. Cater	Cake Decorator	Cake Decorator		Ethnic Foods	
	4861	36		37		35	28
Lamos		Wood 1B	Wood 1B	Wood 1B		ATTENDANCE DEAN	
	3441	37		38		37	
Lewis		Virtual Ent (2 mesters)	Cust Service Rep	Cust Service Rep		Cust Service Rep	
	4781	22		30		28	40
Maynard, S		ECE Inf/Toddler Stud	ECE Inf/Toddler Stud	ECE Inf/Toddler Stud		ECE Inf/Toddler Stud	
	3931	39		35		39	40
Rios		Comp Tech Intro	Comp Tech A+	Comp Tech Intro		Comp Tech A+	
	4311	38		35		40	39
Sonenschein		Medical Term	1st Responder	Medical Term		1st Responder	
	3001	23		26		25	20
Blau FAME						Journalism	
	4084						10
Le Clair		Intro Soc	Leadership	Conference		Intro Soc	
	3461	34		33			40
Martin						AP Psychology A 5th	
	4805						24
McEwen		SLC	PE 2B 10th	Athletic Director		Athletic Director	
	4832			9			
Block		Conference	Online Learning Lab	Online Learning Lab		5th Acadeca	
	3972			19		20	
Schwal		PE 1B 9th	PE 2B 11th-12th	PE 1B 9th		PE/BAND M/T	
	4641	60		64		65	
Alatorre			Peer Counselor	Peer Counselor		Peer Counselor	
	3071			2		4	7
Grimaldo		Peer Counselor	Peer Counselor	Peer Counselor		Peer Counselor	
	3031	6		2		7	9
Warman		Peer Counselor	Peer Counselor	Peer Counselor		Peer Counselor	
	3631	2		3		1	3
Campos		SERVICE	SERVICE	SERVICE		SERVICE	
	3111						
	3005	HOME	HOME	HOME		HOME	

ONLINE LEARNING CLASSES	A	B	A	B
Eng 9A/B	0970	0978	0895	0896
Eng 10A/B	0976	0977	0897	0898
Alg 1A/B	0968	0969		
Wld Hist A/B	0972	0967	0899	0900
American Lit			0973	

College			Art 102		
College			Anthro 101	0100	Anthro 101
College			Eng 28	0076	0080
				0070	0060

SPECIAL EDUCATION

2010-2011 Fall Semester Mester A2

RESOURCE	Period 1	Period 2	Period 3	Period 4
Arhanian 4701	RSP	Conference	RSP	
Clubb 4231	Co teach King	Co Teach Kim	Co Teach Felix	Learning Center
Fonarow 4301	Co-Teach Black	Conference	Learning Center 302	Co-Teach Blackwell
Open RSP	Co teach King (Clubb)		Co Teach Gapac (Leiva)	Conference
Stockhammer 2311	RSP	Learning Center 83	Co Teach Black	Co teach Martinez
Erne-Webber 4901	Conference	RSP	RSP	RSP

SPECIAL DAY PROGRAM

Alba 3561	Reading 1B (9th)	11	Practical Science B	7	Reading 1B (9th)	15	Conference
Fink 3291	Physical Geology B	17	Conference		Biology B	18	Geom B
Grigsby	Conference		World Lit		Design B		Design B

Leiva	3093	Eng 10B	U.S History B	11	Co teach w Gapac	Geom B
Ramsey	3021	Conference	Alg 1A (9th)	9	Alg 1B	Alg 1A (9th)
Thornburgh	4981	Mod Wld Hist B	U.S History B	14	13	11
Urciola	4671	Eng 10B	14	16	Meal Plan/Prep	15
	2741		20	17	12	Conference

CBI/MR

Blanco	4941	Conference	Wk World	Trav Mob	Ind Liv Sk B	
De Roos	2151	Pract Math B	Conference	Dev Reading B	Personal Health	
Fishler	2571	Conference	Guid Voc Or B	Guid Voc Or B	Guid Voc Or B	
Watson	4721	Conference	Pract Math	Dev Reading	Personal Health	
DOTS	3141	Meal PLN/PREP	Meal PLN/PREP	11	8	4

PHYSICAL EDUCATION

Bachenheimer	3731	PE 2A 10th	60	PE 1A	60	PE 2A 10th	60	Conference
Feeley	3791	PE 2A 10th	55	Conference	60	PE 1A 9th	60	PE 2A 10th
Cerna	2161	PE 1A 9th	60	PE 2A 10th	60	Conference	60	G Tennis
Schwal	4641	PE 1A 9th	60	PE 2A 11-12th	64	PE 1A 9th	60	Conference
Werner	4111	Conference	60	PE 1A 9th	60	PE 2A 10th	63	PE 1A 9th
Ring	4221	Adaptive PE		Adaptive PE				60
Wolfson	4151	Health		Health		Conference		Health
Oliveros	4951	Conference		Health		Health		Health

9TH ELECTIVES

Roundtree	ROTC 1A	Conference	ROTC 1A	ROTC 1A
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Smith	3051	ROTC 1A		ROTC 1A		Conference	30	ROTC 2A	29
Jaurequi	3131	Intro Comp	33	Conference	24	Intro Comp		Intro Comp	
Lorraine	4431	Study Skills	35	Conference		Study Skills	36	Study Skills	36
	4521		35				34		40

Quarter 3 ~ 2011

2010-2011 Spring Semester Mester A3				
9th Grade	Period 1	Period 2	Period 3	Period 4
ENGLISH				
Black 5661	English 9A	Conference	English 9A	English 9B
Carstens 5951	English 9B	English 9B	English 9B	Conference
Chun 5041	English 9B	English 9B	Conference	H English 9B
Jeppson 6011	English 9A Twilight	H English 9B	English 9B	English 9B
Newcomb 6911	English 9B	Conference	H English 9B	English 9B
Toerien Deschenes		English 9B		English 9B
MATH				
Dafae 5761	Alg 1B	Alg 1B	Conference	H Geom A
Felix 6321	MAGNET	H Alg 2A	Alg 1B	Alg 1B
Gamboa 5311	Conference	Alg 1A	Alg 1A	Alg 1B
King 5961	Alg 1A	H Geom A	Alg 1A (Twilight)	Alg 1A
Stevenson 6051	Alg 1B	Conference	H Geom	Alg 1B ALEKS 5th
Ziehler 6811	CAHSEE PREP 11/12	Alg 1A	Alg 1B	Alg 1A
HEALTH				
Wolfson 5151	Health	Health	Conference	Health
Oliveros 6951	Conference	Health	Health	Health
9TH ELECTIVES				
Roundtree 5051	ROTC 1A/2A	Conference	ROTC	ROTC
Smith 5131	ROTC	ROTC	Conference	ROTC 2A
Jaurequi 6431	Intro Comp	Conference	Intro Comp	Intro Comp
Lorraine 5101	Conference	Col Prep	Col Prep	Col Prep

Batiste	Conference	English 10B	English 10B	English 10B
Blackwell	English 10B	CAHSEE EM/Combo	H English 10A	English 10B
6361				
Herrold	English 10B (EL)	ELECTIVE 11/12th	H English 10B	Conference
5481				38
Hunt	English 10B	English 10B	English 10B	Conference
6331				
Rabins	English 10B	H English 10B	English 10B (EL)	Conference
5551				
Rodrigues	CAHSEE PREP 11/12	English 10B	English 10B	English 10B
7331				28

MATH

Aragon	H Alg 2B	Ess. Std Math (CAHSEE)	Conference	Ess. Std Math (CAHSEE)
6061		31		40
Butow	Conference	11TH/12TH	Ess. Std Math (CAHSEE)	Ess. Std Math (CAHSEE)
5511			34	
Gapac	Trg Math Anal B	11TH/12TH	Alg 1B (RSP)	CAHSEE 11/12th
5061		40	42	26
Loza	Ess. Std Math (CAHSEE)	Ess. Std Math (CAHSEE)	Ess. Std Math (CAHSEE)	Conference
6121		33	38	37
Martinez	Ess. Std Math (CAHSEE)	Ess. Std Math (CAHSEE)	Conference	Ess. Std Math (CAHSEE) (RSP)
5944		42		39
Stuckey	Alg 2A	Conference	Ess. Std Math (CAHSEE)	Ess. Std Math (CAHSEE)
5404		32		28
Casillas/Lopez		Ess. Std Math (CAHSEE)		Ess. Std Math (CAHSEE)

SOCIAL STUDIES

Lee	Mod Wld Hist A	Conference	Mod Wld Hist A	Mod Wld Hist A
6921				
Madrigal	Conference	Mod Wld Hist A	Mod Wld Hist A	Mod Wld Hist A
7431				
Peralta	Mod Wld Hist A	Mod Wld Hist A	Conference	Softball
6571				

**9th/10th
SCIENCE**

Aparicio	5183	Biology A	BS	Conference	Biology A	9th	Biology A 9th
Dongo	5771	Conference		Biology A	10th	Biology A	10th
Maliwan	5321			AP Bio (3 mesters)			Physiology A
Nathan	6771	Biology A 9th		Biology A	9th	Conference	Biology A 9th
Reynoso	6601	Biology A 9th		Conference		Biology A 9th	Biology A 9th
Rivera	5901	Biology A	10th	Biology A	10th	Conference	Track & Field
Scott	5781	Biology A	10th	Biology A	10th	Biology A	10th
							UTLA Chapter Chair

PHYSICAL EDUCATION

Bachenheimer	5733	PE 2A 10th	59	PE 2A 10th	53	PE 2A 10th	50	Conference
Feeley	5791	PE 1A 9th	35	Conference		PE 1A 9th	42	PE 2A 10th
Schwal	6641	PE 1A 9th	32	PE 2A 11-12th	60	PE 1A 9th	51	PE for Band
Werner	7111	PE 2A 10th-12th		PE 1A 9th	60	Conference		PE 1A 9th
								51

Deschenes	6281	ESL 3	9TH GRADE ELECTIVE	ESL 4	English 9
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11th & 12th		2010-2011 Spring Semester Mester A3			
ENGLISH	Period 1	Period 2	Period 3	Period 4	
Elam HABIT	H Adv Comp	Am Lit Comp	AP Eng Lang B	CAHSEE Prep Eng	
5581	36	42	34	33	
Ebeling HABIT	Expo Comp	Conference	Expo Comp	Am Lit Comp	

6291	Marzolo FAME	Am Lit Comp	27	Am Lit Comp	34	42
5421	Savino FAME	Expo Comp	40	Expo Comp	36	38
6631	Matlen SP/EHS	Expo Comp	28	AP Eng Lang B	29	36
6821	Kehrmeyer SP/EHS	Am Lit Comp	27	Conference	38	Grant
5921	Hampton SP/EHS	AP Eng Lit B	34	Conference	34	Am Lit Comp
6401			27		40	30

SOCIAL STUDIES

6891	Murray HABIT	AP U. S History B	26	U. S History A	40	U. S History A
5621	Beilinson HABIT	Prin Am Govt	29	Conference	34	Prin Am Govt
6001	Kowalski FAME	Prin Am Govt	32	Prin Am Govt	32	AP Govt & Politics
6081	Blau FAME	U. S. History A	40	U. S History A	40	Journalism 1A/2A
6101	Heilbron Sp/EHS	H U. S History A	44	Leadership	42	U. S History A
5411	Katz Sp/EHS	SLC Lead	44	Prin Am Govt	39	H Prin Am Govt

MATH

6041	Acosta	Conference	40	Geom A	28	Geom A
6141	Casillas	Alg 2B	33	10TH GRADE	28	Alg 2B
6541	Keiper	AP Statistics B	34	Alg 2B	30	Alg 2A (3 mester seq)
6681	Lopez	Geo Alg Trg (Int Alg 2)	40	Alg 2A/2B (ESL)	27	Geo Alg Trg (Int Alg 2)
5811	Singh	Alg 2A (seniors)	40	Trig/Math Anal A	30	ATTN DEAN
	Gapac			AP Calc B		

5062					
Butow			Geom B		
5512					
Feinberg				Geom B	
SCIENCE					
Guerra	Phys Geology A	Chemistry A	Phys Geology A	Chemistry A	
5271	36		35	24	29
Pemble	Chemistry A	Conference	Phys Geology A	Phys Geology A	
5531	34			27	33
Tay	Phys Geology A	Phys Geology A	Chemistry A	H Chemistry A	
5341	31		34	39	30
Maliwan	AP Coordinator	AP Bio B	AP Coordinator	Physiology A	
5324					24

WORLD LANGUAGE

Bonar	Conference	Spanish 3A	Span Sp 1A (MAG)	AP Span Lit	
5681			35		18
Correa	Span Sp 1A	Conference	Span Sp 1A	AP Span Lang B	
5081	40		40		40
Kazaryan	Span Sp 2A	Conference	AP Span Lang B	Span Sp 2A	
5911	42		28		42
Quinteros	ATTN DEAN	Span Sp 1A	Span Sp 2A	Span Sp 1A	
5391			42	42	42
Tirado	Spanish 2A	Spanish 1A	Spanish 2A	Conference	
6181	24		39	36	
Deschenes	ESL 3	9TH GRADE ELECTIVE	ESL 4	English 9	

ELECTIVES

2010-2011 Spring Semester Mester A3

	Period 1	Period 2	Period 3	Period 4
Daneshvari	Ceramics	Ceramics	Conference	Ceramics
6251	31	36		30
Loya	Drawing A	Conference	Drawing A	Drawing A
5471	19		25	39
Nield	Drawing A	Conference	Drawing A	Drawing A
6931			12	21

Grigsby				Design A	Design A	Design A	Design A
	5091			(21 slots)	(21 slots)	22	19
Herrold			Film Production A				
	5482			20			
Isaacs		Conference	Filmmaking A	AP Music Theory B	Instruments A		
	6451			35	8		
Hetrick (Kalatzis)		Conference	SLC Lead	Theater Appr A	Theater Appr A		
	6531				20	13	
Chang		Office Tech A	Office Tech A	Office Tech A	Work Experience		
	6191	20	19	21			
Colon		Conference	Plants Soil A	Landscaping	Floriculture		
	5241			17	19	26	
Elias		Adm Asst 1/Ofc Proc	Adm Asst 1/Ofc Proc	Adm Asst 1/Ofc Proc	Desktop Pub(yearbk)		
	6301	23	25	28	18		
Feinberg		Conference	Accounting A	Accounting A	Accounting A		
	5282			16	12	12	
Higgins		Chef Asst. Cater	Ethnic Foods	Ethnic Foods	Cake Decorator		
	5861	32	35	35	35		
Lamos		Wood 1A	Wood 1A	Wood 1A	ATTN DEAN		
	5441	20	22	28			
Lewis		Virtual Ent (2 mesters)	Cust Serv Rep	Cust Serv Rep	Cust Serv Rep		
	6781	5	12	16	11		
Maynard, S		ECE Inf/Toddler Stud	ECE Inf/Toddler Stud	ECE Inf/Toddler Stud	ECE Inf/Toddler Stud		
	5931	8	16	22	13		
Rios		Comp Tech Intro	Comp Tech A+	Comp Tech Intro	Comp Tech A+		
	6691	22	18	26	22		
Sonenschein		1st Responder	Med Term	1st Responder	Med Term		
	5001	14	17	12	17		
Blau FAME					Journalism 2A/B		
	6084				15		
Le Clair		French 2A	Special Assignment	Intro Psychology	Intro Psychology		
	5461	43		30	19		
Martin					AP Psychology B 5th		
	6805				23		
McEwen		Athletic Director	Sport SLC Class	Athletic Director	Conference		
	6832						
Block		Conference	Online Learning Lab	Online Learning Lab	B Tennis		

	5972			19		19	
Alatorre	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor
	5071	11		14		16	8
Warman	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor
	5601	2		1		4	2
Bennett	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor	Peer Counselor
	5031	10		12		12	3
Yeganyan	SERVICE	SERVICE	SERVICE	SERVICE	SERVICE	SERVICE	SERVICE
	6311						

**CAHSEE PREP
English & Math
Combo**

Rodrigues Ziehler 7331 6811	ELA Eng/Ela Math						
	15	18					

Blackwell/Stuckey 5402	ELA Eng/Ela Math			16			
Mitchell Gapac 6874 5064						ELA Eng/Ela Math 10 14	

English Only Elam						ELA English	
5584						35	

Math Only Loza						ELA Math	
5364						35	

SPECIAL EDUCATION				
2010-2011 Spring Semester Mester A3				
	Period 1	Period 2	Period 3	Period 4
RESOURCE				
Arhanian	RSP	Conference	RSP	RSP
Clubb	Conference	RSP	RSP	RSP

Fonarow	RSP	Conference	RSP	RSP
Leiva	RSP	RSP	RSP	Conference
Stockhammer	RSP	RSP	RSP	Conference
Erne-Webber	Conference	RSP	RSP	RSP

SPECIAL DAY PROGRAM

Alba	English 9A	Conference	English 9A	Practical Science
5561				
Fink	Conference	Geom A	Biology A	Physical Geology A
5291				
Grigsby	Special Assignment	Eng/Govt Lab	Design A	Design A
5093				
Leiva	Geom A	CAHSEE PREP 10TH	CO TEACH W Gapac	CAHSEE PREP 10TH
Ramsey	Conference	Alg 1B 9th	Life Skills/Health	Alg 1B 9th
6981				
Thornburgh	Mod Wld Hist A	U.S History A	Conference	Wld. Of Music
5671				
Urciola	Am Lit	Eng 10A	Meal Planning	Conference
7741				

CBI/MR

Blanco	Conference	Wk World	Personal Hlth	Comm Orient
6941				
De Roos	Pract Sci	Conference	Pract Eng	Ind Liv Sk A
6151				
Fishler	Conference	Guid Voc Or A	Guid Voc Or A	Guid Voc Or A
5571				
Watson	Conference	Pract Sci	Pract Eng	Pract Soc Sci
6721				
DOTS (Fiddler)	Meal PLN/PREP	Meal PLN/PREP		
5141				

PHYSICAL EDUCATION

Bachenheimer	5733	PE 2A 10th	PE 2A 10th	PE 2A 10th	Conference
Feeley	5791	PE 1A 9th	Conference	PE 1A 9th	PE 2A 10th
Schwal	6641	PE 1A 9th	PE 2A 11-12th	PE 1A 9th	Conference
Werner	6111	Conference	PE 1A 9th	PE 2A 10th	PE 1A 9th

HEALTH

Wolfson	5151	Health	Health	Conference	Health
Oliveros	6951	Guidance 10th grade	Health	Health	Health

9TH ELECTIVES

Roundtree	5051	ROTC 1A/2A	Conference	ROTC	ROTC
Smith	5131	ROTC	ROTC	Conference	ROTC 2A
Jaurequi	6431	Intro Comp	Conference	Intro Comp	Intro Comp
Lorraine	5101	Conference	Col Prep	Col Prep	Col Prep

Magnet Master Fall 2010-2011

TEACHER	PERIOD 1	PERIOD2	PERIOD 3	PERIOD 4
Madrigal Rm 35	College Prep A Eng 9A 2691/3691		College Prep A Eng 9A 2693/3693	H Eng 9A H Eng 9B 2694/3694
Martin Rm 33	AP Eng Lang A AP Eng Lang B 18014801	Writ Sem A H Eng 10A 1802/4802	Writ Sem A H Eng 10A 1803/4803	
Mitchell Rm 29	AP Eng Lit A AP Eng Lit B 1871/4871	H Adv Comp H Wld Lit 1872/4872	H Am Lit H Cont Comp 1873/4873	
Lehavi Rm 37		H Geog A H Geog B 1732/4732	AP Euro Hist A AP Euro Hist B 1733/4733	H Wld Hist A H Wld Hist B 1734/4734
Morillo Rm 34	H Pr Am Demo H Econ 1881/4881		H US Hist A H US Hist B 1883/4883	Const Law A AP US A 1884/4884
Salva Rm 40	H Bio A AP Bio A 2871/3871	H Physiology A H Physiology B 2872/3872		H Bio A H Bio B 2874/3874
Gomez Rm 51	H Chem A H Chem B 2341/4342	H Chem A AP Chem A 2342/4342	H Physics 9A H Physics 9B 2343/4343	
Schwagle Rm 50	H Phys A (9) AP Phys A (9) 0651/3651	H Phys A (12) AP Phys A (12) 0652/3653		H Physics 9A H Physics 9B 0654/3654
Cover Rm 207	Geometry A Adv App A 0641/3641		Geo & Alg/Trig A Geo & Alg/Trig B 0643/3643	Alg 1B Adv App A 0644/3644
Moszkowicz Rm 46	Algebra 1A1 Algebra 1A 1091/4091	Alg 2A Geo & Alg/Trig A 1092/4092		H Statistics A AP Statistics A 1094/4094
Hernandez Rm 57		H Geom A Adv Applied A 1372/4372	H Geom A Adv Applied A 1373/4373	H Alg 2A H Alg 2B 1374/4374
Richter Rm 55			H Math Anal A H Math Anal B 1993/4993	AP Calc A AP Calc B 1994/4994
Bonar Rm 23	Spanish 2A Spanish 2B 0681/3681	Spanish 1A Spanish 1B 0682/3682	AP Span Lit A Spanish Poetry 0683/3683	

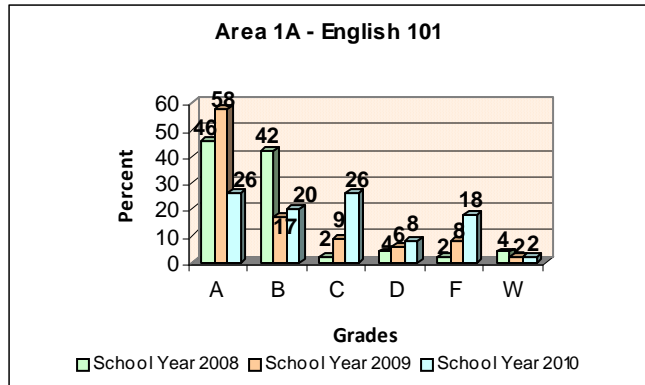
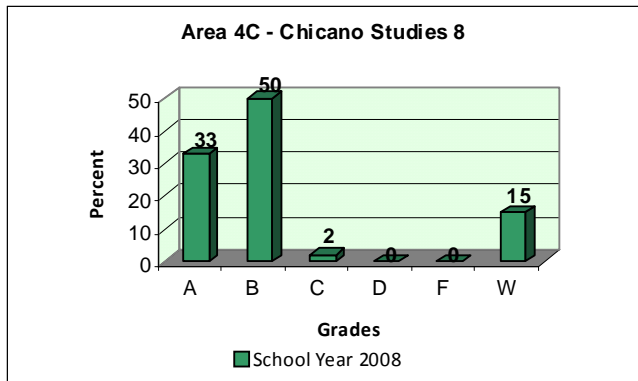
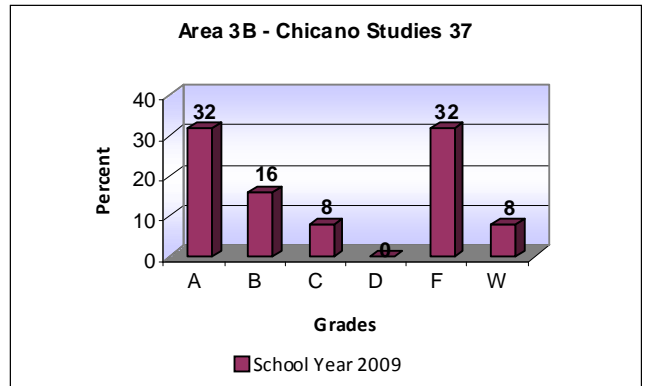
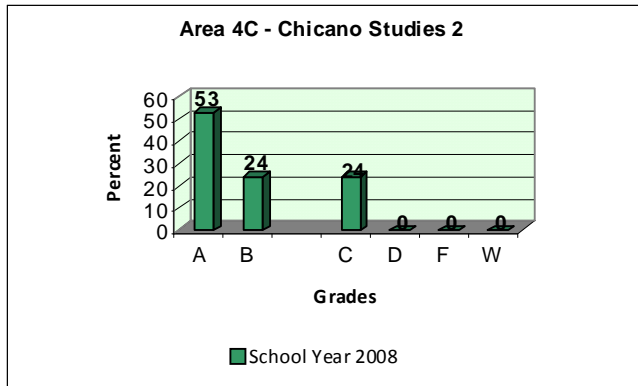
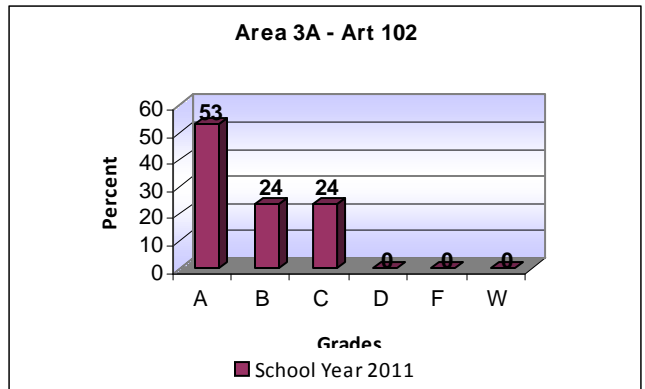
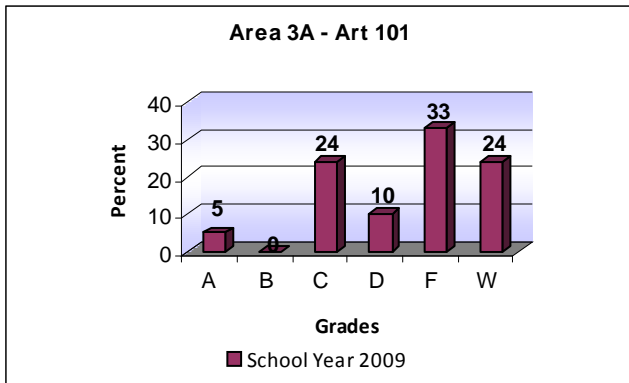
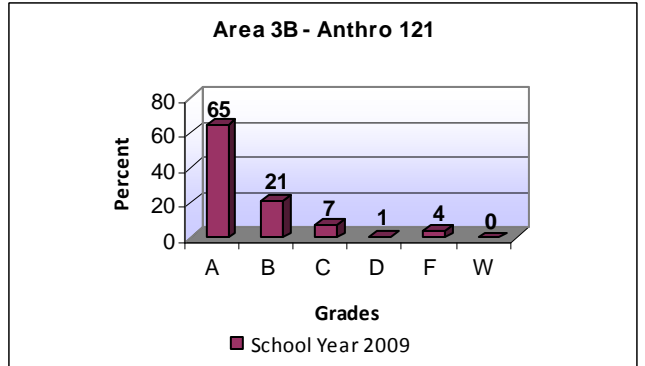
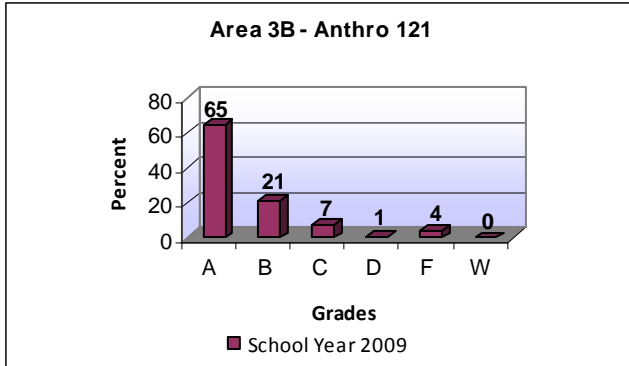
Magnet Master - Spring 2011

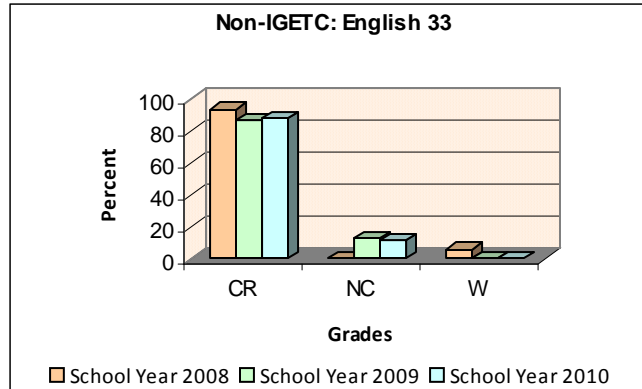
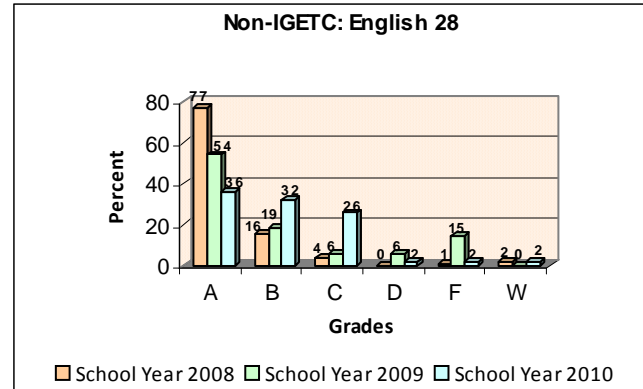
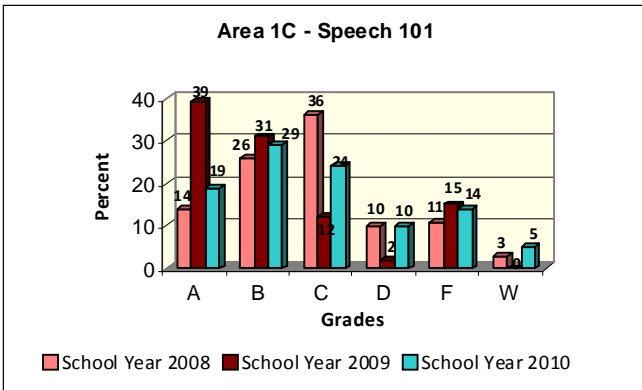
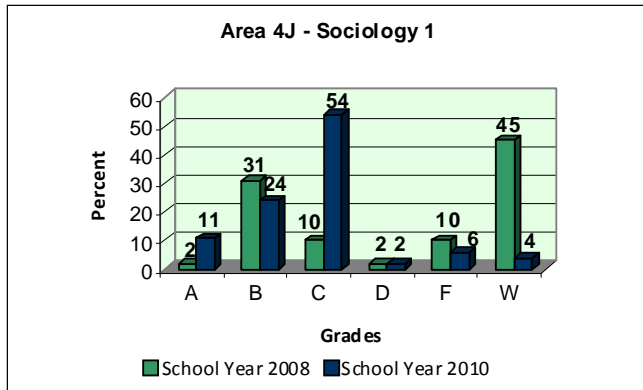
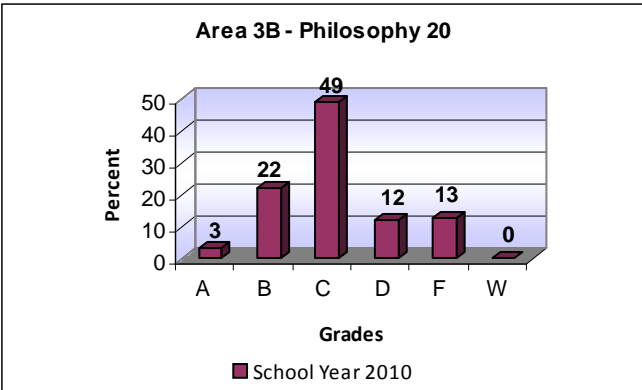
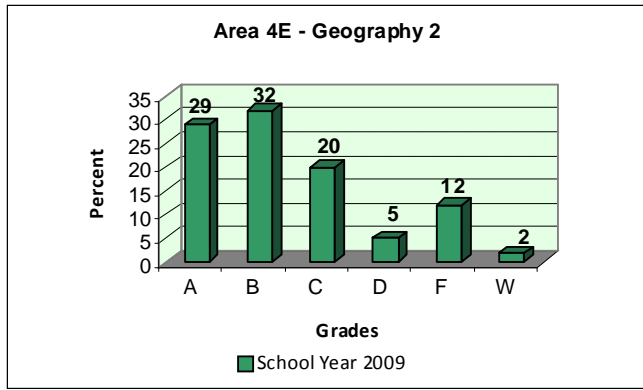
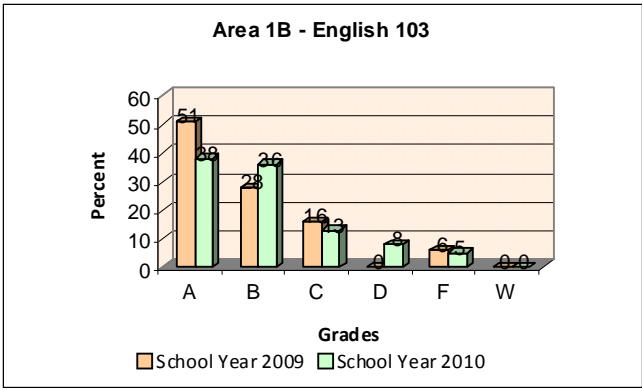
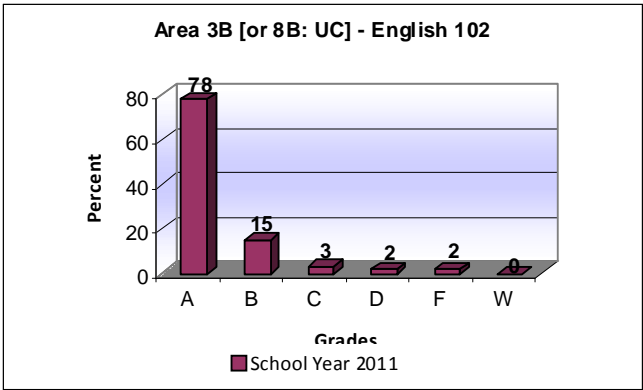
TEACHER	PERIOD 1	PERIOD2	PERIOD 3	PERIOD 4
Madrigal Rm 35 5191/7191	Humanities B H English 9B	Humanities B H English 9B	H English 9A H English 9B	
Martin Rm 33 6801/8801	Writ Sem B H English 10B	Writ Sem B H English 10B		H English 10A H English 10B
Mitchell Rm 29 6871/8871	H Am Lit H Cont Comp	H Adv Comp H Wld Lit	HAmLit/ConCom HAdvCom/WldLit	
Lehavi Rm 37 6731/9731	Poli Sci 1 Poli Sci 5	H Wld Hist A H Wld Hist B (AP Euro)	H Wld Hist A H Wld Hist B	H Wld Hist A H Wld Hist B
Morillo Rm 34 6881/8881	H Pr Am Demo H Economics	H US Hist A H US Hist B		AP US Hist B Const Law B
Alonso Rm 40 6241/8241	AP Biology B H Biology B	H Physio A H Physio B	H Biology A H Biology B	
Gomez Rm 51 7341/9341	H Chemistry A H Chemistry B	AP Chemistry B H Chemistry B		H Physics A (9) H Physics B (9)
Schwagle Rm 50 5651/7651	AP Physics B (9) H Physics B (9)	H Physics A (12) H Physics B (12)	AP Physics B (12) H Physics B (12)	
Cover Rm 207 5641/7641	H Math Anal A H Math Anal B	H Math Anal A H Math Anal B	Math Anal A (12) Math Anal B (12)	
Moszkowicz Rm 46 5721/7721	Adv Applied B Geom B	Algebra 1B Algebra 1B2	Geo/Alg/Trg A Geo/Alg/Trg B (12)	
Hernandez Rm 57 5331	H Geom B Adv Applied B (Felix)		H Math Anal A H Math Anal B (Gomez)	H Geom B Adv Applied B (Cover)
Richter Rm 55 6991/8991		AP Calc B AP Calc C (12)	Trig/Math An B AP Calc A (11)	
Bonar Rm 23 5681/7681		Span 3A Span 3B	SpSp 1A SpSp 1B	AP Span Lit B

College Course Data



COLLEGE COURSE DATA





Parent Newsletters



April 2010



"The Percentage of EL students which score proficient on the CAHSEE may be among the highest in the state of California"

Special points of interest:

- Poly Celebrates Brains Power—Daily News Publishes Article on Academic Decathlon Pep Rally
- Drill & Cheerleading Teams Win 1st Place in Whittier
- Poly Yearbook Nominated for Special Award
- La Opinión—(Spanish Language Newspaper) Highlights Poly Students Admissions into MIT
- Instructional Peer 393 Observations Scheduled for April
- Balanced Calendar Likely to Receive Approval on April 13th
- WASC Midterm Revisit Scheduled for 2010-2011
- Poly to Visit Whittier Union High School District on April 22nd to Examine Best Practices

John H. Francis Polytechnic High School

Los Angeles Unified School District - District 2—Gerardo Loera—Principal's Update

>>> The CAHSEE Scores Are Up —English Learners Progress the Most!

Despite the budget cuts implemented in the 2009-2010 school year, CAHSEE scores continue to improve. B and C track students who took the exam in February scored at an all time high.

Tenth grade students continue to climb. The pass rate for English is 84% and 83% in math.

The percentage of students scoring proficient on the CAHSEE has also improved. English Learners (EL) enjoyed the biggest improvement on the English portion of the CAHSEE. This year 39% of EL students scored proficient on the CAHSEE compared to approximately 25% last year. Should these numbers remain consistent when A-Track scores are included, the percentage of EL students which score proficient on the CAHSEE may be among the highest in the state of California.

In 2009-10, Santa Fe High School in Whittier Union School District had the

highest English proficiency of ELs scoring at 37%.

As the stakes and benchmarks continue to rise in regards to the NCLB Adequate Yearly Progress guidelines, Poly's students steadily exceed the expected annual measurable objectives.

Poly is well on its way to meet the AYP targets this year and well poised to remain out of Program Improvement.

In 2008, Poly became one of only three high schools in California ever to exit from Program Improvement Year Five.

We expect A-Track scores in mid May. The school's Data Team will analyze the data and share the results. The state will release the final Adequate Yearly Progress Report in late August or early September.

Budget Updates for 2010-11

The 2010-11 school year budget definitely presents some real challenges. The month of April launches many of the budget development plans.

Members of the Compensatory Education Advisory Council (CEAC), the English Learner Advisory Council (ELAC) are busy analyzing student data and making recommendations for the

School Site Council. The School Site Council is responsible for aligning the school Title I and Bilingual budget to the School Single Plan.

Poly will face a number of cuts as it converts from a year round school to a traditional school. Fortunately, classes will not increase in 2010-2011.



Photo of Medals won by Tim Lou on the Academic Decathlon Team. Photo from the Daily News

Poly in the News

A number of published Daily News articles recognize the Poly's Academic Decathlon Team. La Opinión, the prevalent Spanish language newspaper, also featured an article on success of the magnet with MIT admissions among other IVY league universities.

Drastic cuts in clerical positions and other support services present the biggest challenges.

Poly staff is a resilient staff and I know we all will continue to work hard and do our best in 2010-11.

Abril 2010



"El porcentaje de estudiantes del Aprendizaje de Inglés con puntaje proficiente en el examen CAHSEE podría ser el más alto en el Estado de California"

Puntas de Interés Especial

- El periódico *Daily News* publicó el artículo - Poly Celebra el Poder de la Mente - acerca de la entusiasta celebración de la Academia del Decatlón.
- En Whittier los equipos de carreras y de ejercicios de precisión ganaron el primer lugar.
- El Libro del Año de Poly fue Nominado para un Premio Especial.
- El periódico *La Opinión* (diario en español) destacó la admisión de los estudiantes de Poly a la Universidad MIT.
- En el mes de Abril se harán las observaciones S&I de Instrucción por Computeros.
- El Calendario Balanceado para el nuevo año se aprobó el 12 de Abril.
- MASC visitará nuevamente a Poly en 2010-2011.
- El 22 de Abril Poly visitará el Distrito de Whittier Union High School para observar las mejores prácticas.

John H. Francis Polytechnic High School

Distrito Unificado de los Angeles - Distrito 2—Actualización de Gerardo Loera—Director

Subieron los resultados de CAHSEE —Los estudiantes aprendices de inglés son los que obtuvieron los más altos resultados!

Pese a los recortes en el presupuesto del año escolar 2009-2010, los resultados de CAHSEE continuaron mejorando. Los estudiantes de los ciclos B y C que se examinaron en Febrero obtuvieron los más altos puntajes en mucho tiempo.

Los estudiantes del grado 10 continúan subiendo. El índice de pase fue de 84% en Inglés y 83% en Matemáticas.

El porcentaje de estudiantes con puntaje proficiente en el CAHSEE también ha mejorado. Los aprendices de Inglés (EL) obtuvieron el incremento más alto en la porción de Inglés. Este año el resultado proficiente de CAHSEE fue el 38% en comparación con el año pasado que fue de 25%. Estos números serán consistentes con los resultados de los estudiantes (EL) del ciclo A con porcentaje proficiente en el CAHSEE, tendríamos el puntaje más alto en todo el estado de California.

La escuela preparatoria Santa Fe en el Distrito de Whittier Union obtuvo el resultado más alto de proficiente en

Inglés de los aprendices de Inglés con el 37%.

Como los intereses y los puntos de referencia elevaron las normas del Progreso Anual Adecuado con respecto al NCLB. Los estudiantes de POLY firmemente excedieron los esperados objetivos determinables.

Poly está en muy buen camino de permanecer fuera del programa de mejoramiento logrando con mucho aplomo la meta del AYP.

En el 2008 Poly se convirtió en una de las tres preparatorias que Salto del programa de mejoramiento de 5 años.

A mediados de Mayo esperamos los resultados del ciclo A. El equipo de datos de la escuela analizará los puntajes y compartirá los resultados. A finales de Agosto o principios de Septiembre el estado anunciará el reporte final del Progreso Anual Adecuado.



Fotografía de las medallas que Tom Lee obtuvo con el equipo en el concurso de la Academia de Decatlón.

Poly en las Noticias

Diversos artículos publicados en diferentes periódicos reconocieron el éxito del equipo de Poly con la Academia del Decatlón. Reconocieron el éxito del Magnet ya que muchos estudiante fueron aceptados en MIT y en muchas otras Ligas Universitarias Ivy.

Presupuesto el día para el año 2010-11

El presupuesto del año escolar 2010-2011 presenta reales desafíos. Durante el mes de Abril empezaremos a desarrollar los planes para el próximo año.

Miembros del Comité Asesor para la Educación Compensatoria CEAC y el Consejo Asesor de los Aprendices de Inglés ELAC están analizando los datos de los estudiantes para hacer las

recomendaciones al Consejo Educativo del Plantel SSC. Este Consejo es responsable de alinear los presupuestos de Título I y Bilingüe con el Plan Único Escolar.

Poly enfrentará muchos recortes en el presupuesto por el cambio de escuela de año redando a escuela de calendario tradicional. Afortunadamente el número de estudiantes en el salón de

clases no aumentará en el año 2010-2011.

Los mayores retos se enfrentan en las posiciones secretarias así como en otras áreas de servicios de apoyo.

El personal de Poly no se desalienta fácilmente y yo sé que continuaremos trabajando arduamente y dando lo mejor en el 2010-11.

May 2010

High School YEARS

Working together for lifelong success

Short Clips

Spring fever

As the weather warms up, help your teen stay motivated by showing interest in her schoolwork. For example, if she's reading books by Edgar Allan Poe, rent a movie based on one of his short stories, and watch it with her. Then, compare the movie with the story. How are they alike? Different? Which does your child prefer?

DID YOU KNOW? About one in five teens in the United States are overweight, which can lead to serious health problems. Your teen can maintain a healthy weight by exercising every day and limiting fat, sugar, and cholesterol in his diet. If he's overweight, ask his doctor about safe ways to shed extra pounds.

Earth-friendly fashion

Shopping at secondhand stores saves money, and it's good for the environment. That's because reusing clothing, accessories, CDs, and computer games gives the items a longer life and keeps them out of landfills. Your child may be surprised to find brand-name jeans or popular games at big discounts.

Worth quoting

"My interest is in the future because I am going to spend the rest of my life there." *Charles E. Kettering*

Just for fun

Q: What has cities without houses, rivers without water, and forests without trees?

A: A map!



Making the most of summer

Teens look forward to summer break as a chance to unwind. This summer, encourage your child to be active, keep learning, and enjoy his time off with these suggestions.

Fitness. Look for ways your high schooler can be physically active. If he's on a school sports team, he might have conditioning sessions throughout the summer. If not, he could invite friends to join him for regular workouts. They might meet weekly at a swimming pool, fitness trail, or gym. Setting up a schedule and keeping people informed will "pump up" his organizational and communication skills, too.

Learning. If your teen likes taking pictures or videos, being outside can open doors to a whole new world of learning. He could tour and film your town's historic district or monuments. Or he might photograph zoo animals, focusing on their eating, playing, or sleeping

habits. While observing and filming, he'll learn about history or animal behavior.

Community service. Summer is a great time for your high schooler to volunteer. He might help out with Special Olympics by keeping score, recruiting other volunteers, or answering phones and e-mails in the office. He can find out about opportunities at www.specialolympics.org. Or he could contact your local Red Cross. They may need someone to greet, register, and serve refreshments to blood donors. For other ideas, have your teen visit www.dosomething.org/volunteer.



The last report card

When your child's final report card comes, use it as a tool to celebrate her progress and plan for improvement. Here's a guide:

- Look for areas to praise. Did any grades go up? Did she do well on final exams? Did she get high marks for effort?
- Check attendance and tardy records, along with teacher comments. Did your teen attend class regularly, arrive on time, and complete assignments?
- Review the report card together, and then list ways she can improve in the fall. Example: Don't leave assignments for the last minute.



Safe summer socializing

One of parents' biggest concerns for summer break is helping their teens stay out of trouble. Here are some ways you can keep your child safe.

Be in the know

Tell your teen you need to know where she is going and who she'll be with. Set a time for her to come home, and agree on a way for her to contact you if her plans change (phone call, text message).



Talk it over

Kids whose parents talk regularly about the dangers of drugs, alcohol, and tobacco are less apt to use them. Make sure your child understands how you feel and what your rules are. Lay out the consequences up front for breaking rules, and stick with what you say.

Stay in touch

Get to know the parents of your teen's friends, and touch base often. For example, you might agree to call in advance to find out if your kids will be supervised when visiting each other. Also, talk about your rules on drinking, curfews, and other issues. ☺

Q & A

Say no to cheating

Q I recently heard my daughter say that a friend had copied homework. How can I make sure she doesn't cheat?

A Start by talking with your daughter. Let her know that cheating is wrong—even if someone isn't caught. Explain that cheating can distort test curves or throw off class rankings, which affects everyone's scores and grades.

Together, review her school's handbook so she knows the consequences. Cheaters will usually get a zero on the assignment, but they may also fail the class or even be suspended.

Finally, make sure your child understands that she can be caught cheating whether she's the one who copies answers or the one who lends her paper to a friend. Help her practice what to say if someone wants to borrow her homework. She might brush off the request with a casual "I don't do that," or she could say, "No way. We could get in serious trouble." ☺



Parent to Parent

Government matters

My son Patrick told me he didn't like civics class because he just wasn't interested in government and politics. I suggested that he think about how the subject affects his everyday life.

For example, I explained that a government agency would issue his driver's license next year. Then, he'd have to obey traffic laws that are made by state legislators. Also, the government would take taxes out of his paycheck when he gets a job. Finally, I reminded him that it wouldn't be too long before he'd be old enough to vote.

I started e-mailing Patrick newspaper articles about government and politics. He was surprised by how often those topics appeared in the news—and I was surprised when he mentioned one of the articles at breakfast. ☺



Time for family

Sharing time together builds family bonds. Try these ideas:

1. Have a special dinner. As a family, decide on a theme and a menu. For example, you might wear pajamas and have omelets, or dress up in nice clothes and have pot roast. You could also dine by candlelight or choose music to listen to while you eat.
2. Take turns playing "expert." Pick a time when everyone is home, and teach each other how to do something. A parent might demonstrate how to change a

tire. A teen could explain how to use a new software program. And a younger child might show how he builds with Legos.

3. Start a book club. Take turns choosing a book for everyone in the family to read. Then, get together and discuss it. You might share what you liked or didn't

like or talk about your favorite characters. Before ending, decide on your next book. *Idea:* Make your meeting more fun by having it at a coffee shop or bookstore. ☺



OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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www.rftonline.com
ISSN 1540-3695

High School YEARS

Colaborar para el éxito durante toda la vida

Notas Breves

Fiebre de primavera

Ahora que mejoran los días, ayude a su hija a mantenerse motivada en sus estudios mostrando interés por su trabajo. Por ejemplo, si está leyendo a Edgar Allan Poe, alquile una película basada en uno de sus relatos breves y véala con ella. Luego comparen la película con el relato. ¿En qué se parecen? ¿En qué se diferencian? ¿Cuál le gustó más a su hija?

¿SABÍA USTED? Uno de cada cinco niños en los Estados Unidos tiene sobrepeso y esto puede llevar a graves problemas de salud. Su adolescente puede mantener un peso sano haciendo ejercicio cada día y limitando las grasas, el azúcar y el colesterol en su dieta. Si tiene sobrepeso, pregúntele a su médico sobre métodos sanos para perder las libras que le sobran.

Moda ecológica

Comprar en tiendas de segunda mano ahora dinero y es bueno para el medio ambiente. La razón es que reutilizar ropa, accesorios, discos compactos y juegos de computadora alarga la vida de los objetos y los mantiene alejados de los vertederos. A su hija le sorprenderá encontrar vaqueros de marca o juegos populares con enormes descuentos.

Vale la pena citar

"Me interesa el futuro porque voy a pasarme el resto de la vida en él".
Charles F. Kettering

Simplemente cómico

P: ¿Qué tiene ciudades sin edificios, ríos sin agua y bosques sin árboles?

R: ¡Un mapa!



Aprovechar bien el verano

Los adolescentes contemplan el verano como su oportunidad para relajarse. Anime a su hijo este verano a estar activo, a seguir aprendiendo y a disfrutar de su tiempo libre con estas sugerencias.

Forma física. Busque maneras de que su hijo mantenga su actividad física. Si está en un equipo de deportes en su colegio, tal vez podría tener entrenamientos durante el verano. Si no, podría invitar a sus amigos para hacer ejercicio juntos. Podrían reunirse semanalmente en la piscina, en una pista para acondicionamiento físico o en el gimnasio. Ponerse un horario y mantener a la gente informada mejorará también sus habilidades de organización y de comunicación.

Aprendizaje. Si a su hijo le gusta hacer fotos o videos, salir al aire libre puede abrirle puertas a todo un mundo para aprender cosas nuevas. Podría visitar y filmar el barrio histórico o los monumentos de su ciudad. También podría fotografiar los animales del zoo, concentrándose en sus hábitos de alimentación, de juego o



de descanso. Mientras observa y filma aprenderá historia y datos sobre el comportamiento de los animales.

Servicio comunitario. El verano es perfecto para que su hijo haga voluntariado. Podría ayudar con los Juegos Olímpicos Especiales llevando el tanteo, reclutando a otros voluntarios o contestando el teléfono y el correo electrónico en la oficina. Puede enterarse de oportunidades en www.specialolympics.org. También podría contactar con la Cruz Roja local. Quizá necesiten a alguien que reciba, apunte y sirva refrigerios a los donantes de sangre. Para más ideas, que su hijo vaya a www.dosomething.org/volunteer.

La última evaluación

Cuando llegue la tarjeta con la última evaluación de su hija, utilícela para celebrar su progreso y para planear posibles mejoras. He aquí una guía para ello:

- Localice las áreas que merecen felicitación. ¿Subió las notas en algo? ¿Salió bien en los exámenes finales? ¿Le dieron buenas marcas por esfuerzo?
- Examine la asistencia y los retrasos junto con los comentarios de los profesores. ¿Asistió su hija a clase con regularidad, llegó a tiempo y completó sus tareas?
- Revisen juntas la tarjeta de la evaluación y luego hagan una lista de cosas en las que puede mejorar en el otoño. *Ejemplo:* No dejar las tareas para el último momento.



Socialización veraniega y seguridad

Una de las preocupaciones principales de los padres durante las vacaciones del verano es ayudar a sus hijos a no meterse en problemas. He aquí algunas formas de contribuir a la seguridad de su hija.

Estar informado

Dígale a su hija que necesita saber dónde va y con quién estará. Póngale hora para volver a casa y acuerden cómo se pondrá ella en contacto con usted si cambia de planes (llamada telefónica, mensaje de texto).



Hablar

Los niños cuyos padres les hablan de las drogas, del alcohol y de fumar tienden a no usar estas sustancias. Hable regularmente con su hijo de estos temas para que ella sepa lo que usted piensa y cuáles son sus normas. Exponga con claridad cuáles son las consecuencias si desobedece las normas y sígalas a rajatabla.

Permanecer en contacto

Conozca a los padres de los amigos de su hija y hable frecuentemente con ellos. Podrían acordar, por ejemplo, llamarse con antelación para saber si sus hijos van a tener supervisión adulta cuando se visiten. Explíqueles también sus normas sobre la bebida, horas de llegada a casa y otros temas.

P & R

No a copiar

P Hace poco le oí comentar a mi hija que una amiga suya había copiado los deberes. ¿Cómo puedo asegurarme de que ella no copia?

R Hable con su hija. Explíquela que copiar es malo aunque no lo pillen a uno. Dígale que copiar puede alterar las medias de los exámenes o distorsionar el puesto en la clasificación estudiantil y que ello afecta los resultados y las notas de todos los estudiantes.

Repase con ella el manual del colegio para que entienda las consecuencias. Los tramposos sacan un cero en la tarea pero también pueden no aprobar la asignatura e incluso ser expulsados.

Finalmente asegúrese de que su hija entiende que pueden pillarla engañando tanto si es ella la que copia las respuestas como si es quien deja copiar a una amiga. Ayúdela a practicar lo que puede decir si alguien le pide prestados sus deberes. Podría ignorar la petición con un rápido "Yo no hago eso" o podría decir: "De ninguna manera. Podríamos meternos en problemas serios".



De padre a padre

El gobierno es importante

Mi hijo Patrick me dijo que no le gusta la clase de estudios cívicos porque no le interesan ni el gobierno ni la política. Le sugerí que pensara en cómo esa clase afecta su vida cotidiana.

Le expliqué, por ejemplo, que una agencia gubernamental le otorgará el año que viene la licencia de conducir. Luego tendrá que obedecer las leyes de tráfico que han hecho los legisladores del estado. El gobierno le retendrá impuestos de su paga cuando consiga un trabajo. Finalmente le recordé que no falta mucho para que tenga la edad de votar.

Empecé a enviarle a Patrick artículos de periódico sobre gobierno y política. Le sorprendió la frecuencia con la que aparecen en las noticias y a mí me sorprendió que mencionara uno de los artículos durante el desayuno.



Tiempo para la familia

Compartir tiempo juntos fortalece los vínculos familiares. Ponga a prueba estas ideas:

1. Hagan una cena especial. Decidan en familia un tema y un menú. Por ejemplo, podrían ponerse el pijama y comer tortilla de huevo. O bien podrían vestirse con ropa elegante y cenar un asado. Podrían cenar a la luz de las velas o escuchar música mientras comen.

2. Tórnense haciendo de "experto". Elijan una hora en la que estén todos en casa y enséñense a hacer algo. Uno de los adultos podría demostrar cómo cambiar

una llanta. Un adolescente podría explicar cómo se usa un nuevo programa de software. Y un niño pequeño podría enseñar cómo construye con Legos.

3. Empezar un club de lectura. Tórnense eligiendo un libro para que lo lean todos en casa. Luego reúnanse y coméntenlo. Podrían poner en común lo que les gustó o no les gustó o hablar de sus personajes favoritos. Antes de terminar, decidan qué libro leerán a continuación. *Idea:* Hagan más divertido su encuentro celebrándolo en una cafetería o una librería.



MUESTRA FINALIDAD

Proporcionar a los padres ideas prácticas que promuevan el éxito escolar, la participación de los padres y un mejor entendimiento entre padres e hijos.

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una filial de Aspen Publishers, Inc.
128 N. Royal Avenue • Front Royal, VA 22630
1-800-431-4281 • rfecustomer@wolterskluwer.com
www.rfedonline.com
ISSN 1540-3613

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May/June 2010
Mester 6



CAHSEE california high school exit exam
stepping into **YOUR future**

The Tenth Grade Center would like to thank all students, teachers, and parents for their efforts to reach high academic standards during this year's budget crisis in education. Our tenth grade students have taken the California High School Exit Exam. Students on B and C-Track celebrated an excellent test attendance with a luncheon in February. Results are in for B and C-Track, and these look promising indeed! We would like to highlight the following students from tracks B and C:

STUDENTS SCORING PERFECT IN MATH: Jessica Carvajal, Xitlalit Figueroa, Jessica Jimenez, Anthony Mandujano, Regina Martinez, Christian Medina, Gabriela Pelayo, Alexandra Perez, Jorge Valle, Nicole Wilkomm, Jona Aguilera Rodriguez, Ryan Chan, Evelyn Cifuentes, Joel Gutierrez, Eddie Ortega, Julio Ramirez, Jose Reyes, Isaac Vasquez

STUDENTS SCORING PERFECT IN ENGLISH LANGUAGE ARTS: Alme Lopez
STUDENTS SCORING PERFECT IN BOTH MATH AND ENGLISH LANGUAGE ARTS: Sandy Barba, Nataly Ochoa, Armando Arias Jr, Erik Granajo



We are extremely proud of the effort and performance of the tenth grade class, and especially proud of those students scoring perfect, advanced or proficient on one or both sections of the test. We are confident that our A-Track students will perform at least as well. Many students in the tenth grade continue to take college classes along with their high school diploma requirements. This means that those students will have part of their college requirements completed even before they graduate high school.

Counselors continue to regularly prepare individualized Graduation Plans (IGP) with their students. In order to matriculate to 11th grade, students need to successfully complete 110 credits and required courses. C-Track students are currently being registered into intercession if they need to retake a course. Please contact your counselor if you have questions about your student's progress or if you would like to participate in the IGP with your student.

10th Grade Center Staff
Coordinator—Adriana Maldonado-Gomez, ext. 3920
Dean—Chaz Calzada, ext. 3924
Counselor—Steve That, ext. 3978
Counselor—Angela Leidig, ext. 3979
Office Clerk—Judith Guerrero, ext. 3977

**New Balanced
Traditional Calendar
2010-2011 School Year
Begins 08/09/10**

**NO-COST OR LOW-COST INSURANCE
PARENT CENTER 05/04/10
9:00 A.M.-11:00 A.M.**

**C-Track Intercession
05/03/10-06/24/10**

• For students who need to make up failed classes

ASAP (After-School Access Program)

• After school activities

• Earn 5 credits

• Workshops include: Tutoring, Leadership Council (LEAD), Fitness Room, Drama Club, and more!

Contact Beyond the Bell Office (818) 394-3668

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Revised Calendar for May/June

Please be advised of the changes in our calendar for May and June due to District furlough days:

April 30	Last Day of Mester 5 for A-Track (Dismissal @ 1:32 p.m.)
May 3	Fest Day of Mester 6 (Tracks A & B)
May 4	Shortened Day (Dismissal @ 1:32 p.m.)
May 11	Regular Day
May 18	Shortened Day (Dismissal @ 1:12 p.m.)
May 26	Open House (5:30-7:00 p.m. in classrooms)
May 27	Shortened Day (Dismissal @ 1:12 p.m.)
May 28	Furlough Day (No School)
May 31	Memorial Day Holiday (No School)
June 1	Shortened Day (Dismissal @ 1:32 p.m.)
June 15	Shortened Day (Dismissal @ 1:32 p.m.)
June 17 & 21	Final Exams for 12 th Graders
June 22 & 23	Final Exams for 9 th -11 th Graders
June 24	Graduation
June 25	Shortened Day (Dismissal @ 1:32 p.m.) and Last Day of Mester 6 (Tracks A & B)
June 28, 29, & 30	Furlough Days (No School)

Gifted and Talented Education

Get your future in good hands. *Sharon*



Gifted and Talented Education (GATE) is a program that is designed to provide differentiated instruction for students who have been identified as Gifted. Teachers of GATE students have been trained on methods to differentiate instruction to enhance these students' experience in the classroom and help them excel in various courses. The overall goal is to provide

a high quality program which is challenging, well-coordinated with classroom instruction and clearly communicated to parents. Students can be classified as gifted in many categories in a number of ways. Just to name a few:

- **Intellectual**—a school psychologist administers an Intellectual Quotient (IQ) test
- **High Achievement**—based on students' CST scores in Math AND English
- **Specific Academic**—based on students' CST scores in a specific subject area such as Math, English, History, OR Science
- **Leadership, art, dance and music**—students are nominated by teachers and staff for evaluation of their talents or portfolios

For more information, please contact Ms. Malwan, GATE Coordinator.



CollegeBoard
Advanced Placement Program

AP Testing

Advanced Placement testing takes place May 3-May 14, 2010 nationally.

Thousands of students will be taking various AP tests offered by the College Board. Students have been preparing all year to take these tests which, if they pass with a score of 3 or better, could qualify for college credit when they move into higher education institutes. The Advanced Placement test is conducted by the College Board which also conducts other tests such as the ACT and SAT. It is important that students who wish to be competitive for certain colleges take AP courses while they are in high school. AP subjects offered at Poly include: AP Biology, Chemistry, Physics, English Language, English Literature, Spanish Language, Spanish Literature, US History, European History, Comparative Politics, Studio Art, Psychology, Physics, Economics, Calculus, and Statistics. If your child is interested in enrolling in these courses, they may see their counselors.

Leadership



Leadership, a government organization held by the student body, is not only known for their annual toy drive activity but also known for their dedication in helping the community and Poly itself. They recently participated in a "Poly Beautification Day" on Saturday, March 20th and put together the April 12th blood drive. They will be having another blood drive in the month of June. If you would like to know the date, call the school and ask for Ms. Heilbron or Mr. LeClair, anyone is welcome to come. Aside from all these activities, they continuously attend the Neighborhood Council meetings held here at Poly, helping them stay aware of the activities going on around the community and in Poly.



CST EXAM

05/25/10-06/07/10

A & B-Track

FURLOUGH BELL SCHEDULE

05/18/10 & 05/27/10

Period 1	7:25 a.m. - 8:45 a.m.
Period 2	8:55 a.m. - 10:03 a.m.
Lunch	10:03 a.m. - 10:40 a.m.
Period 3	10:48 a.m. - 11:56 a.m.
Period 4	11:04 p.m. - 1:12 p.m.

Graduation
Thursday, June 24, 2010

Congratulations Seniors!



Our seniors' hard work has paid off. Many of our seniors have been accepted to two-year community colleges and four-year universities. We have students accepted to many of the Cal State and UC schools as well as Mount St. Mary's, Stanford, Georgetown, Grinnell, University of Chicago, MIT, Dartmouth, NYU, Boston College, Columbia, Cornell, Harvard, and many more! Thank you to all parents. These students could not have been successful without your support and encouragement. It is now time for juniors to prepare for college. Juniors should be making decisions now as to where they would like to attend university, visit schools if possible, and register for the next ACT or SAT test. As always, freshmen, sophomores, juniors, and parents are invited and encouraged to visit the College Office.

CAHSEE (Examen de Salida de la Escuela Preparatoria) Avanzando a su Futuro

El Centro del Grado 10 desea agradecer a todos los estudiantes, profesores y padres de familia por sus esfuerzos para lograr altas normas académicas durante este año de crisis presupuestaria en la educación. Los estudiantes que tomaron el examen CAHSEE de salida de la escuela de los ciclos "B" y "C" celebraron en Febrero con un almuerzo su asistencia excelente durante estos exámenes. Se recibieron los resultados y se miran simplemente prometedores. Nos gustaría destacar los siguientes estudiantes de los ciclos "B" y "C":

Con puntaje perfecto en Matemáticas: Jesusa Carvajal, Xitallit Figueroa, Jessica Jiménez, Anthony Mandujano, Regina Martínez, Christian Medina, Gabriela Pelayo, Alejandra Pérez, Jorge Valle, Niesle Wilcoxon, Jona Aguilera Rodríguez, Ryan Chan, Evelyn Cifuentes, Joel Gutiérrez, Eddie Ortega, Jallo Ramírez, José Reyes e Isaac Vásquez

Con puntaje perfecto en Artes de Lengua Ingles: Aimé López

Con puntaje perfecto en Matemáticas e Inglés: Sandy Barba, Nataly Gebra, Armando Arias Jr. y Eric Gramajo



Estamos extremadamente orgullosos de los esfuerzos y el rendimiento de la clase del grado 10, especialmente de aquellos estudiantes que obtuvieron puntaje perfecto, avanzado o proficiente en una o las dos secciones del examen. Tenemos la seguridad que los estudiantes del ciclo "A" rendirán igual. Muchos de los estudiantes del grado 10 continúan tomando clases de colegio juntamente con las requeridas para sacar el diploma de la escuela preparatoria. Esto significa que estos estudiantes habrán completado parte de los requerimientos de colegio aún antes de graduarse de la escuela preparatoria.

Los consejeros continúan preparando regularmente con sus estudiantes Planes Individualizados de Graduación (IGPI). Para poder matricularse en el grado 11 los estudiantes necesitan haber completado exitosamente los cursos requeridos y tener al menos 110 créditos. Hay estudiantes del ciclo "C" que están actualmente registrados para intersección porque necesitan retomar algún curso. Póngase en contacto con el consejero si necesita tener información del progreso de su estudiante o si le gustaría participar en el Plan Individualizado de Graduación de su hijo/a.

Personal del Centro del Grado 10

Coordinadora—Adriana Maldonado-Gómez, extensión 3020

Decano—Chante Calzada, extensión 3924

Consejero—Steve Thatt, extensión 3978

Consejera—Angela Leidig, extensión 3979

Oficinista—Julith Guerrero, extensión 3977

**Nuevo Calendario
Tradicional Balanceado
Año Escolar 2010-2011
Empieza 06/09/10**

Calendario Revisado para Mayo y Junio

Por favor tome en cuenta los cambios en el Calendario para Mayo y Junio debido a los días de descanso obligado que ordena el Distrito.



Abril 30	Último día del Meser 5 (Salida a la 1:32 p.m.) (Ciclo A)
Mayo 3	Primer día del Meser 6 (Ciclos A y B)
Mayo 4	Día corto (Salida a la 1:32 p.m.)
Mayo 11	Día regular
Mayo 18	Día corto (Salida a la 1:00 p.m.)
Mayo 26	Casa Abierta (5:30 – 7:00 p.m. en el salón de clases)
Mayo 27	Día corto (Salida a la 1:00 p.m.)
Mayo 29	Día de descanso obligado (no escuela)
Mayo 31	Día de Recordación (no escuela)
Junio 1	Día corto (Salida a la 1:32 p.m.)
Junio 15	Día corto (Salida a la 1:32 p.m.)
Junio 17 y 21	Exámenes Finales para el grado 12
Junio 22 y 23	Exámenes Finales para los grados 9 y 11
Junio 24	Graduación
Junio 25	Día Corto, último día del Meser 6 Ciclos A y B (Salida a la 1:32 p.m.)
Junio 28, 29, y 30	Días de descanso obligado (no escuela)

Meser 6

Clases de Intersección del Carril "C"

05/03/10-06/24/10

- Estas clases son para estudiantes que necesitan reponer materias repetidas

ASAP (After-School Access Program)

- Actividades después de escuela
- Ganar 3 créditos extra
- Algunos de los programas que se ofrecen son: Tutoría, Consejo de Liderazgo, Salón de Ejercicios para mantenerse en buena forma, Club de Drama, y más!

La Oficina de Beyond the Bell
(NIR) 394-3668

**SEGURO MÉDICO
A BAJO COSTO O SIN COSTO
CENTRO DE PADRES 05/04/10
9:00 A.M. - 11:00 A.M.**

MI COMUNITARIO

El Centro de Padres de Poly High School desea felicitar a todos los padres de familia y miembros de la comunidad que se graduaron de las diferentes clases y talleres ofrecidos en el meser que acaba de terminar. Los talleres y clases fueron los siguientes: Preparación para Colegio, Cerámica, Computadores Principiantes y Avanzados, así como Aprendiendo a Distancia, Sobreviviendo los años de la Adolescencia-Padres y Adolescentes. Muchas felicitaciones a todos los que participaron. Continuamos con: Preparación para emergencias, Reparaciones en el Hogar, Café con el Director, Tea para Diez, Computadores Intermedia y Avanzada, Migajón, Matemáticas, CEAC-ELAC Juntas, Adopte una Jardinería y Padres y Adolescentes.

Para más información comuníquese al (010) 252-7258.

Page 3

Programa GATE

Did you know
it could be
you?



El programa de educación para dotados y talentosos (GATE) está diseñado para proveer instrucción diferenciada a los estudiantes que han sido identificados como dotados. Los maestros de estos estudiantes están entrenados en métodos de instrucción diferenciada que realiza la experiencia del estudiante en el salón de clases y los ayuda a sobresalir en los diferentes cursos. La meta general es proveer un programa de alta calidad, con grandes expectativas e instrucción muy bien coordinada en el salón de clases y que ofrezca información clara a los padres de familia. Los estudiantes pueden ser clasificados como dotados en diversas categorías y en diferentes formas. Mencionaremos algunas de ellas:

- **Intelectual** - un psicólogo escolar administra un examen para determinar el cociente intelectual (IQ)
- **Asociamiento Avanzado** - basados en los resultados de los estudiantes en los exámenes CST en las áreas de Matemáticas e Inglés.
- **Alumnos Académicos Específicos** - basados en los resultados de los estudiantes en los exámenes CST en materias específicas como Matemáticas, Inglés, Historia o Ciencia.
- **Liderazgo** - *dotado y exitoso* - los estudiantes son nominados por maestros, o personal escolar para una evaluación de sus talentos o portafolios.

Para más información lláma a Ms. Malwan, Coordinadora de GATE.



EXÁMENES AP

Los exámenes de los Cursos Avanzados tendrán lugar **Mayo 3 - Mayo 14 del 2010** en toda la nación. Miles de estudiantes tomarán estos exámenes de Cursos Avanzados ofrecidos por la Mesa Directiva de los Colegios. Los estudiantes se han estado preparando por todo el año para tomar estos exámenes que si pasan con un puntaje de 3 o más, podrían calificar para créditos de colegio una vez entren a instituciones de educación superior. Los exámenes de AP son conducidos por la Junta Directiva de Colegios que también conducen otros exámenes como ACT y SAT. Es muy importante que los estudiantes que desean ser competitivos para entrar en ciertos colegios tomen cursos avanzados AP mientras están en la escuela preparatoria. Los cursos que se ofrecen aquí en Poly incluyen Biología AP, Química, Física, Inglés (Inglés II), Literatura Inglesa, Español (Inglés II), Literatura Española, Historia de Estados Unidos, Historia de Europa, Gobierno, Estudio del Arte, Psicología, Economía, Cálculo, y Estadística. Si su estudiante está interesado en inscribirse en estos cursos deben hablar con su consejera.

Liderazgo

Leadership
Liderazgo, organización de gobierno sostenida por el cuerpo estudiantil, no solo es conocida por la campaña anual de recaudación para los juguetes, sino también por su dedicación y ayuda a toda la comunidad y a la misma Poly en particular. Recientemente participaron en el "Día de embellecimiento de Poly" el sábado 20 de Marzo y el 12 de Abril en Recaudación de Sangre (blood drive). También tendrán otro blood drive en el mes de Junio. Si ustedes desean saber el día, pueden llamar a la escuela y preguntar por la señora Heibron o el señor LeClair, todos son bienvenidos. Aparte de todas estas actividades, ellos asisten a las juntas del Concilio Vecinal que se reúne cerca de Poly, y ayudan a poner en conocimiento de la comunidad de todas las actividades que se realizan en Poly así como en los alrededores de la comunidad.

Graduation
21 de Junio del 2010

EXÁMENES DE CST

05/25/10-06/07/10

Ciclo A y B

Día de Descanso Obligado

05/18/10 y 06/27/10

Periodo 1	7:25 am - 8:48 a.m.
Periodo 2	8:55 a.m - 10:03 a.m.
Almuerzo	10:03 a.m. - 10:40 a.m.
Periodo 3	10:48 a.m. - 11:56 a.m.
Periodo 4	12:04 p.m. - 1:12 p.m.

Felicitaciones Estudiantes del Último Año



El trabajo duro de nuestros estudiantes tiene su recompensa. Muchos de ellos han sido aceptados en Colegios Comunitarios de 2 años y en Universidades de 4 años. Algunos han sido aceptados en muchas de las Universidades Estatales de California y otras Universidades como Mount St. Mary's, Stanford, Georgetown, Grinnell, Universidad de Chicago, MIT, Dartmouth, NYU, Boston College, Columbia, Cornell, Harvard y muchas más. Gracias a todos los padres. Estos estudiantes no habrían sobresalido sin su apoyo y estímulo. Ahora es el tiempo para empezar a prepararnos para el colegio y los estudiantes del grado 11. Deberían estar haciendo decisiones ahora a que Universidad les gustaría asistir, visitarlas y si es posible registrarse para los próximos exámenes de ACT o SAT. Como siempre estudiantes de los grados 9, 10 y 11 así como los padres de familia están invitados a visitar la oficina de colegios.

John H. Francis Polytechnic High School

12431 Roscoe Boulevard
Sun Valley, CA 91352
(818) 394-3600

www.polyhigh.org



Fall 2010
Quarter 2

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Poly's Academic Performance Index (API) Jumps 42 points to 693 and Meets Adequate Yearly Progress (AYP). The 42 point increase puts Poly in the top 13% of most improved high schools in LAUSD!

CONGRATULATIONS POLY HIGH SCHOOL!

Tenth Grade Center News

Submitted by Adriana Maldonado-Gomez

A very warm welcome to all our new 10th graders this year and thank you to all who attended our first Parent Conference Night on September 16. Our students are on their way to breaking new ground and setting new records. In spite of crowded classes and reduced resources, our students are eager to exceed expectations on CAHSEE, CST and matriculation to 11th grade.

Parents, please continue to work with us to ensure that your students are in class every day and completing assignments. Grades are issued every four weeks and available for immediate pick-up on Parent Conference Nights. Please notify the Tenth Grade Center if you are not informed of grades in a timely manner. We depend on you to continue to have encouraging and supportive conversations with your students to help them stay focused and on track. Please also contact us regarding any updates in address or phone numbers, as we rely on these to continue regular communication with you.

An important meeting was held on September 18 for tenth graders enrolled in Algebra 1 and their parents. Those who attended worked with their counselors to complete an Individualized Graduation Plan and were informed of the school's plan to ensure that the students complete their tenth grade math requirement this year. Also on September 18, students in Algebra 2 and Trigonometry were invited, along with their parents, to a meeting with Mr. Alatorre. If you did not attend these meetings, please contact the Tenth Grade Center as we would like to ensure that you are informed. Counselors have now completed Individualized Graduation Plans with every tenth grader and the document has been sent home with the student to review with their parents. Please sign and return the document with your student.

Remember, tenth graders have an extra responsibility this year to pass the CAHSEE exam, required for a high school diploma. Our first administration of the CAHSEE to tenth graders will be in March 2011, and another will occur in the fall of 2011.

Please encourage your students to become involved in school by being here every day and being engaged. See our Athletics Director, Ms. McEwen, about involvement in sports and encourage your students to join clubs and organizations that will help keep them excited about school.

We look forward to working with you this year and helping your students achieve their ultimate potential. Please contact the Tenth Grade Center if you have any questions or concerns.

California High School Exit Exam (CAHSEE)

11th & 12th Grade Students

11/09/10-11/10/10

Parent Conference Night
Tuesday, 11/09/10
5:30 p.m.-7:00 p.m.

Important Dates to Keep in Mind

Friday, 11/11/10 (Veterans Day Holiday - No School)
11/22/10-11/26/10 (No School)
12/20/10-02/04/11 (Winter Break - No School)
01/02/11-02/01/11 (Winter Intersession)

Quarter 3 Classes Begin on Monday, 02/07/11



Culinary Arts Poly CTC Program

The Culinary Arts Poly CTC program provides vocational skills, employment-based training skills and independent living skills for the students. The program prepares students as they transition into life after high school. The students are planning to have their business and sell banana muffins to the Poly staff.

Parent Center

The Parent Center welcomes everyone on this new school year. It is our pleasure to inform all parents that the Parent Center has moved to a new location. You may now find us in the main Administration Building. The Parent Center is your center, please feel free to come and visit us. We have different community resources that are here to help you. In addition we offer several classes that are aimed to help you, the parent. For additional information call the Parent Center at (818)394-3627, Sylvia Gonzalez and Esperanza Ibarra are waiting for you.

English classes: 8:00-11:00 a.m.

Monday-Thursday @ Room 80

Parenting classes: 8:00-10:00 a.m.

Wednesday @ Room 99

Computer classes: 9:40-11:10 a.m.

Wednesdays @ Room 84

Book Club: 11:45 a.m.-1:00 p.m.

Mondays @ Parent Center

Coffee with the Principal: 9:00-10:00 a.m.

2nd and 4th Tuesday of the month @ Parent Center

Tea & Tan: 9:00-10:00 a.m. 3rd Tuesday of the month

@ Parent Center

Reading and Writing: 11:45 a.m.-1:00 p.m. Tuesday

@ Parent Center

Transition to High School: 6:00-8:30 p.m.

Wednesdays, beginning 11/03/10

We would like to count on your attendance!

GIFTED AND TALENTED EDUCATION GATE PROGRAM

Gifted/Talented Programs creates learning opportunities which allow students to flourish in stimulating academic and social environments. The District's instructional programs for gifted and talented students are based on the principle that all students are to receive educational opportunities appropriate to their individual capabilities, interests, and needs in order to develop their abilities to the highest level. Poly's comprehensive school currently has GATE-identified students in the categories of High Achievement, Intellectual, and Specific Academic (Math, English, Science).

More information can be found at the LAUSD GATE website:
<http://ipc.lausd.k12.ca.us/GATE/index.html>

College Center

Scholarships
&
Financial Aid

The College Office is a very busy place this time of year. Seniors who would like to attend a four-year university after high school need to apply now. The deadline for California State Universities and the Universities of California system is November 30. Now is also the time to start looking for scholarships to help pay for college. The College Office has a list of many scholarship possibilities. Students may also go to the Poly website or check out websites such as www.fastweb.com. Juniors should be researching colleges and visiting them if possible. They should also be preparing for the spring SAT required by all four-year universities. As always, parents are invited to visit the College Office.

Highlight

In Mrs. Hunt's 10th Grade English class, students are writing research papers about important current issues, such as graffiti, driving age laws, and immigrant rights. These persuasive papers are giving tenth graders the opportunity to make judgments about topics relevant to teenagers' lives.

10th Grade Center Staff

Karina Baruelos, Office Clerk	(818) 394-3977
Isaac Alatorre, Advisor	(818) 394-2022
Gilbert Ovanesian, Dean	(818) 394-3978
Adriana Maldonado-Gomez, Coordinator/Counselor	(818) 394-3920

Advanced Placement (AP)

AP is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. Through AP courses, students develop the skills, abilities and content knowledge they will need in college. Each AP course is modeled on a comparable college course and aligns with college-level standards. The AP Program gives students a chance to try college-level work in high school and gain valuable study habits. If your child gets a qualifying grade on an AP Exam, there are thousands of colleges worldwide that will give him or her credit or advanced placement for their efforts. At Poly, we offer over 20 different AP Exams in Art, Spanish, English, Math, Science, and Social Science. AP courses and exams offer your child a chance to:

- Study a subject in greater depth
- Develop skills and study habits vital to college
- Improve admission eligibility
- Get a head start for college
- Become eligible for Scholar Awards

More information can be found at the College Board Advanced Placement Website: <http://www.collegeboard.com/parents/tests/>

FELICITACIONES A LA PREPARATORIA POLY!

El índice de rendimiento de Poly (API) subió 42 puntos a 693 para alcanzar el Progreso Anual Adecuado (APY.) El aumento de los 42 puntos pone a Poly arriba en el 13% de las escuelas preparatorias que obtuvieron mejor rendimiento en LAUSD!

Centro del Grado Diez

Artículo presentado por la Sra. Adriana Maldonado-Gomez

Este año les damos una cordial bienvenida a todos los nuevos estudiantes del grado 10 y muchas, muchas gracias a todos los que asistieron a nuestra primera Noche de Conferencia para Padres en Septiembre 16, 2010. Nuestros estudiantes están empezando un nuevo reto y fijan nuevas metas. A pesar de clases con exceso de estudiantes y recursos reducidos, nuestros alumnos están ansiosos de sobrepasar las expectativas del CAHSEE y CST, así como la matrícula al grado 11.

Por favor padres de familia queremos que continúen trabajando con nosotros para asegurarse que sus estudiantes estén en clase todos los días y completen todas las tareas. Las calificaciones se emiten cada cuatro semanas y están disponibles para recogerse inmediatamente durante la Noche de Conferencias para padres. Por favor comuníquese con el Centro del Grado 10 si usted no está informado de las calificaciones de manera eficiente. Dependemos de ustedes que continúe a través de conversaciones apoyando y animando a su estudiante, apoyándolo para que se mantenga en camino y enfocado en sus estudios. También les pedimos por favor que se mantengan en contacto verificando su dirección y número de teléfono ya que dependemos de ello para comunicarnos con ustedes.



Una junta muy importante se llevó a cabo el 18 de Septiembre para los padres y sus estudiantes que están tomando Algebra I. Los que asistieron trabajaron junto con su consejero en un Plan de Graduación individualizado y fueron informados del plan que tiene la escuela para asegurarse que los estudiantes completen los requerimientos de Matemáticas este año. También los estudiantes de Trigonometría y Algebra 2 fueron invitados, junto con sus padres a una reunión con el Sr. Alatorre. Si usted no asistió a estas juntas, por favor comuníquese con el Centro del

Grado 10 ya que nuestro deseo es que usted esté bien informado. Los consejeros tiene ahora un Plan de Graduación Individualizado completo para cada alumno del grado 10 y los documentos se enviarán a la casa con el estudiante.

Recuerde, los alumnos del grado 10 tienen este año una responsabilidad adicional y es pasar el examen de CAHSEE, que es requerido para recibir el diploma de preparatoria. Los exámenes de CAHSEE se administrarán este año en Marzo del 2011 y otro en el Otoño del mismo año,

Por favor anime a su estudiante a comprometerse con la escuela, asistiendo diariamente e invitándolo para que se una a clubs u organizaciones que le darán estímulo para permanecer en la escuela.

Queremos trabajar juntos este año para ayudar a su estudiante a lograr su más alto potencial. Por favor llame al Centro del Grado 10 si usted tiene alguna pregunta o inquietud.

Examen de salida de las escuelas preparatorias de California (CAHSEE)

Estudiantes de los grados 11 y 12

11/09/10-11/10/10

Fechas Importantes de Recordar

Viernes, 11/11/10 (Día de los Veteranos - No hay asistencia)

11/22/10 - 11/26/10 (No hay asistencia)

12/20/10 - 02/04/11 (Vacaciones de invierno - No hay asistencia)

01/02/11 - 02/01/11 (Intercambio de invierno)

El tercer cuarto del año empieza el lunes 02/07/11



Noche de Conferencia para Padres
Martes, 11/09/10
5:30 p.m. - 7:00 p.m.



El Programa de Artes Culinarias

El programa de artes culinarias provee a los estudiantes destrezas vocacionales y de entrenamiento basado en oportunidades de trabajo, así como habilidades para una vida independiente. El programa prepara a los estudiantes en la transición de su vida después de la preparatoria. Ahora los estudiantes están planeando tener su propio negocio y vender panecillos de banana al personal de la escuela Poly.

Novedades del Centro de Padres

El Centro de Padres les da la bienvenida a este nuevo año escolar. También les informamos que el Centro de Padres se movió al edificio Principal. El Centro de Padres esta aquí para ayudarles por favor visítenos. El Centro de Padres tiene información de diferentes recursos disponibles en la comunidad. Además ofrecemos clases para padres para más información llame al Centro de Padres al (818)394-3627 La Señora Sylvia Gonzalez y la Señora Esperanza Ibarra les esperan.

Clases de Inglés: 8:00-11:00 a.m. de lunes a jueves en el salón #80

Talleres para Padres: 8:00-10:00 a.m. los miércoles en el salón #99

Clases de Computadoras: 9:40-11:10 a.m. los miércoles en el salón #84

Club del Libro: 11:45 a.m.-1:00 p.m. los lunes en el Centro de Padres

Café con el Director: 9:00-10:00 a.m. 2do y 4to martes del mes en el Centro de Padres

Te para Diez: 9:00-10:00 a.m. 3er martes del mes en el Centro de Padres

Leyendo y Escribiendo: 11:45 a.m.-1:00 p.m. martes en el Centro de Padres

Transición a la Preparatoria: 6:00-9:00 p.m. los miércoles

Nos gustaría contar con su asistencia!

Colocación Avanzada (AP)

AP es un programa académico riguroso que requiere pasión, compromiso y duro trabajo por parte del estudiante y los educadores de los dos componentes: escuela secundaria y colegios de educación superior. A través de estos cursos los estudiantes desarrollan destrezas y habilidades además de conocimientos que necesitarán más adelante en el colegio. Cada curso de AP es comparable con una clase de Colegio y está alineado con sus normas académicas. El programa de AP les da a los estudiantes la oportunidad de tratar materias de nivel colegial mientras están en la escuela preparatoria y pueden lograr hábitos de estudio muy valiosos. Si su hijo/a obtiene un grado cualificado en un examen de AP, hay miles de colegios alrededor del mundo que le darán a él/ella crédito o colocación avanzada por sus esfuerzos. En Poly se ofrecen más de 20 diferentes exámenes AP, en Arte, Español, Inglés, Matemáticas, Ciencia y Ciencias Sociales. Los exámenes y los cursos AP le ofrecen a su hijo/a la oportunidad de:

- Estudiar una materia a mayor profundidad
- Desarrollar destrezas y hábitos de estudio que son vitales en el colegio
- Aumentar su elegibilidad de admisión
- Tener un comienzo adelantado para el colegio
- Ser elegible para premios escolares

Más información puede encontrar en la red electrónica de la Mesa Directiva de AP: <http://www.collegboard.com/parrm1.html>

Novedades del Centro de Colegio

La Oficina de Colegios es un lugar muy ocupado en esta época del año. Los estudiantes de último año que desean ir a una universidad de cuatro años después de la preparatoria necesitan aplicar ahora. La fecha límite para aplicar para las Universidades del Estado de California y las Universidades del sistema de California es 11/30/10. También es tiempo de empezar a buscar becas que ayuden a pagar los gastos del colegio. La Oficina de Colegios tiene listas con muchas posibilidades de becas. Los estudiantes también pueden entrar en la red de Poly o revisar en www.fastweb.com. Los estudiantes del grado 11 (juniors) deben investigar colegios o visitarlos si es posible. También deben prepararse para el examen SAT. Requerido para las universidades de cuatro años. Los padres están siempre invitados a visitar la Oficina de Colegios.

Becas y Ayuda Financiera

De Interés

En la clase de Inglés de la Sra. Hunt, los estudiantes están escribiendo los resultados de una investigación acerca de los acontecimientos más recientes e importantes, como: vandalismo con pinturas (graffiti), la ley de a que edad se puede empezar a manejar, los derechos de los inmigrantes. Estos persuasivos ensayos les da la oportunidad a los estudiantes de erar argumentos con topics relevantes en la vida de los adolescentes.



Personal del Centro del Grado 10

Karina Baruelos, Office Clerk	(818) 394-3677
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Gilbert Ovanesian, Dean	(818) 394-3878
Adriana Maldonado-Gómez, Coordinator/Counselor	(818) 394-3820

Educación para Niños Dotados y Talentoso (GATE)

El programa de dotados y talentosos crea oportunidades de aprendizaje, que permite a los estudiantes florecer en ambientes académicos y sociales. El programa de instrucción del Distrito para estudiantes dotados y talentosos está basado en los principios: que todo estudiante recibirá oportunidades de educación apropiada a su capacidad individual, intereses y necesidades en orden a desarrollar sus habilidades al más alto nivel. El programa GATE de la escuela Poly actualmente ha identificado estudiantes en las categorías de Alto Rendimiento, Intelectual, y Materias Académicas Específicas como: (Matemáticas, Inglés y Ciencias.)

Más información puede encontrar en la red electrónica de LAUSD GATE: <http://snp.lausd.k12.ca.us/GATE/index.html>

A cartoon mascot character with yellow fur and a blue shirt, holding a blue flag with the word 'POLY' written on it. The mascot is smiling and has its right arm raised.

School Report Card 2009-10



FRANCIS POLYTECHNIC SENIOR HIGH
12431 ROSCOE BLVD
SUN VALLEY, CA 91352



**HOW
DOES
YOUR SCHOOL
MEASURE
UP?**

Find out more at
<http://reportcard.lausd.net>

Developed in partnership with



Los Angeles Unified School District

SCHOOL report card 09 10

Dear High School Parent or Guardian,

The LAUSD School Report Card is a valuable tool to help parents. It contains important information about your child's school and resources to help you support your child's learning.

Developed by parents, community partners and the District, the School Report Card can help you better understand the school community. It helps you ask questions about how the school prepares your child for college and career, such as

- Is my child on track to graduate on time?
- Has my child passed A-G courses required for college?
- Does my child's school have a positive learning environment?

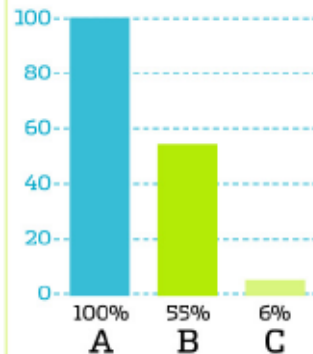
The graduation rate in the District is improving, but it is not what we want it to be. We want all our students to graduate. Together, we can guide them along the pathway to success in school and in life.

We are here to help you and your child in every way we can. We are working to develop improved measures of your school's progress. We welcome your questions and comments about your child's school and studies.

GERARDO
LOERA
Principal

Ramon C. Cortines
Superintendent

LAUSD Students Graduating in Four Years



A. 9th graders enrolled in fall 2006

B. Those graduating in 2010

C. Those still working toward a diploma in 2010-11

FRANCIS POLYTECHNIC SENIOR HIGH

The Academic Performance Index (API) is a score California gives each school based on student test scores. 800 is the target API score; 1000 is the maximum.

API Score 2009-2010 **693** Change from 2008-2009 ▲ **42**

▶ How many students are at this school? **3,246**

PROGRESS

▶ How are students moving toward high school graduation?

To graduate, students must earn 230 course credits, complete required courses, and pass the California High School Exit Exam (CAHSEE).

How many students are moving from ...	2008-09	2009-10	LAUSD Average
...9th to 10th grade (55 credits)?	73%	81%	62%
...10th to 11th grade (110 credits)?	89%	88%	71%
How many students are ...			
...passing the CAHSEE in the 10th grade?	74%	80%	64%

▶ Are students meeting California standards in English language arts and math?

Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.

Students scoring at the proficient or advanced performance level in...	2008-09	2009-10	LAUSD Average
English language arts	30%	36%	37%
Math	11%	19%	17%

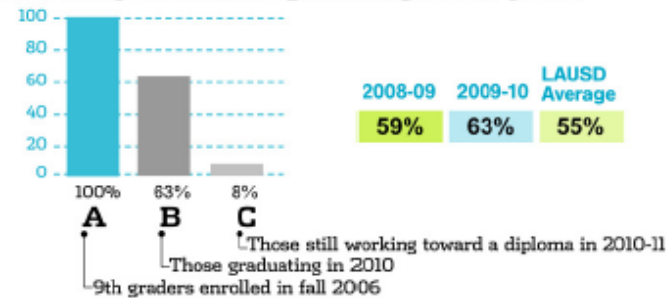
▶ How much Academic Growth over Time did the school make on standardized tests?

A method known as value-added analysis helps us know how much students have progressed on standardized tests from one year to the next. Academic Growth over Time is a more accurate assessment of students' progress than what we have reported in the past because it considers students' previous test results in the analysis. This spring, LAUSD will publish Academic Growth over Time results. Look for this information for your school online at <http://lausd.net>. Also, learn more about this method at sae.lausd.net.

**Data not shown when the number of students is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available.

READINESS

▶ How many students are graduating in four years?



▶ How are students preparing for college and career?

Below are three goals to help your student prepare for entrance into California's public colleges or for a chosen career. At a minimum, to be eligible for a University of California (UC) or California State University (CSU), students must pass a specific set of 15 college preparatory courses (known as A-G courses) and take college entrance exams. For a complete list of certified A-G courses in your child's school, go to www.ucop.edu/doorways.

1 Achieve a "C" or better in all A-G courses	2008-09	2009-10	LAUSD Average
College eligibility improves with a higher Grade Point Average (GPA).			
Graduates passing all A-G courses with a "C" or better	36%	40%	25%
Students on track to complete A-G requirements with a "C" or better	**%	32%	26%
2 Take the ACT or SAT by 12th grade and achieve a minimal score			
College eligibility improves with higher college entrance exam scores.			
Students who took the SAT or ACT	36%	35%	43%
Students achieving at least 1400 on the SAT or 19 on the ACT	32%	42%	41%
3 Achieve a "C" or better in Advanced Placement (AP) courses			
College eligibility improves with additional AP courses passed with a "C" or better.			
Students taking at least one AP course	13%	13%	15%
Enrolled and passing with a "C" or better	89%	85%	86%
Number of unique AP subject courses offered (33 approved courses statewide)	19	17	12

Additional career metrics will be made available in future years.

LEARNING environment

► What is it like to be at this school?

In 2009-10, students, staff, and a random sample of parents were surveyed about their experiences at this school. Here is what they told us...

Students:	Number (percent) responding:	884 (33%)
What we are learning takes a lot of thinking.		65%
Adults at this school know my name.		76%
My school is clean.		75%
I feel safe on school grounds.		85%
Parents:	Number (percent) responding:	129 (21%)
I feel welcome to participate at the school.		94%
The school offers me opportunities to participate in councils, parent organization		94%
I talk with the teacher about my child's schoolwork.		38%
My child is safe on school grounds.		81%
Staff:	Number (percent) responding:	99 (35%)
I get the help I need to communicate with parents.		94%
I am proud of this school.		99%
My school is clean.		92%
I feel safe on school grounds.		99%

For more information on the survey results, go to <http://reportcardsurvey.lausd.net>.

► What is the highest level of education students PLAN to complete?

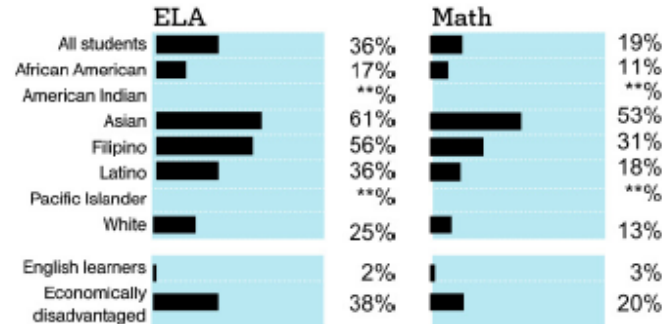
Students responding: 830			
High school	8%	2-year college	9%
Graduate school	25%	Vocational school	1%
4-year college	37%	Unsure of plans	17%

► What are other important things to know about this school?

	2008-09	2009-10	LAUSD Average
Students suspended one or more times	6%	5%	6%
Teachers at this school for at least 3 years	86%	69%	78%
Staff with 96% or higher attendance*	50%	48%	59%
Students with 96% or higher attendance*	53%	54%	53%
*96% attendance is equal to 7 days absent			
Academic courses taught by an NCLB highly qualified teacher	93%	96%	90%

STUDENT groups

► What percentage of students is scoring proficient or advanced across student groups?



► How are historically under-served students performing?

This section shows information about three major student groups (African Americans, students in special education and English learners) who have struggled to meet performance targets in English language arts (ELA) and Math.

African Americans scoring proficient or advanced in...	2008-09	2009-10	LAUSD Average
English language arts	25%	17%	32%
Math	9%	11%	9%

Students in special education scoring proficient or advanced in ...

	2008-09	2009-10	LAUSD Average
English language arts	5%	9%	7%
Math	2%	1%	3%

English learners must achieve 3 goals to be reclassified as fluent English proficient (RFEP): 1. Score proficient on the California English Language Development Test (CELDT) 2. Show basic skills on the California Standards Test (CST) 3. Be recommended by the school by passing English courses with a "C" or better.

English learners...	2008-09	2009-10	LAUSD Average
1 ...scoring proficient on the CELDT*	23%	23%	34%
2 ...scoring basic or above in ELA	18%	21%	24%
3 ...passing English courses with "C" or better	**%	57%	50%

*Data shown when school has at least 30 students classified as EL for 5 or more years.

BOARD DISTRICT 6
NURY MARTINEZ

Local District 2
818-252-5400

12431 ROSCOE BLVD
SUN VALLEY, CA 91352
818-394-3800

FRANCIS POLYTECHNIC SENIOR HIGH

LEARN more

► **Who are the students at this school?**

► **Total number of students enrolled:** 3,246

► **Percentage of students enrolled who are...**

African American	1%	Gifted and talented	10%
American Indian	0%	Students with disabilities	11%
Asian	2%	English learners	26%
Filipino	2%	Reclassified fluent	52%
Latino	91%	English proficient	
Pacific Islander	0%	Economically disadvantaged	78%
White	3%	Students entering and leaving	27%

► **What is Adequate Yearly Progress (AYP) and Program Improvement (PI) Status?**

A school must meet targets under No Child Left Behind (NCLB) on standardized tests and graduation rates for all students and for certain groups (economically disadvantaged students, students with disabilities, English learners, and students in different ethnic groups).

Did this school meet AYP requirements? Pending
 How many requirements did the school meet? 18
 ...out of a possible 18

*A Title I school is in **Program Improvement (PI)** status when it does not meet AYP requirements two years in a row. When this happens, an intervention plan is designed to help the school meet its requirements. Parents are notified when a school enters PI status. You may view a copy of your school's plan at your school.*

What was the school's PI status as of November 1, 2010? Pending

► **How are students performing in magnet centers and/or small learning communities (SLC)?**

Students scoring proficient or advanced in...

Magnet Center and/or SLC	ELA	Math
POLY-FAME	31%	7%
POLY-HABIT	28%	29%
POLY MATH/SCI MAG	79%	54%
POLY-SPORTS/EHS	23%	7%

GET involved

► **What you can do as a parent...**

As a parent, you play a critical role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

The principal of this school: GERARDO LOERA

The school phone number: 818-394-3600

The parent center phone number: 818-394-3600

www.lausd.k12.ca.us/Poly_HS

► **Get more involved...**

The LAUSD Parent Community Services Branch can help you get connected to a variety of resources designed to help you get involved.

LAUSD Parent Community Services Branch
 (866) 669-7272

www.lausd.net/parent-services

► **What you can do as a parent of an English learner...**

If you have further questions regarding an English learner, or would like information on how you can get involved, contact the Language Acquisition Branch.

Language Acquisition Branch
 (213) 241-5582

www.lausd.net > offices > Language Acquisition Branch

► **What you can do as a parent of a student in special education...**

If you have further questions regarding a student in special education, or would like information on how you can get involved, contact the Division of Special Education.

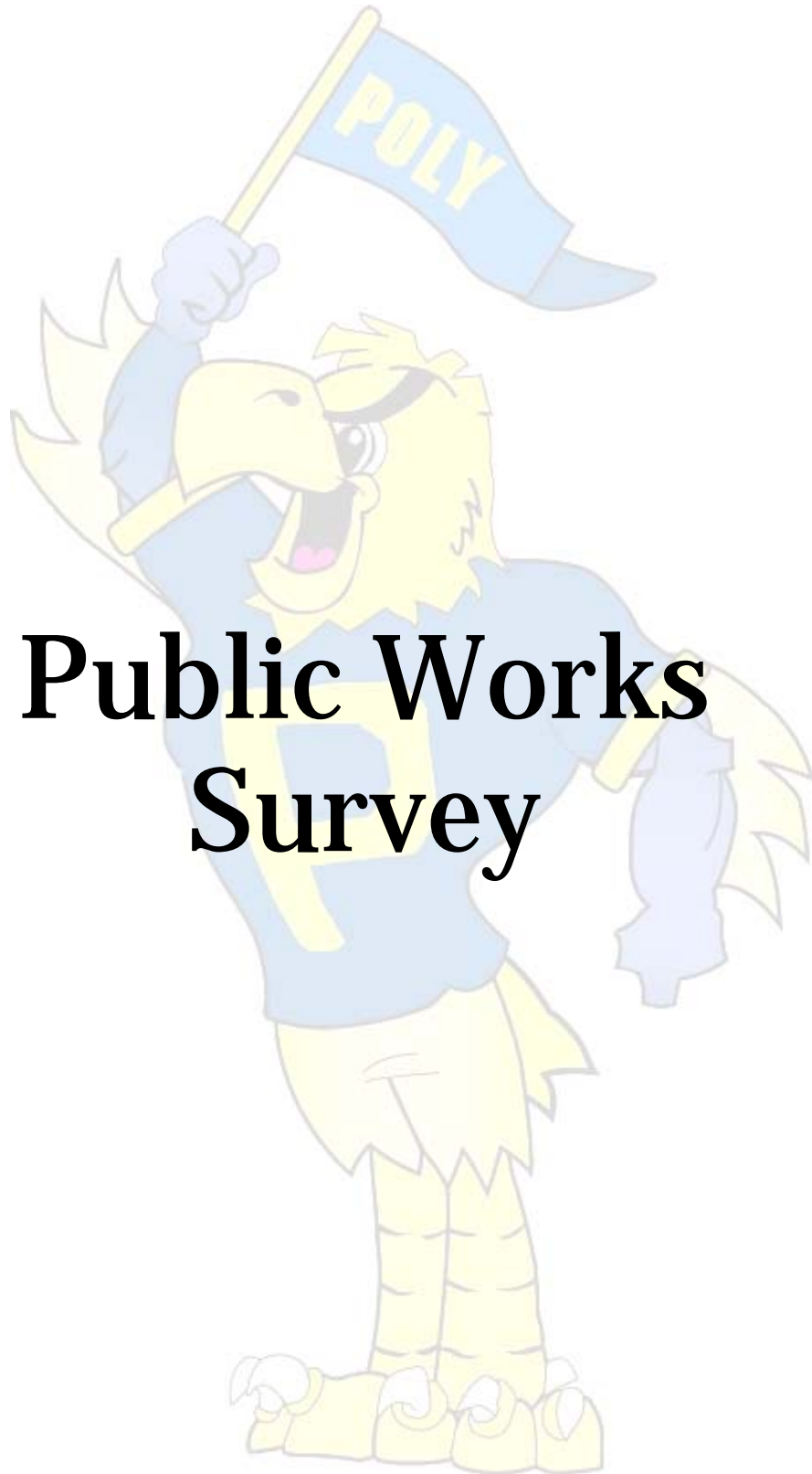
Division of Special Education
 (213) 241-6701

<http://sped.lausd.net>

► **To access data on your student's progress...**

Contact your school to find out how to get access to the Integrated Student Information System (ISIS) Family Module. You may access the tool at...

<http://family.lausd.net>



Public Works Survey

**2008-09 Small Learning Communities
Confidential Student Survey (N = 446)**



District: LOS ANGELES USD
 Cohort: VI
 School: POLYTECHNIC HIGH SCHOOL
 Grade: 12th

Section I: Experiences in Your Classes		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Teachers teach academic subject matter at a high level.	3%	14%	73%	10%
2	I have the opportunity to do assignments and projects about interesting topics in class.	4%	20%	67%	9%
3	The assignments and activities in my classes show me that teachers want to connect learning to students' life experiences and culture.	5%	24%	60%	11%
4	My teachers are willing to alter or modify how they teach in order to make sure that all or nearly all students understand what is being taught.	4%	15%	62%	18%
5	My teachers know my academic strengths and where I could improve academically.	4%	28%	55%	13%
6	My teachers provide me with information on how I can become a higher achieving student.	3%	21%	61%	15%
7	I can get tutoring and other help if I'm having trouble in school.	3%	9%	67%	22%
8	My teachers demonstrate that they are interested in my academic success.	4%	23%	60%	13%
9	My teachers are clear about what they expect from me.	2%	16%	65%	17%
10	My teachers are fair about how they grade me.	4%	16%	65%	15%
11	My teachers know something about my goals and aspirations for the future.	13%	41%	40%	6%
12	My classes show how what I am learning will be useful and beneficial in future education or in a future career.	6%	24%	59%	11%
13	My classes have encouraged me to consider further education after high school.	5%	15%	57%	23%
14	I have been encouraged to take Advanced Placement (AP) and Honors courses.	14%	36%	33%	17%
15	I talk to my teachers or a counselor regularly about my high school educational plan.	12%	37%	41%	10%
16	I have worked with a counselor to develop a written educational plan that reflects my needs and interests.	18%	42%	32%	8%
17	I have worked with a teacher to develop a written educational plan that reflects my needs and interests.	18%	47%	30%	6%
18	I will be prepared to enter college when I am finished with high school.	4%	17%	56%	24%
19	I will be prepared for employment when I am finished with high school.	5%	13%	61%	21%
20	I feel that I belong to a school-wide community.	6%	32%	53%	8%
21	I feel safe when I am at school.	10%	24%	58%	8%
22	I have an adult at this school that I can go to for help with school and for personal support.	10%	23%	48%	18%
23	My parents feel comfortable with my teachers if they have questions or need information.	7%	20%	61%	12%
4	I have the support I need at home to complete my homework and do well in school.	4%	14%	52%	30%

Section II: High School Learning Experiences

25 This school year, were you enrolled in an Advisory program where you met with a teacher or other school staff member for a non-academic period every day or every week to check on academic progress and plan for life beyond high school?

14% Yes
86% No

26 This school year, were you assigned to a teacher, counselor or other staff member to help you plan your education after you graduate?

52% Yes
48% No

27 How many times have you met with a counselor this school year?

4% None
20% 1-2 times
36% 3-5 times
40% more than 5 times

28 If you met with a counselor this school year, please select the reason or reasons you met. (mark all that apply)

78% Selecting courses
17% Help with a personal issue
40% Planning for college

29 This school year, have you participated in any of the following activities? (mark all that apply)

28% After-school program	5% College class
22% Internship	10% Work experience
3% Community service project	13% Job shadowing
18% Career/Interest inventory	32% Career fair
25% College fair	28% Field trip
3% Guest speakers in your class	

30 What ADULT at this school is MOST helpful to you in planning for high school and life after high school? (mark all that apply)

40% Teacher	45% Counselor
0% Principal	7% Career center staff
0% Assistant Principal	1% Library staff member
3% Office staff member	0% Teaching assistant
8% Coach	8% Someone else at the school (what is their job)

31 Have you applied for admission to a college or university beginning next year?

54% Yes
46% No

32 Did you complete the Free Application for Federal Student Aid (FAFSA) to obtain financial aid for college/university?

43% Yes
57% No

33 Did you attend a workshop (usually held on a Saturday) to help you complete the FAFSA?

17% Yes
83% No

34 Did you attend the annual Cash for College Convention (usually held in Fall) to obtain information on college readiness and applying for financial aid?

8% Yes
92% No

Section III: About You

35 Are you currently enrolled in any of the following Smaller Learning Communities? These are programs that group 200-500 students with the same teachers while in high school?

- 16% An Academy/Pathway: a program made up of a group of students and teachers who share classes typically organized around a theme that ties into future college and career goals.
- 2% A House: a program where all students in a specific grade level (usually for 9th graders but sometimes for 10th graders) share the same teachers and classes in order to help them adjust to high school and prepare for a transition to an academy/pathway at the next grade level.
- 4% A Magnet: A specialty program similar to an academy or pathway but often requiring a separate application process in order to be selected for participation.
- 36% None
- 33% I don't know
- 4% Other

36 What is your ethnicity?

- 2% African American
- 1% American Indian or Alaskan Native
- 5% Asian American/Pacific Islander
- 85% Hispanic/Latino
- 3% White/Caucasian
- 3% Other

37 Have you taken or are you currently taking an AP class?

- 31% Yes
- 69% No

38 Are you:

- 49% Male
- 51% Female

39 What is the highest-level math class that you have taken, including any class that you are currently taking?

- 1% No math
- 1% Algebra I
- 29% Geometry
- 45% Algebra II
- 7% Trigonometry
- 7% Calculus
- 9% Other

40 What are your plans after high school graduation? (mark all that apply)

- 4% Attend a trade or vocational school
- 47% Attend a two-year college
- 36% Attend a four-year college or university
- 12% Find a full-time job
- 33% Find a part-time job
- 5% Join the military
- 1% Become an apprentice
- 7% Other
- 4% Don't know

41 School is:

- 13% Easy
- 77% Just right
- 10% Hard

42 I am a student in (if your school has tracks):

- 13% Track A
- N/A Track B
- N/A Track C

Los Angeles Unified School District (LAUSD)
Small Learning Communities
Cohort VI - Staff Survey, 2008-09
Polytechnic High School (N = 156)

Respondent Characteristics

- | | | |
|---|---|---|
| <p>1. Stakeholder Group</p> <p>3% Administration
 81% Classroom Teacher
 5% Teaching Assistant
 8% Counselor
 4% Other Classified</p> | <p>2. Years at School</p> <p>12% 2 years or less
 35% 3-5
 25% 6-10
 28% More than 10</p> | <p>3. Years Teaching (Teachers Only)</p> <p>6% 2 years or less
 28% 3-5
 19% 6-10
 46% More than 10</p> |
|---|---|---|
-
- | | |
|--|---|
| <p>4. Subject (Teachers Only)
(Check all that apply)</p> <p>20% English
 14% Social Studies
 18% Math
 19% Science
 12% Special Ed
 5% Career technical education/ROP
 17% Other</p> | <p>5. Grade Levels Currently Teaching
(Teachers Only)
(Check all that apply)</p> <p>53% 9th
 64% 10th
 56% 11th
 52% 12th</p> |
|--|---|
-
6. I am a teacher in: (if your school has tracks)
- 48% Track A
 26% Track B
 27% Track C

The Small Learning Communities initiative is designed to personalize and scale down the educational experiences of students in large, comprehensive high schools. Small learning communities are structured in a variety of ways but typically consist of a group of students (between 100 and 500 students) who have the opportunity to develop personal relationships with small groups of peers and teachers in separate and distinct units within the school.

7. I am currently assigned to work in a Small Learning Community at this school:

- 94% Yes
 6% No

If you checked Yes above, which of the following Small Learning Communities are you assigned to (check all that apply):

- 44% Academy/Pathway: a program made up of a group of student and teachers who share classes typically organized around a theme that ties into future college and career goals.
- 35% House: a program where all students in a specific grade level (usually for 9th graders but sometimes for 10th grade) share the same teachers and classes in order to help them adjust to high school and prepare for a transition to an academy/pathway at the next grade level.
- 8% Magnet: A specialty program similar to an academy or pathway but often requiring a separate application process in order to selected for participation.
- 0% None
- 1% Don't Know
- 13% Other (please specify): _____

Rigorous, Relevant Curriculum & Instruction		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
8.	Students understand classroom academic expectations (i.e., they understand what standard they are being held accountable for).	1%	3%	61%	30%	5%
	Instruction is culturally responsive and accommodates diverse student interests, learning styles and educational needs.	0%	8%	55%	34%	4%
10.	School-wide instructional decisions usually take into account the needs of English Language Learner (ELL) students.	0%	4%	49%	43%	5%
11.	Curriculum and instruction is organized so that all students are expected to learn and perform at high levels.	1%	6%	48%	41%	5%
12.	There is a clear, connected and comprehensive model for monitoring student progress.	3%	10%	51%	30%	6%
13.	Examination of disaggregated student data is a regular part of school planning and assessment.	1%	6%	42%	39%	12%
Professional Learning Community		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
14.	Small learning community team members meet regularly for planning, curriculum, and activities.	5%	20%	46%	25%	4%
15.	There is sufficient time for teachers to discuss and analyze student work in small learning community team meetings.	8%	39%	35%	9%	9%
16.	There is sufficient time for teachers to support students' academic and personal needs and to help them plan for the future.	4%	29%	54%	8%	5%
17.	Teachers are part of a professional community of practice that is collaborative and public.	2%	14%	58%	23%	3%
	Professional development for the SLC initiative is designed by teachers and is specific for our school.	5%	20%	47%	22%	6%
19.	Professional development promotes greater alignment of instruction with academic standards and accountability requirements.	1%	14%	58%	22%	5%
20.	Small learning community topics are a regular feature of school-wide professional development.	3%	20%	51%	20%	6%
Personalization		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
21.	Students experience personalized instruction that is based on diverse learning styles and multiple intelligences.	0%	14%	59%	23%	4%
22.	Students experience personalized instruction that blends academic rigor with projects that reflect students' interests, life experiences, and culture.	1%	12%	60%	21%	6%
23.	Students complete a written educational plan that encompasses goals for high school and postsecondary education with teachers and/or counselors.	3%	12%	44%	21%	21%
24.	Students receive verbal counseling regarding their secondary and postsecondary course plan from teachers and/or counselors.	1%	3%	49%	43%	4%
25.	Students receive career planning and guidance in the form of career inventories and assessments, job shadowing opportunities, field trips, and career fairs.	0%	6%	55%	31%	8%

Personalization (continued)		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
26.	All students at this school have an adult advocating for their academic and personal needs.	3%	17%	42%	26%	12%
27.	Students have opportunities to work with one or more teachers over multiple years (e.g., "looping" and "student advisories").	2%	16%	43%	27%	13%
28.	Student discipline is not a major problem area at this school.	5%	27%	42%	22%	3%
29.	Students experience a safe learning environment.	2%	5%	62%	29%	1%
30.	Students have opportunities for learning that extend beyond the instructional day including after-school programs, college courses, Internships, etc.	1%	5%	42%	52%	1%
31.	There is a clear process for referring a student for academic intervention.	1%	12%	53%	31%	4%
Identity of Small Learning Communities		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
32.	Small learning communities at this school have an educational philosophy that is shared by students, staff, families, and community partners.	3%	19%	53%	17%	8%
33.	Small learning communities have unique academic identities.	2%	15%	56%	22%	5%
34.	Small learning communities have distinct physical boundaries.	8%	31%	37%	15%	9%
35.	Small learning communities make decisions regarding curriculum, instruction, and assessment.	3%	23%	46%	16%	12%
36.	Small learning communities make decisions regarding budget, personnel, and facilities.	9%	28%	27%	12%	23%
37.	Small learning communities make decisions related to the master schedule and student programming.	6%	22%	37%	15%	20%
38.	Small learning communities make decisions related to student conduct and issues of community safety.	4%	20%	41%	14%	21%
39.	Small learning communities have administrators or teacher-directors who lead a cohesive faculty.	0%	10%	58%	24%	8%
40.	The school's master schedule supports small learning communities.	3%	15%	43%	27%	13%
Inclusive Programs and Instructional Practices		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
41.	Admission to small learning communities is open and inclusive.	1%	3%	46%	41%	8%
42.	Small learning communities include heterogeneous groupings of students and are not tracked by student ability.	1%	5%	45%	38%	11%
43.	Small learning communities provide information and outreach about their programs to <i>high school</i> students and parents.	2%	8%	48%	30%	13%

Inclusive Programs and Instructional Practices (continued)		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
44.	Small learning communities provide information and outreach about their programs to <i>middle school</i> students and parents.	1%	10%	33%	22%	33%
45.	Most staff at this school are committed to the principle that "all children can learn."	1%	3%	50%	43%	4%
Vision, Leadership & Management		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
46.	The vision and goals for implementing small learning communities are well understood by staff.	1%	19%	49%	23%	8%
47.	All staff members have a say in school decisions.	9%	31%	38%	12%	10%
48.	The results of major school decisions are communicated to all staff.	3%	15%	53%	24%	5%
49.	Most staff members at this school trust one another.	6%	14%	52%	20%	8%
50.	This school has a strong leadership team that guides instruction and the implementation of the small learning communities initiative.	1%	8%	55%	30%	6%
51.	The architectural design and/or use of space at this school support the implementation of small learning communities.	4%	33%	41%	14%	8%
Parent and Community Engagement		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
52.	This school encourages partnerships with employers, postsecondary institutions, and others necessary to implement small learning communities.	0%	8%	52%	21%	19%
53.	Community partners, employers, and businesses are involved in the development of small learning communities.	1%	16%	37%	12%	34%
54.	Parents are considered key collaborators and contributing members to the school community.	1%	14%	47%	25%	13%

Barriers to Implementing Small Learning Communities

Directions: In order to help evaluate the implementation of small learning communities at your school, we would like you to check the top three areas that you see as the biggest barriers to implementation of the school's plan that exist today.

55. Teaching to rigorous academic standards	16%	56. Collaboration among staff	27%
57. Adequate professional development	18%	58. Adequacy of facilities	33%
59. Serving the needs of specific populations	18%	60. Meeting state accountability measures	10%
61. Academic support and intervention for students	12%	62. Parent/Community involvement	38%
63. School governance and decision-making	7%	64. Curricular access & equity	6%
65. School leadership and vision	7%	66. Student guidance & counseling	8%
67. Teacher teaming	23%	68. Resistance to change	26%
69. Adapting master schedule to SLCs	33%	70. Other, please specify _____	7%

71) What is your opinion of the SLC initiative and your school's progress in implementation?

Thanks again for your participation. Questions regarding the survey should be directed to:



90 North Daisy Ave.
Pasadena, CA 91107
phone # 626-564-9890

**2008-09 Small Learning Communities
Confidential Student Survey (N = 411)**



District: LOS ANGELES USD
Short: VI
School: POLYTECHNIC HIGH SCHOOL
Grade: 10th

Section 1: Experiences in Your Classes		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Teachers teach academic subject matter at a high level.	2%	16%	69%	13%
2	I have the opportunity to do assignments and projects about interesting topics in class.	8%	21%	59%	12%
3	The assignments and activities in my classes show me that teachers want to connect learning to students' life experiences and culture.	6%	22%	56%	16%
4	My teachers are willing to alter or modify how they teach in order to make sure that all or nearly all students understand what is being taught.	6%	20%	55%	19%
5	My teachers know my academic strengths and where I could improve academically.	4%	27%	55%	15%
6	My teachers provide me with information on how I can become a higher achieving student.	4%	16%	61%	19%
7	I can get tutoring and other help if I'm having trouble in school.	1%	5%	47%	46%
8	My teachers demonstrate that they are interested in my academic success.	4%	21%	57%	18%
9	My teachers are clear about what they expect from me.	4%	13%	59%	24%
10	My teachers are fair about how they grade me.	5%	20%	54%	20%
11	My teachers know something about my goals and aspirations for the future.	20%	43%	31%	6%
12	My classes show how what I am learning will be useful and beneficial in future education or in a future career.	6%	21%	56%	17%
13	My classes have encouraged me to consider further education after high school.	6%	12%	51%	31%
14	I have been encouraged to take Advanced Placement (AP) and Honors courses.	15%	29%	37%	19%
15	I talk to my teachers or a counselor regularly about my high school educational plan.	16%	38%	35%	11%
16	I have worked with a counselor to develop a written educational plan that reflects my needs and interests.	14%	30%	32%	15%
17	I have worked with a teacher to develop a written educational plan that reflects my needs and interests.	14%	49%	30%	6%
18	I will be prepared to enter college when I am finished with high school.	5%	14%	55%	26%
19	I will be prepared for employment when I am finished with high school.	2%	13%	61%	24%
20	I feel that I belong to a school-wide community.	6%	25%	56%	13%
21	I feel safe when I am at school.	14%	22%	53%	10%
22	I have an adult at this school that I can go to for help with school and for personal support.	12%	18%	42%	28%
23	My parents feel comfortable with my teachers if they have questions or need information.	5%	15%	62%	18%
24	I have the support I need at home to complete my homework and do well in school.	6%	12%	46%	36%

Section II: High School Learning Experiences

25 This school year, were you enrolled in an Advisory program where you met with a teacher or other school staff member for a non-academic period every day or every week to check on academic progress and plan for life beyond high school?

- 18% Yes
- 82% No

26 This school year, were you assigned to a teacher, counselor or other staff member to help you plan your education after you graduate?

- 58% Yes
- 42% No

27 How many times have you met with a counselor this school year?

- 9% None
- 30% 1-2 times
- 25% 3-5 times
- 36% more than 5 times

28 If you met with a counselor this school year, please select the reason or reasons you met. (mark all that apply)

- 69% Selecting courses
- 26% Help with a personal issue
- 31% Planning for college

29 This school year, have you participated in any of the following activities? (mark all that apply)

- | | |
|---------------------------------|---------------------|
| 33% After-school program | 6% College class |
| 25% Internship | 25% Work experience |
| 3% Community service project | 8% Job shadowing |
| 10% Career/interest inventory | 24% Career fair |
| 6% College fair | 20% Field trip |
| 3% Guest speakers in your class | |

30 What ADULT at this school is MOST helpful to you in planning for high school and life after high school? (mark all that apply)

- | | |
|------------------------|---|
| 30% Teacher | 58% Counselor |
| 0% Principal | 5% Career center staff |
| 1% Assistant Principal | 0% Library staff member |
| 2% Office staff member | 1% Teaching assistant |
| 8% Coach | 6% Someone else at the school (what is their job) |

Section III: About You

31 Are you:

- 51% Male
- 49% Female

32 Are you currently enrolled in any of the following Smaller Learning Communities? These are programs that group 200-500 students with the same teachers while in high school?

- 4% An Academy/Pathway: a program made up of a group of students and teachers who share classes typically organized around a theme that ties into future college and career goals.
- 61% A House: a program where all students in a specific grade level (usually for 9th graders but sometimes for 10th graders) share the same teachers and classes in order to help them adjust to high school and prepare for a transition to an academy/pathway at the next grade level.
- 0% A Magnet: A specialty program similar to an academy or pathway but often requiring a separate application process in order to be selected for participation.
- 9% None
- 11% I don't know
- 14% Other

33 What is your ethnicity?

- 4% African American
- 1% American Indian or Alaskan Native
- 3% Asian American/Pacific Islander
- 85% Hispanic/Latino
- 3% White/Caucasian
- 3% Other

34 Have you taken or are you currently taking an AP class?

- 20% Yes
- 80% No

35 What is the highest-level math class that you have taken, including any class that you are currently taking?

- 1% No math
- 5% Algebra I
- 59% Geometry
- 28% Algebra II
- 1% Trigonometry
- 1% Calculus
- 4% Other

36 What are your plans after high school graduation? (mark all that apply)

- 4% Attend a trade or vocational school
- 20% Attend a two-year college
- 60% Attend a four-year college or university
- 13% Find a full-time job
- 44% Find a part-time job
- 7% Join the military
- 2% Become an apprentice
- 11% Other
- 8% Don't know

37 School is:

- 9% Easy
- 72% Just right
- 19% Hard

38 I am a student in (if your school has tracks):

- 53% Track A
- N/A Track B
- N/A Track C



2010 School Experience Survey Results



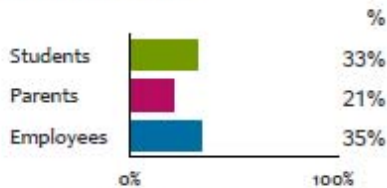
POLYTECHNIC SH - 8636
Local District 2

What is the purpose of the school report?
The purpose of this report is to provide detailed information on the responses that LAUSD students, parents and employees gave to the School Experience Survey last spring. The report gives schools feedback from the entire school community to inform their planning efforts.

Who is given an opportunity to participate in the School Experience Survey?
All school employees and students in grades 3-12 from all LAUSD schools were asked to complete the survey. The majority of parents of elementary students, as well as a sample of parents in middle and high schools, were also asked to participate, either by completing a survey sent home with their student or in the mail.

Students, parents, and school employees will be given another opportunity to participate in the School Experience Survey in Spring 2011.

In 2010, who completed the survey at POLYTECHNIC SH?



Note: Parent response rate is based on the total number of parents who were sent surveys.

Number of surveys completed:

Students	884
Parents	129
Employees	99

In 2009-10, what were the key findings of the survey at POLYTECHNIC SH?

S Students

In total, 884 students completed the survey:

- 76% said adults at their school know their name.
- 75% said their school is clean.
- 85% said they are safe on school grounds.

Turn to page 2 for the results of the student survey.

P Parents

In total, 129 parents completed the survey:

- 94% said they feel welcome at their school.
- 38% said they talk with the teacher about their child's schoolwork.
- 81% felt their child is safe on school grounds.

Turn to page 7 for results of the parent survey.

E Employees

In total, 64 teachers completed the survey:

- 73% said that the school's professional development addresses their students' needs.
- 87% said that they work with other teachers to improve their instruction.

In total, 99 employees completed the survey:

- 92% said that their school is clean.
- 99% said that they feel safe on school grounds.

Turn to page 10 for results of the employee survey.

For more information on how to read this report, visit our website at <http://reportcard.lausd.net>

2010 School Experience Surveys for STUDENTS



POLYTECHNIC SH (8636)
Local District 2

1. What was the level of SCHOOL SUPPORT reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. Adults at this school know my name.	4%	21%	<u>57%</u>	19%	881	76%	70%
B. Adults at this school care if I'm absent.	5%	22%	<u>51%</u>	22%	867	73%	64%
C. I can go to an adult at this school if I need help with schoolwork.	2%	7%	<u>61%</u>	31%	874	92%	87%
D. I can go to an adult at this school if I need help with a personal problem.	5%	19%	<u>54%</u>	21%	879	76%	66%
E. Adults at this school are fair to people of all backgrounds (race, religion, rich/poor, etc.).	4%	9%	<u>56%</u>	31%	875	87%	79%
F. Adults at this school do not allow teasing or name-calling.	4%	17%	<u>53%</u>	25%	868	78%	73%
G. My school provides the materials I need for school.	2%	7%	<u>54%</u>	37%	872	91%	83%
H. The courses at this school are helping me prepare for college.	2%	7%	<u>61%</u>	29%	863	90%	85%
OVERALL SCHOOL SUPPORT	3%	14%	<u>56%</u>	27%	880	83%	76%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



2. What was the level of SCHOOL INVOLVEMENT reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I study hard for tests and quizzes.	4%	22%	<u>56%</u>	18%	875	74%	71%
B. I come to class with my homework completed.	2%	15%	<u>60%</u>	23%	874	83%	81%
C. I am proud of my schoolwork.	2%	13%	<u>61%</u>	24%	875	86%	83%
D. I am proud to be a student at this school.	3%	8%	<u>57%</u>	31%	874	88%	82%
OVERALL SCHOOL INVOLVEMENT	3%	14%	<u>59%</u>	24%	876	83%	79%

3. What were the OPPORTUNITIES FOR LEARNING reported by STUDENTS in their ELA class?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What we are learning takes a lot of thinking.	1%	13%	<u>51%</u>	26%	873	77%	80%
B. My teacher believes I can do well.	2%	5%	<u>57%</u>	36%	810	93%	92%
C. My teacher cares about me.	3%	12%	<u>59%</u>	25%	801	84%	82%
D. Students have chances to talk about what we're learning.	2%	9%	<u>63%</u>	26%	804	89%	87%
E. I am encouraged to ask questions.	3%	14%	<u>55%</u>	28%	803	83%	82%
OVERALL OPPORTUNITIES FOR LEARNING-ELA	2%	10%	<u>57%</u>	28%	804	85%	85%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



4. What were the OPPORTUNITIES FOR LEARNING reported by STUDENTS in their MATH class?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What we are learning takes a lot of thinking.	2%	8%	<u>37%</u>	35%	866	72%	79%
B. My teacher believes I can do well.	3%	6%	<u>56%</u>	35%	716	91%	88%
C. My teacher cares about me.	5%	14%	<u>56%</u>	25%	709	81%	78%
D. Students have chances to talk about what we're learning.	3%	10%	<u>58%</u>	29%	715	87%	82%
E. I am encouraged to ask questions.	4%	12%	<u>53%</u>	31%	712	84%	82%
OVERALL OPPORTUNITIES FOR LEARNING-MATH	3%	9%	<u>51%</u>	31%	711	82%	82%

5. What were the OPPORTUNITIES FOR LEARNING reported by STUDENTS in their SCIENCE class?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What we are learning takes a lot of thinking.	2%	7%	<u>31%</u>	21%	859	52%	71%
B. My teacher believes I can do well.	5%	7%	<u>59%</u>	29%	529	87%	88%
C. My teacher cares about me.	6%	12%	<u>56%</u>	25%	525	82%	79%
D. Students have chances to talk about what we're learning.	5%	9%	<u>59%</u>	27%	530	86%	84%
E. I am encouraged to ask questions.	6%	11%	<u>55%</u>	27%	528	82%	82%
OVERALL OPPORTUNITIES FOR LEARNING-SCIENCE	4%	8%	<u>49%</u>	25%	529	73%	80%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



6. What were the OPPORTUNITIES FOR LEARNING reported by STUDENTS in their SOCIAL SCIENCE class?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What we are learning takes a lot of thinking.	2%	6%	<u>38%</u>	21%	855	59%	67%
B. My teacher believes I can do well.	3%	5%	<u>58%</u>	33%	580	92%	92%
C. My teacher cares about me.	4%	10%	<u>56%</u>	29%	577	85%	84%
D. Students have chances to talk about what we're learning.	3%	6%	<u>59%</u>	32%	579	91%	89%
E. I am encouraged to ask questions.	3%	10%	<u>55%</u>	31%	572	86%	87%
OVERALL OPPORTUNITIES FOR LEARNING-SOCIAL SCIENCE	3%	7%	<u>51%</u>	28%	578	79%	82%

7. What were the PLANS FOR THE FUTURE reported by STUDENTS?

SURVEY QUESTION	% of students							Number of responses
	High school diploma	Tech/vocational school	2-year college	4-year college degree	Graduate degree	Unsure of plans		
What is the highest level of education that you PLAN to complete?	8%	1%	9%	37%	25%	17%	830	

SURVEY QUESTION (SENIORS ONLY)	...attend a 4-year college	...attend a 2-year college	...work full-time	...join the military	...do something else	Unsure of plans	Number of responses
	Which statement best describes your plan right after you graduate.	28%	50%	3%	3%	5%	10%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



8. What was the level of SCHOOL CLEANLINESS reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. The cafeteria and lunch areas at my school are clean.	4%	20%	<u>66%</u>	10%	877	76%	66%
C. The other areas of my school (field, halls) are clean.	1%	11%	<u>73%</u>	15%	872	88%	74%
OVERALL SCHOOL CLEANLINESS	4%	21%	<u>64%</u>	11%	881	75%	62%

9. What was the level of SCHOOL SAFETY reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I feel safe in my classroom.	2%	6%	<u>68%</u>	24%	881	92%	93%
B. I feel safe on school grounds.	3%	12%	<u>68%</u>	17%	874	85%	84%
C. I feel safe in the neighborhood outside my school.**	10%	26%	<u>54%</u>	11%	874	64%	73%
D. I know what to do in an emergency (for example, a fire, an earthquake, lockdown).	3%	4%	<u>56%</u>	37%	873	93%	92%
OVERALL SCHOOL SAFETY	3%	7%	<u>64%</u>	26%	882	90%	90%

10. What was the level of SCHOOL ORDER reported by STUDENTS?

SURVEY QUESTION	% of students who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. Graffiti/tagging is [not] a problem at my school.*	11%	29%	<u>48%</u>	12%	860	60%	49%
B. Gangs are [not] a problem at my school.*	13%	29%	<u>48%</u>	10%	866	58%	65%
C. Bullying is [not] a problem at my school.*	7%	19%	<u>62%</u>	12%	862	74%	72%
OVERALL SCHOOL ORDER	12%	29%	<u>48%</u>	11%	877	59%	57%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



2010 School Experience Surveys for PARENTS



POLYTECHNIC SH - 8636
Local District 2

1. What were the OPPORTUNITIES FOR INVOLVEMENT reported by PARENTS?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. The school informs me about academic services available to help my child.	3%	2%	6%	44%	<u>45%</u>	125	89%	82%
B. The school offers me opportunities to participate in councils/parent organizations.	3%	0%	2%	44%	<u>50%</u>	126	94%	90%
C. The school offers training and workshops I can use to help my child learn.	6%	1%	3%	<u>48%</u>	43%	127	91%	79%
OPPORTUNITIES FOR INVOLVEMENT	4%	1%	4%	46%	<u>46%</u>	127	91%	84%

2. How WELCOME did PARENTS feel at this school?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I feel welcome at this school.	2%	2%	3%	<u>50%</u>	43%	127	94%	92%
B. My culture is respected at this school.	6%	1%	3%	<u>52%</u>	38%	126	90%	90%
C. I feel that any problem I have at the school will be solved quickly.	7%	4%	7%	<u>59%</u>	24%	123	82%	75%
D. The office staff treats me with respect.	2%	2%	6%	<u>50%</u>	41%	125	90%	90%
E. Staff members at the school take my complaints and suggestions seriously.	10%	2%	7%	<u>54%</u>	27%	126	81%	75%
F. The school lets me know about school rules and policies.	1%	0%	4%	<u>48%</u>	<u>48%</u>	126	95%	93%
G. The school gives me enough notice about things that are happening at the school.	2%	1%	11%	41%	<u>46%</u>	125	86%	85%
OVERALL FEELING OF WELCOME	4%	1%	6%	<u>50%</u>	38%	127	88%	86%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



3. What was the level of HOME INVOLVEMENT reported by PARENTS?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who often or always	
	Don't know	Never	Some-times	Often	Always		School	LAUSD
A. I share stories with my child about when I was in school.	0%	4%	23%	<u>36%</u>	<u>36%</u>	129	73%	73%
B. I spend time with my child on educational activities.	1%	5%	29%	<u>41%</u>	25%	125	66%	64%
C. I spend time with my child working on creative activities.	1%	6%	30%	<u>39%</u>	23%	125	62%	60%
D. I take my child to educational places in the community.	0%	16%	<u>40%</u>	28%	16%	122	44%	49%
E. I review my child's schoolwork.	0%	6%	28%	<u>37%</u>	29%	127	66%	62%
F. I provide learning materials for my child.	1%	1%	16%	27%	<u>55%</u>	125	82%	85%
OVERALL HOME INVOLVEMENT	0%	6%	28%	<u>35%</u>	31%	128	66%	65%

4. What was the level of SCHOOL INVOLVEMENT reported by PARENTS?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who often or always	
	Don't know	Never	Some-times	Often	Always		School	LAUSD
A. I talk with the teacher(s) about my child's schoolwork.	2%	12%	<u>49%</u>	23%	15%	129	38%	36%
B. I talk with the teacher(s) about how I can help my child learn at home.	2%	19%	<u>44%</u>	21%	15%	128	36%	34%
C. I talk with the teacher(s) about how my child gets along with his/her classmates at school.	3%	24%	<u>37%</u>	21%	15%	127	36%	30%
D. I volunteer at my child's school.	6%	<u>67%</u>	15%	8%	4%	125	12%	12%
E. I talk with other parents about school meetings and events.	5%	<u>50%</u>	22%	14%	9%	126	23%	21%
OVERALL SCHOOL INVOLVEMENT	3%	<u>34%</u>	34%	18%	11%	127	29%	27%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



5. What was the level of involvement reported by PARENTS in the PARENT CENTER?

SURVEY QUESTION	% of parents who responded:			Number of responses
	Not sure	No	Yes	
The school has a parent center.	7%	4%	88%	121

SURVEY QUESTION	% of parents who responded:				Number of responses
	Not at all	Once or twice	A few times	Many times	
I have visited the parent center during the past year...	45%	29%	21%	4%	112

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I know where the parent center is.	23%	3%	3%	<u>46%</u>	25%	116	71%	59%
B. I feel comfortable visiting the parent center.	28%	1%	7%	<u>41%</u>	23%	115	64%	57%
C. The parent center is open at times I can visit.	25%	0%	4%	<u>40%</u>	31%	114	71%	56%
OVERALL PARENT CENTER	26%	1%	5%	<u>42%</u>	26%	116	69%	57%

6. To what degree did parents feel that their student was SAFE at this school?

SURVEY QUESTION	% of parents who responded:					Number of responses	% who agree or strongly agree	
	Don't know	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. My child is safe in the neighborhood around the school.	9%	5%	9%	<u>59%</u>	18%	128	77%	71%
B. My child is safe on school grounds.	10%	2%	6%	<u>54%</u>	27%	124	81%	82%
C. My child knows what to do if there is an emergency at the school (fire, earthquake, neighborhood disturbance)	2%	2%	1%	<u>54%</u>	42%	125	96%	91%
OVERALL SCHOOL SAFETY	7%	3%	6%	<u>56%</u>	29%	128	85%	81%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



2010 School Experience Surveys for EMPLOYEES



POLYTECHNIC SH - 8636
Local District 2

1. What was the level of SCHOOL SUPPORT, COMMITMENT, AND COLLABORATION reported by TEACHERS?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I am proud of this school.	0%	0%	41%	<u>59%</u>	63	100%	85%
B. At this school we treat one another with respect.	0%	5%	<u>50%</u>	45%	64	95%	79%
C. People at this school care if I'm absent.	0%	5%	<u>56%</u>	39%	64	95%	82%
D. I enjoy teaching at this school.	0%	2%	31%	<u>67%</u>	64	98%	90%
E. This school is clear about our standards for student learning.	2%	6%	45%	<u>47%</u>	62	92%	84%
F. My colleagues and I share information effectively at this school.	3%	10%	<u>48%</u>	40%	63	87%	75%
G. I work with other teachers at this school to improve my instruction.	3%	10%	<u>52%</u>	35%	63	87%	85%
H. I get the help I need to communicate with parents.	2%	3%	<u>48%</u>	47%	64	95%	78%
I. I get useful feedback from my supervisors to improve my performance.	8%	11%	<u>59%</u>	22%	64	81%	66%
J. At this school we trust one another.	2%	8%	<u>60%</u>	30%	63	90%	67%
K. I am kept informed about the school's budget.	5%	24%	<u>41%</u>	30%	63	71%	54%
L. I have opportunities to influence what happens at this school.	2%	13%	<u>52%</u>	34%	64	86%	69%
M. I have the technology I need at this school to do my job well.	5%	16%	<u>53%</u>	27%	64	80%	67%
OVERALL SUPPORT, COMMITMENT, & COLLABORATION-TEACHERS	3%	9%	<u>51%</u>	38%	64	88%	72%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



2. What was the level of SCHOOL SUPPORT, COMMITMENT, AND COLLABORATION reported by CLASSIFIED and OUT-OF-CLASSROOM CERTIFICATED STAFF (including PRINCIPALS)?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. I am proud of this school.	3%	0%	40%	<u>57%</u>	35	97%	87%
B. At this school we treat one another with respect.	3%	11%	40%	<u>46%</u>	35	86%	80%
C. People at this school care if I'm absent.	0%	9%	<u>49%</u>	43%	35	91%	86%
D. At this school we trust one another.	3%	11%	<u>60%</u>	26%	35	86%	68%
E. My colleagues and I share information effectively at this school.	0%	12%	<u>56%</u>	32%	34	88%	76%
F. I get the help I need to communicate with parents.	3%	6%	44%	<u>47%</u>	34	91%	85%
G. I get useful feedback from my supervisors to improve my performance.	0%	9%	43%	<u>49%</u>	35	91%	77%
H. I am kept informed about the school's budget.	6%	15%	<u>52%</u>	27%	33	79%	57%
I. I have opportunities to influence what happens at this school.	6%	15%	<u>45%</u>	33%	33	79%	69%
J. I have the technology I need at this school to do my job well.	0%	11%	26%	<u>63%</u>	35	89%	81%
OVERALL SUPPORT, COMMITMENT, & COLLABORATION	2%	10%	<u>45%</u>	42%	34	88%	77%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



3. What were the OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT reported by TEACHERS?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. What I learn in our school professional development meetings addresses my students' needs.	6%	20%	<u>59%</u>	14%	64	73%	56%
B. I use ideas from my professional meetings in my classroom.	5%	17%	<u>64%</u>	14%	64	78%	65%
C. The professional development at this school is appropriate for my level of teaching experience.	5%	16%	<u>66%</u>	14%	64	80%	57%
D. I have time to plan my instruction during professional development meetings.	23%	<u>48%</u>	16%	13%	64	28%	33%
E. I voice my thoughts during school professional development meetings.	0%	8%	<u>59%</u>	33%	64	92%	77%
F. During our meetings, my ideas about instruction are taken up by other teachers.	0%	17%	<u>63%</u>	20%	64	83%	70%
OVERALL OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT	7%	21%	<u>54%</u>	18%	64	72%	59%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



In your professional development meetings this year, about how frequently did you do the following?

SURVEY QUESTION	% of teachers who responded:				Number of responses	% who often or always	
	Never	Some-times	Often	Always		School	LAUSD
A. Analyzed individual students' data.	3%	18%	<u>52%</u>	26%	65	78%	59%
B. Made decisions about my instruction based on my students' test data.	8%	17%	<u>56%</u>	19%	64	75%	60%
C. Discussed instructional interventions for specific students.	6%	38%	<u>40%</u>	15%	65	55%	59%
D. Used a protocol for analyzing student work (e.g., lesson study, rubric, school-developed procedure).	2%	24%	<u>49%</u>	25%	63	75%	64%
E. Made recommendations for future professional development based on teachers' needs.	9%	38%	<u>42%</u>	11%	65	52%	42%
F. Worked on instructional strategies with other teachers during common planning time.	16%	31%	<u>45%</u>	8%	64	53%	39%
G. Observed the instruction of my colleagues to get ideas for my own instruction.	19%	<u>49%</u>	24%	8%	63	32%	20%
H. Helped maintain discipline in other areas of the school, not including my own classroom.	30%	<u>45%</u>	19%	6%	64	25%	36%
OVERALL TEACHER COLLABORATION	12%	33%	<u>41%</u>	15%	64	56%	47%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.



4. What was the rating of the SCHOOL ORDER & SAFETY reported by ALL EMPLOYEES?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. Graffiti is [not] a problem at my school.*	9%	<u>40%</u>	37%	13%	99	51%	43%
B. I feel safe in the neighborhood around my school.**	4%	22%	<u>54%</u>	19%	98	73%	75%
C. I feel safe on school grounds during the day.	1%	0%	<u>58%</u>	41%	99	99%	93%
D. Students [do not] threaten or bully adults at my school.*	4%	14%	<u>59%</u>	23%	97	81%	73%
E. My school teaches us how to be ready for emergencies.	1%	8%	<u>68%</u>	23%	97	91%	83%
F. I know what to do during an emergency.	0%	4%	<u>56%</u>	40%	97	96%	92%
G. Gangs are [not] a problem at my school.*	10%	36%	<u>49%</u>	4%	97	54%	58%
OVERALL SCHOOL SAFETY	4%	18%	<u>54%</u>	23%	97	78%	74%

5. What was the rating of the SCHOOL CLEANLINESS reported by ALL EMPLOYEES?

SURVEY QUESTION	% of staff who responded:				Number of responses	% who agree or strongly agree	
	Strongly disagree	Disagree	Agree	Strongly agree		School	LAUSD
A. The places where adults eat at this school are clean.	1%	3%	<u>61%</u>	35%	99	96%	88%
B. The bathrooms at my school are clean.	1%	6%	<u>61%</u>	32%	99	93%	73%
C. The other areas of my school are clean.	0%	13%	<u>61%</u>	26%	97	87%	66%
OVERALL SCHOOL CLEANLINESS	1%	7%	<u>61%</u>	31%	99	92%	76%

Notes: Data are not reported for fewer than 10 respondents. The most frequent answer for each question is underlined. The averages for each content area are in bold. *Question re-worded to provide consistent results in this report. **Question excluded from the overall score for the content area.

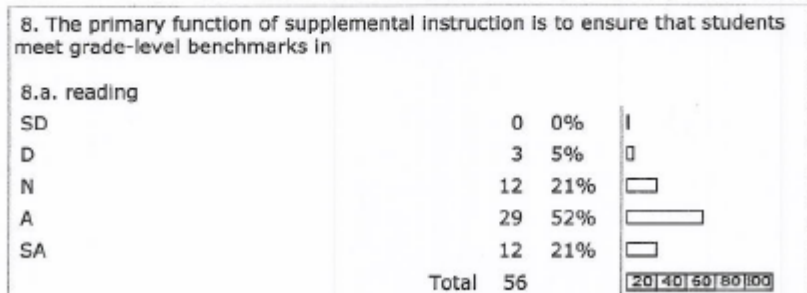
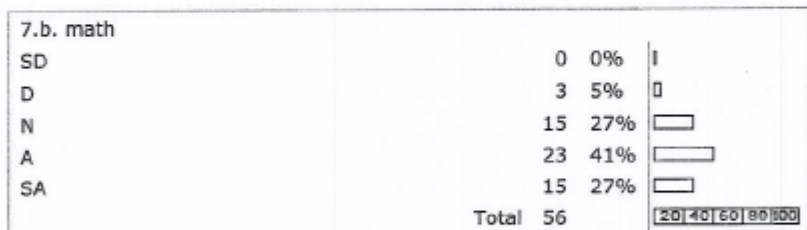
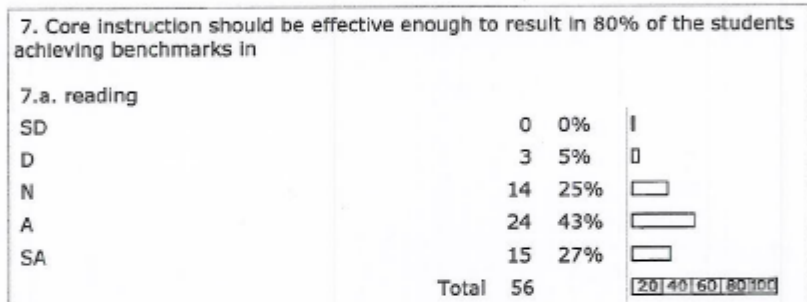
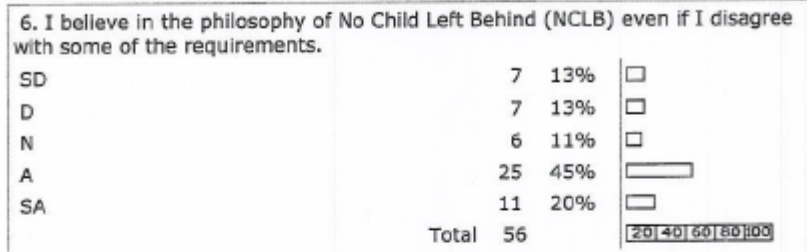




**Response to
Intervention (RtI)
Survey Results**

Below are the survey results for POLYTECHNIC SH

Beliefs Survey - Beginning of Year (FACULTY)



8.b. math



9. The majority of students with learning disabilities are capable of achieving grade-level benchmarks in

9.a. reading



9.b. math



10. The majority of students with emotional disturbance are capable of achieving grade-level benchmarks in

10.a. reading



10.b. math



11. Students with mild-moderate disabilities (e.g. SLD, OHI, SLI, AUT, ED) who are receiving special education services are capable of achieving grade-level benchmarks (i.e., general education standards) in

10.a. reading

SD	1	2%	
D	7	13%	
N	19	34%	
A	25	45%	
SA	4	7%	
Total	56		20 40 60 80 100

11.b. math

SD	1	2%	
D	8	14%	
N	19	34%	
A	24	43%	
SA	4	7%	
Total	56		20 40 60 80 100

12. General education classroom teachers should implement differentiated and flexible instructional practices to address the needs of a more diverse student body.

SD	0	0%	
D	0	0%	
N	4	7%	
A	30	54%	
SA	22	39%	
Total	56		20 40 60 80 100

13. General education classroom teachers would be able to implement more differentiated and flexible interventions if they had additional staff support and training.

SD	1	2%	
D	1	2%	
N	6	11%	
A	24	43%	
SA	24	43%	
Total	56		20 40 60 80 100

14. The use of additional interventions in the general education classroom would result in success for more students.

SD	0	0%	
D	1	2%	

N	5	9%	<input type="checkbox"/>
A	28	50%	<input type="checkbox"/>
SA	22	39%	<input type="checkbox"/>
Total	56		<input type="checkbox"/>

15. Prevention activities and early intervention strategies in schools would result in fewer referrals to problem-solving teams and placements in special education.

SD	0	0%	<input type="checkbox"/>
D	1	2%	<input type="checkbox"/>
N	7	13%	<input type="checkbox"/>
A	29	52%	<input type="checkbox"/>
SA	19	34%	<input type="checkbox"/>
Total	56		<input type="checkbox"/>

16. The "severity" of a student's academic problem is determined not by how far behind the student is in terms of his/her academic performance but by how quickly the student responds to intervention.

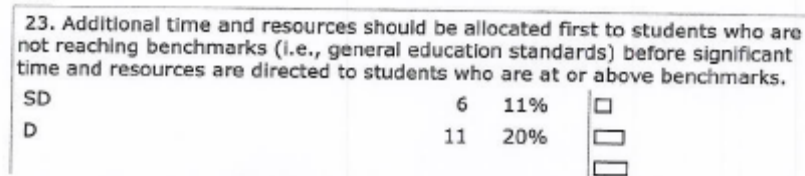
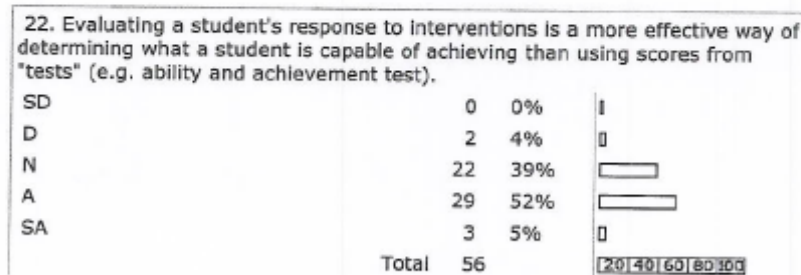
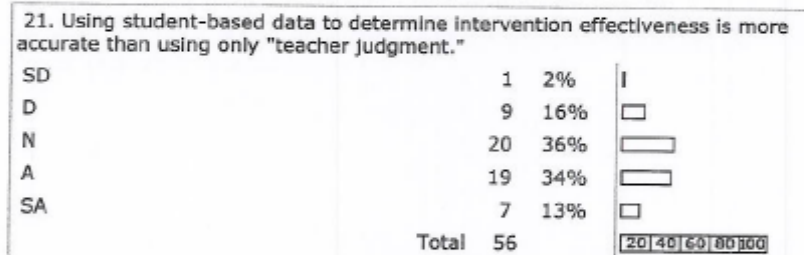
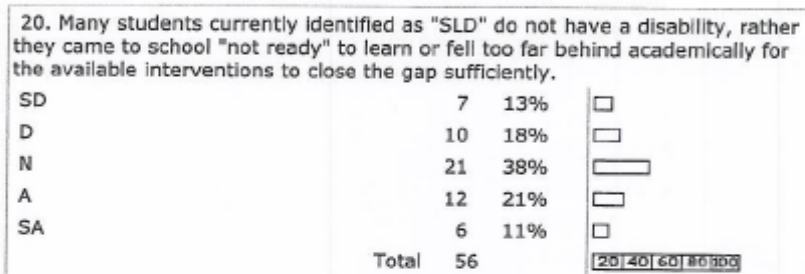
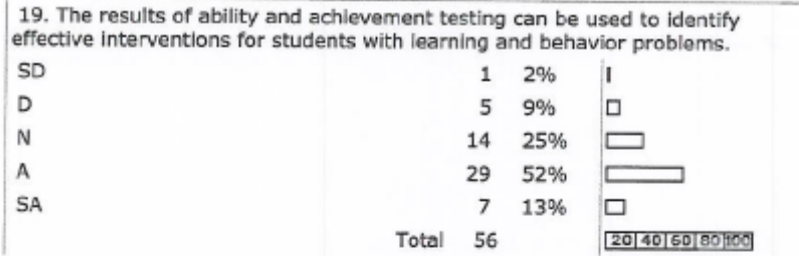
SD	1	2%	<input type="checkbox"/>
D	8	14%	<input type="checkbox"/>
N	20	36%	<input type="checkbox"/>
A	22	39%	<input type="checkbox"/>
SA	5	9%	<input type="checkbox"/>
Total	56		<input type="checkbox"/>

17. The "severity" of a student's behavioral problem is determined not by how far behind the student is in terms of his/her behavioral performance but by how quickly the student responds to intervention.

SD	2	4%	<input type="checkbox"/>
D	12	21%	<input type="checkbox"/>
N	18	32%	<input type="checkbox"/>
A	19	34%	<input type="checkbox"/>
SA	5	9%	<input type="checkbox"/>
Total	56		<input type="checkbox"/>

18. The "severity" of a student's attendance problem is determined not by how far behind the student is in terms of his/her attendance performance but by how quickly the student responds to intervention.

SD	3	5%	<input type="checkbox"/>
D	12	21%	<input type="checkbox"/>
N	18	32%	<input type="checkbox"/>
A	18	32%	<input type="checkbox"/>
SA	5	9%	<input type="checkbox"/>
Total	56		<input type="checkbox"/>



N	13	23%	
A	21	38%	<input type="checkbox"/>
SA	5	9%	<input type="checkbox"/>
Total	56		<input type="checkbox"/> 20 40 60 80 100

24. Graphing student data makes it easier for one to make decisions about student performance and needed interventions.

SD	0	0%	
D	1	2%	
N	16	29%	<input type="checkbox"/>
A	29	52%	<input type="checkbox"/>
SA	10	18%	<input type="checkbox"/>
Total	56		<input type="checkbox"/> 20 40 60 80 100

25. A student's parents (caregivers) should be involved in the problem-solving process as soon as a teacher has a concern about the student.

SD	0	0%	
D	1	2%	
N	4	7%	<input type="checkbox"/>
A	23	41%	<input type="checkbox"/>
SA	28	50%	<input type="checkbox"/>
Total	56		<input type="checkbox"/> 20 40 60 80 100

26. Students respond better to interventions when their parent (caregiver) is involved in the development and implementation of those interventions.

SD	0	0%	
D	1	2%	
N	6	11%	<input type="checkbox"/>
A	25	45%	<input type="checkbox"/>
SA	24	43%	<input type="checkbox"/>
Total	56		<input type="checkbox"/> 20 40 60 80 100

27. I believe the core instruction should be culturally relevant and responsive to the needs of the students we serve.

SD	0	0%	
D	2	4%	
N	5	9%	<input type="checkbox"/>
A	31	55%	<input type="checkbox"/>
SA	18	32%	<input type="checkbox"/>
Total	56		<input type="checkbox"/> 20 40 60 80 100

28. All students can achieve grade-level benchmarks if they have sufficient support.

SD	3	5%	
----	---	----	--

D
N
A
SA

9 16%
9 16%
25 45%
10 18%

Total 56

9/22/2010 - 10:34 A.M.



Response to Intervention (RtI) Information

What is RTI?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Each of these essential components is addressed in the "Include Essential Components" section of this Web site.

Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

ADDITIONAL ARTICLES

[Why Adopt an RTI Model?](#)

[Response to Intervention in Secondary Schools](#)

[Developing a Plan](#)

[Are You Ready for RTI?](#)

[Judy Elliott, What is RTI](#)

ADDITIONAL RESOURCES

[National Center on Response to Intervention](#)

[IDEA Partnership's Collaborative Work on Response to Intervention](#)

1/27/2011

What is RTI?

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs

1/27/2011

What is RTI?

of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Why Adopt an RTI Model?

by David P. Praise, Ph.D., Loyola University Chicago

Answering the question "Why adopt a Response-to-Intervention (RTI) model?" can be approached from several different perspectives, including legal, historical, best professional practice, and, indeed, political. As is often the case, an understanding of what we do today and of how we came to be in a particular place at a particular time is often best gained in the context of history. In this case, looking briefly and with broad strokes at aspects of our special education history since 1975 provides a good bit of the context in which an answer can readily be found to the question "Why adopt an RTI model?"

When President Gerald Ford signed Public Law 94-142, the Education for All Handicapped Children's Act (EHA), in 1975, it was against a backdrop of public school practice that had systematically denied students with handicaps access to a public school education. On the heels of judicial review that began in the late 1960s and challenged these denial practices, Congress acted to rectify the wrong. In that context, the focus of EHA was to ensure that all students with a handicap would have equal access to a public education. Two major themes dominated this first-ever federal special education law.

The first major theme focused on finding and identifying students who might have a handicap and who were not enrolled in a public school. States and local school districts were required to take affirmative steps to find students with handicaps. These programs were titled Child Find, and the primary purpose was to develop initiatives that would "find" all those students who had been denied access to a public education. Based exclusively on categorical designations (e.g., *mental retardation*, *specific learning disability*, etc.), the purpose was to find these children (through individual assessment), identify them as handicapped by applying a categorical label, and place them in a "program" that had the same title as their label (e.g., "he is in the program for the mentally retarded"). The effort worked well. Children were found and identified in record numbers, numbers so high that special education enrollments ballooned, and by the early 1980s the federal government imposed a cap on reimbursement based on disability category as a way of slowing the enrollment growth.

The second major theme created by EHA in 1975 was the provision of procedural safeguards as a major component of the identification process. Procedural protections established for parents included requiring written consent for assessment and placement, adherence to assessment timelines, creation of an individualized education program (IEP), and regular

ADDITIONAL ARTICLES

[Response to Intervention: Helping All Students Succeed](#)

[RTI and Math Instruction](#)

[Response to Intervention in Secondary Schools](#)

[Developing a Plan](#)

ADDITIONAL RESOURCES

[National Center on Response to Intervention](#)

[IDEA Partnership's Collaborative Work on Response to Intervention](#)

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Why Adopt an RTI Model?

reviews (annual and triennial) of placement status. The import of these procedural safeguards became paramount in the special education service delivery system. Their impact was measured by the fact that audits of local special education programs by state departments of education focused almost exclusively on these safeguards, with little to no attention paid to academic outcomes for students identified as handicapped. The important documents that school districts needed to have were referral forms, consent forms, placement permissions, and IEPs.

These two themes formed the basis for the structure and practice of special education for the next 25 to 30 years. It was a system developed and delivered based on entitlement, categorical structures, and rigid adherence to procedural safeguards. What was not a part of practice was any focus whatsoever on student outcomes, either academic or behavioral. Little to no attention was directed toward outcomes (of any kind) for students who had been identified as handicapped. In almost every school, district, state, and throughout the nation, students with disabilities were systematically excluded from any assessment systems that were targeted at general education students. No separate systems were developed or put in place for assessing the performance outcomes for students involved in special education programs. Data collected by states and submitted to the U.S. Department of Education focused exclusively on incidence rates by disability category, graduation rates, placements by race and gender, and so on. At no time were data collected that would address student academic or behavioral outcomes or that would speak to the efficacy of special education programs. In other words, the entire focus of the special education delivery system for a quarter of a century was about identification and placement, not about student outcomes and the delivery of effective interventions as measured by student outcomes. Once placed and programmed, the system failed to ask "How is the student doing?" While individual special education teachers certainly focused on answering that question, it was never part of a larger system.

At the same time that special education was working with great success to identify and place students, the impact on general education was subtle yet profound. General education programs and teachers came to understand that when students failed to learn in a general education setting, it was expected, if not required, that the student be referred for special education consideration. Over time, this practice had an impact on both systems (general and special education) in two significant ways. Special education experienced ballooning enrollments, with too many students identified as disabled—not because they had a disability, but rather because they had not been successful in a general education program. Failure to succeed in a general education program meant the student must, therefore, have a disability.

The second major impact was on general education. Over these 25 years, general education experienced a narrowing of expectations of student

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Why Adopt an RTI Model?

performance. That is, when a student was not learning at an acceptable rate or was not at grade level, general education learned to look elsewhere (i.e., to special education) for assistance. Failure to achieve at grade level was too often understood only in the context of something being wrong with the student. Insufficient systemic attention was directed at general education programs for addressing poor academic performance.

After 25-plus years of practice that reflected this approach (often described as "Refer, Test, Place"), a few professionals asked if we could do it better. Given the historical understanding of the general/special education relationship, reform addressing these problems needed to be understood to include both general and special education. System reform that brought about a focus on carefully and frequently monitored student outcomes could only be successfully accomplished if reform efforts were inclusive of general and special education. So while RTI began as a response to addressing student outcomes for special education students, it quickly emerged as a general education initiative, as obtaining successful outcomes for students requires an integrated education system that does not operate as two distinct entities. In other words, could we focus at least as much, if not more, on student outcomes? In that question RTI was born.

Finding, identifying, and placing students "in" a special education program was no longer sufficient. What needed to be addressed was the creation of a service delivery system that was more oriented around how a student responded to research-based interventions delivered with integrity. That meant beginning with general education programs that understood a key piece of the research-based evidence, namely, that successful academic outcomes meant not waiting for students to fail, but rather meant implementing RTI beginning early (such as in kindergarten) in general education. Could we hold IEP meetings where the first question posed was not whether a student satisfied criteria for a specific special education category, but instead related to how well a student has responded to effective interventions, or asked about what effective interventions the student needs? And if effective interventions were not a part of the education history, could we insist that those interventions be delivered? Both the challenges and concerns of 25 years of practice were captured in the President's Commission on Excellence in Special Education (2002), as were the proposed solutions.

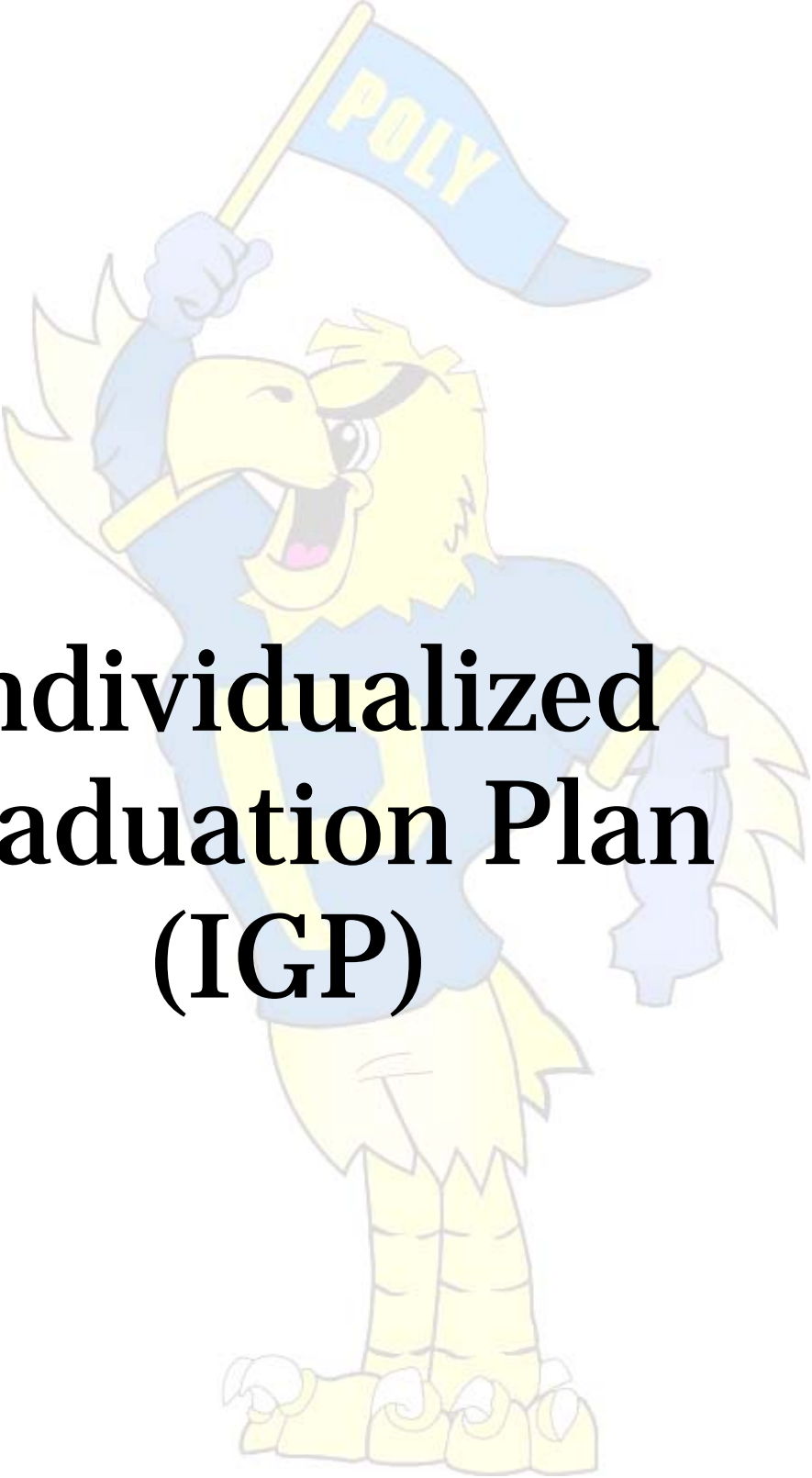
RTI has emerged, in part, as an answer. It is a knowledge base, skills, and a service delivery system that is intended to provide an educational experience to all students that is focused on delivering effective education and intervention programs and on frequent progress monitoring of student outcomes using those measured student outcomes (RTI) to adjust and change programs and interventions and necessary. That is the essence of RTI and that is also the answer to "Why adopt an RTI model?" RTI is a cornerstone of a problem-solving service delivery system. Delivering scientifically based interventions with integrity and monitoring (frequently)

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Why Adopt an RTI Model?

how the student responds to those interventions provides an invaluable data base of important information about the need to change or sustain the intervention in a timely fashion. An RTI approach to determining educational need—as opposed to relying on categorical labels (remember, *learning disabilities* is not a need) keeps the focus of our professional resources where they need to be, on student outcomes. The allocation of special education resources is then a function of student RTI, not arbitrary cutoff scores from standardized tests that have little to do with developing effective interventions. Students who need special education services are those who respond well to interventions yet require major resources to sustain the progress, or those who show progress but will not be able to close the gap with their peers, no matter the intensity or frequency of the intervention.

Adopting an RTI model is about adopting best professional practice, insisting that we do what is best and necessary for all students in our schools, and, finally, rising to the challenge of doing that which is socially just. That is why we must adopt an RTI model and implement it with integrity in every school throughout the nation.



Individualized Graduation Plan (IGP)

Los Angeles Unified School District
FOUR YEAR HIGH SCHOOL INDIVIDUALIZED GRADUATION PLAN **ATTACHMENT B**

STUDENT'S NAME: Last: _____ First: _____ Middle: _____ If Yes, ITP attached Yes No **DOB:** _____

Student ID: _____ **IEP Current:** Yes No N/A **Date:** _____

UC/CSU A-G	EL LEVEL GRADE 9		EL LEVEL (55) GRADE 10		EL LEVEL (110) GRADE 11		EL LEVEL (170) GRADE 12		SLC: CAREER PATHWAY												
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring													
History/Social Science 30	Eng 9A ESL A	Eng 9B ESL B	Geom A Alg 2A	Eng 10A ESL A	Eng 10B ESL B	*Wild Hist A *US Hist A	*Wild Hist B *US Hist B	*Am Democ *Econ	Post High School Plans: CC _____ UC _____ CSU _____ Pvt _____ Military _____ Work _____ Other _____												
English/Language Arts 40	Geom A Alg 2A	Geom B Alg 2B	Geom A Alg 2A	Geom B Alg 2B	Geom B Alg 2B	*Amer Lit *Cont Comp	*Amer Lit *Cont Comp	*Comp *Eng Elec	NON-COURSE REQUIREMENTS												
Mathematics 20	*ICS 1A *Bio A	*ICS 1B *Bio B	*Biology A *Chem A	*Biology B *Chem B	*Biology B *Chem B	*Phys A *Phys B	*Phys A *Phys B	*Eng Math A *Math Test B *AP Calc A *AP Calc B	CAHSEE ELA: _____ Date Passed _____ Math: _____ Date Passed _____												
Lab Science 20	*For Lang *VA/PA/A	*For Lang *VA/PA/B	*For Lang *VA/PA/A	*For Lang *VA/PA/B	*For Lang *VA/PA/B	*For Lang *VA/PA/A	*For Lang *VA/PA/B		COMPUTER LITERACY Date Completed: _____												
Foreign Language 10									SERVICE LEARNING Date Completed: _____												
Visual/Performing Arts 70									<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>CST</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>ELA</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td></td> <td></td> <td></td> </tr> </table>	CST	9	10	11	ELA				Math			
CST	9	10	11																		
ELA																					
Math																					
Other Electives 20	PE	PE	PE	PE	PE				Other Notes/Comments/Off Campus Classes												
Physical Education 5	#Health	#Life Skills	Applied Technology	Applied Technology	Applied Technology	Applied Technology	Applied Technology	Applied Technology													
Health Life Skills 5	Applied Technology	Applied Technology	Applied Technology	Applied Technology	Applied Technology	Applied Technology	Applied Technology	Applied Technology													
Applied Technology 10	Summer Bridge	Other Interventions	Other Interventions	Other Interventions	Other Interventions	CAHSEE Intervention	CAHSEE Intervention	CAHSEE Intervention													
Interventions 230																					

Parent's/Guardian's Signature _____ Date _____ Student's Signature _____ Date _____ Counselor's Signature _____ Date _____

Copy Distribution: WHITE (Counselor) YELLOW (Parent) PINK (Student)

* Advanced Placement option available # Course may be taken either semester ↔ Course may be taken any time grades 9-12 ▲ Could be taken either semester



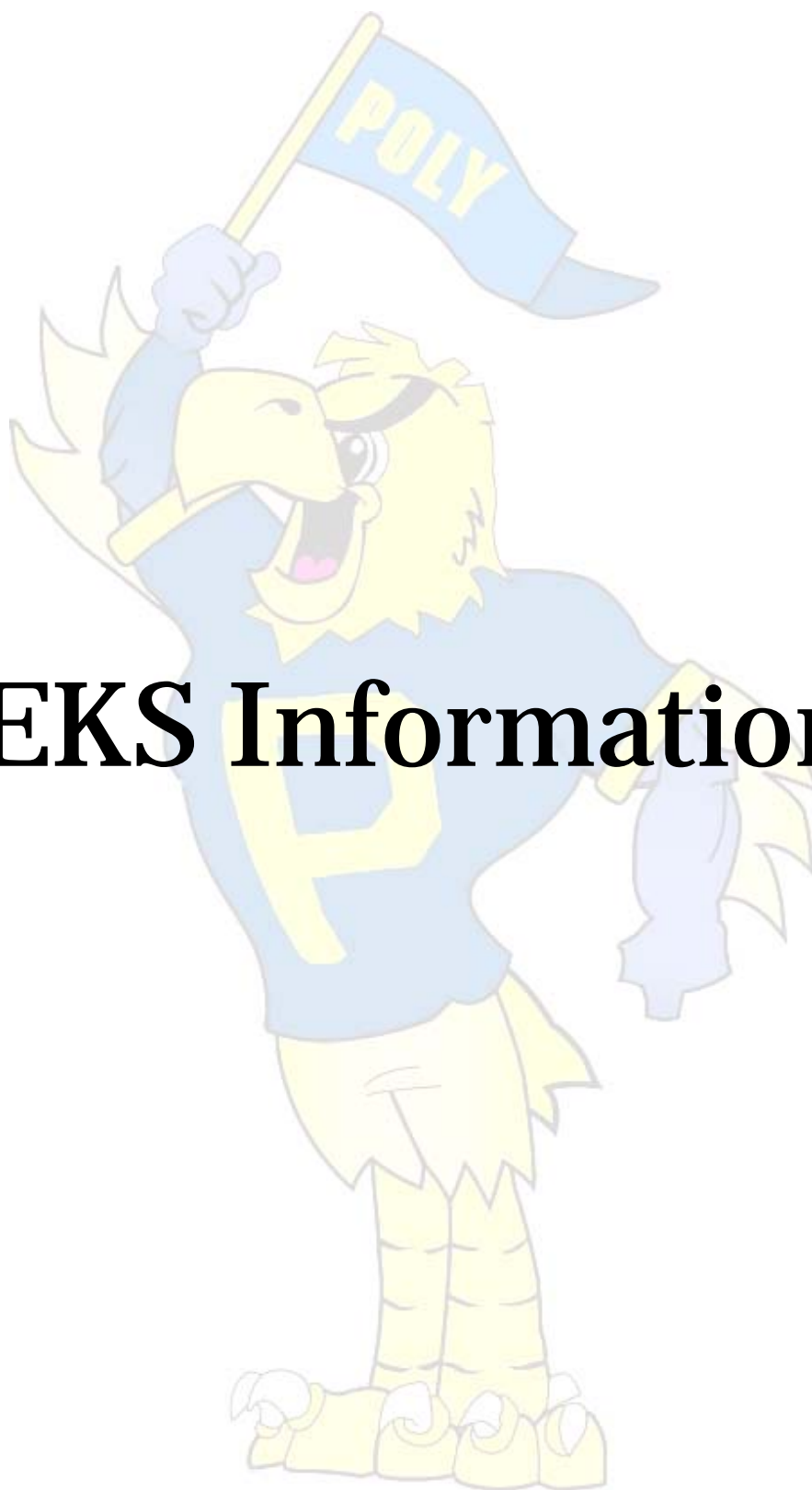
**Graduation /
A – G
Requirements**

LOS ANGELES UNIFIED SCHOOL DISTRICT
2008-2011 Graduation Requirements and *Minimum* College Admission "A-G" Requirements

SUBJECTS	HIGH SCHOOL GRADUATION Grades 9 – 12 230 credits needed to graduate	UNIVERSITY OF CALIFORNIA "A-G" Requirements <i>Grades of C or better</i>	CALIFORNIA STATE UNIVERSITY "A-G" Requirements <i>Grades of C or better</i>	PRIVATE COLLEGES <i>Grades of C or better</i>	COMMUNITY COLLEGES
Social Studies "A" Requirement	30 credits: World History AB US History AB Principles of American Democracy Economics	2 years World History, US History, or Principles of American Democracy	2 years World History, US History, or Principles of American Democracy	World History, US History, Principles of American Democracy & college preparatory electives recommended	No subject requirements. 18 years old or high school graduate or high school proficiency test certificate
English "B" Requirement	40 credits: English 9, English 10 11 th grade American Lit & Contemp. Comp. 12 th grade Composition and an English elective	4 years college preparatory English	4 years college preparatory English	4 years college preparatory English	
Mathematics "C" Requirement	20 credits college preparatory math: Alg.1 & Geometry or Adv. Applied Math or Algebra 2	3 years: Algebra 1, Geometry, Algebra 2 more is recommended	3 years: Algebra 1, Geometry, Algebra 2 more is recommended	college preparatory math each year	<i>Students are most successful when they continue to take the college preparatory courses suggested for each semester</i>
Lab Science "D" Requirement	20 credits total 10 credits biological science (Biology) 10 credits physical sci. (Chemistry or Physics)	2 years lab science, more is recommended (taking Int/Coor Sci. 1,2,& 3 meets college prep. science req.)	2 years lab science (taking Int/Coor Sci. 1,2,& 3 meets college prep. science req.)	3 to 4 years lab science	
World Languages "E" Requirement*		2 years same world language more is recommended	2 years same world language	3 to 4 years world language is recommended	
Visual/Performing Arts "F" Requirement	10 credits visual/perform arts	1 year course of visual and performing arts	1 year course of visual and performing arts	visual & performing arts courses can count as electives	
Electives "G" Requirement	70 credits	1 year or more of advanced courses in math, arts, English, lab science (Int/Coor Sci 1 meets elective requirement), world language, or social sciences	1 year of advanced courses in math, arts, English, lab science (Int/Coor Sci 1 meets elective requirement), world language, or social sciences	college preparatory electives in the subject area of interest	
Applied Technology	10 credits				
Physical Ed.	20 credits	None	None	None	None
Health	5 credits	None	None	None	None
Life Skills	5 credits	None	None	None	None
Total Credits needed to graduate	230 credits				
Additional Graduation Non-course Requirements	1. Computer Literacy 2. Career Pathway 3. Service Learning				
Assessments	California High School Exit Exam (CAHSEE)	SAT Reasoning Test or ACT plus ACT Writing SAT Subject Tests Analytical Writing Placement Exam (Subject A)	SAT Reasoning Test or ACT Placement exams in English EPT and math ELM	SAT Reasoning Test or ACT and SAT Subject Tests are required for some colleges	Placement exams for English, mathematics and chemistry

* E Requirement may be met by evaluation of foreign transcripts, examination and/or assessment of proficiency in Language Other Than English.

For additional information regarding graduation requirements, college admission requirements, testing, financial aid, and general announcements, go to the LAUSD College Connection web site at http://www.lausd.k12.ca.us/lausd/office/senior_high_programs



ALEKS Information



- [Overview of ALEKS](#)
- [Course Products](#)
- [ALEKS Tours](#)
- [Research Behind ALEKS](#)
- [Success Stories](#)

home > what is aleks?

What is ALEKS?

Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.

ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.

[Read an overview of ALEKS](#)

RESOURCES

- [» SUCCESS STORIES](#)
- [» FREE TRIAL](#)
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- Overview of ALEKS

- [Assessment](#)

- [Learning Mode](#)

- [Instructor's Module](#)

- [The ALEKS Advantage](#)

- [Course Products](#)

- [ALEKS Tours](#)

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Overview of ALEKS

[How did ALEKS originate?](#)

[How does ALEKS work?](#)

[What are ALEKS learning rates?](#)

[What are some other features of ALEKS?](#)

[Which subjects can a student learn using ALEKS?](#)

[What do I need to use ALEKS?](#)

RESOURCES

- [SUCCESS STORIES](#)

- [FREE TRIAL](#)

- [SIGN UP NOW](#)

How did ALEKS originate?

ALEKS is a ground-breaking technology developed from research at New York University and the University of California, Irvine, by a team of software engineers, mathematicians, and cognitive scientists with the support of a multi-million-dollar grant from the National Science Foundation. ALEKS is fundamentally different from previous educational software. At the heart of ALEKS is an artificial intelligence engine that assesses each student individually and continuously.

ALEKS is based upon original theoretical work in a field of study called "Knowledge Space Theory." Work in Knowledge Space Theory was begun in the early 1980s by Dr. Jean-Claude Falmagne, an internationally renowned mathematician and Professor of Cognitive Sciences who is the Chairman and founder of ALEKS Corporation.

How does ALEKS work?

ALEKS avoids multiple-choice questions and instead uses flexible and easy to use answer input tools that mimic what would be done with paper and pencil. When a student first logs on to ALEKS, a brief tutorial shows him how to use these ALEKS answer input tools. The student then begins the [ALEKS Assessment](#). In a short period of time (about 45 minutes for most courses), ALEKS assesses the student's current course knowledge by asking him a small number of questions (usually 20-30). ALEKS chooses each question on the basis of his answers to all the previous questions. Each student, and therefore each set of assessment questions, is unique. It is impossible to predict the questions that will be asked.

By the time the student has completed the assessment, ALEKS has developed a precise picture of her knowledge of the course, knowing which topics she has mastered and which topics she hasn't. The student's knowledge is represented by a multicolor pie chart.

The pie chart is also the student's entry into the [Learning Mode](#). In the Learning Mode, she is offered a choice of topics that she is ready to learn (she has the prerequisite knowledge to successfully learn these topics). When she chooses a topic to learn, ALEKS offers her practice problems that teach the topic. These problems have enough variability that a student can only get them consistently correct on understanding the core principle defining the topic. If a student doesn't understand a particular problem, she can always access a complete explanation. Once she can consistently get the problems for a given topic correct, ALEKS considers that the student has learned the topic and the student chooses another topic to learn. As the student learns new topics, ALEKS updates its map of the student's knowledge. The student can observe the most current summary of what she knows and what she is ready to learn.

To ensure that topics learned are retained in long term memory, ALEKS periodically reassesses the student, using the results to adjust the student's knowledge of the course. Because students are forced to show mastery through mixed-question assessments that

cannot be predicted, mastery of the ALEKS course means true mastery of the course.

What are ALEKS learning rates?

ALEKS keeps server statistics that measure learning success of all students, namely how often they succeed at learning a concept that ALEKS offers them as "ready to learn." When ALEKS determines that a student is ready to learn an item, the student is able to learn it a very high percentage of the time. In the small percentage of cases where the student is initially unsuccessful, the item is presented again to the student later on. Because of the artificial intelligence in ALEKS, students are almost always successful at learning the material ALEKS offers them. (The level of instructor involvement doesn't affect this.)

The Average Historical Student Learning Rates with ALEKS are ~90%

What are some other features of ALEKS?

- Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Español."
- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, she automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.
- ALEKS offers a comprehensive message center that allows the student to communicate with her instructor about the content using subject-appropriate notation.

ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of the course.

Which subjects can a student learn using ALEKS?

ALEKS has been used by millions of students in more than 50 academic subjects ranging from Basic Math to Precalculus at thousands of institutions throughout the world.

[View a list of course products for which ALEKS is available.](#)

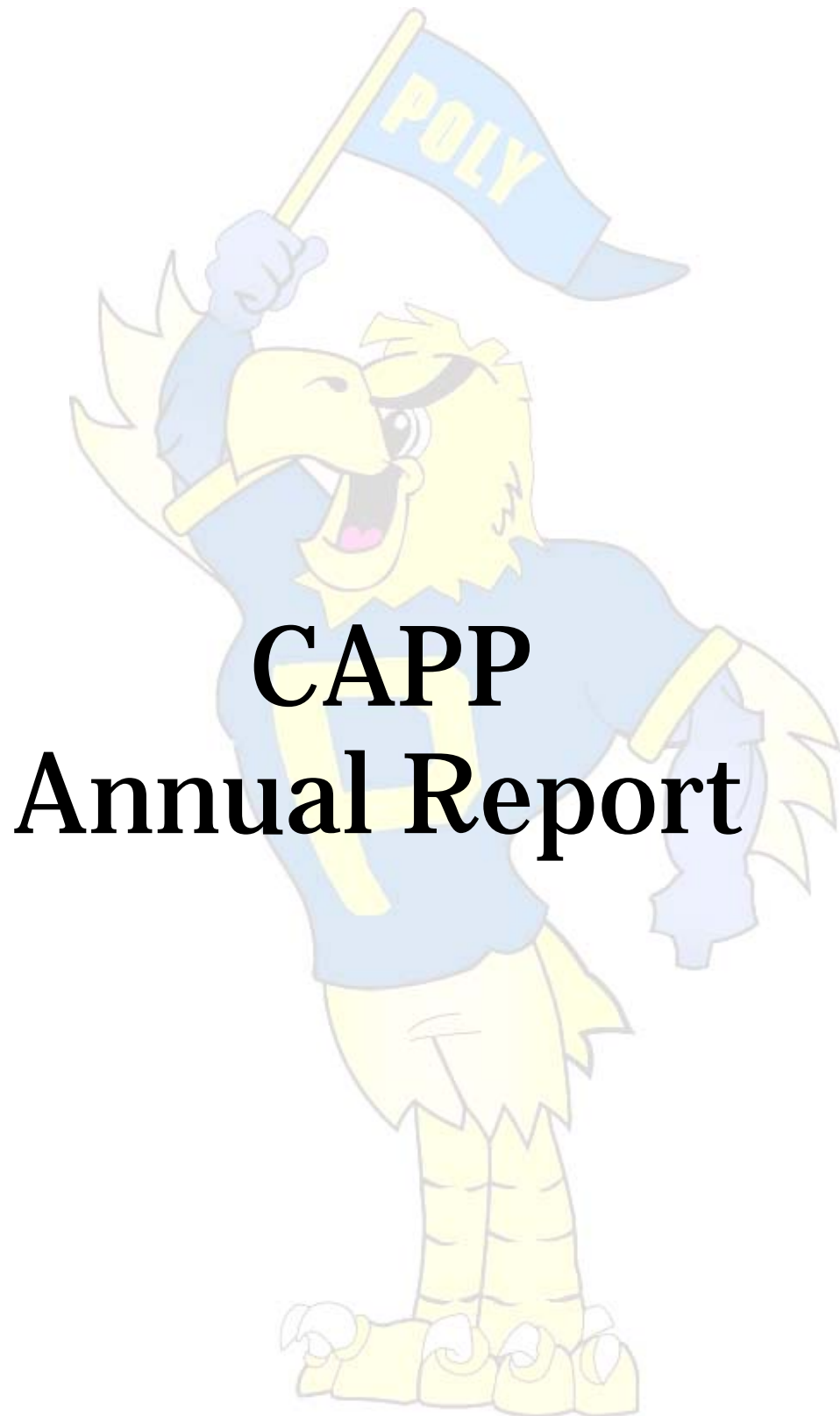
Customer testimonials

What do I need to use ALEKS?

ALEKS is an all-Java, Web-based system. It is fully compatible with current browsers on Windows or Macintosh systems.

View complete and up-to-date information about the ALEKS [system requirements](#).

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CAPP Annual Report

CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM (CAPP)

**HIGH SCHOOL LEADERSHIP INITIATIVE (HSLI)
ANNUAL REPORT & REFLECTIONS
2009-10**

COVER PAGE

School: JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

Date: July 22, 2010

Principal: GERARDO LOERA

Partner: DIANE SIRI

The purpose of this Annual Report & Reflections is three-fold:

- 1) To document the HSLI activities and expenditures for 2009-10;
- 2) To facilitate planning and support for the coming year (2010-11); and
- 3) To provide an opportunity for you to reflect on your own professional growth and institutional change at your school site.

In order to fully support you and ensure continual program improvement for HSLI, it is important for you to be as candid as possible in your reporting and reflections.

The following outlines the Sections. **Please email your completed Report to your Partner and to nina.moore@ucop.edu by July 30, 2010.**

SECTIONS:

- I. Status of 2009-10 Implementation Plan Activities & 2010-11 HSLI Plan**
 - A. Documentation of 2009-10 Activities & Progress
 - B. 2009-10 Actual Expenditures (To be completed by Principal and District Fiscal Officer)
 - C. 2010-11 HSLI Plan & Budget

- II. Reflections on Participation in HSLI**
 - A. Analysis of Leadership Self Assessment & Staff Assessment of Principal
 - B. Narrative Reflections on Your Own Growth & Institutional Change
 - C. Other School Assessments (e.g., Parent Survey, Student Survey, etc.)

- III. Professional Story – A Case Study Project**
 - A. Case Study Planning Template
 - B. Sample Case Study Outline

SECTION I
Status of 2009-10 Implementation Plan Activities
&
Proposed 2010-11 HSLI Plan

The three parts in Section I provide an opportunity for you to assess what you did in 2009-10, what is working, and what you learned. The following describes the purpose of each part.

▪ **Part A – Documentation of 2009-10 Activities & Progress**

The purpose of this part is to document the activities you implemented in 2009-10 and reflect on the progress, obstacles, and remaining work that needs to be done to accomplish your goals. There is also space for you to reflect on activities you intended to implement but did not. This part should inform your 2010-11 Implementation Plan activities, including what activities you will continue and any adjustments you might make to the activities and goals based on progress made in 2009-10. *To be most useful in your future planning, it is important that you refer back to your proposed outcomes, describe progress towards meeting your benchmarks, and provide specific examples of what the activities looked like when implemented.*

We recommend that you work with your Partner to identify the three key activities you engaged in this year as well as the accomplishments and the challenges in these areas to complete this Part . If you have more than three activities that had a significant impact at your school, please copy the prompts to report on those additional activities.

▪ **Part B – Budget Expenditures for 2009-10**

This part includes a budget template for you to report on your 2009-10 final expenditures and carryover. Please work with your district fiscal officer to complete this form.

The first column – *CAPP funds budgeted* – has been completed for you based on the budget CAPP approved for 2009-10. **Please do not make any changes to the dollar amounts or budget categories in this column.** You will need to complete only the second column – *CAPP funds spent* – by filling in the final expenditures in the actual budget categories from which the funds were spent. If there is any difference between the proposed budget you submitted and the actual expenditures either in the amounts, the categories, and/or how the funds were spent, please provide a brief explanation in the third column – *Explanation* – of differences between funds budgeted and funds spent. Then calculate your carry over amount, if any, by subtracting the total amount expended from the total we provided in the first column. Please note that CAPP does not allow districts to charge indirect costs.

▪ **Part C – 2010-11 HSLI Implementation Plan & Budget**

Based on Parts A and B, please complete an Implementation Plan and Budget for 2010-11. Make sure to include *specific benchmarks and measurable outcomes* (based on the types of activities) that you will use to assess your progress on implementing the HSLI activities and achieving your goals. If the activities do not lend themselves to numerical benchmarks and outcomes, *please describe the changes you expect to see as a result of implementing the activities.* Also, please make sure you include and allocate the 2009-10 carryover funds in your 2010-11 budget.

Your Partner is available to assist you with developing a focused Plan for 2010-11.

School Name: JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

PART A
Documentation of 2009-10 Activities & Progress

Please review your 2009-10 HSLI Implementation Plan to complete this Section.

Focus: Please restate/summarize your focus for 2009-10 & briefly note any change in your focus area between 2008-09 and 2009-10.

Focus 1. Build leadership and curricular capacity of Instructional Cabinet to improve student achievement.

Focus 2. Develop, implement, and monitor transition plan for the change to: traditional calendar, SLCs/Academies, new administration and staff; increase communication and improve positive school climate and culture as reflected in the School Site Plan.

Activities & Progress: In the three spaces below, describe the activities from your Implementation Plan that were implemented and had the most impact on your focus area(s). If you have more than three activities that had a *significant* impact at your school, please copy the prompts below to report on those additional activities.

ACTIVITY - 1

What did you do? – describe the activity from your Implementation Plan and who was involved in the implementation of this activity. Please note whether the activity was a continuation from the first year and any changes between 2008-09 and 2009-10.

Leading up to 2009-10, in accordance with the established CAPP Plan, Single Plan and WASC action plan, the school embraced the use of school based formative assessments schoolwide to inform instruction and monitor student progress towards meeting the California standards. The use of school based formative assessment data was used in conjunction with other academic achievement data in order to improve the instructional program. However, prior to 2009-10, school based formative assessment data was for the most part manually collected, analyzed and disseminated. Thorough analysis of student progress via school based formative assessments often was a time consuming and laborious task that limited the frequency, and timeliness of making usable data available for classroom teachers. The school district's MyData system was in its infant stage and was emerging as a promising resource for classroom teachers that provided unprecedented, comprehensive access to a large array of academic data. However, MyData did not provide functionality for use of site-based assessments and the district relied on outsourcing the implementation formative assessments. Unfortunately, lack of buy in from the school staff in regards to the quality of the districts assessments as well technical challenges in implementation (discrepancies with classroom rosters, delays in receiving responses etc.) also limited the use of the districts assessments at Polytechnic High School.

Therefore in order to streamline the process of making useful formative assessment data available to classroom teachers, department leads and other teacher leaders, the school decided to look for a different data system to help with the school wide implementation of common assessments. Participation in the CAPP HSLI exposed the school to a number of options that are

used extensively outside of LAUSD. Polytechnic High School learned that Data Director was a system extensively used by many HSLI schools. Data Director was appealing because the company was founded by teachers and the system was designed as a teacher tool and featured an easy-to-use interface. Data Director is typically, a data warehousing system implemented at the district level and supported by an Information Technology Department and implementation at one school site may have been prohibitively challenging. However, by examining the school's technical capacity to implement the system, collaboration with Diane Siri, our academic partner and the support from a consultant funded by HSLI, it was decided that a focused implementation of Data Director was possible. LAUSD supported its implementation by providing raw California Standards Test data that could be loaded into Data Director.

Cindy and Hank Kratzer from Marina Data Solutions, funded by CAPP, provided both technical support and professional development on the use of the system. Data Director agreed to donate one year of service to the school as a "pilot" activity in LAUSD. As expected, there was a significant amount of planning and collaboration between the school and Hank Kratzer in the first few months of the year before the system was ready for use. The school's initial plan was to create the data pipeline into Data Director that included roster, demographic, teacher, and course and test data. The management of the pipeline had to be accurate, sustainable over time and streamlined enough to require minimal school resources in the long term in order to keep Data Director up to date and usable for classroom teachers. A protocol was established for 2009-10 that resulted in weekly data updates into the system. School administrator, Elidia Vazquez is currently involved in performing the weekly data uploads to Marina Data Solutions. The process currently requires the services of Marina Data Solutions in order to keep Data Director up to date. In 2010-11, the goal is to automate the process and Marina Data Solutions will help us in that effort. The goal of automated process is to reduce the time and administrative overhead in implementing the Data Director system. Scalability with other schools in LAUSD was considered from the beginning and Polytechnic High School will find opportunities to share with other high schools within LAUSD.

Progress – circle/highlight the number that best reflects the degree of progress towards implementation and describe the progress achieved and obstacles to implementation.

Minimal Progress	Some Progress	Good Progress	Substantial Progress	Maximal Progress
1	2	3	<u>4</u>	5

Describe Progress & How Well it is Working – please refer to the benchmarks and measurable outcomes in your 2009-10 Plan (and any other relevant data) as part of assessing progress on this activity:

An expected outcome from the setup and implementation of Data Director is to increase the use of formative and summative assessment data by classroom teachers. All teachers have logged into the Data Director system. The core content areas of math, English, science, social science and foreign language are the most engaged in the process. The classroom teachers are using it to determine what and how well students are learning. Teacher collaboration around assessment, their alignment to state standards and what they teach in the classroom is taking place during department meeting time. The formative assessment cycle of creating assessments, conducting

assessments, looking at data and using data to inform instruction is evident across the disciplines.

In regards to specific measurable outcomes on high stakes tests such as the tenth grade CAHSEE, formative assessments were used in January as a diagnostic tool at the beginning of the spring term. The data from the several hundred students that completed the diagnostic were used by classroom teachers as they taught their final CAHSEE material in time for the test in February. Formative assessments were part of a larger effort focused on alignment of curriculum to the CAHSEE standards and building teacher agreements on curriculum and instructional strategy. Results this year from the 10th grade CAHSEE (80% passed both on the first try) show that Poly students scored the 2nd highest in the entire LAUSD district among comprehensive high schools and 1st among Title I, socio economically disadvantaged comprehensive high schools. Additionally, in regards to English Learner students, the percentage of students scoring proficient on the English Language Arts CAHSEE may be among the highest in the state of California.

Results from the California Standards Test were not available in time to include in this annual report. However, preliminary projections using formative assessment data and extrapolating recent growth on the percentage of students scoring proficient look positive.

Describe Obstacles, if any, to Implementation:

An unexpected obstacle was the initial unwillingness of Data Director to want to work with LAUSD. Implementation of Data Director previously failed three times in LAUSD – though I believe these attempts were done by community groups or partnerships trying to work with LAUSD that often lacked a sufficient relationship with LAUSD to overcome the red tape related to student confidentiality, security etc.. After convincing Data Director that we could provide what they needed, they in turn were very generous by donating a year a service to Polytechnic HS. The biggest challenge was in the first few months while Marina Data Solutions and the school worked carefully to deploy the system and get past technical hurdles. After December, when the system went online and Course Leads and teachers started using the system, there were no significant technical obstacles. The only reason I did not give rate implementation a “5” for maximal progress is because it took a bit longer to setup than we preferred. However, a critical mass of teachers have embraced the use of Data Director and given the relatively short 6 month actual accessibility, there was significant progress towards meeting our goals.

ACTIVITY - 2

What did you do? – describe the activity from your Implementation Plan and who was involved in the implementation of this activity. Please note whether the activity was a continuation from the first year and any changes between 2008-09 and 2009-10.

The services of previous accomplished school principal, Dr. Janis Fries-Martinez were solicited to provide leadership development support in the following areas:

- Build capacity of each of the principal's administrators. Build cohesiveness and effectiveness of administrative team (understand each other's communication style, change style, strengths, trust-orientation style. Build awareness of Warren Bennis' Dimensions of leadership).
- Build capacity of program coordinators and other identified staff to assume administrative leadership roles.
- Develop a detailed plan for each administrator that encompasses the changes to programs, subject departments and other responsibilities they oversee for Polytechnic High School's transition from a multi-track year round calendar to a traditional balanced calendar.

Dr. Fries-Martinez provided a large array of support during the school year which consisted of a combination of onsite visits, telephone calls/conferences and emails. A goal was to provide leadership development in the above listed areas to ensure a smooth period of transition. A new school opened up to relieve Polytechnic HS of overcrowding. Over a two year period, Polytechnic HS is downsizing about 1400 students, 70 certificated staff and about 80-100 classified staff. Staff responsibilities are shifting as a result and many teachers are teaching different courses they may have no experience teaching. Therefore, sustained improvement may be jeopardized if careful, strategic consideration is neglected in accounting for respective changes. Therefore, Dr. Fries-Martinez in collaboration with Gerardo Loera worked proactively throughout the year to ensure a smooth transition.

The following is an excerpt from the final report submitted by Dr. Fries-Martinez regarding specific activities related to Dr. Fries-Martinez's work at Polytechnic HS:

1. Individual Meetings, phone calls and emails with identified administrators and coordinators throughout School Year 2009 – 2010.
2. On-site meeting dates included: November 2009 / February 2010 / April 2010 / June 2010 to: Develop Transition Plans for conversion from year-round school to a Balanced Traditional Calendar.
 - Work on identified strengths (Strengths Based Leadership) and strengths identified by each person that they would like to add
 - Identification of Capacity Building activities identified by each administrator and coordinator.
 - Identification of Capacity Building activities / opportunities requested by each administrator and coordinator for next year
 - Change Style Indicator professional development

- “Rice Bowl” Protocol professional Development – A protocol that outlines how each leader should work within the scope of their responsibilities and how to best deal with a situation that occurs that belongs to another staff member’s responsibilities..
- Development of Protocols Related to Job Responsibilities
- Identification of ways to make their jobs / responsibilities more transparent to staff, students and parents
- Start of work to build their communication skills

The updated documentation submitted by Dr. Janis Fries-Martinez on individual meetings held throughout the year with administrators and coordinators contains more information on what experiences the school leadership team would like to have next year and those experiences they had this year that they feel helped to build their capacity. Gerardo Loera is reviewing the documentation and discussing the requests with the leadership team.

Progress – circle/highlight the number that best reflects the degree of progress towards implementation and describe the progress achieved and obstacles to implementation.

Minimal Progress	Some Progress	Good Progress	Substantial Progress	Maximal Progress
1	2	3	4	<u>5</u>

Describe Progress & How Well it is Working – **please refer to the benchmarks and measurable outcomes in your 2009-10 Plan** (and any other relevant data) as part of assessing progress on this activity:

Administrators and coordinators report that Principal has expanded their roles – they are reporting that they are satisfied with all the opportunities the principal has provided to build their capacity and the people that are paired them with as mentors. The formal establishment of protocols will allow more efficient business practices and operations. Protocols provide instructions for the handling of particular situations, minimize duplication of efforts and maintain consistency and fairness school wide. The protocols will also be used by the leadership team as staffing changes occur and will save time in the long term.

Describe Obstacles, if any, to Implementation:

There were no significant challenges in implementing these activities. The principal and Dr. Janis Fries-Martinez coordinated efforts via telephone calls, email, and 1-on-1 personal conversations. Diane Sire, our academic partner also observed and made recommendations for this work.

ACTIVITY – 3

What did you do? – describe the activity from your Implementation Plan and who was involved in the implementation of this activity. Please note whether the activity was a continuation from the first year and any changes between 2008-09 and 2009-10.

In the spirit of developing teacher leadership capacity, seventeen teachers continued as Course Leads within their subject matter. The Course Leads were given responsibilities to take leadership roles in developing formative assessments by collaborating with department chairs and members. The Course Leads were also charged with providing hands on support to our teachers to implement formative assessments in their classrooms. Course Leads were more thoroughly trained by an outside consultant, Marina Data Solutions on using the Data Director system for implementation of Formative Assessments. Additionally, a distributed leadership model was used by indentifying two of the seventeen Course Leads that exhibited a higher level of mastery of the formative assessment cycle. These Course Leads were then funded additional time to work during their off time (In 2009-10, one third of teachers were off at any given time as a result of the year round track system). They were tasked with providing additional technical support to the other fifteen Course Leads.

Marina Data Solutions provided a series of professional development activities during the year on the use of the Data Director System (Also funded by CAPP). Level 1 training was initially targeted to the Course Leads in December of 2009. The training introduced the leads to the system and provided exposure utilizing the Data Director interface. Follow up training with the Course Leads demonstrated the use of Pre-Built reports for the CST Cluster Scores and Multi-Year CST Performance Summary. After the Course Leads were trained on the system, all teachers at the school were also given a Level 1 90 minute training. The intentions were to provide exposure and access to the system to all teachers.

Progress – circle/highlight the number that best reflects the degree of progress towards implementation and describe the progress achieved and obstacles to implementation.

Minimal Progress	Some Progress	Good Progress	Substantial Progress	Maximal Progress
1	2	3	<u>4</u>	5

Describe Progress & How Well it is Working – please refer to the benchmarks and measurable outcomes in your 2009-10 Plan (and any other relevant data) as part of assessing progress on this activity:

In the sixth month period that Data Director has been live at Polytechnic High School, the implementation of formative assessments has switched to the this new system. Course Leads are comfortable with the basic functions of the Data System. The new tool has provided Course Leads and members of the leadership team more time to focus on the alignment, reflection and its impact to instruction. The previous time consuming process of manually conducting analysis was streamlined tremendously.

Describe Obstacles, if any, to Implementation:

Though there is significant buy-in on the implementation of formative assessments schoolwide, many teachers will need sustained professional development as we move forward. Currently, Course Leads are primarily providing the classroom administrative support with the use of Data Director. This support includes entering in the assessments in Data Director, printing out student rosters for teachers, scheduling when the assessments should be given, collecting and scoring the assessments and provides the results back to the teachers in a quick turnaround. Prior negative experiences that teachers had with the districts periodic assessments created some reservation as to whether Data Director would actually work at Poly HS. As a result, there were some teachers that were slower to make the time to delve into the system themselves. Therefore, Course Leads and other leadership team members are currently carrying the bulk of the responsibilities in administering the assessments.

Additional Activities: Please describe any additional activities you implemented that were not originally part of your Plan for 2009-10, including what prompted the need and/or opportunity to add the activity(ies).

The contract for Marina Data solutions was extended at the request of Polytechnic HS in order to cover increased need for technical support and professional development for teachers during the school year.

Activities Not Implemented: Please describe any activities listed in your Plan that you did not implement this year, including why the decision was made and whether you will include the activity(ies) next year or in the future.

The school implemented most of the activities in the CAPP HSLI plan. However, visiting other schools and attending conferences was done at a lesser level than budgeted. Therefore, some funding will carry over to the 2010-2011 school year. The amount budgeted for Data Director was reallocated to increase the contract for Marina Data Solutions. This was done because the annual fee for use of Data Director was waived for Polytechnic HS in its first year of implementation. However, a greater level of support and professional development was needed and conducted by Marina Data Solutions.

PART B
CAPP HIGH SCHOOL LEADERSHIP GRANT BUDGET
2009-10 ACTUAL EXPENDITURES-POLY

PERSONNEL	CAPP funds budgeted	CAPP funds spent	Explanation of differences between budgeted and funds spent
1.1 Director (% of assigned time ____)	\$0	\$0	
1.2 Faculty (% of assigned time ____)	\$22,832	\$24,716.89	Additional funding was spent on providing more time for a few stronger Course Leads (teacher leaders) to assist developing Course Leads.
1.3 Clerical (% of assigned time ____)	\$5,000	\$3,416.41	Less clerical overtime was needed to support the CAPP Plan
1.4 Other Personnel	0	0	
2.0 Total Benefits	0	\$5,619.08	When originally budgeted, the projected benefits were included in 1.2 and 1.3. This year, the benefits were separated to a separate line item.
OPERATING EXPENSES			
3.0 Supplies & Services	\$5,268.84	\$645.65	The scanners that were originally budgeted for under this line item were purchased by a different budget.
4.0 Consultant & Contract Fees	42,000*	\$42,000	* Separate contracts administered by CAPP: Janice Fries Martinez and Marina Data
5.0 Travel	8,329	\$2,151.40	Travel related to the CAPP conference was reduced to cover a visit to Whittier High School District and the ACSA English Learner Institute at Stanford. Ruby Payne professional development was
6.0 Equipment	0	0	
7.0 Other	0	0	
SUMMARY			
Total Personnel & Operating Budget	\$83,429.84	\$78,549.43	
ACTUAL CARRYOVER AVAILABLE IN 2010-11 (Total CAPP Funds Budgeted <i>minus</i> CAPP funds spent)			\$4,880.41

Please attach additional page(s) of explanation if necessary.

SOHPIA CHU, FISCAL SPECIALIST		7-30-10	(818) 755-5394
District Fiscal Officer Name & Title	Fiscal Officer Signature	Date	Phone Number
John H. Francis Poly High School		7/30/10	(818) 795-6422
School Name	Principal's Signature	Date	Phone Number

PART C
2010-11 HSLI Plan and Budget

School: John H. Francis Polytechnic High School

Principal: John H. Francis Polytechnic High School

Partner: Diane Siri Date: Thursday, July 29, 2010

Goals of the Grant: 1) Build Administrative and School Leadership Capacity 2) Increase Student Achievement

Focus (Describe your focus area/areas that address the two HSLI Goals above):

Focus 1. Build leadership and curricular capacity of Instructional Cabinet to continue to improve student achievement. (Administrative team, Instructional Cabinet and Course Leads) **Focus 2.** Implement and monitor transition plan for the following categories: conversion to Balanced Traditional Single Track Calendar, improved Small Learning Communities in the 11th-12 grades, changes in administration and staffing, improved communication, school climate and culture as reflected in the School Site Plan and WASC Plan.

IMPLEMENTATION ACTIVITIES	BENCHMARKS & MEASURABLE OUTCOMES	PERSON(S) RESPONSIBLE
<p>1. Continue to use the new WASC recommendations to guide our work.</p> <ul style="list-style-type: none"> o Team building with entire staff (due to transition to balanced-traditional calendar. o Instructional Strategy PD with emphasis on support for English learners (SIOP, rhetorical framework, development of CALP) o More consistency with implementation of mini-lessons highlighting use of an instructional strategy aligned to grade-level standards and use of objective and assessment o Continued implementation of formative assessments in Data Director o PD – review of assessment data using Data Director and LAUSD MyData System. o Curricular Mapping in all core courses o Leverage teacher strengths from departments farther along in developing curriculum maps to support other core content areas with emphasis on Science 	<p>Increase in students scoring proficient or advanced on the CST and CAHSEE high stakes exams to meet the specific benchmarks set forth in the WASC Shoollwide Action Plan</p> <p>Decrease the percent of students scoring Far Below Basic and Below Basic in English and math</p> <p>Increase in A-G enrollment and passage rates.</p> <p>Increase the graduation rate from 81% to over 82%.</p> <p>Alignment of work to standards that are calibrated to grade level and reflect ESLR proficiency.</p>	<p>Principal</p> <p>Assistant Principal responsible for Professional Development</p> <p>Instructional Cabinet</p> <p>Formative Assessment Course Leads</p> <p>Entire Faculty – responsible for looking at student work and improving instructional practice.</p> <p>Outside Consultants/Experts</p>

<p>o PD – Use of protocol to use data to inform instruction</p> <ul style="list-style-type: none"> o Differentiated Data Director PD (level 1 and 2) o Review, revise, and communicate role of Course Leads o Provide time for Course Leads to collaborate and share best practices o Train teachers to use student self-assessment tool to increase ownership in student’s strengths and weaknesses <ul style="list-style-type: none"> • Research and identify improved during-the-day intervention for implementation in 2011-2012 • Comprehensive implementation of Writing Across the Curriculum rubric (Revise to provide common expectations with an emphasis on taking a position and justifying to prepare students for college expectations) • Provide period by period training for teachers to use ConnectED (hands on in the school’s professional development center) • Identify target students for possible reclassification and communicate to teachers, parents, and students <p>2. Increased support for implementation of upper-grade SLCs:</p> <ul style="list-style-type: none"> • Beginning mapping courses to Linked-Learning • Establish upper-division SLC Center with support personnel to better serve 11th-12th grade students • Outreach to career partners • Common planning within like subject areas and English – History, and Science – Math • Link upper-division SLC mentors to pair with at risk Freshman Center Students (service learning) • Identify SCANS (career) skills and support implementation/integration into all classes across the curriculum. • Pilot project-based learning, pairing teachers and linking skills based on identification through curriculum maps and Expected Schoolwide Learning Results (ESLRS) 	<p>Continue to meet AP/AYP goals per state and federal guidelines.</p> <p>Increase in formal and informal discussion within the Instructional Cabinet and other stakeholders about efficacy and high expectations for all students</p> <p>Increased cohesiveness within the SLCs around teacher efficacy and high expectations for all students.</p> <p>Increased use of schoolwide instructional strategies</p> <p>Increased focus on writing across subject areas will enable students to be more prepared for college writing.</p> <p>Effective use of time in the block 4x4 schedule will be increased by supporting a variation of research-based instructional strategy as listed under Focus1.2.</p> <p>Increased use of formative and summative assessments to inform instruction</p> <p>Increase in instructional cabinet membership and active participation</p> <p>A greater number of teachers and departments participating in the formative assessment cycle: development, implementation, reflections, revision</p> <p>Teachers will have a deeper understanding</p>	<p>Principal</p> <p>Assistant Principal responsible for Professional Development</p> <p>Instructional Cabinet</p> <p>Formative Assessment Course Leads</p> <p>Entire Faculty – responsible for looking at student work and improving instructional practice.</p> <p>Outside Consultants/Experts</p>
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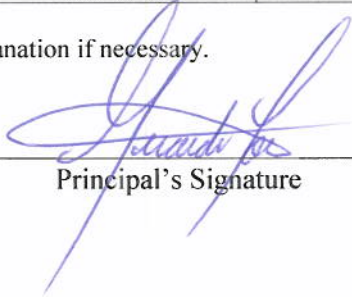
<ul style="list-style-type: none"> • Strategic use of interns to support at risk students as mentor or running group counseling sessions o Identify counselor or administrator to allocate and communicate intern resources • Provide all teachers with A-G posters <p>3. Strengthen skills in school leaders to help them gain knowledge of tools and resources needed to make viable change plans.</p> <ul style="list-style-type: none"> • School leaders trained in norms & protocols in conducting Professional Development and meetings. • School leaders trained in Leadership Profile Inventory. • School faculty will visit other schools that have faced similar changes and/or challenges. • Leverage Instructional Cabinet to research and identify during the day intervention models to implement. 	<p>of content standards by use of the formative assessments</p> <p>Department faculty will continue to become more comfortable using data to determine student academic needs.</p> <p>Deeper understanding from teachers and staff so we know what students are truly learning</p> <p>Yearly professional development calendar that shows groups of teachers meeting collaboratively to share student work (departments and SLCs) led by Instructional Cabinet members</p> <p>Information and instructional strategies gathered at conferences will be disseminated to faculty in structured Professional</p>	<p>Principal</p> <p>Assistant Principal responsible for Professional Development</p> <p>Instructional Cabinet</p> <p>Formative Assessment Course Leads</p> <p>Entire Faculty – responsible for looking at student work and improving instructional practice.</p>
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PART C – continued
CAPP HIGH SCHOOL LEADERSHIP GRANT
2010-11 PROPOSED BUDGET - POLY
\$50,000 Year Four PLUS 2009-10 carryover

PERSONNEL	Proposed Budget	EXPLANATION (Explain how each expenditure contributes to the goals of the grant)
1.1 Director (% of assigned time _____)	\$0	
1.2 Faculty (% of assigned time _____)	\$7608.00	6 of the 17 Course Leads stipends at \$1268 will be funded by CAPP.
1.3 Clerical (% of assigned time _____)	0	
1.4 Other Personnel	0	
2.0 Total Benefits	0	
OPERATING EXPENSES		
3.0 Supplies & Services	\$0	
4.0 Consultant & Contract Fees	\$45,000	\$25,000 for Marina Data Solutions as described in the submitted scope of work \$20,000 for Dr. Janis Fries-Martinez to conduct duties as submitted in the final report and for 2009-10
5.0 Travel	\$2,272.41	To continue travel to other schools and our conferences related to the CAPP Plan.
6.0 Equipment	0	
7.0 Other	0	
TOTAL 2010-11 BUDGET (2010-11 allocation <i>plus</i> 2009-10 carryover from PART B)		\$54,880.41

Please attach additional page(s) of explanation if necessary.

POLYTECHNIC H.S.
 School Name


 Principal's Signature

(818) 795-6422
 Phone Number

7-30-10
 Date

SECTION II

Reflections on Participation in HSLI

The purpose of this section is to reflect on your own professional growth, institutional change at your school site, and the overall impact of HSLI.

- **Part A – Analysis of HSLI Leadership Assessments**
Includes a series of prompts to analyze and reflect on your Self Assessment and Staff Assessment of the Principal results. The 2010 Self Assessment is included in this Part and you will receive a compilation of the results from your Staff Assessment of Principal.

- **Part B – Reflections on Professional Growth & Institutional Change**
Includes a series of prompts for you to reflect on your professional growth and provide an opportunity for you to assess changes in your own leadership capacity as well as how participation in the HSLI impacted overall leadership capacity and institutional change at your school.

- **Part C – Analysis of Other Site Assessments**
This Part provides an opportunity for you to include other assessments, findings, and analysis from site specific surveys or other information you developed/administered this year to improve teaching and learning. This might include student survey results regarding the academic program, quality of classes, school culture, etc.; staff survey results regarding school culture, professional growth and teaching environment, expectations, etc.; parent survey results regarding communication, accessibility; parent engagement activities; etc.; 8th grade CST scores in mathematics and English; CST scores for social studies and science; college acceptance rates; retention of your graduates at CSU, UC, and other colleges; community college mathematics and English placements of your graduates; and/or other indicators that reflect HSLI activities and other improvement efforts you are implementing at your school.

We recommend that you complete this Section on your own. While you may draw on the work and conversations with your Partner, we are really interested in an authentic assessment of how you perceive your growth and what participating in HSLI has meant to you and your school.

Part A
Analysis of Leadership Assessments

Please complete the Summer 2010 HSLI Leadership Self Assessment on the following page (or insert a copy if you already completed it). Consider the results of your Self Assessment and the results of your Staff Assessment of the Principal provided by CAPP, the work with your HSLI Partner, and your interactions with the other Principals in the HSLI Cohort and respond to the following prompts:

- 1. What are the areas of convergence between your Self Assessment and the responses from your Staff Assessment about your leadership capacity, skills, and dispositions?**

Using Data to Inform Practice is where I feel my Self Assessment converged with the Staff Assessment. Although it is strongly evident that teachers believe we utilize student data to inform practice, I believe that there continues to be much room for growth at the individual teacher/classroom level. The use of Data should be integrated daily into each lesson or unit across content areas.

- 2. What did you learn about the areas of divergence between your Self Assessment and the Staff Assessment responses?**

The question that reads "Challenges the beliefs of colleagues and those of the organization" seems to diverge on my Self Assessment and the Staff Assessment. In my first year as Interim Principal, I could not openly challenge too many institutional beliefs. However, I wonder what the staff considers as positive attributes in this area. If a rubric existed that described the skill levels around each question or category, I would better understand if the staff and I are thinking similarly when answering this question.

- 3. In light of your Self Assessment and the Staff Assessment responses, what areas provide growth opportunities for you?**

One of my goals this year to increase/improve communication to staff on what rigor should look like in the classroom as a result of the staff answers to question 42. With support of from our Academic Partner and Dr. Janis Fries-Martinez I will take on the role as the "principal teacher" whereby I will model lessons to the staff and facilitate discussion about defining a rigorous curriculum that is standards aligned. I will conduct a series of professional development and discussions around a rigorous curriculum throughout the year.

- 4. Please describe one or two specific activities/strategies you will engage in to strengthen your growth areas and any assistance you need to do this work.**

During summer professional development for the teachers I will commence the year with a discussion about rigorous curriculum for all students. I will outline the following six steps for **Ensuring Rigor in Teaching and Learning**. Step 1: Own the Standards; Step 2: Design rigorous assessments aligned in the context and content of the standards; Step 3: Analyze student work,

assignments and assessments; Step 4: Conduct Focused Classroom Observations Step 5: Reflect on Results and Data; Step 6: Lesson Study

I will set the tone by engaging all the teachers through a science chemistry lab/lesson on Acids and Bases (Chemistry Standard 5a). The objective of the lesson is to provide an example of how a lesson may appear to be standards based, address what is outlined in the content area frameworks, yet not cover the standard deeply enough to prepare students to answer a set of CST questions. I will introduce the staff that we will need to focus on Lesson Study during the course of the year. A protocol on developing a rigorous lesson will be provided to the teachers to complete as well.

5. Please describe the most significant changes in your leadership growth since you began participating in HSLI, as reflected in your Self Assessment and Staff Assessment results and from your participation in the Cohort meetings and Summer Seminar. Also, if you moved (stronger or weaker) on any of the Five Leadership Practices (see scale at the beginning of the Self Assessment), please describe the differences, what you did to strengthen your skills(s), and/or why you might have declined in an area(s). If you did not move on any of the Practices, reflect on why and what you might do to strengthen those areas that are not yet a five.

The 2009-10 school year was for all intensive purpose my third year as principal of Polytechnic High School. During my first year and a half when I served as Interim Principal, the challenges of leading a large, complex, comprehensive high school quickly emerged to such a high level that one can only fully understand by serving in that capacity. The demands on time, the broad levels of responsibility and the common expectation that the principal should know, all contribute to the day to day stress of leading the school.

Fortunately, I have received substantial support from Diane Siri, HSLI Academic Partner. Additionally, the support that I receive from accomplished principal, Dr. Janis Fries-Martinez continues my professional growth. They both contribute in deepening my practice as an Instructional Leader. Diane Siri, provides a constant flow of resources to support our instructional priorities and action plan. Specifically, they both encourage me to continue improving our instructional program by recognizing current strategies and suggestion good next steps. Dian Siri, also encourages reflective practice by regularly asking reflective questions.

Lastly, the difficult work of **leading** teachers to improve their practice and improve our instructional program is most evident as my primary responsibility. Often times, I believe administrators make the mistake of mandating or over dictating what teachers should be doing in the classroom. I have yet to see a mandate that works. In my three years working with HSLI and the time invested in building teacher leadership capacity and cohesive teams, I have seen first hand the exponentially higher results that may occur when teachers are empowered to effectively drive the instructional program.

I often refer to "The 12 Realities of People" when leading others thru change. Answering the question of "What's in it for them? [The teacher]" for example allows me to justify and convince teachers about why we are embarking on new initiatives.

I am continuing to reflect and working towards improving my practice. I was pleasantly surprised this year at the improvement of the Staff Assessment results over the previous year. I expected a decline as a result many difficult decisions I made related to budget cuts and downsizing.

CAPP HIGH SCHOOL LEADERSHIP INITIATIVE

Leadership Self Assessment – Summer 2010

PRINCIPAL

DATE : July 26, 2010
 NAME Gerardo Loera

SCHOOL: Polytechnic High School

I. Check (X) the number from **weakest (1)** to **strongest (5)** that most accurately reflects your current skill level for each of the Five Leadership Practices (only one check for each row):

	1	2	3	4	5
Model the Way				x	
Inspire a Shared Vision					X
Challenge the Process				x	
Enable Others to Act				x	
Encourage the Heart			x		

II. Check (X) the number from **weakest (1)** to **strongest (5)** that most accurately reflects your current skill level for each of the following categories:

A. Leadership Capacity

	1	2	3	4	5
1. Create opportunities for authentic interactions among staff, students, and community in order to build relationships and increase participation				x	
2. Engage others in leadership opportunities				x	
3. Communicate personal core values and a clear personal vision for the school			x		
4. Have processes in place to establish school priorities				x	
5. Use resources to support school goals and priorities					x
6. Participate with others in developing a shared vision and insist upon a vision that serves all children well				x	
7. Take actions that keep the school on track with the vision				x	
8. Leverage the talents and skills of staff to move the school toward achievable goals				x	
9. Build leadership capacity of administrative team				x	
10. Evaluate staff formally and informally focused on improvement			x		
11. Facilitate group processes focused on high quality teaching and achievement			x		
12. Listen and question				x	
13. Reflect on own practice					x
14. Challenge colleagues' and institutional beliefs and assumptions				x	
15. Manage conflict among adults				x	
16. Manage conflict among students			x		
17. Problem-solve with colleagues, students, parents, and community					x
TOTAL			4	10	3

B. Collaboration, inclusion, and collective responsibility

	1	2	3	4	5
1. Facilitate collaborative planning and decision making				x	
2. Build strong and respectful professional relationships with others				x	
3. Inspire colleagues and parents to share responsibility for school improvement				x	
4. Demonstrate, encourage, and support initiatives to improve teaching and learning				x	
5. Invite and support innovation and risk-taking				x	
6. Use reflective practices such as peer coaching, journal writing, collaborative and individual review		x			
7. Create time and structures for dialogue among colleagues				x	
8. Create time and structures for dialogue between adults and students			X		
9. Encourage others to engage in student support and community activities beyond the classroom				x	
TOTAL		1	1	7	

C. Cultural Competence

	1	2	3	4	5
1. Create time and structures for dialogue about the difficult and unspoken issues that affect student learning, behavior, and attitude			X		
2. Create time and structures for dialogue about the attitudes, biases, and assumptions evident in the school that affect student learning			X		
3. Address equity issues openly and collaboratively with staff, students, parents, and community				x	
4. Address access issues openly and collaboratively with staff, students, parents, and community				x	
5. Take action and support staff to increase academic literacy and other critical skills for different groups of students			X		
6. Commit to speaking the truth about and staying engaged in equity and access issues				x	
7. Create structures to ensure that others remain engaged in addressing equity and access issues				x	
TOTAL			3	4	

D. Using Data to Inform Practice

	1	2	3	4	5
1. Collect and interpret classroom and school data					x
2. Share data with staff in a non-threatening manner					x
3. Create opportunities for dialogue and reflection about data				x	
4. Use data and inquiry to identify areas for improving instructional practice, leadership, and school culture				x	
5. Use data and inquiry to identify and address access issues and inequitable practices and policies				x	
6. Use data to inform decision making					x
TOTAL				3	3

E. Improving Student Achievement

	1	2	3	4	5
1. Work collaboratively with members of the school community to establish and implement rigorous student expectations and standards				x	
2. Communicate to staff what rigor should look like				x	
3. Conduct walk throughs to ensure that effective teaching is taking place in the classroom			x		
4. Recognize the indicators of rigorous teaching and learning				x	
5. Provide feedback to children and families about student progress				x	
6. Make sure that the school inquiry process includes evidence of student performance and development				x	
7. Support the alignment of standards, instruction, assessment, and programs to advance student learning and achievement					x
TOTAL			1	5	1

SCORING: Tally the number of responses in each category and note the responses in the columns below.

	1-2	3-4	5
A. Leadership Capacity		14	3
B. Collaboration & Inclusion	1	8	
C. Cultural Competence		7	
D. Using Data		3	3
E. Student Achievement		6	1

Suggestion: Identify specific dispositions and skills that fall into the categories A-E. For skills in each category, you may do the following:

- 1-2 areas: Find opportunities to observe these skills in practice and be trained in them.
- 3-4 areas: Find more opportunities to demonstrate and practice these skills.
- 5 areas: Find opportunities to coach others and participate in formal professional development and governance groups.

Part B
Reflections on your Professional Growth & Institutional Change

School Name: John H. Francis Polytechnic HS

Please respond with as much detail as possible to the following prompts.

1. Please describe the value for you of participating in HSLI.

Participating in HSLI provides continued opportunities for leadership development. Our Academic Partner, Diane Siri provides a great deal of support directly to the principal and key members of the school's leadership team. The HSLI Cohort network of schools also serves as a resource for Polytechnic High School. I have the opportunity to learn about how schools outside of the Los Angeles Unified School District approach dealing with similar challenges. For example, Polytechnic High School has embraced the use of Data Director which is currently utilized in several HSLI Cohort schools. Additionally, Naviance Success, which was shared at Dinuba High School during the school year will also be phased in at Polytechnic High School. Naviance Success will help Poly provide students with a clear, well-defined route that leads to outstanding achievements, both in school and beyond. Developing a personalized action plan, setting up reminders and creating to-do lists will keep students on track and moving towards success—while keeping families and educators informed of their progress.

2. Please describe how your overall leadership has changed this year and what has contributed most to the change.

This year a substantial amount of resources and focus was placed on the increasing wide spread use of common formative assessments. Teacher leaders were identified last year and given new roles as Course Leads within their departments to implement and support other teachers in that effort. I have noticed the significance that a teacher leading the work makes when compared to outside (i.e. district led) initiatives. Though the process is slower and involves significant professional development and time for collaboration, the end result leverages the collective energy from a larger group of educators to accomplish a goal. My overall leadership experiences are enhanced by seeing the value in investing in increasing teacher leadership capacity.

3. Did you strengthen your leadership team/overall leadership capacity at your school as a result of participating in HSLI? If so, please provide examples of the change. If not, what were the obstacles?

The Poly's leadership team is deepening its leadership capacity as a result of participating in HSLI. The services, funded and supported by HSLI of Dr. Janis Fries-Martinez (retired Poly Principal) have created unique opportunities for the school's leadership team to individually explore their strengths and weaknesses as a leader. Dr. Janis Fries-Martinez in collaboration with myself, have reviewed the results of individual leadership assessments for members of the school's leadership team. I provided local context for each leadership team member duties via telephone calls prior to onsite visitations. Individual leadership coaching sessions were then held throughout the year by Dr. Janis Fries-Martinez.

4. What added value has your Partner brought to you and your school? Please describe any areas you would like improved in the support your Partner provides.

This year our Partner has continued to provide us with much needed support in many areas. Our Partner is both an ally and confidant. She has supported our efforts with developing and implementing school based formative assessments by linking us with outside experts with proven track records. She provides us with constant updates on what is occurring in the education policy community (such as Race to The Top legislation) so that we may be better prepared for future. Our Partner helps me reflect and examine better or alternate approaches to improving our instructional program. She is constantly looking for ways to utilize her extensive network to best support the school.

5. Please describe the most significant changes in the overall leadership capacity of your school and the support you received from your Partner since the beginning of the HSLI grant and/or your tenure at the school.

The 2009-10 school year was as a transitional year as a result of downsizing due to a new high school that relieved Polytechnic HS of about 1400 students. Sixty-two certificated positions were reduced, five administrators retired, transferred (due to downsizing) or were eliminated due to budget reductions. Polytechnic High School is redefining roles and responsibilities for its leadership team while trying to continue improving student achievement. Additionally, a new assistant principal was introduced to the school after being transferred from another site. All of these leadership staff changes pose both challenges and new opportunities to continue building leadership capacity. On the positive side, many teacher leaders that are developing administrators continue to see opportunity and work towards promotion. Our local district office has supported the school by providing a good deal of autonomy on hiring its leaders and administrators.

Part C

Analysis of Other School Site Assessments

Please insert a copy of any other assessments you administered at your schools site, e.g., Parent Survey, Student Survey, Staff Survey, college going information for graduates, other test scores (not included in the data templates), etc. This section should include the findings from the assessment(s), an analysis of what you learned, and any actions you took to address the findings.

The next several pages are is a report created by Teacher Leader, Isaac Alatorre created to address the progress of A-G completion at Polytechnic High School. The ninth grade class entering in 2012, shall be expected to pass A-G requirements with a grade of "d" or better in order to graduate from high school.

**JOHN H. FRANCIS POLYTECHNIC
HIGH SCHOOL**

A-G PROGRESS REPORT

**2006-2008
PLUS 2010 PROJECTIONS**

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

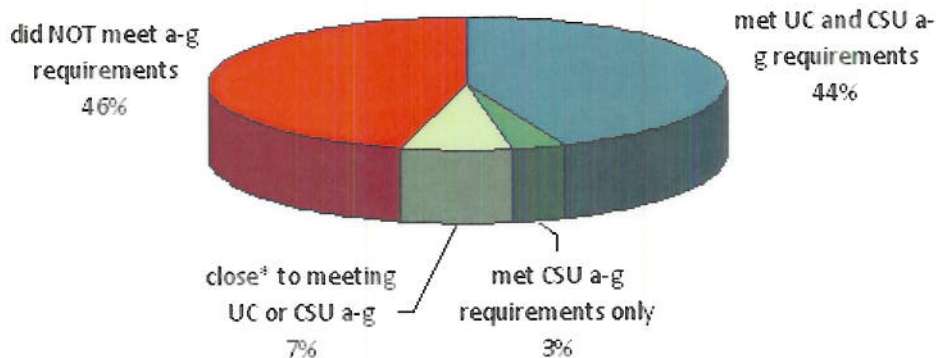
A-G COMPLETION RATE FOR CLASS OF 2008

Graduating Class: 2008 660

met UC and CSU a-g requirements	289
met CSU a-g requirements only	23
close* to meeting UC or CSU a-g	46
did NOT meet a-g requirements	302

** Students deficient by 1 semester course*

A-G Completion Rate: Class of 2008



Overview

Over the past two years, the A-G completion rate increased by 12% (Attachment A). For this class, 47% of the students completed UC or CSU A-G requirements. **7% of the students fell short by 1 semester course in one of the A-G areas.** Of the 7%, half of the students in this category were deficient in Math. During their senior year, 5 (average) of their periods were HOME.

The following data pertains to the students in this category:

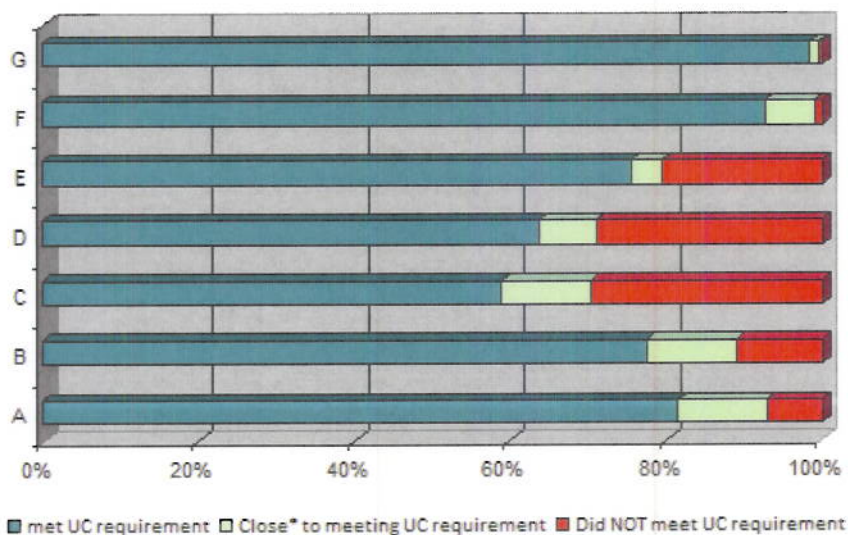
- ❖ 13% (6) Retook class to make-up the missing class
- ❖ 4.3% (2) No room in 12th grade schedule to retake required class to be A-G complete
- ❖ 15.2% (7) Never scheduled in required course
- ❖ 13% (6) Students took a course other than the required course to be A-G complete
- ❖ 54.5% (25) Never retook the required course to clear deficit

Recommendations:

- Enroll students in appropriate courses
- Students who have met all graduation requirements, BUT have not met the A-G requirements, should not have HOME for any period (minus special circumstances, etc.)
- All courses students complete must be entered on TR51 for proper accountability
- Accurately, document the courses for students coming from different districts/countries
- Update the school's A-G list on the UC and CSU web page¹
- Submit courses² used on our 4X4 to have them A-G approved

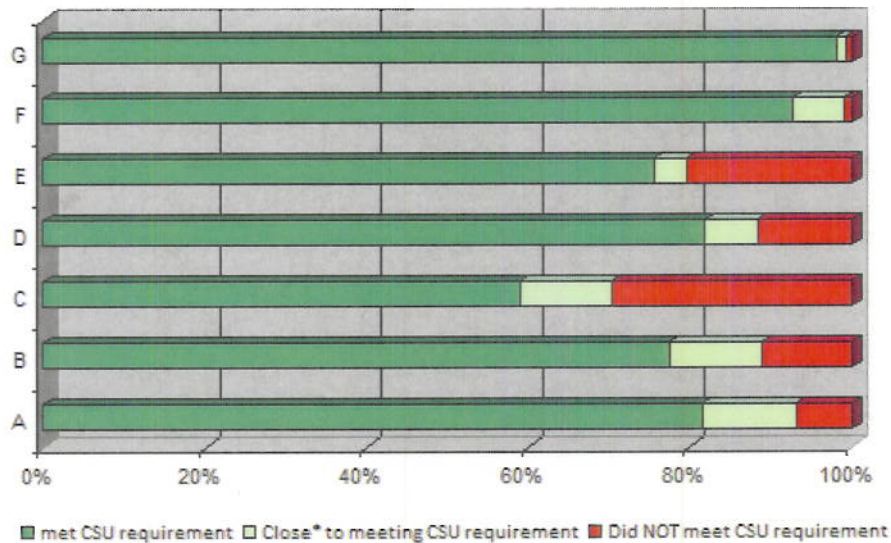
UC: A-G Completion by Subject Area - 2008

		met UC requirement	Close* to meeting UC requirement	Did NOT meet UC requirement	% met UC req
SOCIAL SCIENCE	A	538	76	46	81.52%
ENGLISH	B	511	76	73	77.42%
MATHEMATICS	C	389	75	196	58.94%
LABORATORY SCIENCE	D	421	48	191	63.79%
FOREIGN LANGUAGE	E	499	26	135	75.61%
VISUAL & PERFORMING ARTS	F	612	42	6	92.73%
COLLEGE PREP ELECTIVE	G	650	8	2	98.48%



CSU: A-G Completion by Subject Area - 2008

		met CSU requirement	Close* to meeting CSU requirement	Did NOT meet CSU requirement	% met CSU req
SOCIAL SCIENCE	A	538	76	46	81.52%
ENGLISH	B	511	76	73	77.42%
MATHEMATICS	C	389	75	196	58.94%
LABORATORY SCIENCE	D	540	43	77	81.82%
FOREIGN LANGUAGE	E	499	26	135	75.61%
VISUAL & PERFORMING ARTS	F	612	42	6	92.73%
COLLEGE PREP ELECTIVE	G	647	8	5	98.03%



A: Social Science

Requirement: 2YRS – 1 YR of World History AND 1 YR of US History/Govt

Over 80% of graduates successfully met this area. This is due to the number of courses students were scheduled to take throughout their 4 years:

- WLD HIST AB,
- US HIST AB,
- PRIN OF DEMOCRACY

Additionally, this particular class had the opportunity to take GEOG AB which helped satisfy the 1 year World History requirement.

Recommendation: include GEOG AB (or GEOG A only) as a 9th grade elective³

B: English

Requirement: 4 YRS of approved English courses

77% of graduates met this requirement. The money maker for this area was 10th grade English courses: WRIT SEMINAR AB.

Recommendation: Since all 9th graders take 4 mesters of English, include course titles that are part of the "B" list³. Example:

HUMANITIES A → ENG 9A → ENG 9B → HUMANITIES B or SCI FI LIT

C: Mathematics

Requirement: 3 YRS – Algebra 1AB, Geometry AB, and Algebra 2AB

59% of graduates met this requirement. This was the greatest challenge for class of 2008. Reasons include:

- Students failed to pass courses with a "C" or higher
- Students not scheduled for Algebra 2B
- Students did not retake courses that were completed with a "D"

Recommendation:

- Ensure students are scheduled in appropriate courses
- Student receiving a "D" in any math course, should not move on to the next level
- Students should be scheduled for intersession immediately after failing or receiving a "D" in any math course
- Possibly include courses such as DISCR MATH AB and/or GEO & ALG/TR AB to *validate* ALG 2AB and/or Geometry AB

D: Laboratory Science

Requirement: 2 YRS – 1 YR of Physical Science and 1 YR of Biological Science

UC and CSU follow different guidelines when determining whether a student met this requirement. For UC, about 64% of graduates met this requirement. For CSU, about 82% met this requirement. The guidelines the UC system uses are more stringent compared to the CSU system.

Recommendation:

- Offer more science courses during intersession including Biology, Chemistry and/or Integrated Science 2AB
- Enroll student for intersession if they receive lower than a "C" in Biology AB and/or Chemistry AB
- Possibly offer Integrated Science 2AB or 3AB as intersession courses and as an alternative to Chemistry AB or Biology AB. Advantage: Integrated Science 2AB and above can meet either the Physical or Biological Science requirement per UC and CSU guidelines

E: Foreign Language

Requirement: 2 YRS

75% of students met this requirement. **12% of students never took or completed at least one semester of foreign language.** This requirement can be met in different ways: Taking 2 years of high school foreign language, the SAT II foreign language test, 2 semester college courses in a foreign language, or a district assessment that validates instruction in another language up to 8th grade (normally given to ESL students).

Recommendation:

- Have ESL students take the district assessment or make note in cum that student had instruction in his/her native language up to 8th grade
- Encourage students to take SAT II in foreign language
- Offer college courses, say Spanish 1 and Spanish 2 for seniors who missed the opportunity to complete foreign language requirement

F: Visual & Performing Arts

Requirement: 1 YR – Courses must be taken in sequence

About 93% of the students met this requirement. The main concern is making sure students take the courses in sequence. Universities will not validate this area if the B part of a course is taken prior to the A part. There were only a few of students with this issue.

G: College Prep Course

Requirement: 1 YR

98% of students met this requirement.

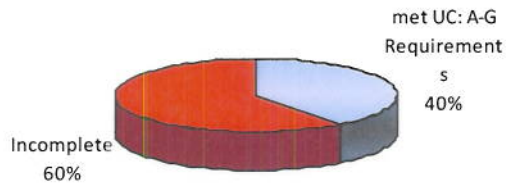
Recommendation: submit as many CTE courses as possible to make them A-G approved

CLASS OF 2007

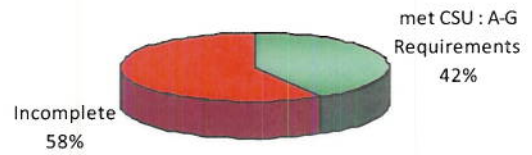
	Students
UC: A-G requirements completed	231
Incomplete	352
Total Graduates Y2007	583

	Students
CSU : A-G requirements completed	244
Incomplete	339
Total Graduates Y2007	583

2007 Graduates who met UC A-G Requirements

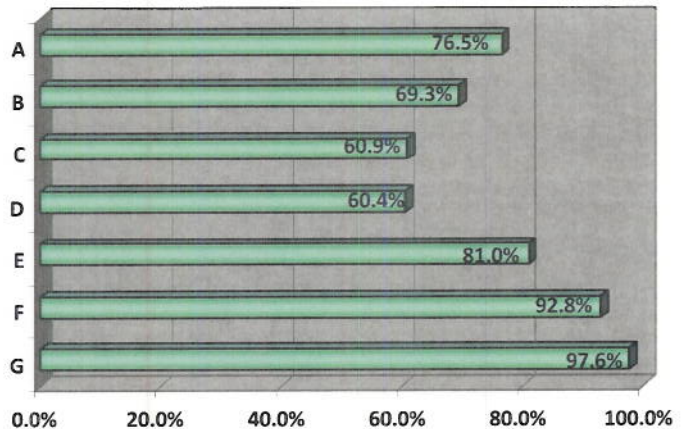
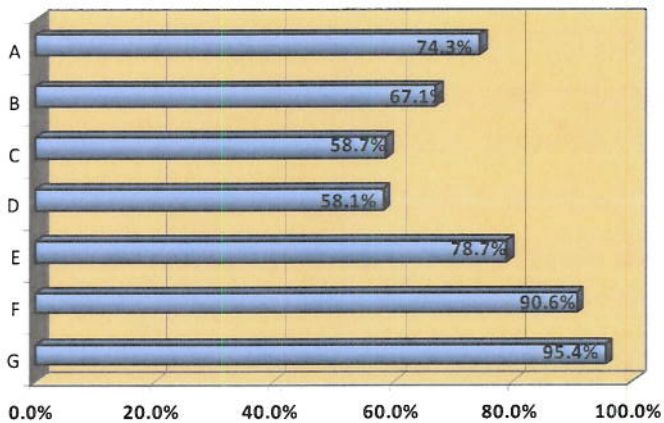


2007 Graduates who met CSU A-G Requirements



SUBJECT	TOTAL		
College-Prep Elective (g)	G	95.4%	325
Visual and Performing Arts (f)	F	90.6%	297
Foreign Language (e)	E	78.7%	228
Lab Science (d)	D	58.1%	108
Math (c')	C	58.7%	111
English (b)	B	67.1%	160
History/Social Science (a)	A	74.3%	202

SUBJECT	TOTAL	# Students
College-Prep Elective (g)	G	97.6% 325
Visual and Performing Arts (f)	F	92.8% 297
Foreign Language (e)	E	81.0% 228
Lab Science (d)	D	60.4% 108
Math (c')	C	60.9% 111
English (b)	B	69.3% 160
History/Social Science (a)	A	76.5% 202

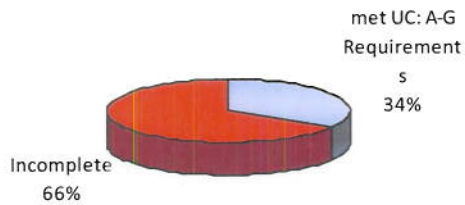


CLASS OF 2006

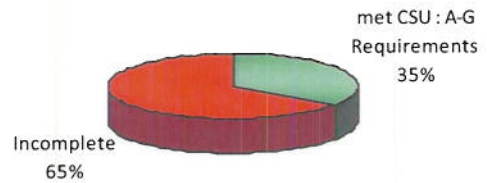
	Students
UC: A-G requirements completed	205
Incomplete	399
Total Graduates Y2006	604

	Students
CSU : A-G requirements completed	210
Incomplete	394
Total Graduates Y2006	604

2006 Graduates who met UC A-G Requirements

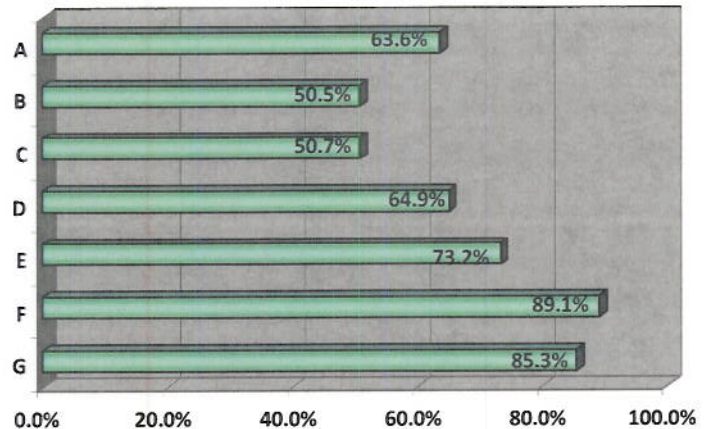
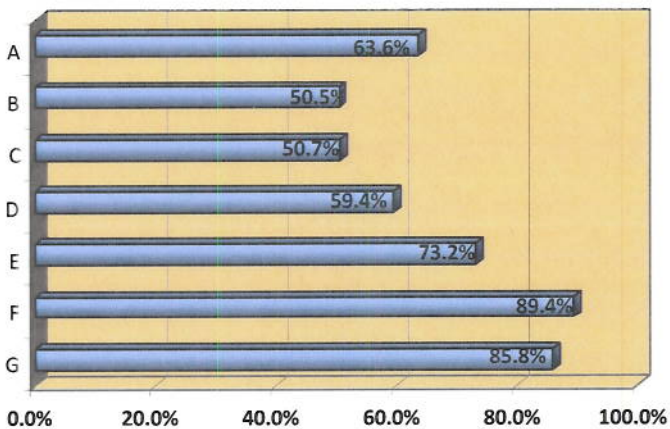


2006 Graduates who met CSU A-G Requirements



SUBJECT		TOTAL	
College-Prep Elective (g)	G	85.8%	313
Visual and Performing Arts (f)	F	89.4%	335
Foreign Language (e)	E	73.2%	237
Lab Science (d)	D	59.4%	154
Math (c')	C	50.7%	101
English (b)	B	50.5%	100
History/Social Science (a)	A	63.6%	179

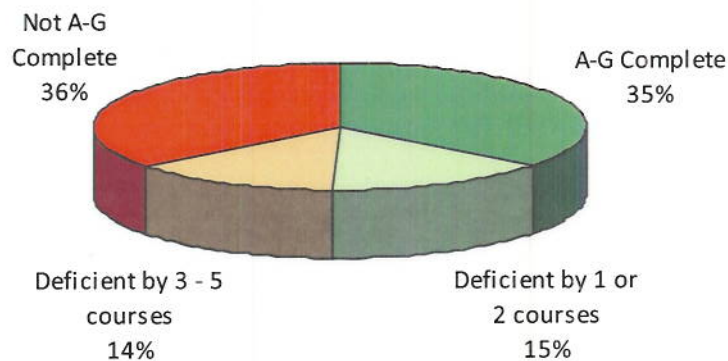
SUBJECT		TOTAL	# Students
College-Prep Elective (g)	G	85.3%	305
Visual and Performing Arts (f)	F	89.1%	328
Foreign Language (e)	E	73.2%	232
Lab Science (d)	D	64.9%	182
Math (c')	C	50.7%	96
English (b)	B	50.5%	95
History/Social Science (a)	A	63.6%	174



2010 Projections

Total	757
A-G Complete	270
Deficient by 1 or 2 courses	112
Deficient by 3 - 5 courses	105
Not A-G Complete	270

2010 A-G Projections



¹ <http://doorways.ucop.edu> – The following courses are part of LAUSD's A-G approved list, but need to be added to the school's list:

- | | |
|--------------------|-------------------|
| (A) H Geog AB | (B) Sci Fi Lit |
| (F) Thtr Wkshop AB | (F) Des Craft AB |
| (F) Chorus AB | (F) Drama AB |
| (F) Dir Thtre AB | (G) Pl Soil Sc AB |

On section G – ICS 2AB needs to be changed to ICS 1AB

Advanced Physical Science AB appears on G section – Needs to be moved to D section

² The following courses are not A-G approved per LAUSD's List:

- | | |
|-------------------------|----------------------------------|
| (D) Chemical Inquiry AB | (E) Spanish Poetry – LOTE Year 3 |
|-------------------------|----------------------------------|

³ Sample 9th grade schedule w/ GEOG AB and HUM AB or SCI FI LIT

Mester 1	Mester 2	Mester 3	Mester 4
Hum A	Eng 9A	Eng 9B	Hum B or Sci Fi Lit
Health/PE	Health/PE	Life Skills/PE	Life Skills/PE
TAM	Alg 1A	Alg 1B	TAG
Intro Soc Sci or Geog A	Geog A or Geog B	ICS 1A	ICS 1B

SECTION III

Professional Story – A Case Study Project

The purpose of this Section is to provide an opportunity for you to reflect in a more in-depth manner on a particular issue, focus area, or an individual or group of students related to your work and HSLI participation, and to design and complete a case study project. The case study will focus on a leadership problem you are facing at your school, strategies for solving the problem, obstacles, challenges, who is or should be involved in the problem solving process, who is accountable or responsible for reaching resolution, what evidence you will use to assess if strategies are working or are successful. In essence, the case study is a way to capture your journey and tell your story into and through one aspect of your work as Principal. And, it has the potential to provide a well documented map for a critical area of improvement and transformation at your school.

The case study will evolve over the next two years so that you have a professional product at the end of the five year HSLI grant cycle. This case study will reflect your growth and contributions to school improvement at your site. You may consider using one or more formats including a written report, interviews, video, audio, or other multi-media. We envision including these individual case studies as part of the overall documentation of the HSLI as well as a final publication that tells the HSLI story.

- **Part A – Case Study Planning Template**

This Part provides a template to guide your planning and completing an outline for your case study.

- **Part B – Sample Outline**

Includes a sample outline for you to use in developing your case study outline.

PART A
Case Study Planning Template

School Name: John H. Francis Polytechnic High School

TOPIC – Identify the general topic you will address:

PRIMARY QUESTION RELATING THE TOPIC TO LEADERSHIP – Identify one focused answerable question (you may include some secondary questions that will help guide the case study):

How can school leaders utilize quantifiable value added approaches strategically to improve student achievement?

- What are examples of how value added can be determined? Can it be consistent over time?
- Once an added value figure is determined for a program or teacher, can this information be utilized to improve CAHSEE scores for students that are projected with the highest need?

WHAT RESOURCES, ARTIFACTS, and/or DOCUMENTS WILL YOU NEED TO PREPARE YOUR CASE STUDY? – Identify the specific resources you will use, the kind of data you will collect (quantitative and qualitative), how the resources will be collected, who will be responsible for collecting, how the materials/data/information will be analyzed and synthesized for the case study, what kind of evidence and benchmarks will you track over the next two years to answer your question and assess change/growth:

I will utilize several years of cohort data provided by the LAUSD School Information Branch on CAHSEE and CST performance (150,000+ student test scores). I will also utilize local historical data that contains teacher and student rosters over time. This project will be a continuance of work already done at Polytechnic High School over the past five years.

WHAT SUPPORT DO YOU NEED TO ORGANIZE YOUR TIME AND COMPLETE THE CASE STUDY? –

Outline your plan for doing the case study, identify what kind of support you need from your Partner and/or other resources, create a preliminary outline for the final case study (see sample in Part B).

I would like to learn more about current research regarding added value approaches to improving student achievement. What does the research say about added value? Are there concrete examples where added value was used effectively by school leaders to improve student achievement?

PART B
Sample Case Study Outline

SAMPLE OUTLINE:

Problem

- How can school leaders utilize quantifiable value added approaches to improve student achievement (i.e. The California High School Exit Exam)? How can school leaders effectively increase trust and professional collaboration and trust on this often sensitive topic?
- The California High School Exit Exam is a high stakes test that is both an accountability for students and schools. Although NCLB criteria are expected to change over the next few years, it is highly likely that the CAHSEE will remain a high stakes exam tied to school accountabilities. Polytechnic High School has shown tremendous growth on this exam over the last five years. In 2009-10, Poly had the highest passage rate at 80% for all comprehensive, Title I schools in LAUSD. However, by the 12th grade there are about 5 to 8% of students who have not passed the exam. The passage rate dwindles at every iteration of the test. Therefore, the school is continuously striving to raise the success of students on their initial try in the 10th grade.
 - Raising the percentage of students who succeed on the CAHSEE is related to teaching and learning on many levels. Teachers must own the standards, align their curriculum and utilize effective strategies. Students must also be engaged in learning, know what is expected and build confidence to do well.
 - Many strategies are in place and are refined each year to improve CAHSEE scores. The Small Learning Community house structure groups 10th grade students autonomously with 10th grade teachers and support staff. The curriculum in English Language Arts is revisited each year and integrates CAHSEE preparation during the 10th grade English classes. In mathematics, an 8 week elective class is built into the master schedule to prepare kids for the CAHSEE. Additionally, the 4x4 block schedule extends the learning time in math and English in the both the 9th grade and 10th grade. The school utilizes 9th grade CST scaled scores in math and English to project success on the CAHSEE using a mathematical model developed by the school. These strategies have resulted in significant gains in both passing scores and students scoring proficient. However, English Learner students continue to be a challenge and are on the borderline year to year on state accountabilities. Continued strategies must be explored and specifically used for English Learner students.
 - The school has calculated and organized value added data by teacher on CAHSEE performance for about five years. Student actual scores are compared to their projected score and an average gain is calculated by teacher. These averages are then tracked over time to determine if there is consistency among a teacher's value added. A few patterns have emerged and teachers with consistently higher than average added value have been identified. In 2009-10, English Learner students were grouped strategically with two teachers who had the highest added value. Some professional development was provided for the teachers on teaching English Learner students. In 2010-2011, a greater amount of professional development will be provided for the teachers that will work with the identified group of 10th grade English Learner students. The theory of action is as follows: Targeted

students will perform higher than projected on the 10th grade CAHSEE by assigning them to proven effective teachers with extensive specialized training in teaching English Learners. These teachers will apply English Learner strategies within their aligned curriculum.

Investigating the Problem

- The 10th Grade House Small Learning Community must understand the challenge of doing well on the CAHSEE. The 10th grade English and math teachers must also understand the historical test data trends and its relation to accountabilities. Each teacher must know their own data from their classroom in order for it be relevant and create ownership of the data. Our English Learner Coordinator also needs to understand and support the efforts to improve English Learner performance.
- The classroom teacher, 10th grade counselors (making sure students are counseled and programmed correctly), 10th grade advisor, the school data team and school principal all share responsibility in successful implementation. Time for collaboration on reviewing CST and CAHSEE data, projecting a student scores, revising curriculum must be provided. Professional development on effective strategies that work for English Learners.
- The 9th Grade CST scores, CAHSEE diagnostics tests implemented with Data Director, 10th Grade CASHEE scores, teacher rosters, and curriculum guides will be collected at used at Data and administrative meetings, counseling professional development and teacher task force meetings.
- The long term evidence shall be the Adequate Yearly Progress Report that is posted by the CDE in late August. The short term outcomes shall be the CAHSEE results as they come in approximately 8-9 weeks after each CAHSEE is administered. Teacher feedback will be included in monitoring the effectiveness of the strategies.

Results

- In 2009-10, student CAHSEE scores continued to rise. Approximately 38% of English Learners scored proficient on the ELA CAHSEE, which we anticipate is among the highest in the state of California. These positive outcomes are a result of a complex blend of using data, aligning curriculum, risk taking and compromise. The notion of value added approaches can be threatening to teachers. Thus a careful, well thought out strategy for implementation must be done by the administrator or teacher leader in order to maintain trust and honest, open conversations. Please note that on the Staff Assessment of the Principal, the item that relates to presenting data in a non-threatening manner received high marks.
- Changes that were made in 2009-10 by grouping the English Learner students with teachers that exhibited a record of highest value added resulted in increased test score outcomes. However, the approach did create some controversy and tension because in order to group students together, significant schedule changes needed to occur across the 10th grade. This meant that teachers needed to spend some instructional time establishing rapport with new students, settings rules for behavior and outlining expectations. Some teachers argued that the potential positive impact may be offset by

disrupting student schedules during the year in order to accommodate the changes. Additionally, the value added was often credited to the program and not the individual teacher in order to maintain trust. In other words, there was very little discussion on value added by teachers among teachers themselves.

- The changes implemented as part of the study will be sustained since there is large number Poly staff now directly involved with these activities. The program or approaches are not dependent on a small number of people. The dialogue around this work is prevalent throughout the campus. Additionally, opportunities are sought to share this work within our local and central district offices. A number of other high schools are borrowing and utilizing some of Poly's CAHSEE preparation program.
- We are learning that value added approaches to improving student achievement may prove effective over time.

PART B
Sample Case Study Outline

SAMPLE OUTLINE:

Problem

- What is the primary question related to the problem that you want to solve, and the obstacle you are trying to overcome?
- What is the underlying cause of the issue/problem you are addressing?
- How does the problem relate to improving teaching and learning?
- What strategies have been identified and implemented for solving the problem/issue in the past; what were the outcomes to date; and why does the problem still exist?
- What new strategies are you implementing as part of this case study, and how do you/your staff think implementation of these strategies will cause the change that's needed—what is your “theory of action”?

Investigating the Problem

- Who (teachers, parents, students, community) needs to understand the problem, in order to “own the problem” and support the strategies the school is implementing?
- Who is accountable for successful implementation of this strategy, and what do they need to be effective?
- What artifacts, data, resources, and documents will you use and how will these be collected?
- How will all of these resources and information be analyzed?
- What evidence – observable changes in short-term outcomes or behaviors – will you track that will tell you whether your strategies are working?

Results

- What outcomes resulted from this study, specifically related to teaching, leadership, and student achievement?
- Are there changes you made that were not successful? Why?
- How will you ensure that the changes implemented as part of this study are sustained?
- What did you learn as a result of this study?