

# **John H. Francis Polytechnic High School WASC Self-Study Report**



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**Los Angeles Unified School District  
Intensive Support and Innovation Center**

**Accreditation Visit: March 23 – 26, 2014**



# John H. Francis Polytechnic High School

## Accreditation Self Study ~ Focus on Learning

### Table of Contents

Preface	i
Chapter 1: Student/Community Profile – Data and Findings	1
General Background and History	1
School Program Information	9
Demographic Data	15
Student Performance Data	42
Expected Schoolwide Learning Results	72
Process and Perception Data	75
Chapter 2: Progress Report	79
Chapter 3: Overall Summary from Analysis of Profile and Progress Data	109
Chapter 4: Self-Study Findings	113
Category A: Organization and Purpose	113
Category B: Curriculum	157
Category C: Instruction	185
Category D: Assessment and Accountability	205
Category E: School Culture	227
Chapter 5: Schoolwide Action Plan	255
Goal #1	257
Goal #2	260
Goal #3	264



**JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL**

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*A Pilot School*

**John E. Deasy, Ph.D.**  
*Superintendent of Schools*

**Tommy Chang, Ed.D.**  
*ISIC Superintendent*

**Ari Bennett**  
*Principal*

February 11, 2014

Dear WASC Visiting Committee:

As you, the members of the WASC visiting team, read our accreditation document, interview our staff, students and parents, I hope it is clear that we at John H. Francis Polytechnic High School take the concept of "Self Study" very seriously. Although, I believe we have an uncommon, unified commitment to Poly students and the community of Sun Valley, we are not a finished product, far from it. Each one of our staff members could list a number of areas in which we need to improve (the major areas of which we address in the action plan). We would also tell you that if any staff could come close to addressing all of these areas, it would be our dedicated and committed staff.

According to the state of California, Poly is an average school that has earned a 5 out of 10 on the Academic Performance Index compared to all high schools in the state. 6 years ago, we were a 2 out 10 and 10 years ago, we were a 1 out of 10. Some would say we've drastically improved and should be satisfied. In fact over the course of California's Academic Performance Index, Poly's improvement resides within the top 3% of all high schools in the state. However, we are not satisfied with being 5 out of 10; we are striving towards being 10 out of 10, to be among the best in the state and nation.

Many of us could describe what Poly was like in the days when we were considered the worst of the worst, when the campus was open and teachers wore whistles to notify anyone who would listen of possible assault. Some might think it would be nice or comfortable or easy to be the principal at a school that has improved so much. However, I love working at Poly to serve our students, parents, staff, and community members precisely because it is **NOT** comfortable.

Every day, I feel uncomfortable and uneasy because I wonder if we're doing enough. Every day, our teachers and administrators are frustrated by a student we can't seem to help or a process that fails. Every day, we collectively strive to do better, to identify our weak spots, and to serve our students in a way that will inspire and motivate them to break the cycle of poverty in their family and community.

A common aphorism in education is that learning is the constant and time is the variable. However, at Poly we know every day that passes might be a day or an opportunity that has left our students behind. There can be no hand clapping or backslapping when our students' margin for error is zero. Our students don't have time to wait for us to get it right. We have to get it right now, and we feel the urgency to do so.

A principal's job is to unify, to be an optimist, to sell a tomorrow that is better than today. However, in Self Study mode, I can safely say, I am a glass is half empty person as is our faculty. We can't be happy about our improvement when we know how many of our students are not college ready, how many are not prepared for life after high school, and how many won't even walk across the stage at graduation.

At John H. Francis Polytechnic High School, we are absolutely unified in our commitment to do better by our students each and every day. This is what Self Study means to us.

We welcome you to Poly with an open mind and open heart. We look forward to your input in our Self Study process and hope your experience at Poly is an enriching one that will support your effort with your own students and stakeholders.

Sincerely,



Ari Bennett, Principal

# LOS ANGELES UNIFIED SCHOOL DISTRICT

333 S. Beaudry Avenue  
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(213) 241-1000



**John Deasy**  
General Superintendent

## LOS ANGELES BOARD OF EDUCATION

**Currently vacant**  
Board District 1

**Monica Garcia**  
Board District 2

**Tamar Galatzan**  
Board District 3

**Steve Zimmer**  
Board District 4

**Bennett Kayser**  
Board District 5

**Monica Ratliff**  
Board District 6

**Richard Vladovic**  
Board District 7

## INTENSIVE SUPPORT AND INNOVATION CENTER (ISIC)

### Leadership Team and Poly Support Staff:

**Tommy Chang, Ed.D.**  
Instructional Superintendent

**Daryl Narimatsu**  
Administrator of Operations

**Kevin Baker**  
Parent, Community, and Engagement  
Administrator

**Elena Paul**  
Instructional Director

**Rhonda Sparks**  
Operations Coordinator

**Todd Takashima**  
Fiscal Specialist

**Maura Crossin**  
HR Specialist



# The Visiting Committee

**Representing**  
the  
**Western Association of Schools and Colleges**  
and the  
**California State Department of Education**

*Chair*

Ms. Alicia Foulk  
Associate Principal  
Palos Verdes Peninsula High School

*Member*

Mr. Aaron Braskin  
Teacher  
Mira Costa High School

*Member*

Miss Dena Duong  
Instructional Lead  
Lynwood District

*Member*

Mrs. Lynn Edwards  
Science Teacher  
Bakersfield High School

*Member*

Dr. Carmen Garcia  
Principal  
San Diego International Studies

*Member*

Mrs. Adriana Lepe  
Assistant Principal  
Perris High School

*Member*

Mr. Rick Ronquillo  
Assistant Principal  
Charter Oak High School

*Member*

Mrs. Annie Van Dyke  
Social Science Teacher  
Monrovia High School

# Accreditation Leadership Team

Ari Bennett, Principal



## Focus Group Leaders

### Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Norma Grimaldo-Ramirez ~ Instructional Specialist  
Jayne Couchois ~ Magnet Coordinator  
Devon Richter ~ Accreditation Coordinator/Mathematics Teacher

### Standards-based Student Learning: Curriculum

Lourdes DeSantiago ~ Instructional Specialist  
Julie Chun ~ Freshman Center Coordinator  
Erin Sopapunta ~ English Teacher

### Standards-based Student Learning: Instruction

Margie Hidalgo ~ English Learner Coordinator/Coach  
Artin Arhanian ~ Instructional Specialist  
Yesenia Pleitez ~ Title I Coordinator  
Dennis Madrigal ~ English Teacher  
Monica Casillas ~ Mathematics Teacher/Math Department Co-Chair/Algebra 2 Course Lead

### Assessment and Accountability

Kirk Jeppson ~ Administrative Designee  
Levon Yeganyan ~ Intervention Coordinator  
Brian Block ~ Apex Learning Teacher/Academic Decathlon Coach/Tennis Coach

### School Culture and Support for Student Personal and Academic Growth

Jamille Kenion ~ Assistant Principal, Secondary Counseling Services  
Royce Stuckey ~ SAS Coordinator/10<sup>th</sup> Grade Center Coordinator/Testing Coordinator  
Avilene Espinoza ~ ELD Teacher/ ELD Department Chair

## Department Home Group Leaders

Jeff Herrold ~ English Department Chair  
Cesar Felix ~ Math Department Chair  
Elva Madrigal ~ Social Studies Department Chair  
Bryce Pemble ~ Science Department Chair  
Avilene Espinoza ~ ELD Department Chair  
Wood Grigsby ~ Special Education Department Chair  
Mario Quinteros ~ Foreign Language Department Chair  
Toby Bachenheimer and Charles Schwal ~ Physical Education Department Chairs  
Chi-Sun Chang ~ Career Technical Education Department Chair



# Polytechnic High School

## Expected Schoolwide Learning Results (ESLRs)

All Poly students are expected to be:

### 1. Critical Thinkers who:

- a. Construct viable arguments and critique the reasoning of others. *(adapted from Math Practice Standards)*
- b. Use knowledge and experience to identify patterns and make connections to new situations. *(adapted from SpringBoard Math Strategies)*
- c. Draw upon curiosity, ideas, and imagination to use complex approaches to explore complex issues. *(adapted from AP Capstone learning objectives)*

### 2. Conscientious Members of Society who:

- a. Follow Poly's 4 For Life to Be Respectful, Be Responsible, Be Safe, and Be on Time.
- b. Demonstrate knowledge of social, political, and economic issues at the local, national and global level.
- c. Engage in community service, clubs, or activities that enrich the school or community.
- d. Collaborate with diverse partners to determine solutions to complex problems. *(modified from CCSS.Literacy.CCRA.SL.1)*

### 3. Effective Communicators who:

- a. Identify and adapt appropriate speech and writing for a variety of contexts and tasks demonstrating a command of formal English. *(modified from CCSS.Literacy.SL.11-12.6)*
- b. Generate arguments to support claims from complex texts using valid reasoning and relevant and sufficient evidence. *(modified from CCSS.Literacy.CCRA.W.1)*
- c. Make strategic use of digital media and visual displays of data to express information and enhance audience understanding. *(modified from CCSS.Literacy.CCRA.SL.5)*

### 4. Lifelong Learners who:

- a. Persevere in problem solving.
- b. Are able to change perspectives, generate alternatives, and consider options. *(modified from Habits of Mind.org)*
- c. Set high standards and engage in continuous improvement. *(modified from Habit of Mind.org)*
- d. Access and apply knowledge. *(modified from Habits of Mind.org)*

(This document was inspired by teacher input, CCSS, 21<sup>st</sup> Century Skills, SpringBoard/College Board, Habits of Mind, Poly's Four for Life, and Math Practice Standards.)





## Chapter 1 ~ Student/Community Profile – Data and Findings



# GENERAL BACKGROUND AND HISTORY

## Community

John H. Francis Polytechnic High School (fondly called Poly High School or just Poly) had its beginning in 1897 as a commercial/vocational education branch of the only high school in our city, Los Angeles High School, located on the original site of the Board of Education - 450 North Grand Street in downtown Los Angeles. In 1905, Polytechnic was moved to the corner of Washington Blvd. and Flower St., what is now Trade Tech Community College in downtown Los Angeles. Polytechnic is the second oldest high school in the Los Angeles Unified School District (LAUSD). To commemorate our distinguished founder and first principal, John H. Francis was added to the school's name in 1935. The bust of John H. Francis (which is presently in our school's auditorium lobby) was first unveiled at the original Poly High School in 1931. In 1955 it was decided to move Polytechnic to a new site where it could best serve the needs of our changing city. In February of 1957 Poly moved to its present site in the San Fernando Valley and opened its doors to new students. Last year, in the spring of 2013, the acreage of Poly expanded by moving the Freshman Center across the street to buildings that were constructed as part of a district initiative to alleviate overcrowding. Our original campus was built at a cost of over six million dollars and covers over forty-three acres. Polytechnic is a comprehensive high school, offering courses in all academic fields and several vocational areas. The teachers, administration and staff focus on ensuring that students are college and career ready. We are proud to be Poly Parrots, as are thousands who have benefited from Poly's educational opportunities in the past.

John H. Francis Polytechnic High School is known as the school with a heart. The Poly student leadership council has the distinction of having fundraised over \$250,000 for the Toy Drive held by the LA Fire Department, and in 2012 – 2013 raised over \$18,000. Poly leadership council also organizes multiple blood drives throughout the year to save lives through the UCLA Blood and Platelet Center. In January 2011, ULCA recognized Poly for being the top blood donor since 2003. Many other charitable activities are also organized by the leadership council and other Poly clubs.

Over the past eight years, three schools have opened nearby (Arleta High School, East Valley High School, and Sun Valley High School) leading to a decrease in enrollment. In the 2010 – 2011 school year, John H. Francis Polytechnic High School converted from a year-round school functioning on three different tracks to a single-track school and is currently following the Los Angeles Unified School District's Early Start Calendar.

In the 2004 – 2005 school year, stakeholders voted to reform Polytechnic High School to a 4x4 schedule. The school year was divided into four quarters of about nine weeks each. During the course of each quarter, a student takes four classes (with each class period lasting ninety



minutes) and earns credit for a full semester's work in each class. Students who complete an entire year in the 4x4 system may complete 16 classes, instead of the 12 classes usually offered by a traditional schedule. This schedule allows flexibility for students to take a variety of classes and also provides equal access to all programs and classes. With the 4x4 schedule, Poly has been able to offer students multiple during-the-day interventions.

During the 2005 – 2006 school year, Polytechnic High School began to reorganize into Small Learning Communities (SLCs). In 2006 – 2007 this reorganization moved into the restructuring phrase required for year 4 Program Improvement schools. Ninth and tenth grade students are part of the Freshman and Tenth Grade Centers respectively, and eleventh and twelfth grade students are served by career-based Small Learning Communities (specifically mirroring the structure outlined in the report of the California High School Task Force published by the California Department of Education in 1992 called "Second to None"). Each upper grade SLC serves approximately 400-500 students and is organized around thematic content. The following SLCs are available to Polytechnic students: EHS/SPORT (Education and Human Services/Sports Opportunities and Recreation Training Academy); FAME (Fine Arts, Media, and Entertainment); and HABIT (Hospitality, Agriculture, Business and Industrial Technologies). The Math, Science and Technology Magnet has been in operation for 19 years and continues to serve students at Poly. There is also an English as a Second Language (ESL) Newcomers Academy that meets the needs of students new to the United States.

In the 2013 – 2014 school year, Poly adopted the Pilot governance model instead of the traditional LAUSD school governance model. This decision was made by the staff so that the school has greater control over local decisions, such as math placement tests for incoming ninth graders and teacher training in Common Core State Standards. The Pilot Proposal was approved by 93% of Poly teachers in December 2012 and was approved by the LAUSD board in March 2013. (A copy of the Pilot Proposal can be found in the appendix).

### **Poly's Vision for Pilot:**

#### **1. Promote Increased Levels of Personalization to Support College and Career Readiness**

- a. In Place: Assigned administrator, coordinator, and counselor for each SLC
  - i. Differentiated math placement for each student
    1. Example: 9<sup>th</sup> graders have 9<sup>th</sup> grade only classes for Algebra 1, Geometry, and Algebra 2
  - ii. SLC fair for 10<sup>th</sup> grade students
  - iii. Linked Learning pilot (UCLA-led **Science, Technology, Engineering, and Mathematics (STEM)** Mobilize professional development)
- b. Pilot Plan: Further development of SLC personalization like in the 9<sup>th</sup> and 10<sup>th</sup> grade
  - i. Expand career pathways and articulate pathways with Valley College
  - ii. Staff will investigate implementation of an advisory class once a week



- iii. Expand Linked Learning Pilot
- iv. Connect with Community Based Organizations for support
- 2. Promote Distributed Leadership and Consensus Building for Effective Governance**
  - a. In Place: Explicit leadership development through California Academic Partnership Program (CAPP)
    - i. Multitude of leadership opportunities: Department Chairs, SLC Coordinators, Course Leads
  - b. Pilot Plan: Promote decision making at the local (department, SLC, and course) level
    - i. Implement processes to get feedback from departments, SLCs, and course level teams to promote consensus in Pilot School Governing Council
- 3. Develop Reform Plan as a Program Improvement School**
  - a. Converting to a Pilot school addresses reform requirement for Program Improvement
  - b. Pilot Plan: Fund re-implementation of Balanced Traditional Calendar
    - i. Limit summer learning loss
    - ii. Increase credit recovery and enrichment opportunities
    - iii. Better support ELD and students with disabilities by offering extended learning opportunities
    - iv. Locally funded intersession
    - v. Midyear program progress monitoring
- 4. Enhance Data-Driven Culture**
  - a. In Place: Currently using DataDirector as data management system vendor
  - b. Pilot Plan: Investigate a partnership with LA's Promise and Partnership Schools to implement Illuminate Education data management system
- 5. Accelerate Instructional Growth**
  - a. In Place: Course level meetings are led by course lead teachers weekly in many subjects
    - i. Lesson Study pilot in 9<sup>th</sup> grade Algebra 1
  - b. Pilot Plan: Expand lesson study to other subject areas
    - i. Create a video lesson library for teachers and students
    - ii. Videotape Poly's Sheltered Instruction Observation Protocol (SIOP) Cadre member's lessons using SIOP strategies and use for reflection with departments and SLCs
    - iii. Develop our own curriculum for Common Core implementation
      - 1. Marzano's Taxonomy (retrieval, comprehension, analysis, utilization)
      - 2. Institute for Learning (IFL) models of rigor

In 2007, Polytechnic High School was one of only three schools in the state of California to exit from year 5 Program Improvement (PI) and had the highest A-G completion rate (65.2%) for non-magnet/non-charter schools in LAUSD. Poly has since re-entered PI status. Due to the loss of Program Improvement status, converting from a year-round school to a traditional calendar, and other budgetary cuts, Polytechnic High School has lost some of the funding for supplemental



educational services to support student achievement, such as Beyond the Bell intervention and Saturday School. Despite monetary obstacles, Poly maintains the motivation that has allowed it to attain a number of notable academic achievements, such as API gains of 145 points in the last six years and a similar school ranking of 10.

John H. Francis Polytechnic High School includes a comprehensive high school, a Math, Science, and Technology magnet school, and a School for Advanced Studies (SAS) program for grades 9-12. The student population of 2,946 students includes approximately 495 (17%) students who are classified as LEP (Limited English Proficient) and 375 (13%) students who are identified as students with disabilities. Of our students, only about 446 (15%) speak English at home. Polytechnic has a current ethnic population of 91.6% Hispanic or Latino, 1.9% White, 1 % African American, 4.8% Asian, and less than 1 % each of all other ethnicities. Poly is a schoolwide Title I school, so 100% of the students receive free meals. To accommodate the diverse population's academic and language needs, we offer classes ranging from sheltered English to honors and Advanced Placement to Mentally Retarded Moderate (MRM) and Mentally Retarded Severe (MRS) classes for our Intellectually Disabled (ID) special education students. There are about 16 college classes offered annually in partnership with Los Angeles Valley College on Poly's campus for those students who are eligible and interested in the opportunity. Counselors also help arrange for students to take classes at Los Angeles Mission College, Los Angeles Valley College, and North Valley Occupational Center.

Since the last WASC accreditation visit, there have been some changes with the English Learner population and the educational strategies used to meet their needs at Poly. LAUSD developed a new English Learner Master Plan, which was implemented in 2012 - 2013. Students who are new arrivals to the country are served by the Newcomers Academy where, at the parents' request, they can receive biology, world history, and algebra in their primary language (Spanish), while learning English. These students receive only one block of English Language Development (ELD). If they are not Spanish speakers, they are still considered to be part of the Newcomers Academy, but without the primary language classes. If a student has been here longer than 18 months, but less than five years, then they are considered as being in the Structured Immersion Program. The biggest segment of the EL population is the Long Term English Learners (LTELs), who have been in the school system for five or more years. They receive two quarters of ELD, and two quarters of grade level English (given by the same teacher), in a sheltered setting. All English Learners must receive ELD until they reclassify. The bilingual coordinator works to ensure the mandate that all EL students receive all their subjects in a sheltered setting is met.

There are four distinct special education programs at Poly. Currently there are 375 students with an Individualized Education Program (IEP). 207 students are designated as students in the Resource Specialist Program (RSP) where students take all core and elective classes with their general education peers with Resource support as outlined in their IEP. Resource students in the ninth and tenth grade are also given a RSP elective intervention course in English and math. 152 students are in the Specific Learning Disability (SLD) program, which follows the general education curriculum and standards with some accommodation or modifications as needed. We have 31 students in our Mentally Retarded Moderate (MRM) program divided between 2 classes; both are programs with modified core curriculum for 9<sup>th</sup> through 12<sup>th</sup> grade. Additionally, Poly



has 15 students in the Mentally Retarded Severe (MRS) program that is designed for students with more severe academic needs.

Socio-economic conditions of Sun Valley residents are, for the most part, at the lower to middle levels, consisting mostly of blue collar and unskilled workers. According to the most recent data available, the median income was \$51,290. About 24% of household incomes are less than \$20,000. As of 2008, 50% of the adults in Sun Valley do not have a high school diploma, 19% have a high school diploma, and 10.7% of residents 25 and older have a four-year degree. Poly is a Title I schoolwide program school, where 100% of students receive free lunch. Polytechnic is in its seventh year of schoolwide Title I status.

Our faculty is composed of a combination of veteran, experienced teachers and relatively new teachers with five years or fewer of teaching experience. Poly's educators have been teaching for an average of over fifteen years. A number of the newer teachers are individuals who transitioned into teaching from other careers, bringing a different perspective to our educational program. We also have several teachers who are former Poly students, which enhance the richness of the Poly school culture.

### **Community and Academic Partners**

John H. Francis Polytechnic High School strives to make connections within the surrounding community in order to provide our students with the opportunities they need to succeed in the workplace after graduation. Some of our important partners include:

**American Legion** –Sponsors students to attend Boys/Girls State.

**C-CAP** - Careers through Culinary Arts Program works with public schools across the country to prepare underserved high school students for college and career opportunities in the restaurant and hospitality fields.

**El Nido** - The mission of El Nido Family Centers is to empower disadvantaged or at-risk children, youth and families through educational and social services offered from neighborhood centers throughout Los Angeles County. Programs provide tools for young people to overcome trauma, recognize their inherent value and achieve their goals; and for parents to create a loving, healthy family environment.

**El Proyecto Del Barrio** - El Proyecto del Barrio, a program related to OneSource, provides Health and Human Services in communities with underserved populations.

**ETS** (Educational Talent Search) – Assists students from disadvantage backgrounds who have the potential for higher education.

**FHA-HERO** - The California Association FHA-HERO is the pre-professional organization for secondary students enrolled in Home Economics Careers and Technology programs in grades 6-12. Students are able to sharpen their personal leadership and career skills by participating as members and officers in competitive recognition events, leadership development activities, and community service projects.

**Hathaway Sycamore Child & Family Services** – Provides psychological services to students.

**Junior Achievement** – Provides career planning for students.



**Kaiser Permanente** – Kaiser Permanente provides various internships, volunteer positions, and employment opportunities to our students.

**KYDS** – The Keep Youth Doing Something Program provides after-school enrichment activities for students and parents.

**LA Care** – Provides health and medical services to low income families.

**Los Angeles City Council** – LA City Council, the governing body of the City of Los Angeles, partners with our school primarily through the office of Councilman, District 6.

**Los Angeles Valley College** – LA Valley College offers IGETC classes on Poly’s campus to interested students, particularly those enrolled in the Advantage Plus/SAS program and the magnet school. They also offer internships to our students through their High 5 child development program.

**MEND** – Meet Each Need with Dignity, a nonprofit organization, provides food and clothing, health care, job training, and education.

**Mission Valley College** – Summer internship opportunities for students. They also offer a Focus on Careers Day Fair which HABIT students attend.

**Occupational Centers** – Provides students educational opportunities for enrichment and remediation.

**OneSource** – OneSource provides assistance to students looking for on-the-job training, job placement, completing college applications, and more.

**Pillar** - Works on building and supporting partnerships between businesses and schools. The program is part of the LA Chamber of Commerce.

**Project STEPS** - Project STEPS is a federally funded program designed to significantly increase the number of low-income students who attend and graduate from a college/university. Project STEPS supports these students and their families by providing academic support and counseling, tutoring, mentors, summer enrichment programs, free PSAT testing, free college level courses, parent workshops, college tours and advisements.

**Riders Relief** – Provides discount coupons to students for public transportation.

**Skills USA** – Skills USA is a partnership of students, teachers and industry working together to ensure America has a skilled work force.

**STAR Student Poll Workers** - On Election Day Star Student Poll Workers assist in setting up a polling place, checking in voters, distributing ballots, directing voters to proper voting locations, and assisting voters as needed.

**Toys for Tots** - The mission of the U. S. Marine Corps Reserve Toys for Tots Program is to collect new, unwrapped toys during October, November and December each year, and distribute those toys as Christmas gifts to needy children in the community in which the campaign is conducted.

**Upward Bound Program** – Provides guidance, support, and assistance for students to prepare them for college.





## **WASC Accreditation History**

In 2008 Polytechnic High School received accreditation by WASC for six years with a three year midterm revisit. Progress on these recommendations can be found in chapter 2.

### **2008 WASC Recommendations**

1. Increasing communication among stakeholders to help with instructional improvement.
2. Time for SLC and department teacher collaboration, to revise curricular pacing to better align to the CSTs and 4x4 block schedule.
3. The development and use of formative assessment to inform instruction.
4. Increase rigor across the curriculum.
5. The creation and use of site-developed rubrics.

### **2011 Critical Areas of Priority for Ongoing Improvement**

No additional recommendations were made by the midterm visiting committee in 2011.

## **School Purpose**

### **Los Angeles Unified School District Mission Statement**

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

### **Intensive Support and Innovation Center (ISIC) – Education Service Center Mission**

The mission of the Superintendents' Intensive Support and Innovation Center (ISIC) is to ensure that every LAUSD school site receives the support and guidance it needs to maintain a safe and caring environment that supports learning and high student achievement.

### **Polytechnic High School Mission**

John H. Francis Polytechnic High School will:

- Combine high expectations with rigorous, standards-based, and real-world learning opportunities for all students.
- Provide a safe, personalized, and small-school learning environment for all students.
- Foster a culture which builds the capacity of faculty and staff to serve all students.
- Provide community-based resources to students and parents to mitigate obstacles to student learning.
- Create a culture where stakeholders are actively engaged and empowered to affect change in the school and community.



## **Polytechnic High School Vision**

John H. Francis Polytechnic High School will provide a personalized educational experience to support each student's efforts to achieve college and/or career readiness upon graduation.

### **Polytechnic High School** **Expected Schoolwide Learning Results (ESLRs)**

All Poly students are expected to be:

1. Critical Thinkers who:
  - a. Construct viable arguments and critique the reasoning of others. (*adapted from Math Practice Standards*)
  - b. Use knowledge and experience to identify patterns and make connections to new situations. (*adapted from SpringBoard Math Strategies*)
  - c. Draw upon curiosity, ideas, and imagination to use complex approaches to explore complex issues. (*adapted from AP Capstone learning objectives*)
2. Conscientious Members of Society who:
  - a. Follow Poly's 4 For Life to Be Respectful, Be Responsible, Be Safe, and Be on Time.
  - b. Demonstrate knowledge of social, political, and economic issues at the local, national and global level.
  - c. Engage in community service, clubs, or activities that enrich the school or community.
  - d. Collaborate with diverse partners to determine solutions to complex problems. (*modified from CCSS.Literacy.CCRA.SL.1*)
3. Effective Communicators who:
  - a. Identify and adapt appropriate speech and writing for a variety of contexts and tasks demonstrating a command of formal English. (*modified from CCSS.Literacy.SL.11-12.6*)
  - b. Generate arguments to support claims from complex texts using valid reasoning and relevant and sufficient evidence. (*modified from CCSS. Literacy.CCRA.W.1*)
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4. Lifelong Learners who:
  - a. Persevere in problem solving.
  - b. Are able to change perspectives, generate alternatives, and consider options. (*modified from Habits of Mind.org*)
  - c. Set high standards and engage in continuous improvement. (*modified from Habit of Mind.org*)
  - d. Access and apply knowledge. (*modified from Habits of Mind.org*)



## **SCHOOL PROGRAM INFORMATION**

### **Online Instruction**

Poly uses two different online instruction programs for credit recovery and academic intervention, ALEKS (Assessment and Learning in Knowledge Spaces) and Apex Learning. For students in the ninth and tenth grade who have struggled in math, the ALEKS program is used. This program is able to adapt to every student's needs and abilities. For students in need of credit recovery, the Apex Learning program is used. With this online program students are able to repeat math, science (not currently offered but being revamped), history, English, and health courses. Three to four of these classes are offered each quarter. If students need more time, they are able to access the program from home. An additional afterschool (5<sup>th</sup> period) Apex Learning class at Poly is funded by the KYDS program.

### **Regional Occupational Program (ROP)**

ROP provides Poly with teachers who offer technical elective courses. These teachers have a Designated Subjects credential and are contracted by the Regional Occupational Program of the District. The credential is very specific with regards to the type of courses the teachers can provide. Each ROP course has a unit where the focus is on teaching students about different careers that use the information and skills taught in the course and how it is applied. The ROP courses are part of the CTE (Career and Technical Education) program at Poly.

Clubs, services, and organizations at Poly are aligned with ROP elective classes. The child care teacher provides a preschool service on campus, the cooking teacher sponsors the cooking club and provides catering services both on campus and in the community, and the computer teacher sponsors a computer repair club/service. Additionally, the EMS (Emergency Medical Services) Club participates at football games and in community events. The purpose of these clubs and opportunities for students is to expand their learning beyond the classroom and to make what they have learned a hands-on experience.

### **Career and Technical Education (CTE)/Linked Learning**

The CTE courses create pathways for students to learn skills and knowledge for future careers (a list of the CTE pathways can be found in the appendix). This program addresses Poly's, LAUSD's, and Common Core State Standards' goal of preparing students to be college and career ready, by making a strong push for careers. Many of the CTE courses also help with the computer literacy graduation requirement. The Perkins program and ROP provide funding for these courses; however, the budget has been decreasing. The courses require consumable supplies and updated technology, so the CTE teachers use fundraising to keep their programs running. Teachers motivate students to become involved in various competitions, such as Skills USA and DECA, where students work together and apply the skills they learned. Many of the CTE classes



also prepare students to become certified in the field, such as Microsoft Office Specialist certification and A+ certification, but finding ways to pay for the tests is a challenge. Upon successful completion of the 1<sup>st</sup> Responder course and meeting the county requirements, students may become certified as First Responders.

Over the last two years the CTE department has been working to modify their courses so that they will become “G” approved (as part of the college A – G requirements). Last year the teachers turned in the required paperwork to the CTE office, and are currently waiting for a response. One of the modifications was Linked Learning.

With Linked Learning, CTE and core curriculum teachers collaborate to create and implement lessons that tie the CTE pathways and academic core content. This planning has mostly taken place during SLC meetings. When creating the lessons, the goal is to make them engaging, academically rigorous, and aligned to the standards of both classes. The purpose is to show students that what they are learning in class is relevant so that the students will be less likely to miss class or drop out of school. A challenge is that for the lessons to be successful, students need to be enrolled with both teachers.

Last year, the CTE department worked in a partnership with UCLA on Mobilize. In this program, a group of Poly computer, math, and science teachers worked collaboratively to create ways of promoting STEM (Science, Technology, Engineering, and Mathematics). These teachers attended a week long professional development during the summer and would meet periodically throughout the year on Saturdays to design curriculum that incorporated all three subjects. This year the 11 teachers are piloting the curriculum in their classrooms.

### **School for Advanced Studies (SAS)**

The School for Advanced Studies (SAS) – formerly known as “Advantage Plus,” is a program designed by Polytechnic High School and approved by LAUSD to support the development of gifted and talented youth. The program offers an intensive academic opportunity. The course content is modified to match the students' achievement level or capacity for learning. The SAS program is offered to LAUSD resident students in grades 9 – 12 who meet the criteria.

Polytechnic High School implemented an SAS to improve educational options for high ability students and improve student outcomes. The Advantage Plus program started in 2007 to meet the educational needs of high ability students before the program received official SAS status by LAUSD for the 2010-2011 school year.

Poly’s focus on addressing the needs of high-achieving students began six years ago. After a comprehensive school self-assessment, we identified the need to implement a program that would provide the highest degree of rigor for our Gifted/Talented students. The need was identified when we realized that many of the high-achieving students in our attendance boundary were choosing to attend other schools. Our goal became to ensure that we could offer the most rigorous academic program for even the most motivated



students living within our attendance boundary. In short, we had to do a better job of serving the needs of Gifted/Talented students living in the Sun Valley area.

As a result of the need we identified, developed and implemented the Advantage Plus program beginning in the school year 2007-2008. The Advantage Plus program, an enriched and accelerated college preparation program, has exceeded our expectations. Enrichment took the form of providing a robust concurrent college enrollment program on our campus. Acceleration came in the form of leveraging Poly's 4x4 block schedule to allow students to complete two years of math in one year, in addition to providing an extra 4 classes a year to complete A – G and high school graduation requirements while still having enough room in their schedules to complete a year or two of IGETC college general education requirements.

One of the most important benefits of the Advantage Plus program to Poly is its effect on the overall college-going culture of our campus. Advantage Plus and magnet students are not the only ones who have participated in concurrent enrollment opportunities. Following the lead of Advantage Plus and magnet students, other students on campus have been encouraged to take this opportunity because invariably one of their friends or a friend of a friend has taken a college class. As a result, no single element has had a more profound effect on Poly's college going culture than actually having college classes on our campus.

The success of the Advantage Plus program has motivated us to expand the program under the umbrella of the School of Advanced Studies. Becoming an SAS school has provided us with a greater opportunity through professional development to collaborate with other SAS schools in identifying strategies to improve how we serve gifted and talented students. Equally important is the program infrastructure that will allow us to better monitor the participation of typically underrepresented populations such as English learners and African American students. Being attached to a formal program will more easily allow us to gauge the participation and progress of these typically underrepresented student populations in a highly rigorous academic course of study, rooted in A – G requirements, and committed to a high level of achievement.

#### Expected Student Outcome Goals / Components:

- Concurrent enrollment in college
- Continuous progress based on ability and performance
- Accelerated student performance by concurrently enrolling in Community College classes
- Development of independence and self-direction
- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions

#### Administrator/Teacher Outcomes:

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted students



- Improved professional development leading to teacher certification
- Articulated programs (elementary, middle, and senior high schools)
- Alternative assessment procedures (recognizing individual differences)
- Increased use of resources for working with gifted students
- Alternative evaluation processes

### **Partnership with Los Angeles Valley College/Concurrent College Enrollment**

Polytechnic and Los Angeles Valley College (LAVC) have an excellent partnership where LAVC offers college classes to high school students on the Poly campus. The partnership started about fifteen years ago with the Magnet school. The classes magnet students took included Political Science 1, 2, 5, 7 and English 28, 21, and 101. At the time, Magnet students took a bus to LAVC to attend the college classes with a few classes offered on the Poly campus. Due to decreased funding the bussing stopped about nine years ago and LAVC started to increase the number of classes offered at Poly. With the beginning of Advantage Plus (which is now the SAS program) there was a demand for extra college classes for the comprehensive students. The classes requested by the SAS program include English 28, 101, 102, Speech 101, Anthropology 121, Theater 100, Italian 1 and 2, Chicano Studies 2, and Art 102. Currently there are about sixteen LAVC classes offered every year on the Poly campus for high school student concurrent enrollment. All college courses offered at Poly are IGETC approved, allowing students to pre-build their college transcripts, ultimately leading students to less college courses needed for their AA degree or a 4-year university transfer completion. Many students also take community college classes independently at a community college campus afterschool or during the summer break.

### **DOTS (District Office of Transition Services)**

DOTS is a part of the Division of Special Education in LAUSD. The responsibility of the DOTS program is to coordinate the planning and delivery of transition services for all students with disabilities. At Poly, transition teachers support ITP (Individualized Transition Plan) compliance, provide transition instruction and assessment, make connections or referrals to outside agencies, assist students with post-secondary planning, and run supported work programs amongst other duties. Transition teachers also facilitate job development, placement and follow up services for student workers in the supported work programs: Grantability, Workability, and the Transition Partnership Program.

Students enrolled in the special day program (SDP) are trained in an occupation so that they are career ready after completing high school. The senior English teacher teaches his students to create resumes and business letters. He works jointly with the DOTS coordinator to ensure that their students have the necessary life skills to be successful when they leave Poly.



### **AP STEM Initiative**

The AP STEM (science, technology engineering, and mathematics) Access program was developed by College Board, Google, and DonorsChoose.org to increase AP course offerings to underrepresented students. In 2013, Poly earned membership in the AP STEM Access program by expanding the AP course offerings in math and science. As part of this program, Poly is committing to provide an increase in the number of AP STEM courses offered to minority and female students.

### **SpringBoard**

In preparation for the Common Core State Standards and to increase rigor, Poly researched different educational programs. In the spring of 2013, representatives from SpringBoard, a curriculum developed by the College Board, presented their program to English and mathematics teachers. The SpringBoard curriculum has students explore concepts in collaborative groups while the teacher asks guided and meaningful questions.

After seeing an overview of the program, the teachers decided to implement SpringBoard in the 2013 – 2014 school year. In the summer of 2013, Poly math and English teachers attended a three day training on how to implement the curriculum. The administration also attended training on how to support the teachers that are using SpringBoard. The curriculum is being used by teachers teaching algebra 1, geometry, algebra 2, and English 9 – 11. Teachers are meeting with their course leads at lunch and department meetings to discuss successes and struggles with the new curriculum. The implementation of the curriculum has led to greater teacher discussion and collaboration in sharing best practices and has helped accelerate our collective process to implement the Common Core State Standards in English and math.

### **KYDS (Keep Youth Doing Something)**

KYDS is a comprehensive after school program funded by Proposition 49 through Beyond the Bell. The KYDS program is made of four elements which are (1) academic assistance (literacy, math, and homework assistance), (2) enrichment, (3) recreation, and (4) providing snacks to all students who stay afterschool (provided by the federal free and reduced lunch program). The mission of KYDS is to empower underserved, low-income and at-risk youth to fulfill their individual potential. Typically, about 200 to 230 students participate in the afterschool KYDS activities each day.

The following are some of the services and activities offered afterschool through the KYDS program:

- Homework Haven
- Credit Recovery
- Music Club
- Play Production
- Cyberpatriot
- KYDS Crew Leadership



## **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) on-time tenth grade matriculation and on-time high school graduation, 2) successful foundation in skills needed for matriculation and graduation, completion of A-G requirements and preparation for college, 3) successful transition to high school with social, emotional, and academic support as needed.



**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, and continuing exposure to the foundational skills introduced in the Freshman Center. Major objectives are 1) on-time eleventh grade matriculation and on-time high school graduation, 2) successful foundation in skills needed for #1, completion of A-G requirements and preparation for college, 3) successfully completing the California High School Exit Exam graduation requirement, 4) introduction of career path options and begin the transition to Polytechnic's career-based SLCs.



**SPORT/EHS:** Sports Program Opportunities and Recreation Training Academy/Education and Human Services 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 service fields. Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen field.



**HABIT:** Hospitality, Agriculture, Business and Industrial Technologies, and Technology 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 technology fields. Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen field.



**FAME:** Fine Arts, Media, and Entertainment 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, and entertainment fields. Specific objectives include successful job shadowing and internship experiences and exposure to professionals in their chosen field.

The **Math, Science, and Technology Magnet** is an Integration Program focusing on preparing students for university study in fields that require a strong background in math and science related to health science and technology, scientific research and engineering. The Magnet school has been in existence at Polytechnic High School for 19 years and will continue to function under the structure of small learning communities. It operates under provisions of magnet schools as outlined by the California Department of Education and LAUSD.

The **Newcomers Academy** is a support program available to students who have just moved to the United States. The purpose of the program is to provide these students with standards-based English language instruction enabling them to be successful in the mainstream school program.





## DEMOGRAPHIC DATA

### School Status

- Schoolwide Title I School
- Early Start Calendar
- Pilot School
- 4x4 Schedule
- Small Learning Communities (SLCs): Freshman Center, 10<sup>th</sup> Grade Center, SPORT/EHS, HABIT, FAME
- Math, Science and Technology Magnet
- Newcomers Academy
- External Evaluations: WASC (2008/2011), CPM (2006)
- LAUSD restructured districts and Poly's status as a Pilot School has placed Poly in the Intensive Support and Innovation Center (ISIC) local district

### School Status in Terms of Student Performance

- In 2012, Poly did not meet AYP (met 12 out of the 18 criteria)
  - Met all 8 participation targets on the AMOs (Schoolwide, Hispanic, Socioeconomically Disadvantaged, and English Learners in both math and English Language Arts)
  - Only met 3 of the 8 percent proficient targets on the AMOs (Met Schoolwide, Hispanic, and Socioeconomically Disadvantaged in math, did not meet English Learners in math and all groups in ELA)
  - Met API criteria (growth of 23 points for an API of 745)
  - Did not meet overall graduation rate criteria (although did meet the schoolwide graduation rate)
- In 2013, Poly did not meet AYP (met 17 out of the 18 criteria)
  - Met all 8 participation targets on the AMOs (Schoolwide, Hispanic, Socioeconomically Disadvantaged, and English Learners in both math and English Language Arts)
  - Only met 7 of the 8 percent proficient targets on the AMOs (Met Hispanic, Socioeconomically Disadvantaged, and English Learners in both math and English Language Arts and schoolwide in math, did not meet schoolwide in English Language Arts)
  - Met API criteria (growth of 7 points for an API of 753)
  - Did meet overall graduation rate criteria
- Exited from Program Improvement (PI) 5 status in 2008 – 2009 school year
- Re-entered PI, year 1 status for 2010-2011 school year
- LAUSD is part of the cohort of CORE districts in California that in September 2013 received a No Child Left Behind Waiver. As a result, Poly is no longer in program improvement. Details of the CORE waiver are included in the appendix. Poly is not in the group of LAUSD schools identified as needing additional intervention.



## 2013-2014 Student Enrollment

### Grade Levels

Enrollment History (Data from Data Quest/SIS)

	Total Enrollment	Freshmen	Sophomores	Juniors	Seniors
2007 – 2008	4251	1160	983	1043	1065
2008 – 2009	4312	1424	963	824	1101
2009 – 2010	3139	871	592	793	883
2010 – 2011	3041	840	753	711	736
2011 – 2012	2977	788	783	661	745
2012 – 2013	2970	746	895	648	681
2013 – 2014	2946	787	772	677	710

The total student enrollment increased consistently until the 2005 – 2006 school year, when it reached a high of 4,663 students. Since 2008 – 2009, the enrollment has declined. One of the main reasons for the decline in enrollment was the opening of three new high schools, Arleta High School, East Valley High School, and Sun Valley High School, in the last eight years.

During the last ten years the focus was on researching and implementing programs to decrease the number of students being retained a grade level. The 4x4 bell schedule started in 2004 – 2005 allows students to receive an additional 20 credits, leading to fewer students being retained. The Freshman Center was formed in 2005 – 2006 school year with a major focus of eliminating all 9Rs (retained 9<sup>th</sup> graders).

There have been limited intersession opportunities in the last few years due to decreased budget. Therefore, students have had decreased opportunities to repeat failed classes. The Assistant Principal, Secondly Counseling Services (APSCS) has needed to change the master schedule to try to increase opportunities for students to repeat courses. As a result, online credit recovery courses have been added to the master schedule for credit recovery.



### 2013 – 2014 Gender

Female:		Male:	
Freshmen:	354	Freshmen:	433
Sophomores:	362	Sophomores:	410
Juniors:	337	Juniors:	340
Seniors:	373	Seniors:	337
Total:	1,426	Total:	1,520

### Ethnicity

Ethnicity (Data from DSS/Data Quest/SIS)

	Number of Students Enrolled by Ethnicity						
	American Indian/ Alaska Native	Asian	Black	Filipino	Hispanic	Pacific Islander	White
2007 – 2008	13 (0.3%)	82 (1.9%)	66 (1.6%)	117 (2.8%)	3834 (90.3%)	10 (0.2%)	124 (2.9%)
2008 – 2009	16 (0.4%)	87 (2.0%)	69 (1.6%)	108 (2.4%)	4027 (90.7%)	8 (0.2%)	125 (2.8%)
2009 – 2010	12 (0.4%)	146 (4.4%)	42 (1.3%)	5 (0.2%)	2995 (90.7%)	14 (0.4%)	88 (2.7%)
2010 – 2011	8 (0.3%)	149 (4.8%)	32 (1.5%)	10 (0.3%)	2,820 (90.9%)	12 (0.4%)	70 (2.2%)
2011 – 2012	7 (0.2%)	94 (3.2%)	31 (1.0%)	79 (2.7%)	2,643 (89.8%)	13 (0.4%)	107 (3.6%)
2012 – 2013	8 (0.3%)	150 (5.4%)	33 (1.1%)	-	2,704 (91.0%)	13 (0.4%)	62 (2.1%)
2013 – 2014	7 (0.2%)	141 (4.8%)	30 (1.0%)	4 (0.1%)	2,700 (91.6%)	8 (0.3%)	56 (1.9%)

**Critical Findings:**

- There has been stability in the ethnic make-up of the Polytechnic student body over the last six years with the majority of the students, about 90%, being Hispanic.



## 2013 – 2014 Primary Language

Primary Language 2013 – 2014 (Data from SIS)

Arabic:	3	Farsi:	1	Not Listed:	4	Thai:	9
Armenian:	9	French:	2	Other Philip:	9	Tongan:	2
Bengali :	1	Hebrew:	1	Pilipino:	50	Urdu:	1
Cambodian:	2	Korean:	7	Punjabi:	10	Vietnamese:	7
English:	446	Lao:	1	Spanish:	2,378	Visayan:	4

### **Critical Findings:**

- The primary languages of Poly students include nineteen languages other than Spanish and English.
- Spanish is the primary language of 80.7% of the student body.
- English is the primary language of 15.1% of the student body.

## **Title I**

Poly has been a schoolwide Title I school since school year 2004 - 2005; therefore 100% of the students qualify for Title I Services.

Polytechnic High School has a full time Title I coordinator who works with the Title I budget and allocates funds for field trips, conferences, supplemental materials, and manages resources to meet the needs of the students.

There has been an increased participation from parents participating in school meetings, classes, workshops etc. The Title I monthly meetings are attended by about 60 parents in the morning and about 30 parents in the evening. We are offering classes for parents almost daily and there is a parent participation of about 25 parents per class. Our Parent Center currently has about 20 regular volunteers for different activities, including lunch supervision, assisting with mailings, providing additional support to offices, helping to supervise field trips, and planning activities to support students. Parents are regular volunteers for supervision of school events; such as games, and after school activities. Parents have participated in a college awareness classes taught by teachers, and counselors. All parents are supplied with the instructional materials for their classes, purchased with parent funds. Parents are invited to participate in parent trainings, conferences and workshops.

Parent Classes and Activities include:

1. Parenting classes “Dealing with the Adolescent”
2. Citizenship classes “Getting Ready for Citizenship”
3. Computer classes “Teaching parents to increase communication with teachers via email”
4. Parenting “How to have emotionally healthy children”
5. Nutrition and Exercise classes for parents



6. Coffee with the Principal
7. Tea for Ten – a support group for the special education parents
8. College awareness – informing parents about steps to take to help their children become college ready
9. Financial aid – workshops
10. Family Module – SIS
11. Reading Club – meets once a week to discuss assigned reading
12. Health classes – sponsored by LA CARE, once a month a workshop to inform parents about health issues

## **Special Needs**

### **Migrant Education**

Number of Students with Migrant Education Status (Data from Data Quest)

	<b>Number</b>
2007 – 2008	1
2008 – 2009	1
2009 – 2010	1
2010 – 2011	1
2011 – 2012	2
2012 – 2013	4

### **Gifted and Talented Education (GATE)**

The Gifted and Talented Education program is intended to cultivate the extremely important resources that are our special young people, those who exhibit gifts and talents well beyond the norm. Teachers assist in meeting the needs of these students by modifying curriculum to suit individual needs, interests, and abilities. Gifted students are clustered whenever possible to maximize opportunities for peer interaction. Our program gives the students and teachers new ideas and opportunities, and helps give the students direction in promoting and inspiring the special areas of their character. Funds are used to buy supplemental materials, and provide field trips to enrich the students' education. Due to the economy and available budget, these funds have been drastically reduced over the last few years. Currently, Poly does not receive any funding for GATE students. Teachers of GATE students are required to attend professional development conferences each year.



GATE Enrollment History (Data from DSS/MyData)

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total	% of Total Enrollment
2007 – 2008	105	76	88	81	350	8.2%
2008 – 2009	101	103	76	90	370	8.3%
2009 – 2010	75	74	92	78	319	9.7%
2010 – 2011	96	83	83	90	352	11.4%
2011 – 2012	81	99	90	80	350	11.6%
2012 – 2013	85	100	104	88	377	12.7%
2013 – 2014	100	85	97	115	397	13.5%

**Critical Findings:**

- The number of students in GATE hovered around 6% until the 2002 – 2003 school year, when it began to increase. Since then, the number of students has risen to approximately 13% of the student body.

There are two GATE coordinators, one for the magnet students and one for the comprehensive school students. The responsibility of the coordinator is to identify new GATE students, and to monitor and assist all GATE students. Every year the GATE coordinators need to write the Local School Proposal Data Sheet which explains how the teachers differentiate instruction for GATE students, the training teachers attend, and how the school serves GATE students. Poly created a program called Advantage Plus, which officially became a School for Advanced Studies (SAS) two years ago, to meet the needs of GATE students.

**Advanced Placement (AP)/Honors**

Per federal mandate Advanced Placement classes are open to all students who are interested in the challenge of college level study. Materials and experiences are differentiated in content and quality and focus on developing higher level thinking and writing skills. All students have access to all AP and honors classes.

**2012 – 2013 AP/Honors Classes offered**

Number of Honors Classes: 103\*  
 Number of Seats: 3,294\*  
 \*Only the B section was counted (Except English 11 and 12)

Number of AP Classes: 28\*  
 Number of Seats: 781\*  
 \*Only the B section was counted



### 2012 – 2013 Concurrent Curriculum College Classes offered

Number of College Courses: 19  
Number of Seats: 500

Below is the list of the different honors, AP, and college courses offered in 2012 – 2013. Some of the courses had more than one section.

22 different honors courses offered in 2012 – 2013: English 9, English 10, American Literature, Contemporary Comp, World Literature, Advanced Comp, Humanities, Writing Seminar, English Literature, World History, Principles of American Democracy, US History, Geometry, Algebra 2, Math Analysis, Trigonometry/Math Analysis, Physics, Chemistry, Physiology, Biology, Advanced Biology, and Research Lab

13 different AP courses offered in 2012 – 2013: English Literature, English Language, European History, US History, Government and Politics, Spanish Language, Calculus AB, Calculus BC, Chemistry, Biology, Physics B, Physics C, Psychology, and Environmental Science

14 different college courses offered in 2012 – 2013: Chicano Studies, Political Science 1, Political Science 5, Political Science 7, English 21, English 28, English 101, English 102, Philosophy, Anthropology 101, Anthropology 121, Speech 101, Sociology 1, Art 102, and Psychology

### Students Enrolled in AP Classes

Seats in AP Classes Over Time (Data from MyData)

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total
2007 – 2008	0	300	648	524	1,472
2008 – 2009	42	467	718	509	1,736
2009 – 2010	32	227	628	465	1,352
2010 – 2011	40	170	571	617	1,398
2011 – 2012	54	248	614	527	1,443
2012 – 2013	41	245	772	507	1,565

\*Fall and Spring sections were counted as separate classes

### AP Examination Results

AP exams are given in the beginning of May. They are approximately three hours long and are used as a measure of college achievement. The exams are scored on a scale of 1 to 5. To receive a passing score, a student must receive a 3 or higher.



AP Examination Results (Data from MyData)

	Number of Exams Given	Number of Exams Passed	Percent Passed
2007 – 2008	814	217	26.7%
2008 – 2009	1,014	419	41.3%
2009 – 2010	793	339	42.7%
2010 – 2011	684	275	40.2%
2011 – 2012	824	390	47.3%
2012 - 2013	880	431	49.0%

**Critical Findings:**

- Enrollment in AP classes reached an all-time high in 2008 – 2009, with a total of 1,736 AP seats.
- The passing rate for AP exams (i.e. achieving a score of 3 or higher on a 5 point scale) is consistently above 40% since 2008 – 2009.
- The number of students enrolled in AP courses has fluctuated over the last six years.

Polytechnic’s AP program was nationally recognized by the College Board for the pass rate of students taking AP Spanish Language in 2006.

**Special Education**

The Special Education Program identifies and meets the educational needs of children with emotional, learning, or physical disabilities. Federal law requires that all children with disabilities be provided a free and appropriate education according to an Individualized Education Plan (IEP) from infancy until the age of 22.

Polytechnic started full inclusion of RSP students in 2005 – 2006. The majority of the students with disabilities are in general education classes 50% of the day. All of the resource students are fully included in general education classes. The RSP and general education students are supported by Learning Centers which began in 2006 – 2007.

The staff at Poly strives to create programs that include students with disabilities. Poly uses co-teaching for the resource program. With co-teaching, the resource students are in a general education class taught jointly by a resource specialist teacher and a general education teacher. In 2012 - 2013, there were eight RSP teachers who co-taught with general education teachers, mainly English and math. Poly also has three Learning Centers to provide instructional support for general education and special education students. In the ninth and tenth grades there are two elective courses for RSP students which provide intervention and support for core courses. In sports, students with disabilities participate in the AA track team and attend track meets with general education students, and participate in the Unified Basketball team where ID, SLD, and general education students compete together.





On department professional development days, RSP and SDP special education teachers attend content meetings instead of meeting separately. By doing so, the teachers can align their instruction with the department expectations and requirements. On some SLC professional development days, these teachers meet together to communicate about shared students. Teachers in the MRM and MRS classes meet together on department professional development days. At these meetings a variety of strategies are presented to teachers, such as the English Learner coordinator’s presentations on helping EL students and presentations made by the speech therapist. The MRM and MRS teachers are providing students with a new alternative curriculum, beginning in 2012 - 2013, called Unique Learning Systems and the Oxford English Dictionary. Last year, course leads started to create formative assessments aligned to the CMA.

Special education teachers and students with disabilities are served by an Assistant Principal, and a Special Education Bridge Coordinator.

Special Education Population (Data from DSS/SIS)

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total	% of Student Enrollment
2007 - 2008	105	83	117	136	441	10.4%
2008 - 2009	125	61	66	134	386	8.7%
2009 - 2010	69	45	52	93	259	7.8%
2010 - 2011	80	87	93	62	312	10.1%
2011 - 2012	95	77	71	92	335	11.1%
2012 - 2013	86	128	50	94	358	12.1%
2013 - 2014	103	96	77	99	375	12.7%

**2013 – 2014 Special Needs Population:**

- Special Day Program (SDP): 152
- Resource Program (RSP): 207
- Designated Instructional Services (DIS): 372
- Number of Active Individualized Education Plans (IEPs): 375

**Critical Findings:**

- The percent of students classified as needing special education services decreased until 2009-2010 where it reached a low of 7.8%. Since then the percent of students with disabilities has increased.



API Over Time (Data from DataQuest)

	2008	2009	2010	2011	2012	2013
Students with Disabilities	416	454	506	564	514	544
Polytechnic High School	635	649	693	726	745	753
Gap	219	195	187	162	231	209

\*\*\*Reported API for Polytechnic High School is for all students, including students with disabilities.

**Critical Findings:**

- The API for students with disabilities increased from 2008 – 2011. There was a significant drop in 2012 and it has since increased again.
- While the API of Polytechnic High School has continuously increased (118 points in the last five years), the gap between students with disabilities and Poly has remained around 200 points, except in 2011 when the gap was 162.
- Over the last five years the API for students with disabilities has increased by 128 points, ten more points than the whole school.

Students with disabilities showed a large increase by gaining 30 points on the API in 2013, and the gap between students with disabilities and the entire school is 209 points. In 2013, the API for students with disabilities is in the top 3 of all high schools in LAUSD. In the last year, the percent of students with disabilities meeting the standards on the CST increased in ELA by 2 percentage points, in science by 5.8 percentage points, and in history by 2.6 percentage points, and decreased by 11.1 percentage points in math. On the CMA, students with disabilities decreased 1 percentage points in English and 0.2 percentage points in math, but increased by 5 percentage points in science.

We believe that the large increase in the special education subgroup on the API was due to a continued and focused effort to improve the education of students with disabilities and their placement in a general education setting. In 2006-2007 co-teaching was introduced where various general education and special education teachers paired up to deliver the course content. This allowed for richer content delivery by general education teachers and was supported by the special education teachers. There does remain a significant achievement gap between general education and special education students.

**Language Proficiency/ESL Program**

The Bilingual Program at Poly High School switched from using the *High Point* curriculum to using *The Edge*. *High Point* is a curriculum adopted by LAUSD for high school, but is based on middle school standards. Starting four years ago, the ESL department decided to change the curriculum to *The Edge*, a program that is aligned with high school ELD standards, and began phasing it into their instruction. The ESL program



is fully inclusive, serving students with varied abilities, ranging from special needs to gifted students. The students served enter with a variety of needs, coming in at all levels, from being illiterate in their home language, having never attended school before, to being well educated but needing to learn English. While there has been a large decline in the number of ESL students, there is still a large population of Long Term English Learners (LTELs) that need intervention to reclassify.

Acronyms used to identify English Language Learners:

- EL – English Learner
- ELL – English Language Learner
- IFEP – Initially – Fluent English Proficient
- RFEP – Redesignated –Fluent English Proficient
- LEP – Limited English Proficient
- LTEL – Long Term English Learner

In 2012, the Los Angeles Unified School District created an English Learners Master Plan, to help long term English learners with language development. This plan was developed in response to a law suit by the Office of Civil Rights. Poly is fully implementing this plan and has completed the four training modules so that each teacher is fully informed of the plan and strategies to help English learners with their language development. Starting in August 2013, each EL student is enrolled in an ELD class and a grade level English class until they reclassify as English proficient.

The English Learner coordinator has offered multiple trainings on teaching strategies for EL students in the SLC meetings, special education department meetings, whole faculty meetings, and parent groups. These trainings inform teachers and parents about the reclassification process and strategies that help English learners. There is also a SDAIE (Specially Designed Academic Instruction in English) cadre, comprised of a variety of general education teachers, which meets every Wednesday. In this cadre, teachers learn about SDAIE strategies in the SIOP (Sheltered Instruction Observation Protocol) model. The members will also be visiting one another's classrooms to observe classroom practices and adherence to the SIOP model.

The majority of the ELL students have Spanish as their primary language. Newcomers, students in ESL 1A – 2B, are provided Language Arts in Primary Language core curriculum in Spanish for the first two years. These students are enrolled in core classes that are taught in Spanish to provide primary language support. Elective literature classes have also been provided to LTEL students, to focus on English Language Development and intervention. Students in ELD 3 or 4 are included in the Small Learning Communities.

EL students are identified by the *Home Language Survey* and through a state approved oral language and literacy assessment.



Number of EL Students Over Time (Data from DSS/SIS)

	IFEP	RFEP	LEP
2007 – 2008	344 (8.1%)	2032 (47.3%)	1419 (33.4%)
2008 – 2009	395 (8.9%)	2113 (47.6%)	1446 (32.6%)
2009 – 2010	307 (9.3%)	1706 (51.7%)	969 (29.3%)
2010 – 2011	300 (9.7%)	1643 (53.0%)	863 (27.8%)
2011 – 2012	342 (11.3%)	1,715 (56.7%)	655 (21.7%)
2012 – 2013	415 (14.0%)	1,649 (55.5%)	543 (18.3%)
2013 – 2014	495 (16.8%)	1,511 (51.3%)	495 (16.8%)

**Critical Findings:**

- The percent of Limited English Proficient (LEP) students has decreased over the last six years, from 33.4% to 16.8%.

EL students are reclassified from LEP to RFEP according to multiple criteria, standards, and procedures adopted by the district. These demonstrate that the students being redesignated have an English language proficiency comparable to that of average native English speakers. To reclassify, a student must have an overall score of 4 on the California English Language Development Test, a basic score on the English portion on the California Standards Test, and a C or higher in the most recent English course the student has taken.

EL Percent Reclassified (Data from DataQuest/MyData)

Year	Number EL	Number Reclassified	% Reclassified
2007 – 2008	1427	123	8.6%
2008 – 2009	1237	101	8.2%
2009 – 2010	1223	69	5.6%
2010 – 2011	857	52	6.1%
2011 – 2012	797	68	8.5%

**Critical Findings:**

- There was a large increase in the number of EL students who were Reclassified in 2006 – 2007. Since then there was a steady decrease until 2011 when the percent increased again.



API Over Time (Data from DataQuest)

	2008	2009	2010	2011	2012	2013
English Learners	582	577	627	622	662	737
Polytechnic High School	635	649	693	726	745	753
Gap	53	72	66	104	83	16

\*\*\*Reported API for Polytechnic High School is for all students, including English Learners.

- Critical Findings:**
- While the gap between the EL API and the entire Poly API fluctuated over the last six years, the current gap is 16 points.
  - Over the last six years the EL API has shown inconsistent growth.

EL students showed a large increase by gaining 75 points on the API in 2013, and the gap between EL students and the entire school is now only 16 points. In the last year, the percent of LEP students meeting the standards on the CST increased in math by 4 percentage points, but decreased 0.6 percentage points in ELA, 1 percentage point in science, and 1.2 percentage points in history.

### Attendance Data

Student attendance increased from 94.6% to 94.7% in 2011 - 2012. The percentage of students attending school 96% or more days increased from 64% in 2011 to 69% in 2012, but dropped to 68% in 2013 (which was 5 percentage points higher than the LAUSD average). Based on the profound effect of attendance on student achievement and graduation rates, we believe these increases will lead to fewer dropouts at Poly High School. The research is clear regarding strategies to support increased attendance. Poly focuses on developing relationships, providing individualized educational programs for all students and intensive support for those who have chronic attendance problems. Poly opened the upper grade SLC office in 2010-2011. This office was opened to follow the model of success and personalization in the Freshman and Tenth Grade Centers. For the first time 11<sup>th</sup> and 12<sup>th</sup> graders had a place to call their own. They had counselors, deans, coordinators, and administrators all working toward the common goal of supporting their engagement in their education, involvement in the school and providing focused support toward their graduation. Poly’s Pupil Service Attendance (PSA) Counselor and Diploma Project Advisor worked hand in hand with the 11th and 12th grade SLC staff to personally reach out to those students disenfranchised, those going through social and emotional problems, and those who simply did not see the relationship between attendance and academic performance. With additional support from the school psychologist and nurse, Poly’s teams collaborated and communicated with our students and their parents to let them know we missed them every day they were absent. The Parent Center has begun making personal phone calls to parents when a student is absent for a full day. We provided a multitude of support from on-line credit recovery to multiple intersession opportunities to let our students know how important their success is to us, their families, and communities. We will continue to use our resources to support outreach,



support home visits, and student success teams. Multiple differentiated paths for credit recovery, promotion of outstanding attendance, and information and access to college and career learning experiences are offered.

### ADA (Average Daily Attendance) Percentages

Poly has a Pupil Service Attendance Counselor who provides dropout prevention and early intervention in both individual and group counseling for students demonstrating early signs of school avoidance. The counselor makes home visits and provides in home counseling. She has also created incentives for classrooms with perfect attendance.

Attendance Rate Over Time (Data from School Profile)

	Attendance Rate	Stability Rate	Transiency Rate
2007 – 2008	91.6%	79.5%	29.5%
2008 – 2009	92.7%	79.5%	29.7%
2009 – 2010	93.2%	82.0%	26.6%
2010 – 2011	94.6%	87.3%	21.3%
2011 – 2012	94.7%	84.6%	23.6%

**Critical Findings:**

- Student attendance has shown gains since 2007-2008, increasing 3.1 percentage points.
- Over the last 6 years, the attendance rate has been over 90%.

**2011– 2012 Truancy Rate:** 23.6%

The truancy rate is calculated by the number of students who have 3 or more unexcused absences or tardies. Many of the students do not clear their absences which causes the truancy rate to be high. Beginning in 2010-2011 there has been a large effort to encourage students to clear their absences and tardies. Until 2009 – 2010, off track teachers were hired as attendance deans. These teachers ensured that students were in class during class time by monitoring the school. They were also in charge of tardy sweeps. Since the school is no longer year round, Poly now has administrators and coordinators perform this task. We have recently been able to hire one attendance dean.

There is a senior attendance policy, which states that if seniors are absent more than 16 days they will lose graduation privileges.



## Suspension/Expulsion Data

The deans have made a concerted effort to increase intervention and support to minimize the number of disciplinary actions. The school has developed a Schoolwide Positive Behavior Support Plan with support from the district. The plan provides a foundation for clear expectations for all. Supervision is a main focus before school, at lunch time, after school, and during the passing periods. While supervising, the deans, administrators, campus security, and other supervisors get a feel for the campus and can detect when there might be a problem. Instead of waiting for an event to take place, the deans intervene preemptively by calling the students in to talk with them. Increasing the number of parent conferences held by the deans is used as a preventative intervention. New students enrolling in Poly High School that have been either an Opportunity Transfer (OT) from another school or coming from a camp are brought to the appropriate dean for a meeting. In this meeting the students are introduced to many of the people that supervise the school so that the students know they will be monitored, they are told expectations, and they sign behavior contracts.

The deans have also used alternatives to suspensions. Instead of a normal suspension, they use in-house suspensions where the students are supervised in an Opportunity Room and work on their school assignments, receive counseling, and assist in school beautification. This way they are supervised and are not missing school time. Trying to reinforce good behavior with a positive behavior support plan and sending students to the Opportunity Room instead of home has been a major focus since fall 2012.

With respect to students with disabilities, the deans are working with the special education coordinators to make updates, amendments, or different accommodations to the student's behavior plan. They are working with the teachers to help the students. One strategy implemented to avoid an escalation of a problem with a student with disabilities is to give them a pass to see a dean or the special education coordinator if they are being confronted and feel they may lose their temper.

Number of Suspensions, Opportunity Transfers, and Expulsions (Data from School Profile/MyData)

	Suspensions Number of Incidents	Number of Opportunity Transfers	Number of Expulsion Referrals
2007 – 2008	233	35	1
2008 – 2009	279	24	1
2009 – 2010	190	9	1
2010 – 2011	253	17	3
2011 – 2012	103	12	0
2012 - 2013	3	10	1



Number of Suspensions and Percentages– Disaggregated (Data from MyData)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
OVERALL	233 (5.5%)	279 (6.3%)	190 (5.8%)	253 (8.1%)	103 (3.4%)	3 (0.1%)
American Indian/Alaska Native	3 (23.1%)	0	0	1 (12.5%)	0	0
Asian	1 (1.2%)	0	3 (2.1%)	0	0	0
Black	9 (13.2%)	6 (8.7%)	4 (9.5%)	5 (15.2%)	1 (3.2%)	0
Filipino	3 (2.6%)	1 (0.9%)	2 (40%)	1 (12.5%)	2 (2.4%)	0
Hispanic	210 (5.5%)	264 (6.6%)	176 (5.9%)	240 (8.5%)	98 (3.6%)	3 (0.1%)
Pacific Islander	3 (30%)	0	2 (14.3%)	5 (41.7%)	0	0
White	4 (3.2%)	8 (6.4%)	3 (3.4%)	1 (1.3%)	2 (3.3%)	0
Special Education	36 (9.1%)	59 (15.3%)	48 (18.5%)	50 (20.4%)	14 (5.2%)	1 (4.0%)
Limited English Proficient	114 (8.0%)	153 (10.6%)	89 (9.2%)	118 (13.2%)	29 (4.0%)	1 (0.2%)

**Critical Findings:**

- The number of suspensions and expulsion referrals was the highest in 2008 – 2009.
- In 2012 – 2013, the number of suspensions reached an all-time low of only 3 students.
- The number of OTs and suspensions has fluctuated over the last five years.

There are 3 deans: one for the Freshman Center, one for the 10<sup>th</sup> Grade Center, and one for the 11<sup>th</sup> and 12<sup>th</sup> grade SLCs. Small Learning Community teachers, counselors, and coordinators also work with students on discipline issues. The use of the opportunity room has led to the significant decrease in suspensions.





## Crime Statistics

Number of Suspensions Shown by Reason for Suspension (Data from DSS/MyData)

Event	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ASSAULTED/BATTERED SCHOOL EMPLOYEE	1	0	1	0	0	0
DAMAGED PROPERTY	6	18	9	7	3	0
DISRUPTION/WILLFUL DEFIANCE	45	52	19	51	10	2
DRUG PARAPHERNALIA	15	17	11	15	11	0
FIREARM	0	0	0	0	0	0
HAD CONTROLLED SUBSTANCE/INTOXICANT	18	23	53	40	29	1
HAD UNDER 1 OZ. MARIJUANA - 1ST OFFENSE	15	21	5	11	9	0
HARASSED/THREATENED/INTIMIDATED PUPIL	5	5	4	3	0	0
HATE VIOLENCE	0	0	0	0	0	0
IMITATION FIREARM	0	0	0	0	0	0
KNIFE/EXPLOSIVE/DANGEROUS OBJECT	4	15	12	8	3	0
OBSCENITY/PROFANITY/VULGARITY	6	10	8	23	4	0
RECEIVED STOLEN PROPERTY	1	0	0	1	0	0
ROBBERY/EXTORTION	0	0	1	5	0	0
SEXUAL ASSAULT/BATTERY	0	0	0	1	0	0
SEXUAL HARRASSMENT	2	2	1	1	1	0
SOLD CONTROLLED SUBSTANCE	0	0	0	0	0	0
STOLE/ATTEMPTED TO STEAL PROPERTY	2	9	3	7	3	0
SUBSTITUTE SUBSTANCE/INTOXICANT	5	5	7	5	0	0
TERRORIST THREAT	2	0	0	0	0	0
THREATENED/ATTEMPTED/CAUSED PHYSICAL INJURY TO PERSON	59	30	26	28	3	0
TOBACCO	0	3	2	5	1	0
WILLFUL USE OF FORCE/VIOLENCE	47	69	28	42	26	0
TOTAL	233	279	191	253	103	3

**Critical Findings:**

- The overall number of suspensions has consistently decreased over the last five years (except in 2010-11), from 233 to 3.



**Socio-economic Status**

Students are considered to be socio-economically disadvantaged if their parents do not have a high school diploma or if they participate in the free/reduced price lunch program because of low family income. Even though not every student at Poly has free/reduced lunch status, every student receives a free breakfast and lunch since Poly is a schoolwide Title I school. Since Poly is a schoolwide Title I school, lunch ticket applications are no longer collected.

Free/Reduced Lunch Status (Data from Ed-Data)

	# of Students	% of Enrollment
2007 – 2008	3041	71.5%
2008 – 2009	3254	75.5%
2009 – 2010	2510	80.0%
2010 – 2011	2630	86.5%
2011 – 2012	2443	82.1%

Parent Education Levels (Data from SIS)

	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012	2012 – 2013	2013 - 2014
Graduate School	62 (1.4%)	53 (1.2%)	36 (1.1%)	37 (1.2%)	36 (1.2%)	40 (1.3%)	48 (1.6%)
College Graduate	171 (4.0%)	162 (3.8%)	116 (3.6%)	118 (3.8%)	112 (3.7%)	142 (4.8%)	158 (5.4%)
Some College	338 (8.0%)	339 (7.9%)	256 (8.0%)	243 (7.9%)	246 (8.2%)	262 (8.8%)	279 (9.5%)
High School Graduate	762 (17.9%)	811 (19.0%)	603 (18.7%)	571 (18.5%)	598 (19.8%)	631 (21.2%)	715 (24.3%)
Not High School Graduate	1360 (32.0%)	1439 (33.6%)	1086 (33.7%)	1068 (34.6%)	1099 (36.4%)	1081 (36.4%)	1073 (36.4%)
Unknown	1553 (36.6%)	1472 (34.4%)	1113 (34.6%)	1047 (33.9%)	925 (30.7%)	814 (27.4%)	673 (22.8%)

**Critical Findings:**

- There has been a decrease in the number of parents who decline to state their education level, but 22.8% still do not state their education level.
- 21% of the parents who stated their education level have had more than a high school education.
- 47% of the parents who stated their education level have not graduated from high school.
- Over the last six years the parent education level has increased slightly.



## Safety Conditions, Cleanliness, and Adequacy of School Facilities

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness, and lockdown safety for our students and staff. Staff members consistently report that they feel safe while at work.

### School Facility Conditions - Results of Inspection and Evaluation

School Facility Conditions, Planned Improvements, and Needed Repairs  
(School Year 2012-13) School facility data is as of October 15, 2012. (Data from School Profile)

School Facility Conditions and Planned Improvements (School Year 2012-13)				
Determination of repair status is based on the most recent Safe School Inspection. The assessment areas listed as "Poor" have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument." Deficiency details can be found at <a href="http://www.lausd-oehs.org">www.lausd-oehs.org</a> under "School Inspection Results." Additional information about the condition of the school facilities may be obtained from the school.				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)			X	
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Note: "Poor" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible

At the time of this report, Poly was in the process of installing solar paneling. The project has since been completed.



**School Safety Plan**

As required by California Education Code (CEC), Section 35294, the school’s Safe School Plan was revised and reviewed with staff.

**School Safety Plan Revision**

Safe School Plan	Date Revised
Volume 1 Prevention Programs	10/31/13
Volume 2 Emergency Procedures	08/19/13
Volume 3 Recovery	09/27/13

**School Facility Conditions - General Information**

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities and standards for assigning and inspecting custodial work. A summary of these standards is available through the site administrator. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on less than a daily frequency due to the limitation of available custodial resources.

**Overall Summary of School Facility Good Repair Status (School Year 2012-13)**

This table displays the overall summary of the results of the most recently completed school site inspection. (Data from School Profile)

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

**Staff**

**Staff Members (Data from Ed-Data)**

Year	Certificated	Classified*
2007 – 08	223	120
2008 – 09	208	150
2009 – 10	189	141
2010 – 11	135	132
2011 – 12	139	125
2012 - 13	136	122

\*Total numbers are full/part time combined.



Teachers' Credential Status and Years in Teaching (Data from DataQuest)

	2007 – 08	2008 – 09	2009 – 10	2010 – 11	2011 – 12	2012 - 13
Total Teachers	188	161	157	127	132	124
Average Years Teaching	9.6	10.0	11.9	13.1	13.7	15.4
Average Years in District	9.3	9.8	11.5	12.6	13.2	14.7

**Critical Findings:**

- Over the past six years the average number of years of teaching experience has increased.

**2012 – 2013 Staff**

Ethnicity of Teachers:

- Hispanic: 39
- American Indian/Alaska Native: 0
- Asian: 4
- Pacific Islander: 0
- Filipino: 2
- African American: 7
- White: 69
- No Response: 3

Education Level of Teachers

- Doctorate: 1
- Master's Degree +30: 44
- Master's Degree: 5
- Bachelor's Degree +30: 59
- Bachelor's Degree: 8
- Not reported (in DataQuest): 7

National Board Certified Teachers: 20

Experience of Teachers

- Average Years of Service: 15.5
- Average Years in District: 14.7
- 1<sup>st</sup> Year Staff: 3
- 2<sup>nd</sup> Year Staff: 0

Classified Staff:

- Full Time Paraprofessionals: 22
- Part Time Paraprofessionals: 59
- Full Time Office/Clerical Staff: 10
- Part Time Office/Clerical Staff: 1
- Full Time Other: 11
- Part Time Other: 19



## **Staff Development**

Professional development is always focused on increasing student achievement. Polytechnic's professional development focus has been based on Polytechnic's three Western Association of Schools and Colleges (WASC) Self Study goals. Since Poly's last full Self Study in 2008, we have worked to continuously refine our approach to professional development to leverage decreasing resources and fewer personnel in ways that will have the largest impact on student achievement. We have had the opportunity, through a 5 year grant funded by the California Academic Partnership Program (CAPP) High School Leadership Initiative (HSLI), to take yearly retreats at the end of the school year to collaborate with our leadership team and refocus our approach to improving student achievement. From 2008 to 2013, we focused most of our efforts on training and support to create curriculum maps aligned to the CST blueprints and to develop and implement formative assessments in 16 different subject areas. Through this period of time our curriculum, instruction, and assessment were dramatically improved which led to increased student achievement as evidenced by our API increase from 608 to 753.

In June of 2011, we felt that we had the curricular and assessment infrastructure in place to refine our approach to instructional collaboration. Poly's leadership team developed the Instructional Cycle for Accelerating Student Achievement (ICASA) to illustrate our refined focus for future department and SLC meetings. ICASA begins with having a deep understanding of the power standards. Knowing a standard is defined as being able to articulate the standard to students, being aware of how the standard is assessed, and knowing what prior knowledge and vocabulary students must know or understand to access the standard. Poly's ICASA process focuses on identifying a nemesis standard (a standard that most students struggle with). Once a standard has been identified, a mini-lesson is created within content groups while incorporating at least one of Poly's research-based instructional strategies: Anticipatory Activities, Academic Vocabulary, Cornell Note Taking, Reciprocal Teaching and Thinking Maps. Formative assessment data is used as the instrument to measure student progress or knowledge of the standard. Based on the data, teachers re-teach using a different lesson or strategy. The ICASA process has become our ongoing process to address student achievement in every content area.

Polytechnic's professional development plan is prepared during late spring of the previous school year in collaboration with content department chairs, course leads, coordinators of Small Learning Communities (SLC) and administrators. Our focus is to continuously refine our process, deepen our instructional conversations, and leverage the expertise of our teachers to synergize our capacity to improve student learning. We look at our work as a never-ending continuum of improving our processes and instructional approach. Curricular maps, assessments and mini-lessons are adjusted on an ongoing basis as we deepen our understanding of students' needs and historical trends of standards that have proven to be difficult for our students. In 2012 – 2013, 9<sup>th</sup> grade English and 9<sup>th</sup> grade math teams began to integrate the District's focus areas for Common Core State Standards (CCSS) implementation into their lessons and assessments.

Within departments, professional development has taken the form of lesson design study. Teachers have been developing and implementing mini-lessons using the Thinking Through the Lesson Protocol (TTLP). The TTLP was designed by the University of Pittsburgh as a template that ensures teachers are differentiating their instruction for all students by carefully planning a



lesson. After the implementation of the mini-lesson, teachers analyze student work through a protocol adopted from Pearson Learning Teams. Poly is working on revising curriculum, instruction, and assessment to fully integrate the adopted Common Core State Standards (CCSS). In Small Learning Communities the focus of professional development will be on interdisciplinary lesson design study, similar to that of department meetings. The focus is to leverage practices to support differentiation for special needs by using them across all SLC courses and to embed college and career skills across the curriculum. College and career skill focus areas are communication, collaboration, critical thinking and analysis, and use of information technology.

The evidence that professional development is working is apparent through formative assessment data developed in core content areas. Summative assessment data from the California High School Exit Exam (CAHSEE), California Standardized Test (CST), Advanced Placement (AP), California Alternate Performance Assessment (CAPA) and California English Language Development (CELDT) tests has shown consistent increases in student achievement. However, our faculty is evaluates the efficacy of our department, course, team, and SLC professional development. Our instructional leadership team meets quarterly to share progress, and refine our differentiated approach by course level and SLC teams.

A professional collaborative culture is fostered by prioritizing common planning time. Course level teams often meet on their own weekly during lunch, but also request additional time after school and on Saturdays. This collaboration is encouraged and almost always financially supported.

Professional Development Schedule  
**John H. Francis Polytechnic High School**  
**Monthly Calendar of Shortened Days and Professional Development 2013-2014**

**August**

5	6	7	8	9
12 Pupil Free Day	13 First Day of Quarter 1	14	15	16
19	20 PD - Department	21	22	23
26	27 PD - WASC	28	29	30 Holiday-Admission Day

**September**

2 Holiday-Labor Day	3 PD - SLC	4	5 Holiday-Unassigned Day	6
9	10	11	12 Parent Conference	13 Shortened Day
16	17 PD - Department	18	19	20
23	24 PD - WASC	25	26	27
31				



**October**

	1 PD - Department	2	3	4
7	8	9	10	11
14	15 PD - WASC	16 Last Day of Quarter 1	17 First Day of Quarter 2	18
21	22	23	24	25
28	29 PD - SLC	30	31	

**November**

				1
4	5 PD - Department	6	7	8
11 <i>Holiday- Veterans Day</i>	12 PD - WASC	13	14 Parent Conference	15 <i>Shortened Day</i>
18	19 PD - SLC	20	21	22
25 Thanksgiving Holiday	26 Thanksgiving Holiday	27 Thanksgiving Holiday	28 Thanksgiving Holiday	29 Thanksgiving Holiday

**December**

2	3 PD - Department	4	5	6
9	10 PD - WASC	11	12	13
16	17 PD - WHOLE GROUP	18	19	20 Last Day of Quarter 2 Shortened Day
23 <i>Winter Recess</i>	24 <i>Winter Recess</i>	25 <i>Winter Recess</i>	26 <i>Winter Recess</i>	27 <i>Winter Recess</i>
30 <i>Winter Recess</i>	31 <i>Winter Recess</i>			

**Quarter 1**

7 PD Days (dismissal at: 1:29pm)  
 44 Instructional Days  
 1 Parent Conference on 21st Instructional Day  
 1 Shortened Day (dismissal at 1:53pm)

**Quarter 2**

7 PD Days (dismissal at: 1:29pm)  
 41 Instructional Days  
 1 Parent Conference on 20th Instructional Day  
 2 Shortened Days (dismissal at 1:53pm)

**John H. Francis Polytechnic High School  
 Monthly Calendar of Shortened Days and Professional Development 2013-2014**

**January**

		1 <i>Winter Recess</i>	2 <i>Winter Recess</i>	3 <i>Winter Recess</i>
6 <i>Winter Recess</i>	7 <i>Winter Recess</i>	8 <i>Winter Recess</i>	9 <i>Winter Recess</i>	10 <i>Winter Recess</i>
13 First Day of Quarter 3	14 PD - Department	15	16	17
20 <i>Holiday-Dr. Martin L. King, Jr.'s Birthday</i>	21 PD - WASC	22	23	24
27	28	29	30	31





### February

3	4 PD - SLC	5	6	7
10	11 PD - Department	12	13 Parent Conference	14 Shortened Day
17 Holiday-President's Day	18 PD - WASC	19	20	21
24	25	26	27	28

### March

3	4 PD - Department	5	6	7
10	11 PD - SLC	12	13	14
17	18 PD - WASC CAHSEE Exam	19 CAHSEE Exam	20 Last Day of Quarter 3	21 First Day of Quarter 4
24 WASC Visit	25 PD - WASC WASC Visit	26 WASC Visit	27	28
31 Holiday-Cesar E. Chavez				

### April

	1 PD - Department	2	3	4
7 CST Exam - Tentatively	8 CST Exam - Tentatively	9 CST Exam - Tentatively	10 CST Exam - Tentatively	11 CST Exam - Tentatively
14 Spring Recess	15 Spring Recess	16 Spring Recess	17 Spring Recess	18 Spring Recess
21	22	23	24 Parent Conference	25 Shortened Day
28	29	30		

### May

			1	2
5 AP Exam	6 PD - WHOLE GROUP AP Exam	7 AP Exam	8 AP Exam	9 AP Exam
12 AP Exam	13 AP Exam	14 AP Exam	15 AP Exam	16 AP Exam
19	20	21	22	23
26 Holiday-Memorial Day	27	28	29	30

### June

2	3	4	5 Last Day of Quarter 4 Shortened Day	6 Pupil Free Day
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#### Quarter 3

8 PD Days (dismissal at: 1:29pm)  
 47 Instructional Days  
 1 Parent Conference on 23rd Instructional Day  
 1 Shortened Day (dismissal at 1:53pm)

#### Quarter 4

3 PD Days (dismissal at: 1:29pm)  
 48 Instructional Days  
 1 Parent Conference on 19th Instructional Day  
 2 Shortened Days (dismissal at 1:53pm)



## Student Participation in Extra-curricular Activities

### Clubs and Organizations

Freshman Council	Sophomore Council	Junior Council
Senior Council	Magnet Council	Cheerleaders
Interact Club	National Honor Society	California Scholarship Federation
Animal Lovers	Latinos Unidos	Yearbook
Gay/Straight Alliance	Journalism	Habit
Robotics Club	EMS	Drill
Teens for Christ	Band	Play Production
Color Guard	Video Game Club	Astro Club
Photography	Cyber Patriot Club	Politicos
Anime Club	Newcomers Club	Make-up Club
Next Step Ivies	ROTC	KYDS Dance

### Activities

Pep Rallies	Homeless Program	Academic Decathlon
Homecoming Activities	Clean Campus Campaign	Athletics Teams
DJ's on the Polygon	Dances	Football
College-Career Orientations	Fashion Shows	Basketball
Spirit Week	Multicultural Fair	Volleyball
Drama Festivals	Grad Night	Baseball
Senior Picnic	Music Programs	Softball
Holiday Canned Food Drive	Senior Prom	Track
Holiday Toy Drive	Fund Raising	Soccer
Red Cross Blood Drive	Talent Shows	Cross Country
Senior Breakfast	Tennis	Wrestling
Awards/Recognition Ceremonies		

## School Financial Support

Poly High School has obtained many grants to support our programs, including the following:

- KYDS 21<sup>st</sup> Century Grant (federal) – used for intervention programs
- CA State School Facilities Renovation Grants (QZAB) – used to physically set up small learning communities
- Two federal Small Learning Community Grants – ended in 2012
- 30% + of the Title I, Bilingual, and Grant budgets are set aside for professional development based on students' needs as determined by data



- CAPP (California Academic Partnership Program) Grant—provides money to strengthen school leadership through the Instructional Cabinet; provides money to visit the 10 other California high schools in the grant program – ended in 2012
- ELG – English Literacy Grant – Objective is to develop curriculum at the 11<sup>th</sup> and 12<sup>th</sup> grade level in ELA to support improved college readiness rates, get all teachers to deeply understand skills and how to align units to ERWC and create curriculum to support college readiness – ended in 2012
- \$4,560 per pupil general fund + \$1,772,801 categorical
- Special education funded directly by district
- Pilot School – additional per pupil general funding



## STUDENT PERFORMANCE DATA

The stakeholders of Polytechnic High School are excited about recent academic improvements and remain motivated to strive for continued progress in the areas that we still need to improve. In the last several years, Poly has implemented many different programs to help increase student achievement. The reforms that may have led to increased student achievement are as follows: CAHSEE Test Prep classes; Talent Development High School curriculum to help prepare students; Twilight school which serves ninth graders in danger of repeating the ninth grade; After School Activities Partnership (ASAP)/Keep Youth Doing Something (KYDS) which serves 10<sup>th</sup> through 12<sup>th</sup> grade students that are behind on credits; and the 4x4 Block Schedule which allows students to take sixteen classes per year and to take intervention classes. Polytechnic has also divided into Small Learning Communities (SLCs) to help give students more individualized attention. Course leads create formative assessments to monitor and inform instruction.

The Data Team and Instructional Cabinet have been important leading forces in the implementation and monitoring of programs. By analyzing data and implementing staff-led professional development based on the data and research, these two groups find areas that need improvement, such as the need for CAHSEE test prep. They do not stop with the implementation, but continue to look at the data to ensure that the program is successful. They try to analyze which parts of the program are working and which parts need improvement. Poly does not jump onto the band wagon of every new program, but spends time investigating how it would help students master the academic standards and achieve the ESLRs using research-based strategies.

We feel like we have hit a plateau in terms of the gains we will see from effective use of summative data. Since the last WASC visit, Poly teachers have been creating their own formative assessments to inform instruction and ensure that students are learning the content standards. The use of formative data is leading to greater teacher and student ownership in their achievement. Course leads analyze the formative assessment data from DataDirector and share the results with the teachers in lunch and department meetings. Further analysis of student work using such protocols as the Atlas protocols needs to be continued. Additionally, the Carl Zon rubrics for standards-based education can serve as a tool to help measure ownership of student work. We are committed to providing teachers with more usable data to inform daily instruction and to better support proficiency of the academic standards and ESLRs.

### **Academic Performance Index (API)**

The following definitions were taken directly from the CDE website:

*The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.*



**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years.

**Subgroups’ APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (e.g., racial/ethnic subgroups, Students with Disabilities subgroup, English Learners subgroup, and socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must meet its target for the school to be eligible for awards.

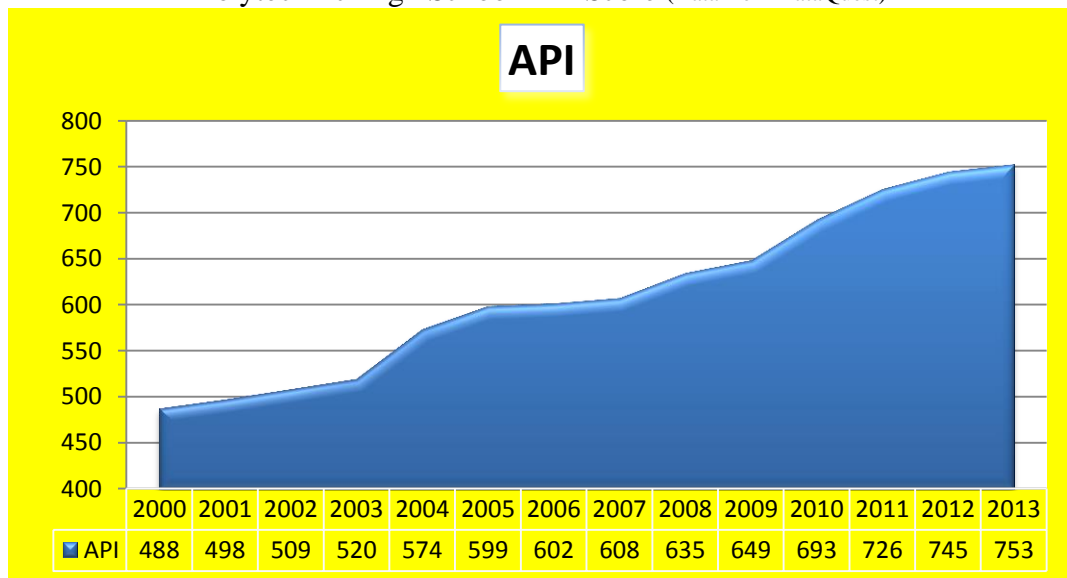
**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares them to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API scores from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Source: <http://www.cde.ca.gov>

Polytechnic High School API Score (Data from DataQuest)





API Score (Data from DataQuest)

	Poly	LAUSD	California
2012 Base	746	746	791
2013 Growth	753	749	789

API Schoolwide (Data from DataQuest)

API Base Data							API Growth						
	2007	2008	2009	2010	2011	2012		From 2007 to 2008	From 2008 to 2009	From 2009 to 2010	From 2010 to 2011	From 2011 to 2012	From 2012 to 2013
API Base Score	608	635	651	695	722	746	API Growth Score	635	649	693	726	745	753
Growth Target	10	8	7	5	5	5	Actual Growth	27	14	42	31	23	7
Statewide Rank	2	2	2	3	4	5							
Similar Schools Rank	8	8	9	8	9	10							

API Growth Subgroups (Data from DataQuest)

	2007 – 08	2008 - 09	2009 – 10	2010 – 11	2011 – 12	2012 - 13
Hispanic/Latino	628	643	689	720	739	749
Socio-economically Disadvantaged	634	654	698	726	744	753
Students with Disabilities	416	454	506	564	514	544
English Learners	582	577	627	622	662	737

API Growth Report, Subgroups 2012-2013 (Data from DataQuest)

Subgroups	Number of Students	Subgroup API				Met Subgroup Growth Target
		2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	
Hispanic/Latino	1860	749	740	5	9	Yes
Socio-economically Disadvantaged	1980	753	745	5	8	Yes
English Learners	781	737	662	7	75	Yes
Students with Disabilities	235	544	514	14	30	Yes

**Critical Findings:**

- API scores at Polytechnic High School have increased every year since 1999 – 2000. Since the last full WASC visit, the API has increased a total of 118 points.



- Last year Poly’s API had a growth of 7 points.
- Poly’s API score is greater than the API score for Los Angeles Unified School District by 4 points and is below California by 36 points.
- Met API in 2012-2013, exceeding the target by 2 points.
- In 2012 – 2013, all subgroups exceeded their growth target. Hispanic/Latino increased 4 points above target, Socio-economically disadvantaged increased 3 points above target, English Learners increased 68 points above target, and students with disabilities increased 16 points above target

### **California Alternative Performance Assessment (CAPA)**

CAPA is an alternative test for cognitively disabled students who are not on the standards-based curriculum. CAPA is an individualized test to ascertain the strengths and weaknesses of a particular student. This test is given in place of the CAHSEE and the CST.

CAPA Results 2012-2013 (Data from DataQuest)

	ELA	Math	Science
Students Tested	14	14	5
Mean Scale Score	*	*	*
% At or Above Proficient	*	*	*

\*Not enough students tested to give results without compromising student identity

### **California Standards Test (CST)**

The California Standards Test (CST) measures student mastery of the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level demonstrate mastery of state standards in that content area.

#### Focus Sub-groups 2012 – 2013

- Hispanic/Latino
- Socio-economically Disadvantaged
- English Learners
- Students With Disabilities

#### Focus areas:

- English
- Mathematics



There has been a continued focus on English language arts which provides teachers with common planning time, and the insertion of auxiliary classes to provide tier 2 and 3 intervention for at risk, struggling and EL students. This focus has led to Poly's consistent increase in student performance over the past six years. Common planning through all day meetings with sub coverage in addition to after school and Saturday meetings, to identify benchmarks of performance in writing and increase college readiness, have been fundamental to our growth. The planning is currently being used for Common Core implementation. The 11<sup>th</sup> and 12<sup>th</sup> grade ELA teachers have implemented Common Core instructional modules. The English department is working on vertically aligning the ELA courses at Poly. The 9<sup>th</sup> and 10<sup>th</sup> grade English teachers have developed a Common Core module. We plan to continue to fund extra department collaboration time to foster further expertise in the Common Core State Standards and facilitate collaboration at the grade level and across grade levels, which we believe will lead to sustainable growth in ELA proficiency in all grade levels.

In mathematics, Poly teachers have collaborated and had professional development on ways to support increased math proficiency. We began redirecting our resources to support common planning, improve web-based tools, and offer facilitator training to support the work of course leads. Our enormous improvement in math proficiency over the last four school years has transformed Poly from the typical school that flat-lines every year in math proficiency to one that now has one of the highest proficiency percentages in math of any comprehensive non-magnet, non-charter high school in the district. Our Algebra 1 proficiency percentage still demonstrates that many of our students need increased support services and time to meet the 100% proficiency goal. However, we are excited that our focus on collaboration, alignment, web-based instructional support for struggling students via ALEKS, and a more frequent assessment system that provides timely, critical information for our teachers will lead to increased student achievement outcomes as we continue to improve our instruction. We plan to continue the focused direction of resource allocation to this end, including additional training and support for our teachers to address universal access so all students are increasing their level of achievement and to modify instruction and formative assessments to the Common Core State Standards.

In the past five years, there have been large gains in the number of students scoring Proficient or Advanced on the CST. Polytechnic has increased 20.7 percentage points in ELA, 17.2 percentage points in math, 20.2 percentage points in science, and 19.3 percentage points in social studies.

Overall ELA Proficiency Level Comparisons (Data from DSS/MyData)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007 – 2008	19.1%	23.5%	28.9%	21.1%	7.5%
2008 – 2009	18.6%	22.0%	29.1%	22.3%	8.0%
2009 – 2010	16%	16.7%	30.8%	24.4%	12.1%
2010 – 2011	9.7%	15.0%	33.6%	26.9%	14.7%
2011 – 2012	6.4%	12.7%	31.2%	30.0%	19.1%
2012 - 2013	5.0%	11.1%	34.6%	31.5%	17.8%





**Critical Findings:**

- Proficiency in ELA increased by 20.7 percentage points since 2008.
- Students scoring Below Basic and Far Below Basic in ELA decreased by 26.5 percentage points since 2008.
- The percent of students who scored BB or FBB has consistently decreased since 2008.

Overall Mathematics Proficiency Level Comparisons (Data from DSS/MyData)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007 – 2008	25.8%	41.9%	20.5%	10.3%	1.5%
2008 – 2009	25.9%	43.1%	19.4%	9.6%	2.0%
2009 – 2010	21.6%	36.8%	22.6%	14.2%	4.8%
2010 – 2011	15.9%	35.3%	22.0%	19.2%	7.6%
2011 – 2012	13.6%	31.8%	26.6%	20.7%	7.4%
2012 - 2013	10.3%	32.4%	28.1%	23.0%	6.0%

**Critical Findings:**

- Proficiency in math increased by 17.2 percentage points since 2008.
- Students scoring Below Basic and Far Below Basic in math decreased by 25 percentage points since 2008.

Overall Science Proficiency Level Comparisons (Data from DSS/MyData)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007 – 2008	24.9%	23.3%	34.4%	11.9%	5.4%
2008 – 2009	22.6%	22.0%	36.4%	12.7%	6.3%
2009 – 2010	19.8%	20.5%	37.4%	13.2%	9.1%
2010 – 2011	15.4%	19.7%	36.1%	16.8%	11.8%
2011 – 2012	9.8%	14.1%	36.4%	20.9%	18.7%
2012 – 2013	8.0%	13.8%	40.7%	22.0%	15.5%

**Critical Findings:**

- Proficiency in science increased by 20.2 percentage points since 2008.
- Students scoring Below Basic and Far Below Basic in science decreased by 26.4 percentage points since 2008.
- The percent of students who scored BB or FBB has consistently decreased since 2008.



Overall Social Science Proficiency Level Comparisons (Data from DSS/MyData)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2007 – 2008	35.2%	23.4%	24.8%	12.0%	4.6%
2008 – 2009	34.7%	18.0%	25.5%	15.2%	6.6%
2009 – 2010	23.9%	14.8%	29.1%	24.0%	8.2%
2010 – 2011	20.0%	15.1%	29.5%	20.7%	13.3%
2011 – 2012	20.8%	10.5%	31.5%	22.7%	12.6%
2012 – 2013	17.1%	12.0%	33.6%	24.3%	11.6%

**Critical Findings:**

- Proficiency in social science increased by 19.3 percentage points since 2008.
- Students scoring Below Basic and Far Below Basic in social science decreased by 29.5 percentage points since 2008.

Cohort Data for ELA (Data from MyData)

ELA	Cohort 1 – Class of 2012			Cohort 2 – Class of 2013		
	9 <sup>th</sup> Grade (2009)	10 <sup>th</sup> Grade (2010)	11 <sup>th</sup> Grade (2011)	9 <sup>th</sup> Grade (2010)	10 <sup>th</sup> Grade (2011)	11 <sup>th</sup> Grade (2012)
% Advanced	8%	14%	13%	10%	13%	15%
% Proficient	22%	21%	25%	29%	27%	27%
% Basic	29%	36%	35%	31%	37%	32%
% Below Basic	24%	17%	17%	15%	15%	15%
% Far Below Basic	16%	12%	11%	15%	8%	12%

ELA	Cohort 3 – Class of 2014		
	9 <sup>th</sup> Grade (2011)	10 <sup>th</sup> Grade (2012)	11 <sup>th</sup> Grade (2013)
% Advanced	18%	22%	14%
% Proficient	29%	34%	27%
% Basic	30%	32%	37%
% Below Basic	13%	9%	14%
% Far Below Basic	10%	2%	8%



Cohort Data for Mathematics (Data from MyData)

Math	Cohort 1 – Class of 2012			Cohort 2 – Class of 2013		
	9 <sup>th</sup> Grade (2009)	10 <sup>th</sup> Grade (2010)	11 <sup>th</sup> Grade (2011)	9 <sup>th</sup> Grade (2010)	10 <sup>th</sup> Grade (2011)	11 <sup>th</sup> Grade (2012)
% Advanced	3%	5%	4%	7%	3%	4%
% Proficient	15%	10%	9%	20%	14%	9%
% Basic	23%	27%	18%	23%	23%	16%
% Below Basic	37%	44%	18%	34%	46%	45%
% Far Below Basic	21%	15%	26%	16%	13%	26%

Math	Cohort 3 – Class of 2014		
	9 <sup>th</sup> Grade (2011)	10 <sup>th</sup> Grade (2012)	11 <sup>th</sup> Grade (2013)
% Advanced	13%	6%	7%
% Proficient	30%	24%	14%
% Basic	24%	32%	20%
% Below Basic	24%	32%	43%
% Far Below Basic	11%	7%	17%

ELA CST Results (Data from DSS/MyData)

EXAM	YR	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
ELA (GR 9)	2007-08	1174	9.0%	25.0%	29.7%	22.0%	14.2%	34%
	2008-09	1294	8.0%	22.4%	28.8%	24.3%	16.5%	30.4%
	2009-10	761	10.4%	28.5%	31.1%	14.7%	15.2%	38.9%
	2010-11	698	18%	29%	30%	13%	10%	47%
	2011-12	747	21%	30%	30%	14%	5%	51%
	2012-13	729	18%	35%	31%	10%	5%	53%
ELA (GR 10)	2007-08	815	9.0%	20.7%	28.7%	24.0%	17.5%	29.7%
	2008-09	776	9.4%	27.7%	32.0%	15.1%	15.9%	37.1%
	2009-10	657	14.3%	20.9%	35.8%	16.9%	12.2%	35.2%
	2010-11	608	13%	27%	37%	15%	8%	40%
	2011-12	537	22%	34%	32%	9%	2%	56%
	2012-13	575	22%	31%	36%	9%	2%	53%
ELA (GR 11)	2007-08	923	4.2%	16.3%	28.0%	24.9%	26.7%	20.5%
	2008-09	846	6.5%	17.0%	27.1%	24.9%	24.5%	23.5%
	2009-10	688	11.8%	23.3%	25.7%	18.8%	20.5%	35.1%
	2010-11	608	13%	25%	35%	17%	11%	38%
	2011-12	558	15%	27%	32%	15%	12%	42%
	2012-13	613	14%	27%	37%	14%	8%	41%



**Critical Findings:**

- The percent of students meeting the ELA standards has increased overall during the last five years in all grade levels. The 9<sup>th</sup> grade has increased from 34% to 53%, 10<sup>th</sup> grade has increased from 29.7% to 53%, and 11<sup>th</sup> grade has increased from 20.5% to 41%.

All 9<sup>th</sup> and 10<sup>th</sup> grade students (including students in SDP) and LTEL students are enrolled in at least four quarters of English which results in 50% more instruction time over a school year compared to a traditional two semester schedule. 11<sup>th</sup> and 12<sup>th</sup> grade AP English classes are also full year in the comprehensive school. 11<sup>th</sup> and 12<sup>th</sup> grade students who are not taking an AP English course are receiving only two quarters of English in either the fall or spring semester, except students who are identified as LTEL who take a full year of English.

Mathematics CST Results (Data from DSS/MyData)

EXAM	YR	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
ALGEBRA I	2007-08	1196	1.2%	10.2%	21.7%	46.7%	20.2%	11.4%
	2008-09	1167	1.4%	9.3%	21.0%	42.3%	26.0%	10.7%
	2009-10	724	2.3%	14.0%	23.3%	40.2%	20.2%	16.3%
	2010-11	684	8%	22%	26%	31%	12%	30%
	2011-12	657	6%	16%	29%	35%	14%	22%
	2012-13	618	3%	23%	31%	31%	11%	26%
GEOMETRY	2007-08	878	1.9%	10.4%	19.8%	41.9%	26.0%	12.3%
	2008-09	809	3.5%	10.3%	14.8%	45.1%	26.3%	13.8%
	2009-10	524	5.9%	11.3%	17.7%	39.9%	25.2%	17.2%
	2010-11	510	6%	12%	13%	47%	22%	18%
	2011-12	605	6%	21%	26%	32%	15%	26%
	2012-13	578	4%	17%	27%	40%	12%	21%
ALGEBRA II	2007-08	437	0.5%	5.7%	15.3%	34.3%	44.2%	6.2%
	2008-09	471	0.2%	3.2%	16.6%	47.8%	32.3%	3.4%
	2009-10	329	7.0%	13.1%	22.8%	28.3%	28.9%	20.1%
	2010-11	277	1%	9%	31%	36%	23%	10%
	2011-12	234	3%	20%	29%	32%	17%	23%
	2012-13	343	7%	26%	26%	27%	13%	33%
HS SUMMATIVE	2007-08	128	6.3%	28.1%	33.6%	25.0%	7.0%	34.4%
	2008-09	156	4.5%	26.9%	41.0%	26.3%	1.3%	31.4%
	2009-10	227	7.0%	23.3%	31.3%	31.3%	7.0%	30.3%
	2010-11	244	16%	38%	21%	20%	5%	54%
	2011-12	272	17%	31%	19%	26%	7%	48%
	2012-13	290	13%	32%	27%	26%	2%	45%



**Critical Findings:**

- The percent of students meeting the Math standards has increased overall during the last five years in each math level. Algebra 1 has increased from 11.4% to 26%. Geometry has increased from 12.3% to 21%. Algebra II has increased from 6.2% to 33%. High School Summative has increased from 34.4% to 45%.

All 9<sup>th</sup> and comprehensive 10<sup>th</sup> grade students are enrolled in a full year math, which results in 50% more instructional time over a school year compared to a traditional school. In 2011-2012, LAUSD began requiring 9<sup>th</sup> grade math placement based on 8<sup>th</sup> grade course grade, CST results, and an End of Course test given in the 8<sup>th</sup> grade. Many students that would have originally been placed in algebra 1, based on the Poly-created math placement test, were required to be placed in a geometry course. After a large decrease in the percent of students meeting the standards in algebra 2, a new course lead was assigned and algebra 2 teachers began creating and giving formative assessments to their algebra 2 students.



Science CST Results (Data from DSS/MyData)

EXAM	YR	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
LIFE SCIENCE	2007-08	806	8.9%	14.0%	29.2%	25.2%	22.7%	22.9%
	2008-09	769	12.9%	17.8%	30.0%	19.1%	20.2%	30.7%
	2009-10	610	16.1%	18.0%	35.1%	13.8%	17.0%	34.1%
	2010-11	600	18%	21%	32%	16%	14%	39%
	2011-12	560	34%	25%	30%	9%	2%	59%
	2012-13	578	32%	26%	33%	8%	1%	58%
BIOLOGY	2007-08	918	6.5%	19.8%	32.7%	18.6%	22.3%	26.3%
	2008-09	971	5.8%	12.9%	37.7%	19.6%	24.1%	18.7%
	2009-10	718	11.0%	11.7%	37.3%	20.8%	19.2%	22.7%
	2010-11	1,164	9%	15%	37%	23%	14%	24%
	2011-12	1,271	15%	17%	38%	17%	12%	32%
	2012-13	1,254	12%	20%	42%	15%	11%	32%
CHEMISTRY	2007-08	409	8.3%	5.6%	35.2%	25.2%	25.7%	13.9%
	2008-09	473	5.5%	14.0%	38.5%	22.4%	19.7%	19.5%
	2009-10	350	7.4%	13.7%	39.7%	21.4%	17.7%	21.1%
	2010-11	293	11%	9%	43%	23%	14%	20%
	2011-12	273	16%	20%	37%	16%	11%	36%
	2012-13	335	12%	20%	48%	15%	5%	32%
EARTH SCIENCE	2007-08	349	1.1%	9.2%	42.4%	20.9%	26.4%	10.3%
	2008-09	273	0.4%	9.2%	43.2%	21.6%	25.6%	9.6%
	2009-10	191	1.6%	10.5%	30.4%	28.8%	28.8%	12.1%
	2010-11	267	6%	15%	38%	19%	22%	21%
	2011-12	231	5%	20%	45%	15%	15%	25%
	2012-13	259	3%	17%	46%	21%	12%	20%
PHYSICS	2007-08	114	4.4%	18.4%	58.8%	14.0%	4.4%	22.8%
	2008-09	99	15.2%	31.3%	44.4%	9.1%	0.0%	46.5%
	2009-10	96	13.5%	35.4%	42.7%	6.3%	2.1%	48.9%
	2010-11	107	24%	46%	24%	5%	1%	70%
	2011-12	96	20%	49%	25%	3%	3%	69%
	2012-13	100	15%	46%	34%	4%	1%	61%
INT SCIENCE I	2007-08	625	0.0%	2.2%	34.6%	29.6%	33.6%	2.2%
	2008-09	537	0.0%	2.4%	36.9%	32.8%	27.9%	2.4%
	2009-10	428	0.0%	5.1%	42.3%	27.6%	25.0%	5.1%
	2010-11	0	-	-	-	-	-	-
	2011-12	0	-	-	-	-	-	-
	2012-13	0	-	-	-	-	-	-



**Critical Findings:**

- The percent of students meeting the Science standards has increased overall during the last five years in all science tests. Life Science increased from 22.9% to 58%. Biology increased from 26.3% to 32%. Chemistry increased from 13.9% to 32%. Earth Science increased from 10.3% to 20%. Physics increased from 22.8% to 61%.

The Life Science CST is mandated for all 10<sup>th</sup> grade students as part of NCLB.

Most students who take physics do so in the 12<sup>th</sup> grade. However in 2006-2007, the Magnet school offered Physics to ¾ of the 9<sup>th</sup> grade magnet students. 9<sup>th</sup> grade magnet students demonstrated that they are capable of taking Physics at this early stage as 79% of the 9<sup>th</sup> grade students who took the exam scored at the Basic level or above. All of the other 9<sup>th</sup> grade students (regular school and other magnet school) that year took Integrated Science 1 where 51% scored at the Basic level or above. Since then all magnet 9<sup>th</sup> grade students have been enrolled in physics.

In 2010 – 2011, Poly changed the order in which students take their science courses. In the 9<sup>th</sup> grade students take biology instead of inter-coordinated science 1, and 10<sup>th</sup> graders take advanced biology.

Social Science CST Results (Data from DSS/MyData)

EXAM	YR	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
WORLD HISTORY	2007-08	835	3.8%	10.7%	25.1%	20.1%	40.2%	14.5%
	2008-09	804	4.6%	12.1%	26.2%	20.0%	37.1%	16.7%
	2009-10	620	8.1%	19.8%	32.4%	13.7%	26.0%	27.9%
	2010-11	605	14%	18%	31%	17%	20%	32%
	2011-12	677	11%	21%	31%	11%	25%	32%
	2012-13	740	12%	20%	38%	9%	21%	32%
US HISTORY	2007-08	924	5.3%	13.2%	24.5%	26.3%	30.7%	18.5%
	2008-09	794	8.7%	18.4%	24.8%	15.9%	32.2%	27.1%
	2009-10	634	8.4%	28.1%	25.9%	15.8%	21.9%	36.5%
	2010-11	624	13%	24%	29%	14%	21%	37%
	2011-12	596	15%	25%	33%	10%	17%	40%
	2012-13	643	12%	30%	29%	15%	14%	42%

**Critical Findings:**

- The percent of students meeting the Social Science standards has increased overall during the last five years in all grade levels. World History increased from 14.5% to 32%. US History



increased from 18.5% to 42%.

Originally World History CST was only given to 10<sup>th</sup> graders, but starting in 2006-2007 it was given to anyone, in grades 9 – 11, enrolled in the subject.

CST 2012-2013 – Subgroups (Data from MyData)

EXAM	Subgroup	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
ELA	Hispanic	1,731	16%	32%	36%	11%	5%	48%
	Socio-economically Disadvantaged	1,856	18%	32%	35%	11%	5%	50%
	LEP	202	0%	5%	34%	39%	24%	5%
	Special Education	60	3%	12%	42%	27%	17%	15%
Math	Hispanic	1,649	5%	23%	29%	33%	11%	28%
	Socio-economically Disadvantaged	1,774	6%	24%	29%	32%	10%	30%
	LEP	211	0%	10%	18%	45%	27%	10%
	Special Education	64	2%	3%	27%	48%	20%	5%
Science (including Life Science)	Hispanic	2,284	14%	22%	41%	14%	8%	36%
	Socio-economically Disadvantaged	2,468	16%	22%	41%	14%	7%	38%
	LEP	293	1%	4%	29%	36%	30%	5%
	Special Education	216	2%	7%	31%	27%	32%	9%
History	Hispanic	1,246	11%	24%	34%	13%	18%	35%
	Socio-economically Disadvantaged	1,327	12%	25%	35%	12%	16%	37%
	LEP	200	1%	5%	15%	21%	58%	6%
	Special Education	142	3%	6%	19%	14%	57%	9%

**Critical Findings:**

- As a subgroup, students that are identified as Socio-economically disadvantaged are doing the best with meeting standards.
- The LEP students scored below students with disabilities on the CST for percent meeting the standards, except in math.

Some students in special education took the CMA instead of the CST in English, science, and math.





2012-2013 CST Results by Ethnicity (Data from MyData)

		# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
ENGLISH LANGUAGE ARTS	AMERICAN INDIAN/ALASKA NATIVE	4	0%	25%	25%	50%	0%	25%
	ASIAN	35	40%	29%	26%	3%	3%	69%
	BLACK	23	22%	26%	35%	4%	13%	48%
	FILIPINO	69	35%	23%	22%	14%	6%	58%
	HISPANIC	1,731	16%	32%	36%	11%	5%	48%
	PACIFIC ISLANDER	9	22%	22%	22%	11%	22%	44%
	WHITE	46	26%	41%	28%	4%	0%	67%
MATH	AMERICAN INDIAN/ALASKA NATIVE	3	0%	33%	0%	67%	0%	33%
	ASIAN	39	31%	28%	15%	13%	13%	59%
	BLACK	22	0%	27%	27%	41%	5%	27%
	FILIPINO	64	14%	25%	30%	23%	8%	39%
	HISPANIC	1,649	5%	23%	29%	33%	11%	28%
	PACIFIC ISLANDER	6	17%	33%	17%	33%	0%	50%
	WHITE	46	9%	28%	26%	28%	9%	37%
SCIENCE (including Life Science)	AMERICAN INDIAN/ALASKA NATIVE	4	0%	25%	50%	25%	0%	25%
	ASIAN	55	38%	20%	33%	5%	4%	58%
	BLACK	29	21%	34%	34%	7%	3%	55%
	FILIPINO	85	32%	21%	36%	8%	2%	53%
	HISPANIC	2,284	14%	22%	41%	14%	8%	36%
	PACIFIC ISLANDER	12	25%	8%	25%	25%	17%	33%
	WHITE	57	19%	28%	40%	9%	4%	47%
SOCIAL SCIENCE	AMERICAN INDIAN/ALASKA NATIVE	1	0%	100%	0%	0%	0%	100%
	ASIAN	31	29%	26%	19%	10%	16%	55%
	BLACK	15	27%	27%	33%	7%	7%	54%
	FILIPINO	52	12%	34%	42%	4%	8%	46%
	HISPANIC	1,246	11%	24%	34%	13%	18%	35%
	PACIFIC ISLANDER	6	17%	17%	17%	17%	33%	34%
	WHITE	32	19%	28%	34%	3%	16%	47%



### California Modified Assessment (CMA)

Depending on a student’s IEP, beginning in 2011, students with disabilities take either the CST or the CMA.

Overall Proficiency Level Comparisons (Data from MyData)

EXAM	YR	# Students Counted	% Adv	% Pro	% Basic	% Below Basic	% Far Below Basic	% Meeting Standards
English	2010-11	61	1.6%	11.5%	26.2%	27.9%	32.8%	13.1%
	2011-12	149	6.7%	15.4%	18.1%	22.8%	36.9%	22.1%
	2012-13	161	5.6%	15.5%	29.2%	28.6%	21.1%	21.1%
Mathematics	2010-11	72	1.4%	8.3%	30.6%	40.3%	19.4%	9.4%
	2011-12	113	1.8%	15.0%	21.2%	38.1%	23.9%	16.8%
	2012-13	134	3.7%	12.7%	34.3%	30.6%	18.7%	16.4%
Science	2010-11	-	-	-	-	-	-	-
	2011-12	31	9.7%	19.4%	35.5%	22.6%	12.9%	29.1%
	2012-13	41	7.3%	26.8%	29.3%	29.3%	7.3%	34.1%

### California High School Exit Exam (CAHSEE) Results

Beginning with the graduating class of 2006, students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

In the beginning of fall 2013, 171 out of 710 Seniors still needed to pass the CAHSEE.

- ELA: 155
- Math: 140

In the beginning of fall 2013, 142 out of 677 Juniors still needed to pass the CAHSEE.

- ELA: 133
- Math: 101

Grade When Students in the Class of 2013 Passed the CAHSEE (Data from SIS)

	Math	ELA
10 <sup>th</sup> Grade Census	501	485
11 <sup>th</sup> Grade Fall and Spring	49	54
12 <sup>th</sup> Grade Fall and Spring	27	37

Students who have an IEP and do not pass the CASHEE, but are on a diploma track and meet all other graduation requirements, will still receive a high school diploma.



Students who are retained their senior year because they did not pass the CAHSEE are given several opportunities to retake the exam. Students will have up to two years after they should have completed high school to pass the CAHSEE exam. If the CAHSEE is the only requirement left to complete for graduation, they are enrolled in an Independent Studies class and are provided with counseling and support on an individualized basis.

10<sup>th</sup> Graders First Attempt on CAHSEE (Data from DSS/MyData)

	Math		ELA	
	Pass	Fail	Pass	Fail
2007 – 08	652 78.6%	178 21.4%	612 74.3%	212 25.7%
2008 – 09	647 83.3%	130 16.7%	623 79.6%	160 20.4%
2009 – 10	518 79.2%	136 20.8%	521 79.9%	131 20.1%
2010 – 11	496 90.7%	51 9.3%	487 89.7%	56 10.3%
2011 – 12	528 92%	46 8%	515 89.4%	61 10.6%
2012 – 13	586 93.8%	39 6.2%	554 88.5%	72 11.5%

CAHSEE Results Grade 10 – First Attempt (Percentage Passed) By Subgroups (Data from DSS/MyData)

GROUP	MATH						ELA					
	07-08 Pass	08-09 Pass	09-10 Pass	10-11 Pass	11-12 Pass	12-13 Pass	07-08 Pass	08-09 Pass	09-10 Pass	10-11 Pass	11-12 Pass	12-13 Pass
OVERALL	78.6	83.3	79.2	90.7	92	93.8	74.3	79.6	79.9	89.7	89.4	88.5
American Indian	100	66.7	100	-	-	-	100	100	100	-	-	-
Asian	88.9	97.4	97.1	100	100	83.3	83.3	94.7	88.2	100	100	72.2
Black	30.0	70.0	66.7	25	100	100	60.0	72.7	77.8	25	100	100
Filipino	95.2	100	95.5	88.9	100	100	95.1	95.7	90.0	88.9	87.5	90.5
Hispanic	78.0	82.9	78.1	90.6	91.7	93.9	73.7	78.7	79.2	89.7	89.3	88.9
Pacific Islander	100	50.0	-	83.3	0	100	100	50.0	-	66.7	50	100
White	90.9	82.6	86.7	100	92.3	92.9	68.2	83.3	86.7	100	92.3	78.6
Socio-economic Disadvantaged												
English Learner	44.8	36.6	41.9	64.1	61.3	60.7	29.5	20.2	34.4	51.6	50.8	32.8
Special Education	16.4	23.4	32.8	81.8	66.7	63.1	11.7	14.6	29.7	81.8	55.6	46.3

**Critical Findings:**

- Between 2011 and 2013, the number of students with special education needs that took the CAHSEE in the 10<sup>th</sup> grade increased



from 11 students to 67 students.

- The percent of 10<sup>th</sup> grade students passing each of the sections of the CAHSEE on their first attempt has been about 90% for the last three years.

Poly High School enrolls every 10<sup>th</sup> grade students in a CAHSEE math prep class, except students in the magnet school or the SAS program that are enrolled in Trigonometry/Math Analysis.

Seniors who have not passed the CAHSEE are enrolled in either an afterschool KYDS intervention class or an intervention class offered during the school day.

### **Adequate Yearly Progress (AYP) Results**

The following explanation was taken directly from the CDE website:

*The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:*

- *Requirement 1: Participation rate on the state's standards-based assessments*
- *Requirement 2: Percent proficient on the state's standards-based assessments*
- *Requirement 3: API as an additional indicator*
- *Requirement 4: Graduation rate (for high schools)*

*Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.*

#### ***AYP All Criteria - Schoolwide***

*Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district AYP status was approved.*

Source: <http://www.cde.ca.gov>



AYP (Data from DataQuest)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Met AYP	Yes	No	No	No	No	No
Met AYP Criteria	18 of 18	16 of 18	14 of 18	12 of 18	12 of 18	17 of 18
Met ELA Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met ELA Percent Proficient	Yes	No	No	Yes	No	No
Met Math Participation Rate	Yes	Yes	Yes	No	Yes	Yes
Met Math Percent Proficient	Yes	No	No	No	Yes	Yes
Met Academic Performance Index (API)	Yes	Yes	Yes	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	No	Yes	Yes	Yes

AYP All Criteria – Schoolwide (Data from DataQuest)

	Polytechnic High School	District
2007	Yes	No
2008	Yes	No
2009	No	No
2010	No	No
2011	No	No
2012	No	No
2013	No	No

**Critical Findings:**

- Poly did not meet the AYP criteria for 5 years in a row, placing Poly in year 4 PI standing.

**Annual Measurable Objectives (AMO)**

The Annual Measurable Objectives are benchmarks for the AYP criteria made by the state to monitor student performance across significant subgroups. The AMO target evaluates Poly’s achievement on the percent of students scoring proficient (a score of 380 versus the passing score of 350) or above on the CAHSEE taken by 10<sup>th</sup> grade students.



AMO English Language Arts: % Proficient and Above 10<sup>th</sup> Grade CAHSEE (Data from DataQuest)

(Target)	2007-2008 (33.4)	2008-2009 (44.5)	2009-2010 (55.6)	2010-2011 (66.7)	2011-2012 (77.8)	2012-2013 (88.9)
Schoolwide	41.7	49.1	56.2	57.1	57.4	59.7
Socio-economically Disadvantaged	40.6	49.0	55.4	56.7	57.2	59.9
Hispanic or Latino	40.9	47.7	55.5	56.6	56.4	59.0
Students with Disabilities	17.2 <100 students	17.4 <100 students	50.0 <100 students	60.9 <100 students	29.2 <100 students	20.3 <100 students
English Learners	26.6	25.8	37.2	41.5	31.3	66.5

**Critical Findings:**

- Targets have increased every year for the last five years.
- Did not meet schoolwide target in 2013.
- Did meet target for socio-economically disadvantaged, English Learners, and Hispanic subgroups in 2013 based on an alternative method (passed by safe harbor) by showing progress in moving students towards the proficiency level.
- There were not enough students with disabilities taking the test to count as a significant subgroup.
- In 2013 each significant subgroup showed improvement in ELA.

AMO Mathematics: % Proficient and Above 10<sup>th</sup> Grade CAHSEE (Data from DataQuest)

(Target)	2007-2008 (32.2)	2008-2009 (43.5)	2009-2010 (54.8)	2010-2011 (66.1)	2011-2012 (77.4)	2012-2013 (88.7)
Schoolwide	51.7	58.1	59.4	61.0	67.3	73.6
Socio-economically Disadvantaged	51.0	58.8	58.6	61.0	67.1	73.2
Hispanic or Latino	50.9	57.1	58.8	59.3	66.5	73.4
Students with Disabilities	18.8 <100 students	17.4 <100 students	43.2 <100 students	60.9 <100 students	37.5 <100 students	36.8 <100 students
English Learners	41.7	40.4	44.5	48.1	47.1	73.9

**Critical Findings:**

- Targets have increased every year for the last five years.
- The schoolwide, socio-economically disadvantaged, English learners, and Hispanic subgroups met their targets based on an



alternative method (passed by safe harbor) by showing progress in moving students towards the proficiency level in 2013.

- Over the last five years, the schoolwide AMO in math has increased 21.9 percentage points.
- There were not enough students with disabilities taking the test to count as a significant subgroup.
- In 2013 each significant subgroup showed improvement in math.

## Graduation Rates

History of Graduation Rates (Data from DSS/Data Quest)

	Size of Class	Number Graduated	Graduation Rate
2007 – 08	833	682	81.9%
2008 – 09	873	682	78.1%
2009 – 10	799	614	76.9%
2010 – 11	742	587	79.1%
2011 - 12	733	607	82.8%

Graduation Rates 2011-2012 – Comparison (Data from Data Quest)

	Graduation Rate
<b>Polytechnic High School</b>	82.8%
<b>District – LAUSD</b>	66.5%
<b>State</b>	78.7%

### Critical Findings:

- The graduation rate of Poly High School was higher than the Los Angeles Unified School District rate and state rate in 2012.
- The method used to calculate the graduation rate was changed for the class of 2009.

### Number of Non-Graduates

	Total Number of Graduates	Number of Non-graduates due to not passing CAHSEE	Number of Non-graduates due to not passing CAHSEE or meeting requirements	Number of Non-graduates due to not meeting graduation requirements
<b>2009 – 2010</b>	706 (85%)	39 (4.7%)	43 (5.2%)	43 (5.2%)
<b>2010 – 2011</b>	589 (80.8%)	54 (7.4%)	57 (7.8%)	29 (4%)
<b>2011 – 2012</b>	618 (91.8%)	10 (1.5%)	11 (1.6%)	34 (5.1%)
<b>2012 – 2013</b>	551 (92.4%)	15 (2.5%)	16 (2.7%)	14 (2.3%)

**California English Language Development Test (CELDT) Results**

To determine English language proficiency, the CELDT test is given to students whose primary language is other than English. In the 2011-2012 school year 704 students were tested (177 – 9<sup>th</sup> grade, 201 – 10<sup>th</sup> grade, 155 – 11<sup>th</sup> grade, 171 – 12<sup>th</sup> grade). In order for students to reclassify as English proficient they must score an overall Advanced or Early Advanced on the CELDT along with meeting other criteria.

Percent – Proficiency Levels by Grade (Data from DSS/Data Quest)

		Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
9 <sup>th</sup> Grade	07-08	3.1	17.7	34.1	17.4	27.7
	08-09	2.4	20.5	40.7	15.3	21.1
	09-10	1.9	17.5	38.7	19.4	22.5
	10-11	0	10	42	29	22.7
	11-12	1	19	45	15	20
	12-13	3	17	45	16	17
10 <sup>th</sup> Grade	07-08	2.5	24.2	37.7	19.9	15.7
	08-09	4.6	22.4	40.8	17.8	14.5
	09-10	3.5	21.7	50.3	14.7	9.8
	10-11	3	9	37	21	31
	11-12	2	23	43	18	13
	12-13	3	33	51	4	9
11 <sup>th</sup> Grade	07-08	3.0	23.6	42.0	17.7	13.8
	08-09	4.1	25.8	40.1	16.9	13.1
	09-10	1.2	22.8	40.7	21.0	14.4
	10-11	2	19	51	14	14
	11-12	3	31	35	15	15
	12-13	5	27	42	17	8
12 <sup>th</sup> Grade	07-08	4.5	32.1	44.3	9.8	9.3
	08-09	5.1	30.5	41.1	14.8	8.5
	09-10	2.6	29.8	40.8	13.6	13.1
	10-11	2	17	42	23	16
	11-12	6	37	36	6	15
	12-13	4	34	23	15	23

**Critical Findings:**

- Over time, the percent of students in 10<sup>th</sup> through 12<sup>th</sup> grade who scored Advanced or Early Advanced has increased.





## Scholastic Assessment Test (SAT) I Results

The SAT I is a three hour long multiple choice test that measures verbal and mathematical skills necessary for success in college work. Most colleges and universities require the SAT I for admission. Starting in the fall of 2006, the exam was restructured into three parts: critical reading, math, and writing. Each section of the SAT I is scored on a scale of 200 – 800.

History of SAT I Results (Data from DataQuest)

	2007 – 08	2008 – 09	2009 – 10	2010 – 11	2011 – 12
Grade 12 Enrollment	1065	1101	883	736	745
Number Tested	274	265	256	361	335
Percent Tested	25.73%	24.07%	28.99%	49.05%	44.97%
Verbal/Critical Reading Average	418	430	444	423	416
Math Average	412	433	453	436	434
Writing Average	416	422	443	428	425

### Critical Findings:

- SAT scores in each of the three areas have remained between 412 and 453 over the last 5 years.

## ACT Results

The ACT is a four part multiple choice test on English, mathematics, reading, and science that is used by colleges to determine college readiness. ACT test scores range from 1 to 36 points.

ACT Results (Data from Data Quest)

	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score ≥ 21 #	Score ≥ 21 %
2007 – 08	1065	168	15.77%	17.91	42	25.0%
2008 – 09	1101	147	13.35%	17.82	35	23.8%
2009 – 10	883	156	17.67%	18.38	38	24.36%
2010 – 11	736	73	9.92%	18.84	22	30.14%
2011 – 12	745	80	10.74%	18.0	19	23.75%



**Critical Findings:**

- A smaller percentage of students take the ACT compared with the SAT.

**California State University – Early Assessment Program (EAP)**

The EAP tests 11<sup>th</sup> grade students to determine if they are college ready in English and math. For the English section of the EAP, multiple choice questions are embedded in the 11<sup>th</sup> grade ELA section of the CST, plus 15 additional multiple choice questions and an essay are given. For the math section of the EAP, multiple choice questions are embedded in the Algebra 2 and High School Summative sections of the CST and 15 additional multiple choice questions are given. Therefore, only 11<sup>th</sup> graders enrolled in Algebra 2 or higher can take the math section of the EAP test. In English and math, students can be considered ready for college, ready for college-conditional, or not ready for college. If a student is considered ready for college-conditional, they must take an ERWC English class or math class above algebra 2 in their senior year and pass with a C or better to keep the ready for college ranking for the CSU colleges. If not, they will need to take the English Placement Test or Entry Level Math Exam. If the student’s results indicate readiness they are exempt from taking the English Placement Test and the Entry Level Math Exam at CSU campuses.

% of 11<sup>th</sup> Grade Students Tested Ready for College

	2007	2008	2009	2010	2011	2012	2013
English % Ready for College	1% (585 students tested)	5% (850 students tested)	5% (761 students tested)	11% (661 students tested)	14% (603 students tested)	14% (542 students tested)	15% (607 students tested)
English % Ready for College – Conditional	-	-	-	-	-	17% (542 students tested)	14% (607 students tested)
Math % Ready for College	6% (224 students tested)	4% (349 students tested)	3% (380 students tested)	5% (339 students tested)	8% (329 students tested)	10% (293 students tested)	12% (333 students tested)
Math % Ready for College – Conditional	25% (224 students tested)	15% (349 students tested)	23% (380 students tested)	38% (339 students tested)	34% (329 students tested)	39% (293 students tested)	49% (333 students tested)

**Critical Findings:**

- In the last year there was a 1 percentage point increase in college readiness in English, 3 percentage point decrease in conditional college readiness in English, 2 percentage point increase in college readiness in math, and 10 percentage point increase in college readiness-conditional in math.
- Since 2007, the percent of students that were college ready or



college ready-conditional in math has increased by 30 percentage points.

- Since 2007, the percent of students that were college ready in English increased by 14 percentage points.

### Advanced Placement Test Results

Students Enrolled in at least one AP course (Data from MyData)

	# of Students Enrolled at Poly	# of Students Enrolled in AP	% of Students Enrolled in AP
2009 – 2010	3047	408	13.4%
2010 – 2011	2917	382	13.1%
2011 – 2012	2949	377	12.8%
2012 - 2013	2889	408	14.1%

AP Results (Data from MyData)

		# Tested	1	2	3	4	5	# Passed	% Passed
<b>Biology</b>	2007 – 08	99	70	10	11	7	1	19	19.2%
	2008 – 09	137	101	15	6	11	4	21	15.3%
	2009 – 10	104	71	11	11	5	6	22	21.2%
	2010 – 11	54	23	8	9	10	4	23	42.6%
	2011 – 12	63	27	13	5	9	9	23	36.5%
	2012 – 13	48	1	20	18	9	0	27	56.2%
<b>Calculus AB</b>	2007 – 08	45	45	0	0	0	0	0	0%
	2008 – 09	50	12	10	12	12	4	28	56%
	2009 – 10	94	34	20	16	20	4	40	42.6%
	2010 – 11	26	17	2	3	1	3	7	26.9%
	2011 – 12	24	23	0	1	0	0	1	4.3%
	2012 – 13	50	26	8	10	5	1	16	32.0%
<b>Calculus AB Subscore</b>	2007 – 08	17	8	3	3	1	2	6	35.3%
	2008 – 09	44	6	10	9	6	13	28	63.6%
	2009 – 10	7	2	0	1	1	3	5	71.4%
	2010 – 11	29	7	8	6	5	3	14	48.3%
	2011 – 12	37	9	7	4	2	15	21	56.8%
	2012 – 13	32	0	2	7	5	18	30	93.8%
<b>Calculus BC</b>	2007 – 08	17	9	3	3	1	1	5	29.4%
	2008 – 09	44	16	5	10	8	5	23	52.3%
	2009 – 10	7	2	0	2	1	2	5	71.4%
	2010 – 11	29	11	6	5	6	1	12	41.4%
	2011 – 12	37	11	5	6	3	12	21	56.8%
	2012 – 13	32	0	3	9	4	16	29	90.6%



		# Tested	1	2	3	4	5	# Passed	% Passed
<b>Chemistry</b>	2007 – 08	61	33	13	8	7	0	15	24.6%
	2008 – 09	69	50	10	6	3	0	9	13.0%
	2009 – 10	23	7	5	8	3	0	11	47.8%
	2010 – 11	21	5	3	5	6	2	13	61.9%
	2011 – 12	27	3	6	8	5	5	18	66.7%
	2012 – 13	26	0	4	5	11	6	22	84.6%
<b>English Language</b>	2007 – 08	142	65	67	9	1	0	10	7.0%
	2008 – 09	116	42	70	2	2	0	4	3.4%
	2009 – 10	177	58	83	23	9	4	36	20.3%
	2010 – 11	99	26	44	24	4	1	29	29.3%
	2011 – 12	117	29	62	18	6	2	26	22.2%
	2012 – 13	157	50	72	24	5	6	35	22.3%
<b>English Literature</b>	2007 – 08	101	30	52	18	1	0	19	18.8%
	2008 – 09	45	2	19	20	4	0	24	53.3%
	2009 – 10	17	1	13	1	2	0	3	17.6%
	2010 – 11	86	18	50	14	4	0	18	20.9%
	2011 – 12	56	10	32	14	0	0	14	25.0%
	2012 – 13	53	10	34	9	0	0	9	17.0%
<b>European History</b>	2007 – 08	26	9	4	7	4	2	13	50%
	2008 – 09	29	8	7	10	2	2	14	48.3%
	2009 – 10	31	12	3	8	6	2	16	51.6%
	2010 – 11	31	14	4	11	1	1	13	41.9%
	2011 – 12	44	19	8	11	3	3	17	38.6%
	2012 – 13	62	42	9	6	4	1	11	26.2%
<b>Government &amp; Politics: US and/or Comp</b>	2007 – 08	57	50	7	0	0	0	0	0%
	2008 – 09	19	7	5	2	3	2	7	36.8%
	2009 – 10	20	15	2	2	1	0	3	15.0%
	2010 – 11	62	35	15	5	6	1	12	19.4%
	2011 – 12	55	31	16	7	1	0	8	14.5%
	2012 – 13	70	41	12	12	4	1	17	24.3%
<b>Physics B</b>	2007 – 08	-	-	-	-	-	-	-	-
	2008 – 09	26	13	7	1	5	0	6	23.1%
	2009 – 10	20	9	5	4	2	0	6	30.0%
	2010 – 11	20	6	4	4	5	1	10	50.0%
	2011 – 12	27	13	7	7	0	0	7	25.9%
	2012 – 13	20	9	3	7	1	0	8	40.0%
<b>Physics C: Elect &amp; Mag</b>	2007 – 08	3	3	0	0	0	0	0	0%
	2008 – 09	-	-	-	-	-	-	-	-
	2009 – 10	-	-	-	-	-	-	-	-
	2010 – 11	-	-	-	-	-	-	-	-
	2011 – 12	24	9	8	4	2	1	7	29.2%
	2012 – 13	21	15	2	1	1	2	4	19.0%



		# Tested	1	2	3	4	5	# Passed	% Passed
<b>Physics C: Mechanics</b>	2007 – 08	17	5	3	6	2	1	9	52.9%
	2008 – 09	20	3	8	4	4	1	9	45.0%
	2009 – 10	20	5	6	7	2	0	9	45.5%
	2010 – 11	22	10	5	5	1	1	7	31.8%
	2011 – 12	23	10	3	5	3	2	10	43.5%
	2012 – 13	21	5	6	5	4	1	10	47.6%
<b>Psychology</b>	2007 – 08	16	7	2	1	5	1	7	43.8%
	2008 – 09	22	3	6	4	7	2	13	59.1%
	2009 – 10	21	2	3	3	6	7	16	76.2%
	2010 – 11	21	2	3	3	9	4	16	76.2%
	2011 – 12	36	4	6	8	10	8	26	72.2%
	2012 – 13	33	8	1	7	7	10	24	72.7%
<b>Spanish Language</b>	2007 – 08	73	1	2	10	29	31	70	95.9%
	2008 – 09	199	4	26	40	77	52	169	84.9%
	2009 – 10	122	1	5	20	48	48	116	95.1%
	2010 – 11	68	3	6	16	22	21	59	86.8%
	2011 – 12	187	6	9	47	77	48	172	92.0%
	2012 – 13	164	0	6	38	62	58	158	96.3%
<b>Spanish Literature</b>	2007 – 08	25	0	4	6	12	3	21	84%
	2008 – 09	14	0	3	6	4	1	11	78.6%
	2009 – 10	23	1	4	9	7	2	18	78.3%
	2010 – 11	17	2	3	4	6	2	12	70.6%
	2011 – 12	-	-	-	-	-	-	-	-
	2012 – 13	3	0	0	2	1	0	3	100%
<b>Statistics</b>	2007 – 08	2	2	0	0	0	0	0	0%
	2008 – 09	-	-	-	-	-	-	-	-
	2009 – 10	17	12	3	0	2	0	2	11.8%
	2010 – 11	27	21	5	0	1	0	1	3.7%
	2011 – 12	-	-	-	-	-	-	-	-
	2012 – 13	-	-	-	-	-	-	-	-
<b>US History</b>	2007 – 08	64	27	24	7	5	1	13	20.3%
	2008 – 09	76	12	28	24	9	3	36	51.3%
	2009 – 10	68	10	35	14	5	4	23	33.8%
	2010 – 11	49	5	19	13	9	3	25	51.0%
	2011 – 12	57	23	23	6	3	2	11	19.3%
	2012 – 13	37	11	9	6	9	2	17	45.9%
<b>World History</b>	2007 – 08	24	16	4	2	0	2	4	16.7%
	2008 – 09	88	55	23	6	4	0	10	11.4%
<b>Environ- mental Science</b>	2012 – 13	44	32	6	0	6	0	6	18.8%



**Critical Findings:**

- Each year data is gathered and analyzed regarding AP enrollment and passage rates. Since Poly is frequently adding new courses, and increasing the number of classes offered for a course, no clear trends have emerged.

Poly strives to make AP courses accessible to more students. This year the comprehensive high school added AP Chemistry and AP Statistics, along with two additional AP English classes.

**Students satisfying UC/CSU A-G Requirements**

A-G Requirements are the high school classes a student is required to complete with a grade of “C” or better for University of California (UC) and/or California State University (CSU) entrance.

Percent of Graduates with UC/CSU Required Courses (Data from Data Quest)

	Poly	LAUSD	County	State
2007 – 2008	41.1%	26.3%	32.6%	33.9%
2008 – 2009	58.6%	46.8%	40.1%	35.3%
2009 – 2010	66.7%	54.1%	43.0%	36.3%
2010 – 2011	47.2%	34.6%	38.2%	36.9%
2011 – 2012	38.4%	36.8%	39.6%	38.3%

**Critical Findings:**

- Poly consistently has a larger percent of students who have completed the UC/CSU required courses than LAUSD, the Los Angeles county, and the state.
- The percent of graduates who met the A-G requirements reached a maximum in 2009 – 2010.

The system LAUSD uses to generate A – G completion rates that are reported to the California Department of Education is not accurate. LAUSD is currently working on developing a system that will more accurately compile the data and report accurate A – G completion rates.

LAUSD has made passage of the A – G requirements (with a D or better) a graduation requirement for the class of 2016. LAUSD has made passage of the A – G requirements (with a C or better) a graduation requirement for the class of 2017 and beyond. An intervention committee has been formed to find ways to help at-risk and struggling students meet these requirements.



**Analysis of % Ds and Fs in All Classes**

Percent of Students with a D or F in any class (Data from DSS/MyData)

Semester	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Fall 2007 – 08	33.3	25.9	21.5	11.2
Spring 2007 – 08	11.5	14.2	18.0	11.6
Fall 2008 – 09	37.1	19.4	10.7	8.4
Spring 2008 – 09	44.1	15.1	14.0	12.0
Fall 2009 – 10	34.8	23.4	23.5	17.2
Spring 2009 – 10	36.2	21.5	22.4	19.2
Fall 2010 – 11	32.3	26.1	19.7	13.8
Spring 2010 – 11	34.9	23.4	20.6	14.6
Fall 2011 – 12	25	27.6	21.4	16.2
Spring 2011 – 12	30.7	16.3	22.9	12.2
Fall 2012 – 13	25.9	29.2	16.3	13.2
Spring 2012 – 13	29.6	16.5	17.9	9.2

**Critical Findings:**

- Each semester, the 9<sup>th</sup> graders had the largest percent of Ds or Fs and the 12<sup>th</sup> graders had the smallest percent.

The newly formed intervention committee has a goal of finding ways to decrease the number of Ds and Fs. They will develop schoolwide strategies to address this need.

**Physical Fitness Test**

The Physical Fitness Test is given to ninth grade students to assess their physical ability. The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the Fitnessgram standards. Students need to meet 5 out of the 6 criteria to pass the Fitnessgram.



Physical Fitness Tasks (Data from DataQuest)

Physical Fitness Tasks	2007-08		2008-09		2009-10		2010-11		2011-12	
	981 Tested		890 Tested		646 Tested		853 Tested		796 Tested	
	% In HFZ	% Not in HFZ	% In HFZ	% Not in HFZ	% In HFZ	% Not in HFZ	% In HFZ	% Not in HFZ	% In HFZ	% Not in HFZ
Aerobic Capacity	43.9	56.1	43.6	56.4	45	55	38	62	48	52
Body Composition	65.0	35.0	69.4	30.6	48	52	38	62	49	51
Abdominal Strength	77.1	22.9	88.8	11.2	62	38	61	39	77	23
Trunk Extensor Strength	93.1	6.9	94.8	5.2	72	28	73	27	85	15
Upper Body Strength	58.6	41.4	59.7	40.3	54	46	47	53	51	49
Flexibility	72.4	27.6	74.0	26.0	60	40	64	36	68	32

HFZ – Healthy Fitness Zone

Fitness Standards (Data from DataQuest)

# of Fitness Standards Achieved	2007 – 08		2008 - 09		2009 – 10		2010 – 11		2011 – 12	
	#	%	#	%	#	%	#	%	#	%
6 of 6 fitness criteria	172	17.5	180	20.2	142	22	157	18	172	22
5 of 6 fitness criteria	273	27.8	278	31.2	144	22	140	16	169	21
4 of 6 fitness criteria	224	22.8	205	23.0	91	14	147	17	135	17
3 of 6 fitness criteria	160	16.3	120	13.5	56	9	117	14	129	16
2 of 6 fitness criteria	108	11.0	77	8.7	41	6	65	8	84	11
1 of 6 fitness criteria	34	3.5	26	2.9	20	3	33	4	36	5
0 of 6 fitness criteria	10	1.0	4	0.4	152	24	194	23	71	9
Total tested	981		890		646		853		796	

**Critical Findings:**

- The data shows a consistent percentage of students meeting 5 or more of the criteria.





## **Continuing Education Data**

### Future Plans of Senior Class of 2012:

4 year college and university:	25%
2 year community college:	50%
Vocational school:	4%
Armed Service:	1%
Work (No education plan):	17%
Other or undecided:	3%

### **Critical Findings:**

- 79% of the class of 2012 planned to attend some sort of school after graduation.

Nearly one-fifth of the graduating seniors plan to go directly into the workforce. It is important that we prepare them for that transition.



## **EXPECTED SCHOOLWIDE LEARNING RESULTS**

### **1. Critical Thinkers**

Every day, teachers encourage students to think critically in problem solving, which is evident in the increase of proficiency on the CST and increased college readiness on the EAP. Formative assessments and the data summary printouts from DataDirector are used by many teachers to conduct discussions with students about their performance in mastering the standards. In department meetings and individually, teachers use data to drive the education, instruction, and assessment that takes place at Poly. Teachers also focus on nemesis standards in department meetings through mini-lesson and the ICASA process. In these mini-lessons, teachers present how they address the troubling standard in their class using different instructional strategies to get their students to think critically about the topic and gain a deeper understanding. Professional development over the last six years has also focused greatly on the use of academic vocabulary and writing across the curriculum.

Other places that have demonstrated the critical thinkers ESLR is in the increase in the number of AP and honors courses being offered, the creation of the SAS program, and the continued success of the Magnet School.

### **2. Conscientious Members of Society**

Seniors are required to complete a Service Learning Project in their history class as part of a graduation requirement. Some teachers collaborated to create a Community Fair, where their students invited people to Poly to give presentations and host different classrooms attending the fair. Other teachers require community service hours or writing letters to political representatives.

As part of the Schoolwide Positive Behavior Support Plan, Poly implemented Poly's Four for Life – "Be Safe, Be Responsible, Be Respectful and Be on Time." The safety team wanted to give the students a positive message to encourage them to become conscientious members of society. Every teacher was encouraged to make the Four for Life part of their classroom rules, and the Four for Life also became part of the daily morning announcements.

Poly has a peer mentoring program with 11<sup>th</sup> and 12<sup>th</sup> grade high performing students. These students are assigned to the Freshman or Tenth Grade Centers, who then assign them to a classroom. In the classroom the peer mentors are assigned students that they are responsible for and they monitor their understanding of the topics and tutor them in the assignments. They stay in the classrooms Monday through Thursday, and on Friday they meet with the coordinator of the SLC. The coordinator talks with the peer mentors about different strategies to help the mentees understand the material.



Poly offers a number of extracurricular activities that focus on giving back to the community. The Interact Club, National Honor Society, and California Scholarship Federation require members to perform community service. The Animal Lovers club teaches students to respect and take care of all animals, and the EMS club focuses on how to help other people. This year students created an Eco Club which focuses on getting people to recycle. The leadership class is constantly fundraising for different causes, such as for Toys for Tots, Thanksgiving dinners with Penny Lane, and disaster relief. The leadership club also organizes blood drives through UCLA where Poly has been recognized as one of the main contributors.

The magnet school has a graduation requirement of 100 hours of community service, not including the hours involved in completing the Service Learning Project.

### **3. Effective Communicators**

To encourage and prepare students to become effective communicators, professional development has focused on cooperative learning groups, writing across the curriculum, and the use of academic language.

In the classroom setting teachers have students practice being effective communicators by requiring the use of complete sentences when answering questions, writing assignments, class presentations, PowerPoint presentations, and lab reports. The CTE/ROP curriculum is often problem-based and encourages collaborative approaches to projects. The ERWC curriculum also fosters the need for students to learn how to communicate their thoughts and justify their opinions.

### **4. Lifelong Learners**

Counselors meet with students at least once a year to discuss their IGP (Individualized Graduation Plan), different college and career pathways, and the A – G requirements.

Poly is working at creating a college-going environment. By offering the LAVC classes at Poly students realize that they are capable of understanding college level coursework and are encouraged to continue taking college courses. In counselor meetings and classroom announcements, students are informed about the different course options (electives, honors, AP, and community college classes). The college counselor makes classroom visits to prepare students for the PSAT, review PSAT results, and makes announcements about the SAT and ACT. College information and internship opportunities are posted on the Poly website. She also organizes college campus fieldtrips and visits from Upward Bound and ETS. This year, the ninth grade class is also being served by Project STEPS. The Parent Center offers workshops about colleges and financial aid applications.



Students are informed about internships through morning announcements, website postings, and classroom visits. They also learn about different skills they will need to learn in ROP/CTE classes and the SLC career fair.

Positive educational decisions and performance are rewarded with class attendance awards and CST medals.



## PROCESS AND PERCEPTION DATA

The Los Angeles Unified School District conducted the School Experience Survey in the spring of 2013. In this survey, 70% of the student body, 39% of parents, and 45% of teachers responded to the questions. Below are some of the responses. The full survey results are in the appendix.

### Students:

Question	Percent who Disagree or Strongly Disagree	Percent who Agree or Strongly Agree
Adults at this school know my name.	13%	54%
Adults at this school care about me.	11%	52%
Adults at this school are fair to people of all backgrounds.	9%	70%
Overall, I am satisfied with this school.	11%	69%
I have opportunities to be involved in decisions about my learning.	9%	72%
My school offers many activities before or after school that support my personal growth.	4%	87%
Students have chances to talk about what we are learning. – in ELA	4%	84%
My teacher regularly tells me how I am doing in class. – in ELA	7%	69%
If I need help with schoolwork, my teacher will find time to help me. – in ELA	5%	72%
Students have chances to talk about what we are learning. – in math	4%	79%
My teacher regularly tells me how I am doing in class. – in math	9%	64%
If I need help with schoolwork, my teacher will find time to help me. – in math	9%	76%
Students have chances to talk about what we are learning. – in science	6%	77%
My teacher regularly tells me how I am doing in class. – in science	9%	70%
If I need help with schoolwork, my teacher will find time to help me. – in science	6%	72%
Students have chances to talk about what we are learning. – in social science	3%	79%
My teacher regularly tells me how I am doing in class. – in social science	10%	54%
If I need help with schoolwork, my teacher will find time to help me. – in social science	8%	70%



I know what I need to do to become reclassified as Fluent English Proficient.	17%	51%
Most adults at this school expect me to go to college.	5%	77%
Someone at my school has helped me learn the details of getting into college.	11%	68%
I know which A-G courses I need to take to get into college.	12%	69%
Bullying is NOT a problem at my school.	19%	42%

**Parents:**

Question	Percent who Disagree or Strongly Disagree	Percent who Agree or Strongly Agree
This school meets my child’s academic needs.	3%	90%
This school offers extra academic support for students.	3%	86%
My child’s background (race, ethnicity, religion, economic status) is valued at this school.	3%	75%
School staff is available when I need them.	5%	77%
I feel welcome to participate at this school.	3%	80%
This school provides opportunities to help me support my child’s learning.	3%	86%
I am a partner with this school in decisions made about my child’s education.	9%	66%
This school encourages me to participate in organized parent groups.	5%	73%
This school provides me with information (verbal and written) I can understand.	3%	87%
This school informs parents about school activities in different.	3%	89%
The Parent Center is open at times I can use.	4%	55%
The Parent Center provides resources to help me support my child’s education.	1%	61%
School staff expects my child to attend college.	2%	86%
School staff helps me understand my child’s career opportunities (trade, technical, professional).	6%	72%
School staff helps me understand which courses my child needs to take to graduate from high school.	6%	80%
School staff helps me understand which A-G courses my child needs to take to get into college.	7%	75%
School staff helps me understand how to help my child apply for college.	7%	80%
School staff helps me understand how to apply for financial aid for college.	9%	66%



**Teachers:**

Question	Percent who Disagree or Strongly Disagree	Percent who Agree or Strongly Agree
I am proud of this school.	0%	98%
My colleagues and I work together to improve this school.	0%	96%
This school has high expectations for all students.	2%	92%
This school's goals for student achievement are clear and well-defined.	2%	96%
The school's policies and practices are aligned to the school's goals.	2%	92%
I get the help I need to communicate with parents.	4%	94%
Parents talk to me about how to help their child learn at home	18%	59%
At this school, parents are partners with the school in decisions made about their children's education.	10%	73%
I have opportunities to influence what happens at this school.	4%	84%
I work with other teachers at this school to improve my instruction.	6%	92%
Worked on instructional strategies with other teachers.	8%	76%
Made decisions about my instruction based on my students' test data.	10%	69%
Worked in grade-level or department-level teams to review and align grading practices.	14%	69%
With my current knowledge and skills, I am confident to teach using the Common Core State Standards.	6%	82%
In my professional development, I have had the opportunity to discuss the implementation of the Common Core State Standards with my peers.	14%	76%
I am comfortable communicating the requirements for meeting the A-G course sequence to parents and students.	4%	94%

**Critical Findings:**

- Overall, students, parents, and teachers responded positively with regards to their school experience at Polytechnic High School.
- 69% of students, 75% of parents, and 94% of teachers stated that they understood the A – G requirements.







## Chapter 2 ~ Progress Report



### Significant Developments at Polytechnic High School Since the 2008 WASC Accreditation

#### Formative Assessments

In 2008 – 2009, Poly started developing formative assessments to replace LAUSD's Periodic Assessments. The core academic teachers were dissatisfied with the district's Periodic Assessments due to the limited and low-quality range of questions and slow feedback on student results. Oftentimes teachers got results from a Periodic Assessment after the student completed the course. Additionally, the calendar for giving the Periodic Assessments did not correspond with Poly's 4x4 schedule. Poly asked for, and received, permission from LAUSD to stop administering the Periodic Assessments and to replace them with teacher-made formative assessments.

Ninth grade English and math teachers were the first to create formative assessments and track their data using Excel. Science, social studies, and world language teachers have also developed and implemented the use of quarterly formative assessments. There was extensive teacher buy-in regarding the importance and usefulness of creating formative assessments and using the data to help inform and guide instruction.

In alignment with Poly's CAPP HSLI grant, which emphasized distributive leadership and building capacity of teacher leaders, Poly created core academic course leads. The course leaders facilitated the creation of formative assessments through department meetings, lunch meetings, and meetings during vacation time or on weekends. The formative assessments were developed using CST question stems, common CST academic vocabulary, and questions were in proportion to highly tested CST power standards. Data was collected using DataDirector to examine students' understanding and comprehension of the CA State Standards and to prepare students for the CST. The lead teachers would then input the test into DataDirector and specify which standard each question addressed. At weekly math and English lunch meetings the results from formative assessments were analyzed, and teachers discussed where they were successful and identified areas of improvement, and whether or not the assessments were testing what they were created to test or if they needed to be modified. Each core course has at least two assessments per quarter. Special Education teachers are included in the department and lunch meetings and give their students the formative assessments. Spanish teachers give their students a common final and analyze results using DataDirector.

In 2012 – 2013, many course teachers started creating formative assessments aligned to the CMA. This change was led by 10<sup>th</sup> grade English teachers to help students with disabilities prepare for the CMA and to monitor their mastery of the CA State Standards. The teachers use



the test results to inform their instruction to help students with disabilities and to make changes to their delivery of instruction or re-teaching.

In the spring of 2013, algebra 1 and English 9 course leads began modifying their formative assessments to reflect the type of questions that students will be asked to answer when assessed on the Common Core State Standards. Other course leads began leading discussions with teachers on how instruction, content taught, and the standards are changing due to the switch to the Common Core State Standards.

Presently, we are in the process of transitioning from the CST-aligned assessments developed by Poly teachers to Common Core State Standards-aligned assessments. We are using SpringBoard assessments in math and ELA. The 10<sup>th</sup> grade English teachers continue to use their CAHSEE-aligned formative assessments and social studies teachers continue to use their CST-aligned assessments. The biology department mapped out the course and developed assessments aligned to the new science standards adopted by California.

Many of the Poly teachers say that examining their formative assessment results with other teachers has facilitated discussions about improving instruction and helping students meet standards-based objectives. With the implementation and fostering of a culture of ongoing progress monitoring through the use of site-developed formative assessments, Poly has addressed a schoolwide critical area for follow-up (developing and using formative assessments to inform instruction and increasing rigor across the curriculum) from the previous full accreditation visit.

### **DataDirector**

In response to the need for immediate data from the formative assessments, a team at Poly researched various companies, and determined that DataDirector would fit our needs. In 2009 – 2010, Poly began using DataDirector to help teachers analyze student responses to formative assessments. The program also synced with LAUSD's Student Information System to get student information, including CST results, so that teachers could have access to their students' educational information. Poly was the first school in LAUSD to use DataDirector.

Course lead teachers were given initial training on how to use the system, input tests, link them to the CA State Standards, and obtain data from student test results. This was followed by period-by-period training for all teachers. Special scanners were placed at convenient locations around the school so that after a teacher gave their class a formative assessment, they could get immediate results. Lead teachers provided assistance when needed to teachers struggling with the technology.

This school year, 2013 – 2014, Poly is transitioning from the use of DataDirector to Illuminate to manage our formative assessment infrastructure. Illuminate is a more powerful data management system that will increase our capacity to disaggregate data to monitor the academic progress of subgroups. Another benefit of Illuminate is that it does not require the special type of scanner that DataDirector required, but will accept input from any document camera.



### **Single-Track ~ Balanced Traditional Calendar (BTC) and Early Start Calendar**

With the decrease in the number of students attending Polytechnic High School, the need to be a three-track year-round school was eliminated. The last school year that Poly was on a year round three-track schedule was in 2009 – 2010. In preparing to leave the multi-track schedule, the staff researched ways to maintain many of the credit recovery programs that had helped our students matriculate on time to successive grade levels and graduate on time. The result was the creation of a Balanced Traditional Calendar. With this calendar, 6 weeks was cut from the summer break and reapportioned to the winter break. The purpose of this innovative calendar was to give students an additional credit recovery opportunity in the winter and to mitigate summer learning loss that is endemic in communities of poverty. Poly received special permission to use this schedule for the 2010 – 2011 and 2011 – 2012 school years.

For the 2012 – 2013 school year, LAUSD created an Early Start Calendar, and to save money mandated that every school in the district follow this calendar. One benefit of the Early Start Calendar is that there is more instructional time before AP testing. Poly stayed on the Early Start Calendar for the 2013 – 2014 school year, but as a pilot school, Poly plans on investigating on the possibility of returning to the Balanced Traditional Calendar for the 2014 – 2015 school year.

### **Change in Principals**

During the last full WASC Accreditation visit, Polytechnic High School was transitioning from the leadership of Dr. Fries-Martinez to Gerardo Loera. As principal since 2003, Dr. Fries-Martinez proved to be what is today known as a “Turnaround” principal. She successfully transformed the culture of the school by refocusing on a student-centered agenda. She energized and focused the faculty through professional development and creating teacher-leaders. Gerardo Loera, mentored by Dr. Fries-Martinez, officially took over in December, 2008 and refined the changes she began and ushered in the use of formative assessments. Due to the continuing success of Poly, in the fall of 2011, Gerardo Loera was recruited by the new LAUSD Deputy Superintendent Jaime Aquino for the position of Executive Director in the Office of Curriculum, Instruction and School Support. The transition officially took place February 1, 2012 with then assistant principal Ari Bennett taking over as the school’s principal. Ari Bennett has focused on high leverage strategies to support implementation of the new Common Core State Standards. We have been fortunate to have smooth successful transitions between principals because they shared a common vision for the school: helping all students to improve their mastery of the standards and to become career and college ready. All three principals believe in a flat leadership model focused on building leadership capacity and distributing leadership within the school to foster a cycle of ongoing reflection and growth.

### **Budget**

Many factors have influenced the budget at Poly over the last six years; the national and state economies, Poly exiting from PI status, Poly no longer being a year-round school, and the terms of grants ending. There has been a loss of Beyond the Bell funds, categorical funds, class size reduction funds, and three extra positions from year-round funds. Both the SLC and CAPP/ELG grants ended. With this major loss of funds, Poly has had to prioritize needs and focus on



maintaining successful programs and replacing or eliminating unsuccessful ones. Stakeholders on the School Site Council made maximizing staff a priority when making budget decisions. Another major budget shift was the change from norm-based to per-pupil based budgeting in the 2011 – 2012 school year. This was done to allow for more budget flexibility and local decision making as we struggled to meet the needs of our students with a 20% reduction in funding. Now that we are a Pilot school, the budget was again converted from a per-pupil budget to “pure” per-pupil budget, which brought additional funding to the school.

### **Pilot School**

Over the last few years, teachers at Polytechnic High School examined different school governing models to identify a model that would provide more local control. One option was to become a Pilot school. In December 2012, 92.5% of teachers voted for Poly to become a Pilot school. As a Pilot school Poly would 1) gain some freedom from LAUSD policies, such as math placement, 2) codify autonomies that were given to Poly unofficially from LAUSD, such as using site-created formative assessments, site-created curriculum and pacing guides, and the 4x4 schedule, and 3) gain more control over the school’s budget. Polytechnic was given a one year approval by the Los Angeles Pilot Schools Steering Committee and become the largest comprehensive Pilot school. Poly will apply to remain a Pilot school for future school years. Poly will use its new autonomy to engage in schoolwide Common Core State Standards implementation and to restructure the SLCs to give students more personalization. This year Poly took advantage of this autonomy to implement the SpringBoard curriculum developed by the College Board. The SpringBoard curriculum will help teachers transition to the Common Core State Standards and increase rigor in English and math courses.

### **Freshman Center Moved**

In January, 2013, the Poly Freshman Center moved from bungalows on the main campus to a new facility across the street and just north of Richard E. Byrd Middle School. Approximately 575 students and 30 teachers and support staff moved to the new facility. LAUSD constructed the building as part of its initiative to decrease the percentage of students taking classes in portable classrooms. LAUSD targeted 23 bungalows on the Poly main campus for removal as part of the Overcrowding Relief Grant that helped fund the new facility across the street. After the students and teachers moved to the new facility, 23 bungalows were removed from the Poly main campus.

The Freshman Center maintains the same focus of providing individualized support of students with an emphasis to help students transition successfully from middle school, meet 9<sup>th</sup> grade A-G requirements, and meet the credit requirement to matriculate on time to 10<sup>th</sup> grade. As a result of the move, faculty observed improved discipline and fewer fights as the freshman are now sequestered from the rest of the campus. Ninth grade teachers also have access to cutting edge technology and can more easily collaborate due to close proximity of their colleagues.

This move has made it challenging to include ninth grade students in the school activities taking place on the main campus. The leadership class and some teachers have been working to find



ways to alleviate this disconnect. Pep rallies were held on the ninth grade campus in addition to the main campus and plans are being made to schedule more activities on that campus.

### **Writing Across the Curriculum Rubric**

A Schoolwide Writing Across the Curriculum Rubric was developed by a committee of teachers and coordinators. This rubric was introduced to the staff in a whole group professional development meeting in 2009 and then further discussed in SLC professional development meetings. In the SLC meetings, student work was analyzed using the rubric. The purpose of using the rubric is to reinforce strong academic writing practices in all subject areas while also emphasizing meta-cognition based on the theory of writing to learn.

There remains a lack of teacher buy-in of writing across the curriculum and use of the rubric in any comprehensive way. We need more professional development time to focus on the use of the rubric before it will have the desired impact. Yet, there has been an increased focus on getting teachers from every discipline to incorporate student writing into the curriculum. In the math department teachers are focusing on students writing sentences and are using sentence starters as a technique to get the students to begin writing. The science department has students write lab reports, and the history department has students write essay responses to DBQs (Document Based Questions). With the increase in writing, teachers will hopefully begin to see the importance of the rubric.

The rubric is available online at <http://www.polyhigh.org/secure/?dir=Instruction> and a copy can be found in the appendix.

### **Common Core State Standards**

Teachers at Poly are motivated and prepared for the transition from CA State Standards to Common Core State Standards. Many teachers have attended conferences concerning the new common core standards and have shared their knowledge in department meetings. The standards have regularly been the topic of English and math lunch and department meetings, where teachers discuss teaching strategies and how they will adapt to the new standards. In the spring of 2013, ninth grade English and math teachers began implementing the Common Core State Standards. The ninth grade math teachers began modifying instruction and the formative assessments focusing on Standards for Math Practice #3, *Construct viable arguments and critique the reasoning of others*. Emphasis is placed on the type of questioning teachers use with their students. The ninth grade English teachers began using “close reading” strategies and pilot assessments.

To help teachers with the transition to the common core standards, and to increase group collaboration and rigor, Poly has adopted the College Board SpringBoard curriculum in 10<sup>th</sup> and 11<sup>th</sup> grade English and in algebra 1, geometry, and algebra 2 classes. Thirty-five English and math teachers attended a three day professional development workshop to support SpringBoard implementation. A follow up two day workshop was provided for those who could not attend the original workshop sessions and those who wanted to attend again. A two day workshop was attended by administrators where they received guidance as to how best support teachers



implementing the SpringBoard curriculum. Future professional development is planned so that history, science, and other teachers can incorporate SpringBoard strategies into their instruction.

### **School for Advanced Studies (SAS)**

The School for Advanced Studies (SAS) – formally Advantage Plus, is a program designed by Polytechnic High School and approved by LAUSD to support the development of gifted and talented youth. The Advantage Plus program started in 2007 to meet the educational needs of high ability students. It offers an intensive academic program. The course content is modified to match the students' achievement level or capacity for learning. The SAS program is offered to LAUSD resident students in grades 9-12 who meet the criteria. Approximately 500 students are in the SAS program.

### **Co-curricular College Enrollment**

Access to community college classes for high school students increases rigor, makes college more familiar, and has other direct benefits. Students taking college classes are more likely to earn high school diplomas, 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 High School are taking increasingly rigorous high school courses, thus less time is available to complete the graduation requirements. On the 4x4 schedule, a typical AP course is scheduled for three or four quarters; the majority of non-AP courses are completed in one or two quarters. This community college partnership provides an opportunity for concurrent and on-site enrollment. This demanding curriculum helps the students develop academic abilities and enhances their exposure to rigorous curriculum.

Most of the students at Polytechnic High School are the first in their family to attend college. Many students do not think themselves capable of attending, let alone graduating from college. Community college enrollment gives students the experience and confidence necessary to make the leap to post-secondary education. SAT performance has traditionally been problematic for Polytechnic High School 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.

Concurrent enrollment in community college offers additional opportunities for students to take classes not available at Poly. Speech, anthropology, astronomy, art history, and Italian are just some of the classes taken by Polytechnic High School students. Poly has strategically offered college courses over a wide range of disciplines with the intended purpose of helping students meet the Intersegmental General Education Transfer Curriculum (IGETC) – the first two years of general education courses that community college students complete before transferring to a university.



### **California Academic Partnership Program (CAPP) High School Leadership Initiative (HSLI)**

The CAPP HSLI Grant was a six-year grant that provided money to strengthen leadership development and track the correlation between leadership development and student achievement. Through the CAPP grant, seventeen teachers were identified as course leads. Poly has continued its efforts to build the instructional and leadership capacity of the teachers. The course leads work with the instructional cabinet, department chairs and the principal on the development and implementation of the school Formative Assessments. During lunch meetings, department meetings, or weekend meetings, the course leads meet with teachers to modify the Formative Assessments and create curriculum pacing guides. The money from the grant ended in 2013, but Poly is continuing the work that was started with the grant.

In the 2009-2010 academic year, the Instructional Cabinet participated in a series of activities to build the leadership capacity of its members. This included using the Strengths Finder 2.0 Leadership assessment. Staff who took the assessment learned about their leadership strengths as well as others leadership strengths and how to maximize them. In preparation for the transition to the Common Core State Standards, Poly has focused its HSLI work on increasing the instructional leadership capacity of administrators, coordinators, and teacher leaders.

CAPP meetings have been used to monitor Poly's Self Study Action Plan progress. One of the major goals of CAPP is to develop leadership capacity (non-administrator) within the school, which ties into the first goal of the previous Action Plan. In the June CAPP meetings, the leadership team reflects on the school year and the progress that has been made towards the Action Plan. In that meeting they also plan for the next year, looking to see if there are any modifications that need to be made to the Action Plan.

### **CAPP Expository Literacy Grant (ELG)**

The Expository Literacy Grant's objective is to develop curriculum at the 11<sup>th</sup> and 12<sup>th</sup> grade level in ELA and increase the capacity of English department teams to support improved college readiness rates as measured by the Early Assessment Program (EAP). Poly identified two lead teachers who focused on 11<sup>th</sup> grade English and promoted collaboration among 11<sup>th</sup> and 12<sup>th</sup> grade teachers to improve student learning and promote student achievement on the EAP. While the grant ended in 2013, Poly's English teachers are continuing the work.

In June of 2010, the entire English department participated in a three day Expository Reading and Writing Curriculum (ERWC) training at California State University, Northridge. Since the implementation of the ERWC in 11<sup>th</sup> grade English classes, the results from the 2013 EAP test showed that 15% of students were college ready and an additional 14% are conditionally ready. Poly has been approved to offer an ERWC AB course which conditionally ready students can take to earn "college readiness." Although ERWC units will be phased out in grades 9 through 11 as SpringBoard is being implemented, we will continue to offer ERWC AB for conditionally ready students as determined by the Early Assessment Program.



### **Out of Program Improvement (PI) Status and Back in**

In 2008, Polytechnic High School exited from Program Improvement year 5 status, making Poly one of only three high schools in California to exit from PI5 status at the time. While Poly was able to exit from PI status in 2008, Poly has not met the AYP since and has re-entered PI status. Currently Poly is in year 4 PI status, having missed the AYP in 2013 by one criterion (schoolwide proficiency rate in English Language Arts). Regardless of AYP results, Poly has shown continuous increases in API, CST results, graduation rates, and CAHSEE pass and proficiency rates.

LAUSD is part of the cohort of CORE districts in California that in September 2013 received a No Child Left Behind Waiver. As a result, Poly is no longer in program improvement. Details of the CORE waiver are included in the appendix. Poly is not in the group of LAUSD schools identified as needing additional intervention.

### **608 to 753 API**

The API scores at Polytechnic High School have increased every year since 1999 – 2000 when Poly had an API of 488 to Poly’s current API of 753, a gain of 265 points. When preparing for the last full WASC accreditation in 2007 Poly’s API was 608 and in the six years since, the API increased by 145 points. In 2013, Poly met API targets for schoolwide and three of the subgroups (Hispanic or Latino, English Learners, and Students with Disabilities), missing the API for the Socioeconomically Disadvantaged subgroup by 8 points. Poly’s current API is higher than LAUSD’s API of 749. In 2012, Poly was 5 is statewide rank and 10 in similar schools rank.

In 2013 the API for English Learners and the API for students with disabilities increased significantly. In 2007 the API for English Learners was 565 and by 2013 it has risen by 172 points to an API of 737. In 2007 the API for students with disabilities was 423 and by 2013 it had risen 121 points to an API of 544. In 2013 the largest growth was by the English Learner subgroup with a growth of 75 points.

All stakeholders are very proud of the progress that Polytechnic High School has made in working towards improving student mastery of the state standards. Systems were put into place to support steady and sustainable growth.

### **Alternatives to Suspensions**

In 2012 – 2013, Poly changed its policy on suspensions and decided to reduce home suspensions in an effort to support positive behavior. Poly has implemented suspension alternatives by connecting misconduct with opportunities to learn appropriate behavior. The reason for this policy shift was that suspensions rewarded most students with unsupervised time out of school, since most parents work during the day.





Polytechnic High School Alternatives to Suspensions:

- In house counseling
- Academic tutoring
- Counseling referral
- Restitution - Financial or “in kind”
- Intensive progress monitoring
- Alternative programming
- Behavior Improvement Plan
- Parent supervision
- Community Service
- Opportunity Room

### **Opportunity Room**

The opportunity room was implemented to give students in-house alternatives to suspensions. That way the student could participate in positive and individualized support without disturbing other students and missing out on educational opportunities.

The criteria that we use to determine if a student will participate in the opportunity room are:

- Threats of/Assault/Battery/or attempt to cause physical injury to another person
- Use of controlled substance/or possession of/alcohol or other controlled substance
- Stealing, attempting to steal school or private property
- Harassment/Sexual Harassment/Bullying/Hazing/Hate violence
- Damage or attempts to damage school or private property
- Defiance that has not responded to progressive discipline

Administration assigns students to the opportunity room after consulting with the school deans. The student is expected to complete assignments from their teachers so that they do not fall behind and they receive help with their work from the opportunity teacher/advisor. Students also take part in campus beautification. Students have lunch in the opportunity room earlier than the regularly scheduled lunch so they remain supervised and sequestered from friends for the day. When students are sent to the opportunity room, they receive counseling from the Pupil Service Attendance counselor, or one of her interns. The counselor works with students on anger management, conflict resolution and substance abuse. Counselors continuously monitor the student’s progress throughout the year. There were only three out of school suspensions in 2012 – 2013. The Freshman Center has begun a plan to reward students for not returning to the opportunity room.

### **Opened SLC Center (Room 95); Closed Deans Office**

As part of the SLC grant, room 95 was converted to serve as an SLC Center for the 11<sup>th</sup> and 12<sup>th</sup> grade SLCs in 2010 – 2011. The goal of creating this center was to increase student personalization and to duplicate the success of the Freshman Center and Tenth Grade Center. The SLC counselors, administrator and dean are now all in the same room instead of in offices



spread throughout the school. This way if a student needs help, they know where they can go. Having the dean, counselor and administrator together has led to greater collaboration.

With the opening of the SLC Center in room 95, the Dean's office was closed. The deans were moved to their corresponding SLC office. The Freshman Center and Tenth Grade Center each have one dean, and the upper grade SLCs share one dean. The move was made for greater personalization. This way the dean can have a better sense of the whole child when providing consequences and positive behavior support to a student. They can also easily involve the counselor and coordinator in additional intervention as needed.

### **Parent Classes/Parent Center Expanded**

Due to restructuring of the school for SLCs, Poly was able to move the Parent Center to the main office building in 2009 - 2010. As parents enter the main administration building, the first office they will see is the Parent Center. The centralized location allows the Parent Center to share with all stakeholders the different services they provide. The Parent Center professional development room has moved to the old textbook room, providing them with more space.

The Parent Center offers a variety of services, including:

- College Awareness classes – twice a year
- Parenting classes – psychologist from beyond the bell – 3 classes
- Tea for Ten – Parent meetings with the special education administrator
- Coffee with the Principal – where parents meet with an administrator twice a month (once with the principal and once with another administrator or Poly leader)
- Book club – discussing books about giving values and responsibilities to teens
- Exercise and nutrition class
- Anger Management class
- Drug and Alcohol Prevention class
- Math classes
- Computer classes
- Arts and Crafts classes

### **Expansion of STEM Opportunities**

To better support our students for post-secondary opportunities increasingly available in the STEM fields, Poly has made a concerted effort to provide more access to rigorous STEM courses and extra-curricular STEM opportunities for our students.

Two computer programming classes were recently added to the master schedule. Additionally, Poly received an AP STEM Grant to increase AP STEM access to students of poverty. Through this grant, a Poly teacher received free AP training and funding for supplies to offer AP Statistics. In the spirit of the grant, although not directly supported by it, Poly was able to hire a teacher to teach AP Chemistry to our comprehensive students this year. Poly also has 10 math, science, and computer teachers participating in "MOBILIZE: Mobilizing for Innovative Computer Science Teaching and Learning." This program embeds computer science and data analysis in traditional courses. A recently awarded 12.5 million dollar grant from the National



Science Foundation to Center X in collaboration with the Center for Embedded Networked Sensing (CENS) and the Los Angeles Unified School District funds the MOBILIZE program. Extracurricular STEM opportunities include the Cisco Academy with 100 students participating and the CyberPatriot club. The CyberPatriot club is an after school network security program. There are two teacher sponsors and it is being supported by the LAUSD Beyond the Bell program. Poly has 33 students participating, the largest cohort in the district.

**“Excelling” in LAUSD School Performance Framework**

LAUSD created a School Performance Framework to evaluate schools in terms of student achievement beyond the API and AYP. Under this Framework, schools are classified into five categories based upon results from the previous school year: Excelling, Achieving, Service & Support, Watch, and Focus.

<b>Classification</b>	<b>General Definition of Classification</b>
Excelling	Schools that fall within this category are generally defined by high status performance and high levels of growth.
Achieving	Schools that fall within this category are generally defined by both high status performance and low to moderate levels of growth OR moderate status performance and high levels of growth
Service & Support	Schools that fall within this category are generally defined by both moderate status performance and moderate to high growth levels OR low status performance and high growth levels.
Watch	Schools that fall within this category are generally defined by low status performance and low to moderate levels of growth.
Focus	Schools that fall within this category are generally defined by low status performance and low levels of growth.

See LAUSD School Performance Framework in appendix to see how schools are classified.

In 2011 – 2012, Poly was ranked as a Service & Support. In LAUSD, 37 high schools were classified as Focus, 30 as Watch, 12 as Service & Support, 5 as Achieving, and 6 as Excelling. In 2012 – 2013, Poly was ranked as an Achieving school. That year district wide, 14 high schools were classified as Focus, 40 as Watch, 16 as Service & Support, 12 as Achieving, and 3 as Excelling. In 2013 – 2014, Poly ranked as an Excelling school. This year district wide, 20 high schools were classified as Focus, 57 Watch, 23 as Service & Support, 13 as Achieving, and 3 as Excelling.

**Schoolwide Critical Areas for Follow-Up**

In 2008, Polytechnic High School received a six-year accreditation with a midterm revisit. A two member visiting team conducted the midterm revisit in 2011. The following are the critical areas for follow-up from the 2008 visiting committee and the work that Poly has done to address them. The visiting committee for the 2011 midterm revisit did not give any additional recommendations and stated that Poly has demonstrated a serious commitment to the action plan.



Critical Area #1: Increasing communication among stakeholders to help with instructional improvement.

Over the last six years, Poly has worked towards increasing communication with all stakeholders. The district-wide adoption of the web-based communication program ConnectED has allowed teachers, counselors, and administrators to quickly and easily record, send, and track targeted, time-sensitive voice and text notifications to entire communities in minutes. ConnectED allows messages to be sent to students' homes in their respective primary languages. Administrators and counselors use ConnectED to send messages about important dates and events that are occurring at the school in both English and Spanish. This system is also used to send messages to teachers and staff on their home phones and through school email.

The Poly website was updated in the summer of 2010 to allow easier access to information for all stakeholders. The important information, including the Poly Calendar via use of Google Calendar, is posted on the website. Again the objective is to improve access to information regarding the daily operations and events of the school from every office and computer on campus.

To improve and increase communication with all stakeholders, the former principal Gerardo Loera started "Principal Tweets." Using Twitter, Mr. Loera posted about one tweet per day to keep followers informed about what was happening at Poly. Topics included important meetings, student achievements, sports information, etc. As principal, Mr. Bennett has continued the "Principal Tweets" to inform the community about important educational information, literature, and events that take place at Poly.

There are four parent conferences held throughout the year from 5:30 pm to 7:00 pm. Parents receive a ConnectED call and a letter in the mail informing them about the conferences. At these meetings parents talk to the teachers about what their child is learning and how their child is performing in class. Spanish translators are available to mitigate language barriers. Booths are set up at the parent conferences to inform parents about various community recourses. Parents who do not have an email address can sign up for one at Poly using a polyhigh.org email address.

Throughout the year, teachers inform students and parents on how each student is working towards mastering the standards in their class. Many teachers use the Easy Grade Pro spreadsheets to share with parents and students how the students are making progress in the class. After each formative assessment, teachers also have the ability to print out a report from DataDirector for each student so that the student can understand how they performed on each standards-based question. Many teachers also print out a letter for parents generated by DataDirector so that they can know how their child did on the formative assessment. During weekly course lunch meetings, teachers share how their classes performed on formative assessments and share their ideas of what worked and what did not work in their classes.

Since Poly is no longer on a multi-track schedule, communication has improved. Previously one-third of the staff did not attend meetings because they were off-track. When they came back meetings had to be held to review what they missed. Now the entire staff is able to attend all meetings and the need for review is no longer necessary. The meetings are therefore more



meaningful and productive. Many of the departments use Dropbox to share important information, such as pacing plans, lesson ideas, and formative assessments. Many discussions about becoming a Pilot school and adopting the SpringBoard curriculum were conducted through group emails. Teachers, coordinators, and administrators shared their thoughts about the topics with the whole school. Staff is also kept up to date on important topics through email.

LAUSD determines school/parent/community involvement through district surveys. In the 2013 School Experience Survey, 89% of the parents agreed that the school informs parents about school activities, 88% agreed that the school provides them with information they can understand, 73% agreed that the school encourages them to participate in organized parent groups, 49% of the parents have visited the Parent Center at least once, and 84% of parents stated that they have communicated with their child's teacher. LAUSD also monitors the school's performance through the LAUSD Report Card, and shares the results with the community by sending the report to each family of the school and posting the Report Card online.

**Critical Area #2: Time for SLC and department teacher collaboration, to revise curricular pacing to better align to the CSTs and 4x4 block schedule.**

The professional development calendars are created to maximize the amount of time that departments and SLCs have for collaboration and communication. Last year departments and SLCs had an equal number of professional development days to meet, but previously departments had more meetings. The objective was to give departments extra time to identify power standards and to develop formative assessments. Departments were also given funding to collaborate during half and full day meetings where teachers worked to set goals, refine plans, and develop and revise formative assessments. Teachers were also able to collaborate on curriculum pacing plans. This was especially important with the change of the calendar for the 2010-2011 school year. Poly allocates funds to meet to continue refinement of pacing plans, curriculum maps, formative assessments, and to review student formative data. Department and SLCs are given time to have teachers present mini-lessons and to share best practices. This year departments were given more time than SLCs to plan for the implementation of the Common Core State Standards.

The master schedule of classes is created to maximize equity, access, and time for student mastery of the standards. With the CST in mind, the master schedule switches the order that teachers teach Contemporary Composition and American Literature in the spring semester to fit the topics that are highly tested. Due to low CST scores, Algebra 2 was also made into a three quarter class so that students can achieve a deeper understanding of the topic and be better prepared for future math courses.

Since the last full WASC self study, the four core departments have made a focused effort to align their courses with the 4x4, CA state standards, and the CST. The position of course lead was given to 17 teachers, who have the responsibility of leading the teachers in their course. The course leads have facilitated the creation of curriculum pacing guides and formative assessments. Many of the course leads hold lunch time meetings, weekend meetings, and meetings during



vacation time where teachers can analyze student data and modify or update the formative assessments and pacing plans. In 2013 – 2014, the course leads are helping with the implementation of the Common Core State Standards. Currently the focus is on implementation of the SpringBoard ELA and math curriculums, mapping biology and chemistry to align to the new standards and implementing literacy standards into social studies curriculum maps and assessments.

In October of 2012, LAUSD and the US Department of Education’s Office of Civil Rights reached an agreement on how to meet the needs of English Learners. As a result, LAUSD created a Master Plan for English Learners with the goal of creating a program to meet the needs of English Learners, educate all teachers about English Learners and their needs, and create accountability. In the 2012 – 2013 school year, Poly allocated professional development time to train staff about the Master Plan for English Learners in 4 EL modules. The professional development took place during the SLC meetings, with the result of less time for SLC collaboration. This resulted in focused attention given to EL students.

**Critical Area #3: The development and use of formative assessment to inform instruction.**

All core departments have created formative and/or summative assessments and are analyzing the data using DataDirector. Once teachers give the formative or summative assessment, they are able to immediately scan the student responses and get the results. The DataDirector tool provides various data reports that can be used to inform instruction through detailed standard and item analysis. This year teachers will use Illuminate to analyze the data from formative assessments.

### **English**

English 9 and 10 give four formative assessments throughout the year (a mid-quarter assessment for each quarter). 11th and 12th grade English courses typically give three (a pre, a mid, and a post) throughout a semester.

All English 9 and 10 formative assessments were developed by the faculty using a question blueprint derived from the CAHSEE and CST blueprints (how many questions for each standard), using question stems and answer types modeled after the CAHSEE and CST released questions, but substituting texts and altering answers and questions accordingly. Questions were written, evaluated, and chosen by the department as a group with the focus on deep alignment to the CST.

11th and 12th grade English courses used the Reading Comprehension Skills Test (RCST), a released assessment aligned to the California State University (CSU) English Placement Test (EPT), as well as in-house created assessments aligned to the 11th grade CST (as English 9 and 10 above).

However, the adoption of the Common Core State Standards, the state's elimination of most CST's, and our adoption of SpringBoard have all prompted a move to revisit the formative assessments. The English department chair is meeting with course leads about



the redesign of the formative assessments which will drive the department meeting on Tuesdays. The English department is meeting in grade-level groups throughout the remainder of the 2013 – 2014 school year, including periodic Saturdays, to develop new assessments more aligned to the new Smarter Balanced assessments.

### **Social Studies**

The social studies department created four common assessments for both world history and US history. They are in the process of revising assessments to include more writing and the use of document-based questions.

### **Mathematics**

The math department developed eight formative assessments and two summative assessments for algebra 1. They also developed six formative assessments and three summative assessments for geometry and six formative assessments for algebra 2. These formative assessments were created by the department under the leadership of course leads. The math department used DataDirector to analyze student mastery on key standards and gave each student a personal analysis of their performance on the test.

With the implementation of Common Core State Standards and the SpringBoard curriculum, the math department decided to concentrate on a midterm and a final that is focused more on conceptual understanding compared to the procedural focused questions mostly found on the CST. They are currently developing those assessments in addition to using SpringBoard embedded assessments.

### **Science**

The science department calls their formative assessments checks. There are 14 biology checks, 7 geology checks, 7 chemistry checks, and 7 physics checks. Biology has already developed a curriculum map aligned to new adopted state standards and will pilot new assessment items developed in collaboration with the LAUSD science department.

In June of 2011, Poly's leadership team developed the Instructional Cycle for Accelerating Student Achievement (ICASA) to illustrate our refined focus for future department and SLC meetings. ICASA begins with having a deep understanding of the power standards. Knowing a standard is defined as being able to articulate the standard to students, being aware of how the standard is assessed, and knowing what prior knowledge and vocabulary students must know to understand or access the standard. Poly's ICASA process focuses on identifying a nemesis standard (a standard that most students struggle with based on formative assessments and observation). Once a standard has been identified, a mini-lesson is created within content groups while incorporating at least one of Poly's research-based instructional strategies: Anticipatory Activities, Academic Vocabulary, Cornell Note Taking, Reciprocal Teaching and Thinking Maps. Every week in department meetings, a group of teachers is responsible for presenting their mini-lesson to their department. The department chair then debriefs the mini-lesson using the Dennis Fox protocol. These mini-lessons allow teachers to reflect on their teaching strategies, get input on how other teachers have tackled a nemesis standard, and increase teacher collaboration. The overall goal is to improve instruction to maximize student learning.



Formative assessment data is used as the instrument to measure student progress or knowledge of the standard. Based on the data, teachers re-teach using a different lesson or strategy. The ICASA process has become our ongoing process to address student achievement in every content area. The ICASA protocol in combination with formative assessment development and implementation, and analysis of data using DataDirector have all contributed to the consistent CST gains in core content areas.

**Critical Area #4: Increase rigor across the curriculum.**

Teachers at Poly continue to strive towards giving students a meaningful education that will prepare them for college and careers. Progress towards increasing rigor has begun through an increased focus on standards-based assessment which has informed changes and increased rigor in our standards-based instruction. An increase in rigor at Poly is evident in the continuous improvement of CST, EAP, and CAHSEE results. The number of honors and AP classes offered has increased, along with the number of higher level math courses. Students are given easy access to concurrent college enrollment by taking LAVC classes on campus. Through Linked Learning, CTE/ROP teachers are collaborating with core content area teachers. Course leads meet with teachers in department meetings, at lunch, and during vacation to create a curriculum map tied to the standards and formative assessments. The course leads follow up with teachers at lunch meetings to discuss progress and obstacles. This leads to discussions about best practices when comparing results on formative assessments. In 2012 – 2013, core teachers began holding discussions and attending conferences to plan and modify instruction for the change to Common Core State Standards. Professional development at Poly has been focused on steps to improve student education, such as identifying power standards, the development of formative and summative assessments, and improving instruction by implementing schoolwide instructional strategies (Note-taking, Thinking Maps, Academic Vocabulary Development, Anticipatory Activities, Cooperative Learning, Use of Complete Sentences, and Evidence in Writing). Therefore, the focus has been to first agree on what students should learn, how they will be assessed, and then calibrating instruction to meet these targets. More focused discussions on rigor started in 2010 – 2011 during instructional cabinet, department, and SLC meetings as we searched for ways to better prepare our students to be college and career ready. One of the areas we have focused intently on is English language arts. 11<sup>th</sup> and 12<sup>th</sup> grade English teachers have implemented the ERWC curriculum designed to better prepare students for the Early Assessment Program test. Initial results have been promising as we have increased our college readiness in English on the EAP test 6 percentage points in one year, and 14 percentage points over the last five years. In 2013 – 2014 the Poly math and English department adopted the SpringBoard curriculum developed by College Board to support more uniform access to rigor, and to better prepare students for success in AP classes.

**Critical Area #5: The creation and use of site-developed rubrics.**

After the 2008 WASC visit, a group of interdisciplinary teachers and coordinators formed to create a Writing across the Curriculum Rubric. This rubric was introduced to the staff in a whole group professional development meeting in 2009 and then further discussed in SLC professional





development meetings. In the SLC meetings, student work was analyzed using the rubric. The goals in using the rubric are to reinforce strong academic writing practices while also using the tool to emphasize meta-cognition based on the theory of writing to learn. These goals have been validated even further by the emphasis in the Common Core State Standards on Literacy Development across the curriculum. In the last few years, there has been a larger focus on getting teachers from every discipline to incorporate student writing into the curriculum. With the increase in writing, teachers will hopefully begin to see the importance of the rubric. The rubric is available online at <http://www.polyhigh.org/secure/?dir=Instruction> and a copy can be found in the appendix.

The math department is including open-ended questions in the new formative assessments aligned with the Common Core State Standards. As they are creating the open-ended questions the teachers are also creating a rubric to evaluate the formative assessments. When developing the rubric, the math department is using some of the IFL (Institute for learning in Pittsburgh) models as inspiration. Algebra 1 teachers began this work in the spring of 2012, and the geometry and algebra 2 groups are currently making open-ended questions and aligned rubrics.

While they are not creating their own rubrics, the English department does use common rubrics when evaluating student writing. English 9 and 10 teachers use the CAHSEE rubrics for on-demand essays. The English department will continue to use the established rubrics until the revised CAHSEE makes their new rubrics available. Both English 9 and 10 have developed shared criteria for expectations of essays as well (e.g., thesis statement, topic sentences, evidence, discussion and analysis of evidence, transitions, etc.). The English 9 and 10 teachers have adapted the CAHSEE based rubrics for a variety of purposes, such as peer and self-assessment tools. 11<sup>th</sup> and 12<sup>th</sup> grade English teachers use writing rubrics from the Expository Reading and Writing Curriculum (ERWC) developed by the CSU system to prepare high school students for college-level non-fiction reading and writing. These rubrics are aligned to the ERWC and the CSU Early Assessment Program (EAP) writing prompts. AP English teachers use criteria charts and rubrics derived from the AP writing prompts. 11<sup>th</sup> and 12<sup>th</sup> grade English teachers have also adapted these rubrics for use as peer and self-assessment tools.

### Ongoing Follow-Up Process

The Schoolwide Action Plan, created in preparation for the accreditation visit in 2008, and the recommendations made by the WASC team have been the focus when discussing and implementing new strategies or trainings. The process for establishing the three Action Plan goals 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 for the 2008 visit. 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 Schoolwide 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.

After the 2008 WASC visit, the Leadership Team met to ensure that all of the Visiting Team's recommendations were integrated into the Schoolwide Action Plan. They discussed how to continue to implement and monitor the progress Poly is making towards achieving the goals set forth in the Action Plan. The Single School Plan for Student Achievement is aligned to the WASC goals and critical areas for follow up, and the LAUSD goals. The Single School Plan for Student Achievement is updated annually.

Each year, a committee comprised of about twenty administrators, coordinators, lead teachers, and other leadership team members, meet to discuss the school's progress on the Schoolwide Action Plan. They review the plan; discuss the progress that has been made and any obstacles preventing further progress towards meeting the goals and recommendations in the Action Plan. The team then creates and discusses strategies for the upcoming year to work towards further achieving the goals. This planning and discussion continues throughout the year in staff meetings, Instructional Cabinet meetings, School Site Council meetings, Data Team meetings and is implemented with the whole staff at professional development meetings. The teachers then use the strategies and ideas discussed in the professional development meetings in their classes. Data on tests results (CST, CAHSEE, formative and summative assessments), 3x3 observations, and surveys are used to determine if progress is being made towards meeting the goals in the Schoolwide Action Plan. The progress that has been made towards the goals is then shared during whole group meetings, department meetings, SLC meetings, ELAC and CEAC/Title I parent meetings, and School Site Council meetings.

CAPP meetings have been used to monitor Poly's progress in the Schoolwide Action Plan. One of the major goals of CAPP is to develop leadership capacity (non-administrator) within the school, which ties into the first goal of the Action Plan. The CAPP grant funds the course leads and training for formative assessment implementation. In the June CAPP meetings, the leadership team reflects on the school year and progress that has been made towards the Action Plan. In that meeting they also plan for the next year, looking to see if there are any modifications that need to be made to the Action Plan.

The information discussed and plans made at the CAPP retreat are shared with the faculty and parents. This is done through Coffee with the Principal, ELAC/CEAC/Title I meetings, SSC, orientations, Data Team meetings, Instructional Cabinet meetings, department meetings, and SLC meetings.

The preparation of the midterm report for Poly began in the spring of 2010. The Action Plan Assessment Committee met for two days to begin the process in which they discussed the progress that Poly made towards meeting the goals in the Schoolwide Action Plan and to discuss the various changes that have taken place at Poly since the last WASC visit. Multiple meetings were held in 2010 to further analyze what Poly has accomplished and the new programs that have been implemented to determine what information to include in the report. The writing of the midterm report was a collaborative effort with input from all types of stakeholders at Polytechnic High School. The report was shared during a professional development meeting on



February 3, 2011 to solicit final recommendations and feedback. An overview of the WASC report was shared with the School Site Council for feedback. Parents were shown the report in ELAC/CEAC (CEAC ended in 2011) meetings, and asked for comments and feedback.

Polytechnic High School's professional development plan each year is based on our Schoolwide Action Plan and re-calibrated annually to ensure we are making progress to meet our three schoolwide goals. The goals provide the context for budget allocation, professional development and operational procedures.

## **Progress, Evidence, Impact on Student Learning for Action Plan Goals**

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

### **Rationale:**

The California Standards Test (CST) is based on the California Standards Framework which outlines what students should know and be able to do. Quantitative data from the CST show a large percentage of students falling 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.

### **Supporting ESLRs:**

Critical Thinkers, Effective Communicators, Lifelong Learners, Conscientious Member of Society

### **Critical Areas for Follow-up Addressed:**

1. Increasing communication among stakeholders to help with instructional improvement.
2. Time for SLC and department teacher collaboration to revise curricular pacing to better align to the CSTs and 4x4 block schedule.
3. The development and use of formative assessments to inform instruction.
4. Increase rigor across the curriculum.
5. The creation and use of site-developed rubrics.

### **Strategies Implemented:**

- Develop site-created, CST-aligned formative assessments
  - Implemented in all core subjects
  - Implemented use of DataDirector for data analysis
- Promote ongoing effective use of instructional strategies
  - ICASA – Department meetings
- Develop Common Writing Rubric
  - Schoolwide Expository Writing Rubric
  - Modeled in SLC meetings



- Increased Efficacy
  - Ruby Payne strategies
  - Schoolwide Positive Behavior Support Plan

Test	Levels	2007	2008	2009	2010	2011	2012	2013
		Baseline						
<b>ELA 9</b>								
Targets	FBB & BB	39%	34%	29%	24%	19%	14%	9%
Scores		39%	36%	40%	30%	23%	19%	15%
Targets	Prof. & Adv.	31%	34%	37%	40%	43%	46%	49%
Scores		31%	34%	30%	39%	47%	51%	53%

<b>ELA 10</b>								
Targets	FBB & BB	47%	42%	37%	32%	27%	22%	17%
Scores		47%	42%	31%	29%	23%	11%	11%
Targets	Prof. & Adv.	20%	23%	26%	29%	32%	35%	38%
Scores		20%	30%	37%	35%	40%	56%	53%

<b>ELA 11</b>								
Targets	FBB & BB	55%	50%	45%	40%	35%	30%	25%
Scores		55%	52%	51%	39%	28%	27%	22%
Targets	Prof. & Adv.	19%	22%	25%	28%	31%	34%	37%
Scores		19%	20%	24%	35%	38%	42%	41%

<b>Algebra 1</b>								
Targets	FBB & BB	68%	62%	56%	50%	44%	38%	32%
Scores		68%	67%	68%	60%	43%	49%	42%
Targets	Prof. & Adv.	11%	15%	19%	23%	27%	31%	35%
Scores		11%	11%	11%	16%	30%	22%	26%

<b>Geometry</b>								
Targets	FBB & BB	77%	70%	63%	56%	49%	42%	34%
Scores		77%	68%	71%	65%	69%	47%	52%
Targets	Prof. & Adv.	10%	14%	18%	22%	26%	30%	34%
Scores		10%	12%	14%	17%	18%	26%	21%

<b>Algebra 2</b>								
Targets	FBB & BB	79%	72%	65%	58%	51%	44%	37%
Scores		79%	78%	80%	57%	59%	49%	40%
Targets	Prof. & Adv.	8%	12%	17%	22%	27%	32%	37%
Scores		8%	6%	3%	20%	10%	23%	33%



Test	Levels	2007	2008	2009	2010	2011	2012	2013
		Baseline						
<b>Biology</b>								
Targets	FBB & BB	51%	46%	41%	36%	31%	26%	21%
Scores		51%	41%	44%	40%	37%	29%	26%
Targets	Prof. & Adv.	12%	15%	18%	21%	24%	27%	30%
Scores		12%	27%	19%	23%	24%	32%	32%

<b>Chemistry</b>								
Targets	FBB & BB	48%	43%	38%	33%	28%	23%	18%
Scores		48%	51%	42%	39%	37%	27%	20%
Targets	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Scores		8%	14%	19%	21%	20%	36%	32%

<b>Earth Sci.</b>								
Targets	FBB & BB	57%	52%	47%	42%	37%	32%	26%
Scores		57%	47%	48%	58%	41%	30%	33%
Targets	Prof. & Adv.	8%	11%	14%	17%	20%	23%	26%
Scores		8%	10%	9%	12%	21%	25%	20%

<b>Physics</b>								
Targets	FBB & BB	22%	17%	12%	7%	2%	0%	0%
Scores		22%	18%	9%	8%	6%	6%	5%
Targets	Prof. & Adv.	11%	14%	17%	20%	23%	26%	29%
Scores		11%	22%	46%	49%	70%	69%	61%

<b>Int. Sci. 1</b>								
Targets	FBB & BB	50%	45%	40%	35%	30%	25%	20%
Scores		50%	64%	61%	53%	-	-	-
Targets	Prof. & Adv.	7%	10%	13%	16%	19%	22%	25%
Scores		7%	2%	2%	5%	-	-	-

<b>World History</b>								
Targets	FBB & BB	69%	62%	55%	48%	41%	34%	27%
Scores		69%	60%	57%	40%	37%	36%	30%
Targets	Prof. & Adv.	9%	12%	15%	18%	21%	24%	27%
Scores		9%	15%	17%	28%	32%	32%	32%

<b>U.S. History</b>								
Targets	FBB & BB	59%	54%	49%	44%	39%	34%	29%
Scores		59%	57%	48%	38%	35%	27%	29%
Targets	Prof. & Adv.	19%	22%	25%	28%	31%	34%	39%
Scores		19%	18%	27%	36%	37%	40%	42%



## Summary of Data

In creating the WASC action plan for the previous Self Study, Poly created a table of target goals for the percent of students scoring Proficient or Advanced, and Far Below Basic or Below Basic. Poly uses these targets when evaluating the progress towards meeting goal 1 of the action plan. In 2010 – 2011, Poly stopped offering Inter-coordinated Science because the course was not meeting the needs of the students. As a result the number of targets dropped from 26 to 24.

In 2008, Polytechnic High School met 11 out of the 26 targets (5 of the 13 targets for decreasing the percentage of students who score Far Below Basic and Below Basic, and 6 of the 13 targets for increasing the percentage of students who score Proficient and Advanced) addressing goal 1 of the schoolwide action plan.

In 2009, Polytechnic High School met 9 out of the 26 targets (3 of the 13 targets for decreasing the percentage of students who score Far Below Basic and Below Basic, and 6 of the 13 targets for increasing the percentage of students who score Proficient and Advanced) addressing goal 1 of the schoolwide action plan.

In 2010, Polytechnic High School met 12 out of the 26 targets (5 of the 13 targets for decreasing the percentage of students who score Far Below Basic and Below Basic, and 7 of the 13 targets for increasing the percentage of students who score Proficient and Advanced) addressing goal 1 of the schoolwide action plan.

In 2011, Polytechnic High School met 15 out of the 24 targets (5 of the 12 targets for decreasing the percentage of students who score Far Below Basic and Below Basic, and 10 of the 12 targets for increasing the percentage of students who score Proficient and Advanced) addressing goal 1 of the schoolwide action plan.

In 2012, Polytechnic High School met 13 out of the 24 targets (4 of the 12 targets for decreasing the percentage of students who score Far Below Basic and Below Basic, and 9 of the 12 targets for increasing the percentage of students who score Proficient and Advanced) addressing goal 1 of the schoolwide action plan.

In 2013, Polytechnic High School met 11 out of the 24 targets (3 of the 12 targets for decreasing the percentage of students who score Far Below Basic and Below Basic, and 8 of the 12 targets for increasing the percentage of students who score Proficient and Advanced) addressing goal 1 of the schoolwide action plan.

While not meeting all of the targets, Polytechnic High School is making progress towards meeting the goal. 18 out of the 26 areas showed improvement in 2008, 15 out of the 26 areas showed improvement in 2009, 24 out of the 26 areas showed improvement in 2010, 19 out of the 24 areas showed improvement in 2011, 19 of the 24 areas showed improvement in 2012, and 12 of the 24 areas showed improvement in 2013.

Every year over a third of the targets set in 2007 were met and each year progress was made in over 50% of the categories. The targets set six years ago were not adjusted.



One strategy to address teacher efficacy was to use literature by Dr. Ruby Payne to better understand the population of students we serve. In SLC meetings, teachers discussed Dr. Payne's strategies to increase efficacy and engage habitually non-motivated students. Poly teachers studied these strategies for two years and continue to use them to implement our positive behavior support plan.

Course leads organized groups of teachers to create curriculum maps aligned to the state standards and to maximize time for student understanding. These groups created formative assessments based on state standards and CST released questions to guide instruction, check for understanding, and make determinations if re-teaching is required. DataDirector has been used to analyze the formative assessment data. Teachers use this data to hold meaningful discussions with students about their progress towards meeting the standards and to have discussions with other teachers to improve instruction.

The 4x4 schedule offers flexibility in programming classes, allowing students an opportunity to complete more units compared to a traditional six period schedule, students can take up to 8-units instead of the traditional 60. Yearlong math and English in the 9th and 10th grade provides additional time for students to gain a deeper and stronger understanding of the standards. Each quarter the master schedule is reviewed to ensure that it supports necessary intervention.

The combination and application of all these strategies have led to consistent academic growth of Poly students. The data targets were designed so that if we met each one, Poly would have an 800 API. The goal was an ambitious one, and despite the fact that we didn't hit the target, our continued progress has led for profound improvement in decreasing the percentage of students scoring Far Below Basic and Below Basic in the CST and in increasing the percentage of students scoring Advanced and Proficient on the CST.

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

**Rationale:**

The most recent official data available indicate that just 54% of 2006 graduates completed A-G requirements. In Los Angeles Unified School District, the class of 2012 will be required to complete A-G requirements to graduate. This is in addition to the state requirement for successful performance on the CAHSEE. (LAUSD has did not implement the policy for the class of 2012. It will be applicable to the class of 2016.)

**Supporting ESLRs:**

Critical Thinkers, Effective Communicators, Lifelong Learners, Conscientious Member of Society



**Critical Areas for Follow-up Addressed:**

1. Increasing communication among stakeholders to help with instructional improvement.
2. Time for SLC and department teacher collaboration, to revise curricular pacing to better align to the CSTs and 4x4 block schedule.
3. The development and use of formative assessment to inform instruction.
4. Increase rigor across the curriculum.
5. The creation and use of site-developed rubrics.

**Strategies Implemented:**

- Communicate high school graduation requirements and A – G requirements with every student and parent
  - Individualized Graduation Plan (IGP) meeting with students annually
- Integrate CAHSEE prep in 10<sup>th</sup> Grade ELA program
  - CAHSEE prep integrated with Measuring Up and CAHSEE aligned writing support
- Continue CAHSEE Intervention strategies
  - All students participate in CAHSEE prep in 10<sup>th</sup> grade during their classes (all year in ELA and quarter 3 math)
  - Use formative assessments aligned to CAHSEE
- Increase number of students taking AP/college courses
  - Added AP Chemistry, AP Environmental Science, AP Statistics, and AP English Language classes
  - Largest concurrent college enrollment program in LAUSD

**CAHSEE Rates**

CAHSEE Rates	2007	2013	Growth
ELA Pass Rate	66.7%	89%	22.3%
Math Pass Rate	70.2%	94%	23.8%
Passed Both Rate	53.4%	86.4%	33.0%
ELA Proficiency Rate	30.8%	59.7%	28.9%
Math Proficiency Rate	41.5%	73.6%	32.1%

**CDE Cohort Graduation Rate (CDE Began Cohort Rate in 2010)**

Year	2010	2011	2012
Graduation Rate	76.9%	79.5%	82.8%

In preparation for the CAHSEE, ninth grade English teachers align their instruction with the state standards and the standards being tested on the CAHSEE. In the tenth grade, English teachers embed CAHSEE curriculum into their yearly instruction and students are enrolled in a quarter 3 CAHSEE prep math course. The formative assessments given to 9<sup>th</sup> and 10<sup>th</sup> grade students in their English classes contain CAHSEE question stems and standards. In the English classes, teachers use a CAHSEE rubric when evaluating student writing. Diagnostic tests are also given to target the needs of the students. Parents are informed about the CAHSEE through Parent Center meetings, newsletters, the Poly website, and phone calls by ConnectED. The Parent Center holds a college awareness class twice a year to inform parents about A – G completion, college applications, financial aid, and other college requirements.





Students and parents are updated about progress towards completing A – G and graduation requirements through annual meetings regarding their individualized graduation plan (IGP) with their counselor.

The master schedule is created and updated each year to maximize the A-G opportunities for students. Math and English elective courses in the 9th and 10th grades satisfy B, C, and G requirements. Math and English courses in the 9th and 10th grades utilize four quarters, allowing for two full B, C, and G requirements each in English and math. The CTE department has been modifying their instruction and curriculum, through Linked Learning, so that their courses will be approved as satisfying the G requirement. In support of the LAUSD Board resolution Poly has made several adjustments to the master schedule in preparation for A-G completion becoming a graduation requirement for the graduating class of 2016.

Currently Poly offers honors English, history, science, and math courses across grades 9-12. Our honors program is grounded in a rigorous standards-based curriculum while differentiating instruction, and addressing the variety of learning modalities of our gifted students. In the 2012 – 2013 school year, approximately 13 different AP courses, ranging from AP English Language to AP Chemistry were offered. As interest and enrollment grow in our AP program, we hope to continue to offer a greater variety of AP courses. In 2013 – 2014, Poly became part of the AP STEM Access program due to the increased offerings in math and science.

In each of the last six years 10<sup>th</sup> and 11<sup>th</sup> grade students took the PSAT in October. Some years 9<sup>th</sup> grade students were not able to participate due to budgetary constraints. In January, the PSAT results were returned to students. Students will be informed on how to interpret their scores and how to prepare for the SAT. The college counselor visits all grade nine classes each year.

Students are informed of post college options, and college entrance requirements; such as passing the CAHSEE, A-G completion, involvement in school activities, etc. Guidance counselors also visit classes to give all students important information regarding A-G requirements and college information. Project STEPS, a community based organization, has staff on campus at the Freshman Center and collaborates with us schoolwide to better support our student's pathway toward postsecondary success including increasing the percentage of students who matriculate to 4 year university and persist to graduation.

In the fall a Saturday college fair is organized for students and parents. Over 60 universities participate. All 12<sup>th</sup> grade counselors work with seniors to complete CSU and UC college applications. In December, all seniors receive information about financial aid. In January there are two meetings for parents (one in English and one in Spanish) where financial aid experts are brought in to explain FAFSA (Free Application for Federal Student Aid). Assistance on applications is held after school and on Saturdays. Parents are also informed about post-secondary/college requirements at the parent meetings held both during the day and evening.

We have collaboration with outreach representatives from three community colleges that visit Poly on a weekly basis to speak to students. Others visit monthly. In addition, two federally



funded programs, TRiO and ETS, meet with students weekly to discuss college plans. Project STEPS has representatives at the Freshman Center to guide and assist students every day. These programs provide opportunities for students to participate on field trips.

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

**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. The measurement for Adequate Yearly Progress under No Child Left Behind is the proficiency rate on the CAHSEE, but subgroups are considered only when the size of the group is 100 or more. 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.

**Supporting ESLRs:**

Critical Thinkers, Effective Communicators

**Critical Areas for Follow-up Addressed:**

1. Increasing communication among stakeholders to help with instructional improvement.
2. Time for SLC and department teacher collaboration, to revise curricular pacing to better align to the CSTs and 4x4 block schedule.
3. The development and use of formative assessment to inform instruction.
4. Increase rigor across the curriculum.

**Strategies Implemented:**

- Monitor access and equity to academic and co-curricular programs for English learners and students with disabilities
  - Expanded full year of math and English to SDP students
  - Implemented SpringBoard in SDP classes
  - Purchased more rigorous, grade-level English learner curriculum, *The Edge*, for ESL students
  - Programmed all LTEL students for a full year of English in all grade levels
- Expand use of co-teaching classes
  - 12 co-taught classes
  - On-going peer to peer training and support
- Increase the percent of special needs students taking state assessments with an emphasis on AYP CAHSEE requirements
  - 99 – 100% participation for 6 years in a row



- Improve outreach to parents and students about requirements and opportunities
  - Implemented monthly Tea for Ten with administrator in charge of special education to promote positive team approach with parents

CAHSEE Pass Rate Gap between	2007 (Baseline)	2008	2009	2010	2011	2012	2013
<b>All Student Pass Rate (Math-Grade 10)</b>	<b>69%</b>	<b>80%</b>	<b>83%</b>	<b>86%</b>	<b>91%</b>	<b>92%</b>	<b>94%</b>
<b>Special Ed Pass Rate (Math - Grade 10)</b>	<b>28%</b>	<b>22%</b>	<b>27%</b>	<b>54%</b>	<b>82%</b>	<b>67%</b>	<b>63%</b>
GAP GOAL All students/Special Ed (Math-Grade 10)	43%	41%	39%	37%	35%	33%	31%
ACTUAL GAP	41%	58%	56%	32%	9%	25%	31%
<b>EL Pass Rate (Math - Grade 10)</b>	<b>38%</b>	<b>52%</b>	<b>41%</b>	<b>53%</b>	<b>64%</b>	<b>61%</b>	<b>61%</b>
GOAL GAP All students/EL (Math-Grade 10)	32%	30%	28%	26%	24%	22%	20%
ACTUAL GAP	31%	28%	42%	33%	27%	31%	33%
<b>All Student Pass Rate (ELA - Grade 10)</b>	<b>65%</b>	<b>74%</b>	<b>80%</b>	<b>87%</b>	<b>90%</b>	<b>89%</b>	<b>89%</b>
<b>Special Ed Pass Rate (ELA - Grade 10)</b>	<b>20%</b>	<b>14%</b>	<b>19%</b>	<b>49%</b>	<b>82%</b>	<b>56%</b>	<b>46%</b>
All students/Special Ed (ELA-Grade 10) - GAP Goal	48%	46%	44%	42%	40%	38%	36%
ACTUAL GAP	45%	60%	61%	38%	8%	33%	43%
<b>EL Pass Rate (ELA - Grade 10)</b>	<b>25%</b>	<b>33%</b>	<b>26%</b>	<b>45%</b>	<b>52%</b>	<b>51%</b>	<b>33%</b>
All students/EL (ELA-Grade 10)	43%	41%	39%	37%	35%	33%	31%
ACTUAL GAP	40%	41%	54%	42%	38%	38%	56%

### CAHSEE Math Pass Rate Gap

The gap between students with disabilities and the whole school has fluctuated, but had an overall decrease of 10 percentage points resulting in meeting the target gap. The pass rate of students with disabilities increased by 35 percentage points. The gap between EL students and the whole school has also fluctuated over the last six years. The result has been an increase in the gap of 2 percentage points and an increase of EL students passing the CAHSEE Math section by 23 percentage points. The target was not met with the EL population. While not meeting the goals Poly set for minimizing the achievement gap, there has been a significant increase of the pass rate for the math section of the CAHSEE by the students with disabilities and EL student subgroups. Poly did meet one of goals that we set in the 2008 WASC Action Plan for closing the CAHSEE math gap for students with disabilities, but not with EL students. Overall there have been significant gains with both students with disabilities and EL students.



**CAHSEE ELA Pass Rate Gap**

While the gap between students with disabilities and the whole school initially increased, the gap has decreased overall by 2 percentage points. We did not meet the target goal. The pass rate for students with disabilities on the ELA section of the CAHSEE increased by 26 percentage points. The goal for EL students has not been met with an increase in the gap by 16 percentage points, but we did increase the pass rate by 8 percentage points. While not meeting the goal for students with disabilities and EL students, both subgroups did increase the pass rate for the ELA section of the CAHSEE. Overall there have been significant gains with both students with disabilities and ELL students.

API Gap between	2007 (Baseline)	2008	2009	2010	2011	2012	2013
<b>School API</b>	<b>608</b>	<b>635</b>	<b>649</b>	<b>693</b>	<b>726</b>	<b>745</b>	<b>753</b>
<b>Special Ed API</b>	<b>423</b>	<b>416</b>	<b>454</b>	<b>506</b>	<b>564</b>	<b>514</b>	<b>544</b>
All students/Special Ed - GAP GOAL	183	173	163	153	143	133	123
ACTUAL GAP	185	219	182	187	162	231	209
<b>EL API</b>	<b>565</b>	<b>582</b>	<b>577</b>	<b>627</b>	<b>622</b>	<b>662</b>	<b>737</b>
All students/EL - GAP GOAL	42	39	36	33	30	27	24
Actual GAP	43	53	70	66	104	83	16

**API Gap**

Since 2008, the API gap between students with disabilities and the whole school decreased by 10 points and the API for students with disabilities increased 128 points. The gap between EL students and the whole school also decreased by 37 points and the API for EL students increased 155 points. Poly did not meet the goals that we set in the 2008 WASC Action Plan for closing the API gap with students with disabilities, but there have been significant gains. Poly did meet the target with EL students.

Each month parents of students with disabilities are invited to Tea for Ten. Flyers are sent home and personalized phone calls are made. The Tea for Ten is hosted by the administrator in charge of special education and includes the school psychologist. The Tea for Ten meetings provide parents with the opportunity to discuss their concerns regarding a variety of issues pertaining to students with disabilities.

There are currently three Learning Centers which serve all students, two on the main Poly campus and one at the new Freshman Center. Teachers can refer a student to the Learning Center if the student needs additional one-on-one help to learn a concept, just needs a place to complete an assignment, or if the student needs additional time. Students may go to the Learning Center to take a test if they need a quiet environment, additional time, or to have sections of the test read aloud to them. Tutoring afterschool in “Homework Haven” is available to all students.



SDP teachers follow the same pacing plan and give the same formative assessments as the general education teachers. By doing this, SDP students have the same set of expectations as general education students, but with support and accommodations.

To support English learners, several teachers attended the Sheltered Immersion Observation Protocol (SIOP) seminar at Long Beach. They found that many of the protocols were being implemented at Poly. Additionally they learned that for English Learners to access grade level standards, scaffolding techniques were required and there needed to be more access to the Language objectives.

The next step was to disseminate this information to the different departments through a group of teachers interested in working with the SIOP Protocol Language objectives. One teacher each from science, social studies, and math formed a cadre under the direction of Margie Hidalgo, EL coordinator, to become familiar with SIOP protocol and take information back to their respective departments to begin the process of including language objectives in the already existing lesson plans that scaffold the lessons for English Learners. The Cadre met every other Wednesday after school for an entire semester. There is also a SDAIE cadre, comprised of a variety of general education teachers, which meets every Wednesday. In this cadre, teachers learn about SDAIE strategies in the SIOP model. The members also visit one another's classrooms to observe classroom practices and adherence to the SIOP model.

As part of the English Learners Master Plan, LTEL students now receive two quarters of ELD, and two quarters of grade level English, (given by the same teacher) in a sheltered setting. All English Learners must receive ELD until they reclassify. The bilingual coordinator works to ensure that all EL students receive instruction in a sheltered setting.

With the use of formative assessments and DataDirector, students with disabilities and English learners have gained a better understanding of what is expected of them and how they are progressing towards standard mastery. Although we have not met all performance targets, we are proud that our high-need students continue to demonstrate academic progress.





## Chapter 3 ~ Student/Community Profile – Overall Summary from Analysis of Profile and Progress Data



### Analysis of the Data and Its Implications for the Next Six Years

Poly has made significant improvements in decreasing the percentage of students scoring Far Below Basic and Below Basic on the CST in order to support increased proficiency for students in all core subject areas. Poly students' improvement on the CST, in addition to an 86% first time pass rate for students passing both the English and math CAHSEE, have led to an API increase of almost 150 points in the last six years.

#### Summary:

In the last 6 years, there has been a lot of change at Poly High School. The 2010-2011 school year was Poly's first year off of a year-round schedule. Student enrollment decreased from a high of about 4700 to a stable 3000 for the last three years. We began an "Advantage" program for Gifted and Talented students six years ago that became codified by LAUSD as a School for Advanced Studies three years ago. This program is now 600 strong and has been the primary driver of increased enrollment of students designated as Gifted and Talented. Our GATE enrollment is now about 13%, almost double of what it was during our last full Self Study.

#### Implications:

Transitioning from a year-round to a single-track school was not all positive for Poly. We lost resources and credit recovery opportunities that were available only to year-round schools. This was compounded by the massive state budget deficit that led to decreases in per pupil funding by over 20%. We had prided ourselves on our ability to provide multiple credit recovery and remediation opportunities to our students during the year. The school calendar and schedule, in addition to almost unlimited resources (provided by the district) to provide off track or after school classes helped most of even our high risk students stay on track to matriculate to the next grade level on time from year to year. After converting to a single-track in 2010-2011, we were able to implement a Balanced Traditional Calendar in 2010-2011 and 2011-2012, providing an additional intersession and more credit recovery opportunities for our students and helping to mitigate summer learning loss from an extended traditional summer vacation. However due to the budget crisis, LAUSD required all schools to convert to the "Early Start" calendar (where we remain) beginning school year 2012-2013.



## Critical Learner Needs

### **Critical Learner Need #1:**

Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.

As a result of decreased credit recovery opportunities through intersession, Poly's on-time matriculation rate from 9<sup>th</sup> to 10<sup>th</sup> grade (for students that were enrolled all four quarters) has decreased from a high of 90% to 83% today. Students in all grades are impacted by these limited options.

### **Critical Learner Need #2:**

Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.

The budget impact affected other areas of the school in addition to credit recovery opportunities. Poly was one of the first schools in LAUSD to earn approval for our small learning community reform plan. The plan was supported by district funding in the form of auxiliary periods given to SLC coordinators and a contiguous school facility grant to help re-organize the layout of the school to support SLCs. Poly also enjoyed a 5 year federal small learning community grant that helped to fund an extra administrator supervising the development of the career pathways in each SLC and funding for common planning time for teachers within the SLCs. The last two years have seen all financial support for SLCs in LAUSD disappear. This happened in conjunction with the ending of the federal grant. Although this funding loss did not have a large impact on our SLCs that had the strongest foundation (Freshman and Tenth Grade Centers), it had a huge impact on our upper grade career-themed SLCs. As a result, we presently are without a coordinator for the FAME SLC and we have very little purity within SLCs as class size has increased and electives were lost. Despite the increase in ELA proficiency to nearly 50% of Poly students, only 31% are continuing their education at a 4 year university.

### **Critical Learner Need #3:**

Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.

Another area of struggle for Poly has been in supporting our students to earn a college readiness designation to avoid taking remedial classes at the university or community college level. Poly had an Expository Literacy Grant funded by the California Academic Partnership Program with the goal to promote increased college readiness. During the period of the grant, Poly's college readiness as determined by the Early Assessment Program (EAP) increased from 4% to 15% in English language arts. Unfortunately, far





too many students are still not meeting college readiness standards. State and national data is very clear that students of poverty who are placed in remedial classes in college are at a high risk of dropping out. At Fresno Community College, for example, only 10% of students placed in remedial English ever even make it to Freshman English; much less earn their AA or BA at a university.

### **List of important questions that have been raised by the analysis of the student performance, demographic, and perception data**

- How can we better support struggling students with fewer credit recovery options?
- How can we better support individualized needs of English learners, students with disabilities, and Gifted and Talented students?
- How are we preparing students of Graduating Class 2016 and beyond to meet A-G graduation requirements including passing Algebra 2?
- How can we provide more individualized support for 11<sup>th</sup> and 12<sup>th</sup> graders in their process to move on to college or career opportunities?
- How do we ensure our students are college and career ready?
- How can we use college persistence data to inform our instructional and counseling programs?





## Chapter 4 ~ Self-Study Findings



# Category A: Organization ~ Vision and Purpose, Governance, Leadership and Staff, and Resources

### Group Leaders

Norma Grimaldo-Ramirez, Instructional Specialist  
Jayne Couchois, Magnet Coordinator  
Devon Richter, WASC Coordinator/Mathematics Teacher – Magnet

### Group Members

#### **Credentialed Staff**

A. Acosta, Math Teacher – FAME  
S. Alba, Special Education Teacher – HABIT  
R. Aparicio, Science Teacher – 10<sup>th</sup> Grade Center  
A. Barton, English and Math Teacher – Freshman Center  
W. Bello, Social Studies Teacher – 10<sup>th</sup> Grade Center  
L. Bonar, Spanish Teacher – Magnet  
L. Carstens, English Teacher – 10<sup>th</sup> Grade Center  
G. Cerna, Health Teacher/Dean, Freshman Center  
H. Colon, ROP Teacher, HABIT  
M. Dafaee, Math Teacher, Freshman Center  
J. Deschenes, ELD Teacher – Newcomers  
C. Dongo, Science Teacher – Freshman Center  
M. Elias, ROP Teacher – HABIT  
M. Eubanks-Ferris, English Teacher – Freshman Center  
A. Flores, English Teacher – 10<sup>th</sup> Grade Center  
G. Guerra, Science Teacher – HABIT  
J. Herrold, English Teacher/English Department Chair – 10<sup>th</sup> Grade Center  
S. Isaacs, Music Teacher – FAME  
S. King, Math Teacher – Freshman Center  
R. Lehavi, Social Studies Teacher – Magnet  
S. Lopez, Math Teacher – 10<sup>th</sup> Grade Center



J. Morillo, Social Studies Teacher – Magnet  
M. Quinteros, Spanish Teacher/Spanish Course Lead/Foreign Language Department Chair – SPORT/EHS  
K. Sullivan, Special Education Teacher – HABIT  
J. Werner, PE Teacher – 10<sup>th</sup> Grade Center

## **Classified Staff**

S. Acosta, Cafeteria  
P. Aguirre, Student Store  
G. Aguilera, Special Education Assistant  
A. Alaniz, Custodian  
V. Angel, Clerical  
M. Baltazar, Teacher Assistant  
A. Campuzano, Special Education Assistant  
T. Chapple, Educational Aide  
A. Cordova, Cafeteria  
K. Diaz, Teacher Assistant  
M. Erazo, Special Education Assistant  
R. Hechter, Special Education Assistant  
A. Leuvano, Cafeteria  
M. Madrid-Rojas, Clerical  
B. Mahaffey, Special Education Assistant  
H. Mason, Librarian Aide  
J. Ramirez, Special Education Assistant  
V. Reyes, Custodian  
M. Steinberg, Special Education Assistant  
J. Xiomara, Information Support

## **Parents/Community Representatives**

P. Aguirre  
M. Hernandez

## **Students**

K. Escobar Rodriguez  
J. Lim  
A. Perez  
P. Ros  
M. Zamora



### **A1. Organization Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

#### **Vision – Mission – Schoolwide Learner Outcomes – Profile**

**Prompt:** *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The vision statement of John H. Francis Polytechnic High School reflects a commitment by the stakeholders to provide all students an instructional program that will prepare them for their future. The vision, mission, and expected schoolwide learning results (ESLRs) are supported by Poly’s local district [presently the Intensive Support and Innovation Center (ISIC), formerly Local District 2 and Educational Service Center North], Los Angeles Unified School District and the Board of Education. Poly’s mission and vision are also aligned with the mission of LAUSD. However, LAUSD has suffered frequent leadership changes over the last six years from David Brewer III to Ramon Cortines to John Deasy. As a result the vision and direction of the school district has changed with leadership turnover. While the leadership of the district has changed, the vision and direction of Poly has consistently focused on helping students.</p> <p>Poly High School Vision (2008-2013): John H. Francis Polytechnic High School provides a rigorous, standards-based instructional program that meets the diverse needs of all students. It is supported by classroom instruction that encourages collaboration and communication and where all stakeholders experience a sense of accomplishment and community. We believe the only way to achieve the vision is through a challenging and relevant curriculum which will prepare students to be critical thinkers, conscientious members of society, effective communicators, and lifelong learners.</p> <p>Previous Mission: John H. Francis Polytechnic High School will:</p> <ul style="list-style-type: none"> <li>● Create a secure environment that encompasses all</li> </ul>	<ul style="list-style-type: none"> <li>● Vision statement</li> <li>● Mission statement</li> <li>● ESLRs from 2007</li> <li>● Revised ESLRs</li> </ul>



aspects of a standards-based instructional program to ensure equity and access to high achievement for all students

- Create high achieving, personalized, small school learning environments for all students
- Develop a community of learners (including students, parents, community, teachers, staff and administrators) that will provide active support as our students become life-long learners
- Promote all stakeholders as continual learners and facilitators of quality learning through professional development
- Function as a center for community resources.
- Prepare all students to be successful and responsible contributors in a multicultural, technologically advanced society

ESLRs used from 2007 - 2013:

Upon graduation, all Poly students are expected to be:

1. Critical Thinkers who:
  - a. Explain, interpret, apply and summarize information from a variety of sources.
  - b. Apply problem solving strategies in a variety of situations to come to well reasoned conclusions and solutions.
  - c. Perform proficiently in standards-based academic core classes.
2. Conscientious Members of Society who:
  - a. Demonstrate knowledge of personal, local, national, and global issues.
  - b. Know how to identify and become involved in addressing pressing social needs.
  - c. Make relevant and informed connections among ethics, innovation, and progress.
3. Effective Communicators who:
  - a. Write and speak logically and coherently.
  - b. Interpret and evaluate nuances of written and oral communication.
  - c. Use technology effectively to communicate information.
  - d. Articulate options and supporting evidence.
  - e. Collaborate to determine solutions of complex problems.



4. Lifelong Learners who:
  - a. Take ownership of learning by applying academic “Habits of Mind.”
  - b. Create plans, options, and opportunities for their future.
  - c. Develop practical skills that can be applied across industry sectors.

Our focus as related to the previous vision and mission was on meeting the high and diverse needs of our students, most of which speak another language at home and receive free or reduced lunch.

Over the last six years, we improved our ability to deliver a more consistent and rigorous standards-based curriculum. The instructional program benefited all Poly student sub-groups due in large part to our growing capacity to monitor student learning. As our competencies improved over time related to our vision and mission, we saw other gaps that informed our critical learner needs and our revised vision, mission, and ESLRs. Our vision and mission have now been refined to reflect our need to provide more uniform access to rigor and an instructional and counseling program that supports the development and proficiency of 21<sup>st</sup> century work force skills.

The Instructional Cabinet, a voluntary group of teachers and out of the classroom leaders, department chairs, and course leads work together to stay current in educational research and strategies to increase the rigor and efficacy of our instructional program to meet the needs of all students. Aligned to our mission and vision, our faculty has incorporated a standards-based curriculum and research-based strategies, including anticipatory activities, cooperative learning, vocabulary strategies and Thinking Maps into the plan. Teachers of sheltered classes use Specially Designed Academic Instruction in English (SDAIE) with English Language Learners to prepare for re-designation as fully English proficient.

In the fall of 2012, 92.5% of the staff voted to convert to a Pilot school. The vote for this unique LAUSD initiative, which allows district schools to operate with more autonomy, demonstrated our collective commitment to a common vision and mission. The Poly Pilot Governing School Council ensures that the Poly vision and mission are being adhered to. To this extent, the Poly Pilot Governing School Council holds



<p>teachers and out of the classroom staff accountable to Poly’s Self Study Plan. In the form of an “Elect to Work Agreement,” all certificated staff members are required to sign a commitment to implement the Self Study Action Plan.</p> <p>ELSRs were rewritten in the fall of 2013 to include the Common Core State Standards (CCSS), Habits of Mind, and 21<sup>st</sup> Century Skills to meet the unique needs of our students and the community and to prepare them for their future. Despite an increase in student academic performance, our students continue to have high need for social and other support services.</p> <p>The mission and vision were also rewritten in the fall of 2013 based on teacher input. The vision emphasizes personalized instruction for all students and places an emphasis on preparing students for college and/or careers. The mission details a list of objectives to meet the vision. These objectives include high expectations, rigorous standards-based instruction, and creating a culture and community that benefit all students.</p> <p>The current vision and mission statements, and the ESLRs can be found in chapter 1.</p>	
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**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

*Prompt: Evaluate the effectiveness of the processes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The vision and mission of Poly has been consistent throughout the last six years, but the way that we have addressed and communicated them has changed. Through the last six years we have made great efforts in every department, SLC, course level, parent, and governance meeting to frame our work with our WASC goals aligned to our vision and mission. When Mr. Bennett (who has been at Poly since 2000 as a teacher, coordinator, assistant principal and principal) became principal, he focused on sharing the positive characteristics of the school as related to our vision and mission. This was communicated in the form of Poly Pillars.</p> <p>The objective was to make the vision and mission come to life by highlighting the positive characteristics of our stakeholders and school that we embody everyday. The Poly Pillars:</p>	<ul style="list-style-type: none"> <li>● Department agendas</li> <li>● SLC agendas</li> <li>● Focus group agendas</li> <li>● Coffee with the Principal agendas</li> <li>● Worksheets used in department, SLC, and focus group meetings</li> <li>● Email communication between staff</li> <li>● Updated ESLRs</li> <li>● New mission and vision statements</li> </ul>





<p>Learning, Leadership, Community, Compassion, Innovation, and Persistence, were first introduced in February 2012 at a schoolwide meeting before the second half of the school year began. An activity was done at that time asking for evidence of the Pillars.</p> <p>In moving forward, we decided to revise the mission, vision, and ESLRs. Throughout the spring of 2013 and fall of 2013, the staff at Poly began activities in focus group and home group meetings to reflect and provide input on the mission, vision, and ESLRs. During five professional development meetings, the staff analyzed the wording and meaning of the vision, mission, and ESLRs to determine if they are still relevant to Poly or if they should be rewritten. They also reflected on how Poly has addressed the vision, mission, and ESLRs over the last six years. A similar reflection was conducted with parents during Coffee with the Principal meetings. In November 2013, the leadership team met to synthesize all input to rewrite the ESLRs. The leadership team met again in December to synthesize input to revise the mission and vision statements.</p> <p>Through review, collaboration, and final revisions there was a consensus among the focus and whole groups to agree to the new ESLRs. Due to the consensus we believe that the process was inclusive and effective. These new ESLRs were printed as posters so that teachers can post them in their classrooms.</p> <p>The revised mission and vision statements were shared with the faculty through email and meetings. Teachers gave input and a consensus was made to approve the revised mission and vision. We plan to communicate more clearly and often that the mission, vision, and ESLRs serve as the foundation for our work to improve student outcomes over the next 3-6 years.</p>	
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**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

**Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly has worked hard to convey the vision, mission, and ESLRs to all stakeholders for the past six years. The faculty agreed to include ESLRs in their agenda and make connections from the big picture of the Schoolwide Learning</p>	<ul style="list-style-type: none"> <li>● Parent Center meetings</li> <li>● Parent newsletters</li> <li>● Poly website</li> <li>● Poly Value Statements</li> </ul>



Result to the content objectives. However, the vision and mission has not been emphasized to the same degree. To focus our effort to address the three school goals from our 2008 Self Study Action Plan, we have framed our initiatives around the goals as opposed to the vision and mission. The three goals that framed all initiatives and the writing of our Single Plan for Student Achievement are the following:

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

All meetings such as data, governance, and Coffee with the Principal have included a framing of the schoolwide goals.

When Poly became a Pilot School in school year 2013-2014, one of the objectives of the schoolwide initiative was to ensure all Poly faculty members are committed to our mission, vision, and school goals as established in the Self Study Report. Presently, it is the principal's responsibility to provide assistance and guidance to any faculty member that is not committed to the goals of the school. Assistance and guidance are provided for issues such as a lack of consistent participation in common planning meetings or a lack of follow through on course level team agreed upon initiatives.

The principal then must notify the governing council in December that a teacher is struggling to meet the required commitment. If a teacher is not demonstrating progress by the end of quarter 3, the principal would then recommend to the Governing Council that the teacher be displaced from the school. In this accountability mechanism, the Governing

posters

- Student agenda books
- Single Plan for Student Achievement



School Council then votes to affirm or deny the principal's recommendation. Poly displaced one teacher last year for not signing the original Elect to Work Agreement upon conversion to a Pilot School.

Through the Parent Center, school mailers, student agendas, and the Poly website, the vision, mission, and ESLRs are communicated.

The ESLRs are part of the banner on the Poly website and the vision and mission are shared with the community through the website.

ESLRs are posted in classrooms for students. Agenda books that students receive at the beginning of every year also include the ESLRs. While teachers may not always specifically mention to their students that they are addressing the ESLRs, the standards-based instruction they plan is always geared towards preparing students for their future and making them critical thinkers, effective communicators, lifelong learners, and conscientious members of society.

The goal is to have students committed to the mission, vision, and ESLRs through in class learning and instruction. A connection needs to be made for the students between the lessons the teacher prepared and the ESLRs. We plan to incorporate explicit strategies to make a stronger connection between in-class learning, activities, and initiatives to the Poly vision, mission, and ESLRs.

Poly is in an ongoing process to fully implement the revised vision and mission statements, and the ESLRs. The goal is to make the documents more meaningful to students and all stakeholders and become a guide to the instructional program at Poly High School. Our Pilot conversion was one form of embedding accountability into our system. We look to create additional systems to embed our mission, vision, and ESLRs for all stakeholders.



**Regular Review and Revision**

**Prompt:** *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>See above for the process: <b>Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes</b></p> <p>The implementation of the revised vision, mission, and ESLRs is an ongoing process.</p> <p>Discussing, planning, voting, and being approved to convert to an LAUSD Pilot School demonstrates a healthy process including wide involvement for self-assessment and recalibration of our vision and mission. The newly created Poly Pilot Governing School Council will solicit stakeholder input each year to review the relevance and effectiveness of these guiding statements. Teachers sign an Elect to Work agreement where they agree to implement the mission and vision of Poly as it is imbedded in our Self Study Plan. The Poly Pilot Governing School Council must approve any revision of the Poly Elect to Work Agreement.</p> <p>To revise our mission, vision, and ESLRs, we used guiding documents, student data in the community profile and the present context of public education within global, national, and local levels in addition to the latest research on 21<sup>st</sup> century skills for a globally competitive workforce. We also took input from all adult stakeholders.</p> <p>We did not do a good job of including students in our process to revise the vision, mission, and ESLRs. English teachers will give students prompts related to the ESLR indicators to attain feedback regarding how we can make assessment authentic to their learning going forward.</p>	<ul style="list-style-type: none"> <li>● Pilot Proposal Plan</li> <li>● Common Core State Standards</li> <li>● AP Capstone outline</li> <li>● SpringBoard strategies</li> <li>● Habitsofmind.org</li> <li>● The Partnership for 21<sup>st</sup> Century Skills, A Framework for 21<sup>st</sup> Century Learning</li> </ul>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Although, we have worked hard and strive to focus on accomplishing the goals established in the 2008 Self Study Action Plan, we have not incorporated the same daily focus to make explicit connections between the vision, mission, and ESLRs. This is clearly an area of growth for us.</p>	<ul style="list-style-type: none"> <li>● Vision statement</li> <li>● Mission statement</li> <li>● ESLRs</li> </ul>



<p>The mission, vision, and ESLRs all state Polytechnic High School’s goal for helping all students become college and/or career ready through a rigorous standards-based education. While transitioning to the CCSS, teachers were reinvigorated to find new ways to help all students gain a deeper understanding of the concepts. Course-alike groups currently meet to review data, plan instruction and share best practices to maximize the opportunities that students have to be successful in their courses.</p> <p>Polytechnic High School effectively uses resources to support the mission, vision, and ESLRs, but realizes that we can communicate them more clearly.</p> <p>Processes for developing and revising our vision, mission, and ESLRs are collaborative and inclusive and the results have served us well. Throughout the last six years, the students at Poly have demonstrated consistent improvement on the CST and the CAHSEE. The faculty is always looking for innovative ways to help meet the students’ needs and prepare them for college and/or careers.</p> <p>We recognize the need to make these statements more meaningful and authentic. We will continue to work at improving our practice of communicating our mission, vision, and ESLRs to establish the context of who we are and why we do what we do.</p>	
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**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>It is only because we operate from the perspective of having a common vision and drive to put the needs of students first, that we have received voluntary participation from so many to draft the critical learner needs and begin to build a plan to address them. Three committees were formed in the fall of 2013 to address the school’s ability to meet the critical learner needs. Through a collaborative approach that involves multiple stakeholders, the committees are creating plans for the upcoming years using the mission, vision, and ESLRs as a guide.</p>	<ul style="list-style-type: none"> <li>● Critical Learner Needs</li> <li>● ESLRs</li> <li>● Small Learning Community Reform Committee agendas</li> <li>● Intervention Committee agendas</li> <li>● Counselor Committee agendas</li> </ul>



Critical Learner Need #1: Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.

Critical Learner Need #1 is aligned to Poly's Lifelong Learner ESLR criteria to:

- Persevere in problem solving.
- Are able to change perspectives, generate alternatives, and consider options.
- Set high standards and engage in continuous improvement.
- Access and apply knowledge.

The mission, vision, and ESLRs state a goal to help all students. Although over the past few years, we have significantly decreased the percentage of students scoring at the Far Below Basic and Below Basic Performance Bands, we have struggled to find comprehensive supports for students struggling in all grades and programs. Teachers collaborated, developed mini-lessons, and reviewed formative assessment data to help students that score in the basic range. The SAS (formally Advantage Plus) program and concurrent college enrollment targeted high performing students and gave them greater educational opportunities. Aligned to our Vision, Mission, and ESLRs, Poly is focused on creating systemic strategies to help struggling students.

Critical Learner Need #2: Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.

Critical Learner Need #2 is aligned to Poly's Mission to provide a safe, personalized, and small school learning environment for all students. It is from the Mission Statement that it becomes clear that our upper-grade SLCs are not presently providing appropriate individualized support. Our ESLRs now also embed the CCSS and 21<sup>st</sup> Century Skills. Creating an infrastructure of support for 11<sup>th</sup> and 12<sup>th</sup> grade students and teachers will facilitate teacher collaboration. Within this educational context, our teachers and counselors will be able to provide students more real world learning opportunities to address career pathways and workforce skill development.



Critical Learner Need #3: Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.

Aligned to the Poly High School vision, college readiness is one of the fundamental goals of attaining a degree at Poly High School. Research indicates that students that matriculate to two year or four year postsecondary institution, but need to take remedial math or English courses, are much more likely to drop out. Preparation of our students for postsecondary opportunities then creates the foundation of what issues we need to address for our students during the next six years.



## **A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

### **Governing Board**

**Prompt:** *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The Los Angeles Unified School District School Board implements policies and bylaws aligned to State and Federal law and in support of achievement for all students. John H. Francis Polytechnic’s governing boards [School Site Council (SSC), formerly School Decision Making (SDM) council, and the newly enacted Poly Pilot Governing School Council] continuously strive to implement site-based policies and bylaws that reflect Federal, California, LAUSD, and local governing Union mandates. Poly’s governing councils implement these policies to ensure alignment with our schoolwide vision to support student proficiency of academic content standards and schoolwide learning results.</p> <p>School Site Council elections are run by the UTLA Chair, Title I Coordinator (for parents), and Leadership sponsor (for students). A meeting is organized every spring to provide an orientation for all staff members who want to learn about School Site Council and to give them the opportunity to self-nominate for the Council. All federally required meetings take place with the requisite notice via parent newsletters, emails, and broadcast phone calls.</p> <p>Poly maintains a School Site Council which oversees the categorical budgets. The selection of members, their authorities and meeting schedules follow all district guidelines for categorical funding.</p> <p>The LAUSD Board of Education regularly meets and posts information on their website. A calendar of when the board meets can also be found on their website. There are seven board members who each represent a district. The term of</p>	<ul style="list-style-type: none"> <li>● <a href="http://laschoolboard.org">http://laschoolboard.org</a></li> <li>● School calendar</li> <li>● Parent letters</li> <li>● SDM agendas/minutes</li> <li>● SSC agendas/minutes</li> <li>● Pilot Governing School Council agendas/minutes</li> <li>● Emails between governing boards and faculty</li> <li>● Pilot Proposal</li> <li>● Election data and results</li> </ul>





<p>office for Board Districts 1, 3, 5 and 7 is 7/1/2011 to 6/30/2015. The term of office for Board Districts 2, 4 and 6 is 7/1/2013 to 6/30/2017. Many of their meetings are televised. Poly is part of District 6, whose board member is Monica Ratliff.</p> <p>In December of 2012, 92.5% of Poly’s teachers elected to become a Pilot school. As part of this process many collaborative meetings were held and committees developed policies regarding the structure and operation of the Poly Pilot Governing School Council. This information was disseminated to staff to provide opportunities for input. Many revisions occurred before final decisions were made and the approval process began.</p> <p>This council oversees the general fund budget, professional development, curriculum and instructional operations of the school. The Pilot Proposal provides a detailed description of who will serve on the board, what their terms of service are, how elections will be conducted and what the purview of the board will be. Frequency of meetings and a calendar of when meetings will be held were developed at the first meeting of the school year and emailed to staff. This information was emailed to staff. See the appendix for Poly’s Pilot School Proposal.</p>	
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**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

*Prompt: Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly follows all LAUSD policies and guidelines. When appropriate we adapt them to meet our needs.</p> <p>In addition we have created policies to support our mission, vision, and ESLRs that are approved by the SSC and now the Poly Pilot Governing School Council:</p> <ul style="list-style-type: none"> <li>● Implementation of Single Plan for Student Achievement</li> <li>● Yearly Professional Development Plan</li> <li>● Attendance policy for Seniors: More than 16 absences and seniors lose the privilege to participate in 12<sup>th</sup> grade activities</li> <li>● Dress Code Policy supporting citizenship values</li> <li>● Tardy Sweep Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Single Plan for Student Achievement</li> <li>● School Site Council bylaws and agendas</li> <li>● Senior Attendance Policy</li> <li>● Dress Code Policy</li> <li>● <a href="http://notebook.lausd.net">http://notebook.lausd.net</a></li> </ul>



<ul style="list-style-type: none"> <li>● Pilot School policies</li> </ul> <p>Poly’s objective in becoming a Pilot School was specifically to gain increased autonomy from the school district to support the unique needs of our school and community. Our unique needs are reflected in our Vision, Mission, and ESLRs. As a Pilot School, we have autonomy in the following five areas: Governance, Budget, Curriculum and Assessment, Staffing, and Calendar.</p> <p>Our autonomies have a profound effect on our ability to tailor our instructional program to meet the high expectations we have for our students. In our first year as a Pilot School, we used additional funding and flexibility to hire more teachers and implement the use of the College Board curriculum, SpringBoard to better prepare our students for AP classes and to meet college readiness indicators.</p>	
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**Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>District policies have allowed Poly to use the ALEKS math intervention program and Apex Learning online programs for credit recovery. We follow the policies required by the ALEKS and Apex Learning programs.</p> <p>All students sign LAUSD’s Acceptable Use Policy before they are allowed to have access to the internet and online instruction.</p> <p>Poly’s network has recently been updated to fiber. Schoolwide wireless capability is also being provided by LAUSD. This project is ongoing. The district has not yet released the wireless password.</p> <p>The Superintendent’s goal referred to as the Common Core Technology Project (CTTP) is to provide an iPad with innovative digital interactive curriculum by Pearson to every student and teacher in the school district. The LAUSD School Board is still in the process of determining the school district’s direction related to the superintendent’s vision.</p>	<ul style="list-style-type: none"> <li>● <a href="http://www.aleks.com/">http://www.aleks.com/</a></li> <li>● <a href="http://www.apexlearning.com/">http://www.apexlearning.com/</a></li> <li>● Acceptable Use Policy</li> <li>● Internet Safety Bulletin</li> <li>● LAUSD CCTP Plan</li> </ul>



<p>To support safe internet use, for many years Poly provided students and teachers their own local storage that was managed by an outside vendor. However, as high-speed internet access has become the de facto standard and storage solutions are available in the cloud, we are in the process of streamlining our school-supported network to be easier to manage and run more efficiently.</p>	
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**Understanding the Role of the Governing Board**

**Prompt:** Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.

Findings	Supporting Evidence
<p>Poly’s school governance consists of the School Site Council and the Poly Pilot Governing School Council. Parents are represented on both governing bodies. All members of the community are invited to attend all meetings. Meetings are advertised on the school’s website, on the school’s marquee, at parent conferences and classes, through the parent newsletter and by phone calls home. A small group of parents are very involved in the governance at Poly. The Poly Pilot Governing School Council develops policies to delineate the process for selecting parent representatives. We strive to get more parents to become authentically involved in the governance of the school.</p> <p>Parents and all community stakeholders can attend the LAUSD Board of Education meetings, or watch the meetings on television or on the LAUSD website. They can also email the board members with any questions or concerns.</p>	<ul style="list-style-type: none"> <li>● Parent letters</li> <li>● Poly website</li> <li>● ConnectED logs</li> <li>● <a href="http://laschoolboard.org">http://laschoolboard.org</a></li> </ul>

**Governing Board’s Involvement in Review and Refinement**

**Prompt:** Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Over the last six years the SSC was involved in the regular review and refinement of the Single Plan for Student Achievement (SPSA). The SPSA has been revised over the past six years to align to Poly’s 2008 Self Study Action Plan and the updated Midterm Report from 2011. As mentioned</p>	<ul style="list-style-type: none"> <li>● Pilot Proposal</li> <li>● SSC agendas</li> <li>● Superintendent’s Performance Framework</li> </ul>



<p>previously, we have not specifically focused on review and revision of the school’s vision, purpose, and ESLRs annually. This is an area of weakness for us.</p> <p>Instead, we have focused on data outcomes aligned to our Self Study Action Plan and the Superintendent’s Performance Framework. The Superintendent’s Performance Framework is focused on the following: 100% Graduation, 100% Attendance; 100% Proficiency; 100% Parent Involvement; 100% School Safety. Poly School Site Council meets annually to approve the Single Plan for Student Achievement. It is through SSC meetings that regular reviews of data outcomes are conducted and decisions are made to refine programs and budget allocations. This was the vehicle that would drive this data review.</p> <p>When Poly teachers voted to become a Pilot School, the newly formed Poly Pilot Governing School Council took on the responsibility, with School Site Council, for ensuring that all activities and expenditures of the school support the school’s core mission and vision.</p> <p>Members of the SSC and The Poly Pilot Governing School Council monitor the vision and mission. Our goal is to make the vision, mission, and ESLRs a more integral part of Poly that is communicated with the faculty on an ongoing basis.</p> <p>In January 2012, the vision was modified to better reflect the needs of the students at Poly. ESLRs were reviewed by staff three years ago in preparation for the WASC midterm visit. Please see above in section A1 for how the mission, vision, and ESLRs were revised during the spring and fall of 2013.</p>	
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**Professional Staff and Governing Board**

**Prompt:** *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>There are nine unions in LAUSD, including Associated Administrators of Los Angeles (AALA) for administrators and United Teachers Los Angeles (UTLA) for teachers that function within their collectively bargained agreements with the school district. The union contacts are regularly negotiated with LAUSD and must be approved by the LAUSD School</p>	<ul style="list-style-type: none"> <li>● Union contracts</li> <li>● Pilot Proposal</li> <li>● Elect to Work Agreement</li> <li>● School Site Council requirements</li> </ul>



<p>Board. As a Pilot school, these contracts continue to be in force.</p> <p>However, UTLA has a memorandum of understanding with the school district for teachers who work at Pilot Schools. This “thin contract” as it is known, simply elevates the voted and agreed upon Elect to Work Agreement (EWA) of each Pilot School created by the teachers at the respective Pilot Schools. Teachers continue to have due process and job protection rights within LAUSD. However, the local context and responsibilities of teachers at a Pilot School may be different than at other schools.</p> <p>Poly’s Elect to Work Agreement did not include additional time or responsibility requirements for our teachers. Poly’s EWA focuses on our collective agreement to implement the strategies and actions as set forth in our Self Study Report. The Poly Pilot Governing School Council has purview over interpretation and accountability of faculty related to the EWA.</p>	
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**Board’s Evaluation/Monitoring Procedures**

**Prompt:** *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The LAUSD School Board designates line staff administrators and supervisors to evaluate and monitor employee performance. Regarding evaluation of schools, programs, and students, LAUSD has a multitude of ongoing processes to monitor the progress of its schools and students.</p> <p>Poly monitors and evaluates itself through annual review and creation of the Single Plan. Budget and operations are monitored through the Single Plan process in collaboration with local district instructional directors, operational coordinators, and fiscal managers. Moving forward, the Poly Pilot Governing School Council will review all of the above.</p> <p>Student performance is closely monitored by departments, SLCs, and course leads using formative assessments and testing data.</p> <p>Teachers are monitored by the administration. In previous years teachers were evaluated through a Stull process. Starting</p>	<ul style="list-style-type: none"> <li>● School Report Card</li> <li>● Single Plan for Student Achievement</li> <li>● SIS (Student Information System)</li> <li>● Testing data</li> </ul>



<p>in the fall of 2013, teachers are evaluated through the TGDC (Teacher Growth and Development Cycle), which emphasizes reflection and coaching on academic practices.</p> <p>The SSC and the Poly Pilot Governing School Council monitor budget and operations of the school.</p>	
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**Complaint and Conflict Resolution Procedures**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly adheres to the LAUSD union contracts’ due process procedures.</p> <p>Poly also follows state requirements regarding the Uniform Complaint Process and communicates this information to students, parents, and staff twice annually.</p> <p>We are in the process of developing a more transparent process to mediate complaints between adult staff members at Poly.</p>	<ul style="list-style-type: none"> <li>● Union contracts</li> <li>● Uniform Complaint Procedure Bulletin</li> </ul>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly fully adheres to the policies and guidelines of LAUSD, the School Board, ISIC, and negotiated contracts with all unions.</p> <p>We believe that we could further support our vision, mission, and ESLRs by developing policies of our own and are confident that through the Poly Pilot Governing School Council we will do so.</p>	<ul style="list-style-type: none"> <li>● District policies</li> <li>● Pilot Plan Proposal</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The goal of becoming a Pilot school is an indicator of how critical we believe having autonomy and flexibility in the way we organize and run Poly is, in order to meet the critical learner needs of our students. We have demonstrated in the</p>	<ul style="list-style-type: none"> <li>● Small Learning Community Reform Committee agendas</li> <li>● Intervention</li> </ul>



last ten years a commitment to be creative and innovate to meet the needs of students. By becoming a Pilot School we now have greater opportunity to do so. We are in the process of creating a plan to address critical academic learner needs through committees that were formed in the fall of 2013.

- Committee agendas
- Counselor Committee agendas



### **A3. Leadership and Staff Criterion**

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

#### **Broad-Based and Collaborative**

**Prompt:** *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The School Site Council is the decision making body and is required by California law to manage categorical budgets such as Title I and Bilingual. It is composed of faculty, staff, student and parent representatives from the CEAC (Compensatory Education Advisory Council)/Title I and ELAC (English Language Advisory Council). The goal of this council is to fund targeted intervention and supplemental programs to support student achievement. It also provides an opportunity for all stakeholders to work collaboratively to improve student achievement. The council meets monthly to oversee the Title I and Bilingual compensatory budgets and take recommendations from other bodies (CEAC/Title I and ELAC).</p> <p>CEAC is an advisory council composed of the parents of students receiving Title I support, and it provides parents opportunities to work collaboratively with our school to improve student achievement. Polytechnic High School is currently a schoolwide Title I school. This council officially stopped in 2012 since Title I no longer funded or required schools to have CEAC meetings. Poly, however, has continued to hold unofficial Title I meetings with parents to keep them informed and to receive their input in school activities.</p> <p>ELAC serves the same purpose as CEAC, but it oversees the Bilingual and EL programs.</p> <p>The Instructional Cabinet is open to all staff and any other stakeholders who wish to attend. Currently it is composed of administrators, coordinators, department chairs, course leads, and teachers who review schoolwide needs related to</p>	<ul style="list-style-type: none"> <li>● CEAC/Title I meeting minutes</li> <li>● ELAC meeting minutes</li> <li>● CEAC/Title I agendas</li> <li>● ELAC agendas</li> <li>● Categorical budgets</li> <li>● Single Plan for Student Achievement</li> </ul>





standards-based teaching, learning and professional development. Discussions and/or recommendations from this cabinet are reflected in our ongoing operational decisions.

This cabinet further develops and leads professional development aimed at improving instruction in all disciplines. This is accomplished through collaboration, reflection, analysis of student work and data, and a review of pedagogy. Professional development is monitored and assessed regularly for effectiveness, and it is implemented to reflect the needs of students and to ensure continuous school improvement.

The Pilot Poly Governing School Council is a governing body created when Poly became a Pilot School. This Council has monthly, open, advertised meetings to address issues that are within its purview including the general fund budget. Terms are for two years except for the founding council in which half of the members were elected to 1-year terms. Teachers make up most of the Council per the philosophy of Pilot Schools, a teacher-led movement.

About six years ago, Poly increased our distributed leadership model by creating course leads in all CST-tested in addition to some non-tested subjects, such as Spanish. Course level teams meet on a regular basis including lunch meetings, at department meetings, after school and on Saturday. Funding is always allocated for common planning, revision of curriculum maps, assessment development, data review, and review of student work to deepen the practice of our instructional program.

Course level progress is shared at California Academic Partnership Program (CAPP) semi-annual leadership meetings, Instructional Cabinet meetings, Data Team meetings, Parent meetings and Governing School Council meetings.



**School Plan Correlated to Student Learning**

**Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>To the detriment of our focus on the Poly Vision, Mission, and ESLRs, we have focused all of our work for the last six years on our Critical Learner Needs and the identified three goals from our Self Study Action Plan in 2008. We meet twice annually to review and assess our progress on the Self Study Action Plan and also incorporate our findings into The Single Plan for Student Achievement (SPSA). The SPSA is evaluated and updated every year and categorical dollars are allocated to ensure we meet the needs of our students to address student achievement outcomes indicated. SSC reviews and approves the Single Plan.</p> <p>In determining funding for student programs, student achievement is evaluated on a yearly basis. If students are being successful, the program will continue to be funded using categorical dollars. If there is no measurable student achievement, the program is reevaluated and restructured or terminated for the next school year to ensure student achievement.</p> <p>The following indicators are considered when reviewing or revising the Single Plan:</p> <ul style="list-style-type: none"> <li>● My Data (LAUSD student achievement data system)</li> <li>● Formative assessments</li> <li>● Disaggregated CST and formative data by subgroup</li> <li>● Student grades</li> <li>● CELDT results</li> <li>● Classroom observation during the ELD block</li> <li>● Reclassification of English learners</li> <li>● Attendance rates</li> <li>● Suspension rates</li> <li>● Matriculation rates</li> <li>● A-G completion rates</li> <li>● Decrease in student receiving Fails in A-G courses</li> <li>● Graduation rate</li> </ul> <p>Through analysis of student data, we identify strengths and critical learner needs. The data and analysis are used, along with the goals from the WASC action plan, while creating Poly’s Single Plan for Student Achievement.</p>	<ul style="list-style-type: none"> <li>● Single Plan for Student Achievement</li> <li>● SSC agendas/minutes</li> <li>● Testing data</li> <li>● DataDirector reports</li> </ul>



<p>Despite changes in district leadership and a myriad of district initiatives, having our SPSA aligned to our Self Study Action Plan has allowed us to remain focused on our School Goals and Critical Learner Needs.</p>	
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**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**Prompt:** Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Before 2011, Poly had little control over the general fund. Our flexibility and collaboration was focused on categorical budgeting. Decisions regarding these funds were made through the SSC. The school community is invited to these meetings. LAUSD would make determinations of how the remaining budget is allocated.</p> <p>In 2011-2012, the former Poly Principal, Mr. Loera, elected to convert Poly to a Per Pupil funded school. Effectively, the Per Pupil model allocated dollars per students, put some restrictions on minimum requirements such as the number of teachers and counselors that must be purchased. Within this framework there was for the first time some flexibility to use the funding based on local context. However, due to the recession, there was very little discretionary funding to allocate toward a locally determined need. Virtually, all categorical and general fund decisions during the recession focused on allocating dollars to purchase as many teachers and counselors as possible. There was very little funding allocated for anything but personnel.</p> <p>When Poly became a Pilot School, a new funding mechanism was activated known as “Pure” Per Pupil funding. This funding model benefits schools with relatively higher attendance rates than the rest of the school district. As a Pilot school, the Poly Pilot Governing School Council approves the annual budget and oversees any major budget allocations not included during budget development in the spring. The principal manages the day-to-day operations of the budget in alignment with our SPSA and Self Study Action Plan.</p>	<ul style="list-style-type: none"> <li>• SSC minutes regarding categorical budget decisions</li> <li>• LAUSD Pilot School Manual</li> </ul>



**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>We are confident that all resources allocated are in support of the SPSA and aligned to Poly’s Self Study Action Plan. Our data has demonstrated a laser-like focus on student achievement. Poly’s 145 point API increase, including an even larger increase for English learners, and an over 100 point increase for students with disabilities is the strongest evidence we have that our dollar allocation is being focused on the critical learner needs of our students.</p> <p>Although it is difficult in education to make the absolute guarantee that any given allocation led directly to a specific academic improvement, we believe strongly that we have invested in systems that have proven to benefit student achievement over time. Examples of supported systems are the following: common planning, DataDirector (and now Illuminate), site developed formative assessments, CAHSEE prep during quarter 3 of 10<sup>th</sup> grade and requisite instructional materials, lower class size for intervention math classes, and auxiliaries for credit recovery for seniors.</p>	<ul style="list-style-type: none"> <li>● Single Plan for Student Achievement Accountability Matrix</li> <li>● CST results</li> <li>● CAHSEE results</li> <li>● CELDT results</li> <li>● Continuously improved API</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The Single Plan impacts the school’s ability to address all of our Critical Learner Needs, since the development of this plan determines which programs will be funded.</p> <p>For Critical Learner Needs #1, Poly is researching different intervention programs and will allocate the requisite resources to support struggling students.</p> <p>With restructuring the upper grade SLCs, Critical Learner Need #2, funding will be needed for out of classroom personnel to provide individualized support and personalization.</p> <p>The Single Plan impacts the school’s ability to fund professional development to increase pedagogical practices which would better equip teachers to prepare students for college or careers, Critical Learner Need #3.</p>	<ul style="list-style-type: none"> <li>● SLC Reform Committee agendas</li> <li>● Intervention Committee agendas</li> <li>● Counselor Committee agendas</li> </ul>



### **A4. Leadership and Staff Criterion**

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

#### **Employment Policies and Practices**

**Prompt:** Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All employees are hired by LAUSD and then provided the opportunity for placement at Poly per district policies and union contracts. The principal works with the district to ensure that the administration and classified staff have the required credentialing and training.</p> <p>Each fall the Assistant Principal of School Counseling Services (APSCS) reviews a report generated by the district student information system (SIS). This report illustrates any mismatches between teachers and courses taught. This ensures that each course is taught by a properly credentialed teacher.</p> <p>The school offers online courses through the Apex Learning program. We have a designated Apex Learning coordinator that works with the APSCS to ensure that instructors are meeting the credentialing requirements that are outlined by the Apex Learning program.</p> <p>The LAUSD ROP program determines qualification of CTE teachers and ensures all CTE teachers meet the requirements. ROP teachers have a designated subject credential earned by units in a bachelor's or having over five years of verified work in the field. Poly has more ROP teachers than most other high schools in LAUSD. This allows Poly High School to give students a greater variety of technical arts electives.</p>	<ul style="list-style-type: none"> <li>● LAUSD personnel department</li> <li>● School personnel records</li> <li>● Fall survey from SIS</li> <li>● Notes/documents from Apex Learning coordinator training</li> </ul>



**Qualifications of Staff**

**Prompt:** Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

Findings	Supporting Evidence
<p>Staff qualifications are set by LAUSD and No Child Left Behind legislation that determines requirements for a teacher to be “Highly Qualified.” Poly conforms to these standards.</p> <p>There has been an increase in the number of teachers that are Nationally Board Certified. 20 Poly teachers are presently National Board Certified.</p> <p>Gifted coordinators ensure that all GATE teachers have satisfied the required number of hours of training each year.</p>	<ul style="list-style-type: none"> <li>● Personnel records maintained on school site</li> </ul>

**Maximum Use of Staff Expertise**

**Prompt:** Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.

Findings	Supporting Evidence
<p>New faculty members receive support from department, course and SLC leads. New teachers are assigned to a member of the leadership team for mentoring and guidance. New teachers are required to attend a 40 hour induction training provided by LAUSD.</p> <p>Co-teaching assignments and assignments for special education aides are based on student need.</p> <p>Staff is given the opportunity at the end of each year to express their preferences for SLCs, courses to teach, out of classroom positions, and clubs or sports they would like to sponsor. Ultimately the decision of placement is made by the principal to meet student need.</p> <p>The master schedule of classes is based on student need. The APSCS modifies the schedule each quarter based on which classes are needed, instead of just rolling over the schedule.</p>	<ul style="list-style-type: none"> <li>● Personnel records</li> <li>● Faculty preference form</li> </ul>



**Defining and Understanding Practices/Relationships**

**Prompt:** Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>At the beginning of each year, the administrators at Poly create an organizational chart that specifies each administrator’s responsibilities. This chart is shared with the staff at professional development meetings and through email. This chart gives staff a guide to any questions they may have regarding the school.</p> <p>Poly implements policies and practices as outlined in District bulletins. This includes “Administrator Certification” which provides administrators with important operational training and guidance to support teachers. LAUSD evaluates the effectiveness of these policies.</p> <p>Poly also has an on-line faculty handbook. We have not been effective in promoting the use of the handbook.</p> <p>The Pilot School Proposal further outlines the operational and decision making processes for the school. The goal is to have a nimble, but accountable process to make effective and efficient decisions to benefit student needs.</p>	<ul style="list-style-type: none"> <li>● Administrative duties chart</li> <li>● Union contracts</li> <li>● LAUSD bulletins</li> <li>● Pilot School Proposal</li> </ul>

**Internal Communication and Planning**

**Prompt:** How effective are the existing structures for internal communication, planning, and resolving differences?

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Multiple methods are used to communicate with staff. Yet, because we are such a large staff and separated geographically, communication continues to be a challenge. The ways we communicate include:</p> <ul style="list-style-type: none"> <li>● Whole and small group meetings</li> <li>● Phone calls home</li> <li>● Emails</li> <li>● Newsletters</li> <li>● Bulletin board in main office</li> <li>● Morning announcements</li> <li>● Course lead meetings</li> </ul> <p>The WASC Action Plan and Single School Plan provide the</p>	<ul style="list-style-type: none"> <li>● Professional development calendar</li> <li>● SLC meeting agendas</li> <li>● Department agendas</li> <li>● Emails to staff</li> <li>● Newsletters</li> <li>● WASC Action Plan</li> <li>● Single School Plan</li> </ul>



<p>framework for all decision making. Planning for student achievement is ongoing and inclusive. It occurs through:</p> <ul style="list-style-type: none"> <li>● SLC meetings</li> <li>● Department and course level meetings</li> <li>● Administrative leadership team meetings</li> <li>● CAPP leadership team meetings</li> <li>● Poly Pilot Governing School Council meetings</li> </ul> <p>Poly follows LAUSD policies and union contracts for procedures to address and resolve differences. The leadership team at Poly has identified a need to make the procedures at Poly more codified and we are currently developing protocols.</p>	
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**Staff Actions/Accountability to Support Learning**

**Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The CAPP leadership team is comprised of administrators and teachers who evaluate systems and processes. Each June, the CAPP leadership team meets to review the progress that Poly has made towards improving student learning and to create plans for the upcoming year.</p> <p>Course leads review common assessments and data after each assessment is administered, to determine the success of instructional approaches, student practice, and delivery of instruction. They share the results with course teachers and facilitate discussions regarding student learning. Teachers evaluate the effectiveness of mini-lessons and instructional practices through formative assessments.</p> <p>To support collegial observation and mentoring, sub coverage is provided for teachers to observe one another in their classrooms and to meet for lesson study.</p> <p>The Instructional Cabinet meets as needed (determined by the principal) to discuss student performance data, teaching pedagogy, and the focus the school will take towards meeting students’ educational needs.</p> <p>The formative assessment infrastructure, including the use of DataDirector, is the best example of decision making having a</p>	<ul style="list-style-type: none"> <li>● Instructional Cabinet agendas</li> <li>● CAPP meeting agendas</li> <li>● Formative and summative assessments</li> <li>● DataDirector reports</li> </ul>





<p>profound effect on student achievement. CST scores have increased significantly for all core subject areas since the 2008 Accreditation visit.</p>	
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**Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>Poly has no full time online teachers. Those who teach online classes are fully included in the professional development at Poly by attending SLC, department, focus group, and whole group meetings.</p>	<ul style="list-style-type: none"> <li>• Personnel records</li> </ul>

**Evaluation of Existing Processes**

**Prompt:** *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>Poly has systems in place to review our processes. Instructional Cabinet leadership development, data team meetings, LAUSD surveys, CAPP Principal surveys all provide vehicles to review and reflect on our processes.</p> <p>The leadership team meets regarding school operations to plan for activities such as a safety drill. They meet again after the activity to debrief what went well and what needs to be improved for the next time. This includes review of surveys given to all staff members.</p> <p>The leadership and staff regularly meet in whole and small groups to review data on student achievement. The Dennis Fox data analysis protocol is used when appropriate. The meetings focus on planning and review of data to determine what is working well and what needs to be changed in order to improve student achievement.</p> <p>As part of the annual review for the Single Plan there is a review to determine the extent action items have been implemented and affect student achievement. The action items are reviewed for relevance and effectiveness.</p> <p>The administrative team has reflected on and evaluated the</p>	<ul style="list-style-type: none"> <li>• CAPP and LAUSD surveys</li> </ul>



<p>effectiveness of their leadership with outside consultants through the CAPP grant. They used surveys and Strengths Finder.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly does an excellent job of focusing staff on student achievement. Our continuous growth, as measured by CST and CAHSEE data, demonstrates this. Stakeholder groups share this focus and commitment. Poly has many professional learning groups which gather and analyze data, reflect, and plan next steps.</p> <p>We use a process we call the Instructional Cycle to Accelerate Student Achievement (ICASA). This is a process of identifying common learning goals, monitoring student learning, and collaborating to refine our instruction.</p>	<ul style="list-style-type: none"> <li>• ICASA</li> <li>• School data summary</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Our abilities to communicate across all stakeholder groups, be flexible, and focus on student needs allows us to respond to critical learner needs quickly and effectively. Because we are acculturated to continuously improve and monitor our progress, we are uniquely suited to implement systems changes upon identification of critical learner needs.</p> <p>Our professional learning communities will be critical as we develop plans to meet these needs. We will continue to gather and analyze data, to reflect, and make decisions as to how to best utilize staff and resources.</p>	<ul style="list-style-type: none"> <li>• SLC Reform Committee agendas</li> <li>• Intervention Committee agendas</li> <li>• Counselor Committee agendas</li> </ul>



## **A5. Leadership and Staff Criterion**

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

### **Support of Professional Development**

**Prompt:** *How effective are the school's supervision and evaluation procedures?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Professional development is ongoing at Poly. Each year the leadership team meets to plan the professional development for the upcoming school year and to make the Professional Development Calendar. Throughout the school year professional development occurs on days with early dismissal in SLC, department, and whole group settings. Most years we are afforded one or two pupil free days where time can be allotted for trainings. Some years the district funds scheduled buy-back days where all day professional development occurred.</p> <p>Many courses have a designated lead teacher who organizes and facilitates lunch time meetings. Teachers also participate in learning cadres that meet after school. Staff is given the opportunity to meet outside of school time and is compensated whenever possible. Teachers are kept informed about professional development opportunities and are encouraged to participate; this participation is funded whenever possible.</p> <p>Initially, the focus of professional development was on five instructional strategies (see A1) and aligning our instruction to accountability measures, such as CAHSEE and CSTs. Next, we focused on the development of formative and summative assessments and the use of data to inform instruction (see ICASA process). Beginning in the last school year, professional development focused on transitioning from California State Standards to the Common Core State Standards.</p> <p>Poly implemented the SpringBoard pre-AP curriculum published by the College Board. To support implementation, all English and math teachers participated in 2-3 days of SpringBoard training from nationally recognized SpringBoard experts.</p>	<ul style="list-style-type: none"> <li>● Professional development calendar</li> <li>● Curriculum maps</li> <li>● ICASA</li> <li>● Department agendas</li> <li>● Course meeting agendas</li> <li>● Formative and summative assessments</li> <li>● Data from DataDirector</li> </ul>



### **Supervision and Evaluation**

**Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly follows the LAUSD and Union contracts when supervising and evaluating teachers.</p> <p>In the past teachers at Poly used the LAUSD/UTLA agreed upon the Stull evaluation process. The Stull process does not allow for a high level of differentiation in performance because it uses only three categories for evaluation (Below Standard, Meets the Standard, Exceeds the Standard). The Stull system provided limited assistance to teachers and was not always effective in helping them to develop. To promote professional growth, Poly focused on developing a culture of collaboration and facilitated professional learning communities to support teachers' growth. This year a new evaluation process called the TGDC (Teacher Growth and Development Cycle) is being implemented. TGDC emphasizes teacher reflection and the teacher/evaluator mentee/mentor relationship. It encourages coaching conversations and meaningful discussions about growth. The administration supports teachers through the evaluation system, but as important, is the administrators' support for systems that allow teachers to collaborate and take ownership of their learning related to school, department, SLC, and course level goals.</p> <p>LAUSD uses the Academic Growth over Time report to evaluate teachers' effectiveness relative to performance on students' high stakes exams. The AGT report is now considered as a factor in a teacher's evaluation. For teachers or counselors that do not have an AGT report because they do not teach a subject that has a state assessment, a data target is supposed to be used for the purpose of planning and goal setting. This is also true for administrators.</p> <p>In the TGDC system, teachers and administrators reflect on teacher practice based on the newly developed Teacher and Learner Framework that was based upon Charlotte's Danielson's Framework for Effective Teaching.</p>	<ul style="list-style-type: none"><li>● Personnel files and records</li><li>● Stull reports</li><li>● TGDC reports</li></ul>



**Additional Online Instruction Prompt:** How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Findings	Supporting Evidence
Teachers at Poly who offer online classes to students are evaluated and supported in the same process as classroom teachers.	<ul style="list-style-type: none"> <li>• Personnel records</li> </ul>

**Measurable Effect of Professional Development**

**Prompt:** Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

Findings	Supporting Evidence
<p>In the beginning when professional development was focused on instructional strategies, the implementation of these strategies was measured through 3x3 classroom observations. This allowed us to gather data about the frequency of use. At small and whole group meetings teachers provided feedback regarding the effectiveness of the strategies. Many expressed a need for additional support. So Poly began incorporating mini-lessons into department and SLC meetings to give teachers a chance to see the strategies being demonstrated and to collaborate with other teachers.</p> <p>To measure the effectiveness, we developed formative and summative assessments. Data from these assessments was analyzed in course meetings and department meetings. Results were used by the school to focus professional development and by teachers to guide instruction.</p> <p>This year Poly is transitioning from the use of DataDirector to Illuminate. The transition has interrupted the usual evaluation of data so teachers have been gathering and analyzing data on their own. They continue to share results and collaborate with peers in course and department meetings.</p> <p>Through the TGDC, the administration is taking on a greater role in coaching and mentoring teachers. The effectiveness is measured through the process of writing reflections as well as looking at student achievement data.</p> <p>Another measure of our professional development</p>	<ul style="list-style-type: none"> <li>• Personnel records</li> <li>• TGDC reflections</li> <li>• Summative and formative assessment data</li> <li>• AGT report</li> <li>• Performance Framework report</li> </ul>



<p>effectiveness is LAUSD’s complex process to evaluate Academic Growth over Time (AGT). Based on this system, there are five tiers to establish effectiveness. This metric is based on predicted performance on high stakes assessments like the CAHSEE and CST, and includes demographic information as part of the complex system to determine predicted growth. The five tiers are as follows: Far Above Expected, Above Expected, Expected, Below Expected, and Far Below Expected.</p> <p>According to LAUSD’s AGT data as an average for the last three years, Poly has earned Far Above Expected growth in English 9 and Algebra I. Poly also achieved Above Expected Growth in both the math CAHSEE and ELA CAHSEE.</p> <p>As a result of Poly’s AGT data and the overall improvement in student outcomes, Poly is one of three (out of 107) high schools in the school district that have earned the distinction of being classified by LAUSD as an Excelling School. The other tiers for overall performance are as follows: Achieving, Service and Support, Watch, and Focus. Two years ago, Poly was a Service and Support School. Last year, we were classified as an Achieving School. This year, we earned the distinction as an Excelling School.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly’s collaborative and data-driven culture has allowed us to focus on identified student needs and professional development to improve student mastery of standards. Poly’s professional development plan and process for evaluation and support of staff continues to adapt to what is required to meet the needs of our students. Our efforts have been effective as evidenced by Poly’s continuous API growth. In addition to growth as measured by standardized tests, Poly continues to increase the number of students enrolled in honors, Advanced Placement and community college classes.</p>	<ul style="list-style-type: none"> <li>• School Report Card</li> <li>• Master schedule</li> <li>• Performance Framework</li> <li>• School Performance Meter</li> </ul>



**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Critical Learner Need #2 recognizes the need to provide students with more individualized support. This will require all staff to become more informed about post secondary opportunities, college requirements, and application processes. Professional development will need to be offered to build this capacity. Collaboration will be important to developing the SLC support structures that will address all Critical Learner Needs.</p> <p>Critical Learner Need #3 asks teachers to provide increased rigor in the classroom. This is always a challenge and will require a tremendous professional development effort as teachers will also be implementing the Common Core State Standards. We are presently in our first year of SpringBoard implementation in English and math. There are a number of tools and professional development that we will access to evaluate and monitor our implementation of the curriculum to support increased rigor for our students.</p>	<ul style="list-style-type: none"><li>• SLC Reform Committee agendas</li><li>• Counselor Committee agendas</li><li>• Intervention Committee agendas</li></ul>



## **A6. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

### **Allocation Decisions**

**Prompt:** *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The allocation of funds follows the State and District guidelines. The funds are distributed to support our academic goals as defined by our expected schoolwide learning results and the state frameworks. The different councils, such as: School Site Council, Departments, Instructional Cabinet, Title I, CEAC, ELAC, etc. help in the prioritization of how the funds will be allocated. As mentioned, School Site Council and the newly formed Poly Pilot Governing School Council will approve budgets in the annual spring budget development process.</p> <p>As we move forward as a Pilot school, we have increased flexibility over the general fund budget. Additionally, as part of the process of converting to a Pilot School, the principal effectively gave up his sole authority to approve the general fund budget during budget development. This is aligned to Poly’s value system to distribute leadership and accountability. The Poly Pilot Governing School Council will now have the responsibility of approving the annual general fund budget.</p> <p>Poly has developed relationships with the community (Los Angeles Valley College, Occupational Centers, The College Board, Hospitals, Clean and Green, Opportunities for Youth, KYDS, etc.) in order to leverage additional resources to support our mission. These agencies provide alternative educational opportunities and support services to help us meet our mission and vision.</p>	<ul style="list-style-type: none"> <li>● Budget narratives included in the Single Plan</li> <li>● Federal, California State, District resource narratives</li> <li>● Intervention funds</li> <li>● Grants</li> <li>● KYDS</li> </ul>





**Practices**

**Prompt:** Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>LAUSD, through the Inspector General’s Office regularly audits budgets and operations. This is true for the categorical, general fund, and student body budgets. In addition, policies and procedures are in place to mitigate the potential of financial corruption.</p> <p>The school administrative assistant must complete payroll, which is then certified by the principal. A financial manager oversees the student body fund, and the principal, financial manager, and associated student body representative must approve purchases. The categorical budget coordinator (Title I coordinator) manages the categorical budget, which is then approved by the principal and school site council.</p> <p>The general fund budget is divided between the community school and the math/science magnet. The magnet coordinator works with the principal and now with the Poly Pilot Governing School Council to ensure budget allocations are aligned to the vision and mission of the school.</p> <p>LAUSD follows state and county guidelines for accounting practices, budgeting, and required reserves.</p> <p>The SSC is responsible for the annual categorical budget and decisions are always made to improve student achievement.</p>	<ul style="list-style-type: none"> <li>● Union contracts</li> <li>● Human resources/ personnel reports</li> <li>● LAUSD budget reports</li> </ul>

**Facilities**

**Prompt:** Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Findings	Supporting Evidence
<p>Poly’s facilities are satisfactorily maintained as per the Williams Resolution. As a school community we try to help in the maintenance of the school through campus beautification incentives and leadership activities (such as the colorfully painted trash cans). The district continues its efforts to upgrade and maintain the school effectively. This year Poly’s campus technology was upgraded to provide fiber optic</p>	<ul style="list-style-type: none"> <li>● LAUSD Maintenance and Operations logs and computer reports</li> <li>● School Accountability Report Card (SARC)</li> <li>● School Safety Plan</li> <li>● Williams report</li> </ul>



<p>networking directly to the school to enhance the school’s internet access. Schoolwide wireless will become available some time during this school year. Poly’s solar energy systems were installed and went live in the summer of 2012.</p> <p>The most recent School Accountability Report Card (2011-12) stated the Poly’s overall facility condition was good. The facilities are regularly monitored to ensure that Poly provides a safe learning environment for the students. However, as the district and school’s budgets were cut over 20% in the last four years, fewer on site buildings and grounds employees and fewer district maintenance and operations workers has made it difficult to maintain the facility to the highest standards we want for our students. There are ongoing facility challenges, such as the need for asphalt replacement in the physical education instructional area, that are long overdue.</p>	
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**Instructional Materials and Equipment**

**Prompt:** Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly provides adequate instructional materials as required by Williams and as monitored by the Los Angeles County of Education.</p> <p>In recent years the ability for departments and teachers to purchase supplementary materials has been limited due to budgetary restrictions. In part, our motivation in becoming a Pilot School was to gain greater autonomy with respect to our budget. Our Poly Pilot Governing School Council approves expenditures for instructional materials to meet the needs of our students. For example, this year Poly purchased the English and math SpringBoard curriculums to increase rigor. This was a purchase that could not have been made without having the additional funding and flexibility of being a Pilot School.</p>	<ul style="list-style-type: none"> <li>● Williams Compliance report</li> <li>● SpringBoard curriculum</li> <li>● Title I budget</li> </ul>



**Well-Qualified Staff**

**Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.

Findings	Supporting Evidence
<p>We operate within the budget and norm allocations provided us by LAUSD. Poly has developed relationships with community colleges and ROP centers to provide students with additional opportunities, which has helped us drive down class sizes compared to most schools in LAUSD.</p> <p>The SSC makes decisions regarding the use of categorical funds for staff, such as hiring a full time nurse. The Poly Pilot Governing School Council will oversee the budget going forward to address staffing needs and to provide high quality professional learning experiences for our faculty and staff.</p> <p>Teachers are informed about different professional development opportunities, through email and department meetings and are encouraged to sign up and participate through LAUSD’s Learning Zone.</p> <p>Time is allocated for department, SLC, and whole group meetings for professional development. Additionally, money is available for teacher groups to meet outside of school hours to create pacing plans and formative assessments, and to prepare for the CCSS.</p> <p>Many teachers have lunch meetings, lead by course lead teachers, where they work collaboratively in assessing student learning and developing lesson ideas.</p>	<ul style="list-style-type: none"> <li>● LAVC college schedules</li> <li>● ROP rosters</li> <li>● Learning Zone</li> <li>● SSC agendas/minutes</li> <li>● Professional development calendar</li> </ul>

**Long-Range Planning**

**Prompt:** Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p>Poly follows all LAUSD Board policies. LAUSD follows all county, state, and federal regulations and guidelines.</p> <p>Poly is limited to an annual budget planning process. However, due to a consistent vision over the last six years, despite change in school and district leadership, we have been able to make efficient use of our shrinking budget and have maintained consistent student growth aligned to our Self Study</p>	<ul style="list-style-type: none"> <li>● LAUSD fiscal statements</li> </ul>



Action Plan.	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Poly has been very effective in harnessing its resources to support its vision and mission even in times of severe budget constraints. When making budget decisions, priority has always been given to student achievement. Our conversion to an LAUSD Pilot School has provided additional resources and flexibility to allow us to continue to innovate with the goal of improving student outcomes for all.</p>	<ul style="list-style-type: none"> <li>● Categorical budgets</li> <li>● Poly’s budget</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Lack of district resources led to the identification of Critical Learner Need #1, the need to develop a comprehensive schoolwide intervention system. Most of the resources Poly had through the first three years of our accreditation cycle have been lost. Because we lost our ability to provide year round credit recovery during the day, after school, and at Saturday school, our students have had fewer opportunities to recover when struggling. In the fall of 2013, an intervention committee was formed to identify innovative ways to help with this need.</p>	<ul style="list-style-type: none"> <li>● School budgets</li> <li>● Intervention Committee agendas and notes</li> </ul>



**WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs**

**Areas of Strength**

- Poly staff members make students a priority.
- Decision making is a collaborative process.
- A new Poly Pilot School Governing Council was created to provide greater input from stakeholders.
- 93% of certificated staff voted to convert to an LAUSD Pilot School which demonstrated a unified vision and purpose.
- A distributed leadership model and capacity building has become integral to Poly's culture of growth and development.
- There is a strong alignment of resource allocation to student need.
- Poly is proactive in gaining additional financial resources: ELG, CAPP grant, large ROP program, Perkins grant, Pilot funds, federal SLC grant, and DonorsChoose.com.

**Prioritized Areas of Growth**

- Make vision, mission, and ESLRs authentic, tangible, and meaningful to all stakeholders.
- Make upper-grade SLCs meaningful to students and faculty.
- Improve communication regarding meetings, advisories, governance structures and processes, and budgeting.





## Category B: Standards-based Student Learning: Curriculum

### Group Leaders

Lourdes DeSantiago, Instructional Specialist  
Julie Chun, Freshman Center Coordinator  
Erin Sopapunta, English Teacher – HABIT

### Group Members

#### **Credentialed Staff**

G. Aragon, Math Teacher – FAME  
T. Bachenheimer, PE Teacher/PE Department Chair – 10<sup>th</sup> Grade Center  
C. Bricker, ROTC Teacher – Freshman Center  
A. Campbell, Science Teacher – 10<sup>th</sup> Grade Center  
T. Clubb, Special Education Teacher – HABIT  
L. Combs, English Teacher/English 9 Course Lead – Freshman Center  
S. Cover, English Teacher – Freshman Center  
L. Donley-Jay, Counselor – FAME  
W. Elam, English Teacher/11<sup>th</sup> Grade ELA Course Lead – HABIT  
J. Feinberg, Math Teacher, HABIT  
C. Felix, Math Teacher/Math Department Chair/Geometry Course Lead – 10<sup>th</sup> Grade Center  
R. Gomez, Science Teacher – Magnet  
R. Higgins, ROP Teacher, HABIT  
J. Keiper, Math Teacher – 10<sup>th</sup> Grade Center  
K. Kowalski, Social Studies Teacher – FAME  
B. LeClair, Social Studies Teacher – SPORT/EHS  
J. Longo, Counselor – HABIT  
G. Ovanessian, 11<sup>th</sup> and 12<sup>th</sup> Grade Dean – SPORT/EHS  
E. Madrigal, Social Studies Teacher/Social Studies Department Chair – HABIT  
M. Nellon, English Teacher – Magnet  
T. Robinson, Special Education Teacher – SPORT/EHS  
S. Rodrigues, English Teacher – 10<sup>th</sup> Grade Center  
V. Tay, Science Teacher/Chemistry Course Lead – SPORT/EHS  
E. Thornburgh, Special Education Teacher – FAME  
L. Ziehler, Math Teacher – Freshman Center



## **Classified Staff**

M. Alvarado, Special Education Assistant  
J. Bartulo, Student Store  
S. Budoyan, Cafeteria  
M. Buenos Rodriguez, Teacher Assistant  
L. Calderon, Clerical  
E. Cardoso, Custodian  
A. Castaneda, Special Education Assistant  
W. Cifuentes, Special Education Assistant  
F. Coria, Cafeteria  
E. Feri, S.S.A./Campus Aide  
E. Garcia, Special Education Assistant  
M. Huizar, Special Education Assistant  
S. Mejia, Special Education Assistant  
C. Mia, Cafeteria  
L. Olvera, Clerical  
J. Plascencia, Special Education Assistant  
G. Reynoso, Special Education Assistant  
A. Rivera, Custodian

## **Parents/Community Representatives**

A. Gonzalez  
R. Oliveros

## **Students**

E. Manriquez  
A. Silva  
S. Luthra  
M. Baltazar  
A. Pacias





## **B1. Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

### **Current Educational Research and Thinking**

**Prompt:** *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stays current and relevant and revise the curriculum appropriately within the curricular review cycle.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly embraced Common Core State Standards (CCSS) two years before they were implemented at the district level. For instance, teachers attended district trainings for CCSS before the district rolled out curriculum at schools, piloted CCSS lessons developed by independent entities, and created their own CCSS-aligned curriculum. As a Pilot school, Poly was able to choose their own curriculum. After researching the curricula available, Poly chose SpringBoard because it was the most closely aligned with the Common Core State Standards and had a high level of rigor.</p> <p>Some of the Common Core State Standards were first implemented in the ninth grade in spring 2013. In response, the ninth grade teachers have been proactive in finding creative ways to address the CCSS. Freshman Center teachers have implemented the California Office to Reform Education (CORE) pilot lesson module, and examined student work samples. The 9<sup>th</sup> grade English teachers have developed a Common Core-aligned Shakespeare curriculum. PowerPoint presentations were developed by and presented to Poly staff to inform them about CCSS-related changes during professional development meetings.</p> <p>What research tells us is that curriculum, instruction, and assessment need to be aligned. In the last six years we have been working towards making that alignment in course group meetings. Each department developed curriculum maps they used in conjunction with district adopted textbooks. The curriculum maps were aligned to the standards with an emphasis on priority standards identified from CAHSEE and CST blueprints. This served as the basis for the majority of the instruction taking place at Poly. The curriculum maps</p>	<ul style="list-style-type: none"> <li>• SpringBoard training artifacts</li> <li>• California Office to Reform Education (CORE) pilot lesson module</li> <li>• Common Core-aligned Shakespeare curriculum</li> <li>• PowerPoint presentations</li> <li>• Math department agendas</li> <li>• Curriculum maps</li> <li>• Williams approved textbooks</li> <li>• Supplementary materials (i.e. ERWC units, Measuring Up, CAHSEE math workbooks)</li> <li>• CST and CAHSEE blueprints</li> <li>• CST and CAHSEE data</li> <li>• English, math, and social studies department Dropbox folders</li> <li>• LTEL training artifacts</li> <li>• LTEL support meetings artifacts</li> <li>• Language Appraisal</li> </ul>



utilized researched based strategies to meet the needs of our diverse learners.

A reservoir of department mini-lessons are stored in common Dropbox folders. These mini-lessons were vetted before a critical community of teachers to improve standards alignment.

Educational research shows the importance of Specially Designed Academic Instruction in English (SDAIE) strategies for English Learners. The Language Appraisal Team (LAT) met as needed for individual cases. Currently the team meets monthly to review English learner data, ensure that appropriate instruction, support, and intervention strategies are provided to accelerate the language processes of all ELs. Additionally the LAT meets to ensure that reclassified students continue to make progress and achieve academic proficiency after reclassification. The SDAIE Cadre uses the Sheltered Instruction Observation Protocol as a guide and has meetings designed to allow teachers to collaboratively discuss current research and strategies to best serve English Learners, as well as provide a safe environment to practice those strategies. This year Poly implemented a special curriculum required by LAUSD's Revised Master Plan for English Learners. This curriculum focuses on long term English learners, and calls for year-long, intensive English Language Development (ELD).

Because current research based on the School Reform movement shows that schools with more local control over their management perform more effectively, Poly applied to become a pilot school. This means we have more control over the curriculum, budget, staffing, and management of our school, without having to obtain additional approval from the district. Because of this management model, Poly was able to adopt the SpringBoard Pre-AP curriculum schoolwide to increase academic rigor of programs. We were also granted permission to use our collaboratively created formative and summative assessments in lieu of the districts Periodic Assessments. Our assessments were more closely aligned with California Standards Tests and the California High School Exit Exam.

Poly and other high schools, in partnership with the California State University implemented the Expository Reading and Writing Curriculum (ERWC), designed to lower remediation at the college level and increase college readiness. The units

Team meeting handouts, agendas, presentation materials

- SDAIE/SIOP agendas
- Pilot Plan
- Formative and summative assessments
- ERWC artifacts
- Writing across curriculum rubric
- Kate Kinsella training artifacts.
- Ruby Payne professional development materials and agendas
- KYDS program offerings
- Homework Haven sign-in
- Peer mentor reflections and logs



<p>focus on critical reading and writing skills, such as annotation, rereading, summarizing and responding, questioning, vocabulary development, synthesis and citation.</p> <p>Based on research that shows students need language development in all subjects, Poly has developed language objectives to be used in various content areas. We have also implemented writing across the curriculum to enable students to practice their writing skills in subjects other than English Language Arts.</p> <p>Because Poly is identified as a schoolwide Title I school and all of our students currently qualify for free lunch, leadership has found it imperative that staff members are aware of socioeconomic factors affecting our students. As a result, extensive professional development time has been devoted to learning about Ruby Payne’s research-based <u>Framework for Understanding Poverty</u>, in order to implement procedures and plans that help reduce the achievement gap. Some of these programs include after-school activities, homework support, and peer mentorship programs.</p>	
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**Academic Standards for Each Area**

*Prompt:* Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements?

<b>Findings</b>	<b>Supporting Evidence</b>
<p>At the department level, teachers have made concerted efforts to develop curriculum that are not only cohesive and vertically aligned, but also provide additional rigor to meet or exceed not just state but national standards. Teachers participate in weekly grade-level lunch and after-school meetings to refine or develop curriculum. For example, Algebra I teachers meet every Wednesday to discuss ways to better improve their instructional practices. Teachers also have quarterly department meetings to ensure grade-level work supports work being done in other grade-levels. 9<sup>th</sup> and 10<sup>th</sup> graders are taught using some of the components of CSU’s ERWC curriculum. This ensures that by the time they matriculate to the upper grades, they are familiar with the coursework since upper grades use ERWC. All work done at grade or department levels is guided by national or state standards for that content area, and all of this work is being accomplished in</p>	<ul style="list-style-type: none"> <li>• Standards-based pacing plans for departments</li> <li>• Syllabi for AP courses</li> <li>• CST data</li> <li>• SpringBoard curriculum in math and English</li> <li>• ERWC curriculum</li> <li>• SLC documentation (brochures, choice sheets, etc.)</li> <li>• ROP class list</li> <li>• College course list</li> <li>• AP class enrollment</li> <li>• New AP additions since</li> </ul>



<p>courses that fulfill A-G requirements.</p> <p>Each 11<sup>th</sup> and 12<sup>th</sup> grade student chooses an SLC with a designated career pathway. The SLCs include FAME (Fine Arts Media Entertainment), HABIT (Hospitality, Agriculture, Business, and Industrial Technologies), and SPORT/EHS (Sports Program Opportunities and Recreational Training/Education and Human Services). Within each of these SLCs, students explore various career pathways. For instance, students in FAME may explore careers such as journalism, drawing, animation, drama, orchestra, and others. Each SLC is based on a standards-based academic program that fulfills A-G requirements. To prepare students for the rigorous level of coursework they will soon be facing as college freshmen, 11<sup>th</sup> and 12<sup>th</sup> grade students are exposed to the CSU Expository Reading and Writing Curriculum in their English classes. This curriculum focuses on preparing students for college-level Freshman Composition. Students are encouraged to take a variety of AP and college-level courses to maintain their competitive edge. These SLCs offer a variety of CTE electives (through ROP) to give students a more hands-on approach to learning about their career pathway. Some courses offered to our 11<sup>th</sup> and 12<sup>th</sup> grade students include entrepreneurship, emergency medical services, cooking, and drama.</p>	<p>'06-'07 include:</p> <ul style="list-style-type: none"> <li>○ Chemistry</li> <li>○ Environmental Science</li> <li>○ Statistics</li> <li>○ English Language</li> <li>● Thematic curriculum plans</li> <li>● Master schedule</li> <li>● ERWC curriculum</li> <li>● ESLRs</li> </ul>
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**Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Apex Learning courses are offered to Poly students who need credit recovery opportunities. All courses offered via Apex Learning meet A-G requirements including the elective courses they offer.</p>	<ul style="list-style-type: none"> <li>● Apex Learning assessments</li> <li>● Syllabus for courses</li> <li>● Collected classwork</li> </ul>



**Congruence**

**Prompt:** Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>In our core subject areas, teachers use the backwards planning method to make sure concepts and skills taught in class directly address and support focus academic standards. Teachers use mid-quarter formative assessments to determine whether students grasped the concepts and skills covered in the first half of the quarter. After grade-level meetings, teachers determine whether to re-teach particular standards-based on results.</p> <p>Poly has adopted the implementation of mini-lesson presentations schoolwide. At department meetings, teachers present their best practices for a particular standard and corresponding ESLR. The standards are chosen because they are high-priority (appear most frequently on standardized tests) or because they are areas where growth is needed. The teacher feedback forms that are collected at the end of the mini-lesson presentations are critical in helping teachers calibrate their lessons to standards if necessary.</p> <p>ESLRs are based on skills that are common to all subjects and grade levels. They are also based on the understanding that students must first master the content area standards. Effective communication is necessary in written and oral language in all subjects. Conscientious members of society are students who are active and engaged in the world around them. To be fully engaged, they must be academically proficient. Critical thinking is a standards-based skill in all subject areas. Students are taught to go beyond what they read and see and question the world around them. Lifelong learners are students who do not stop at mastering the standards, but continue to educate themselves in the areas that are most important to their future.</p> <p>While ideally, we would want all teachers in both core and non-core courses to integrate these standards at a deep level in their instruction, a consistent implementation has been challenging. Part of the challenge has been a lack of teacher buy-in of the ESLRs, but with the newly revised standards that were guided by teacher feedback we hope to see more congruence among instruction, assessment, and standards.</p>	<ul style="list-style-type: none"> <li>• Formative and summative assessments and data</li> <li>• Department pacing plans</li> <li>• Mini-lesson presentation feedback forms</li> <li>• Student work</li> <li>• Seniors’ Service Learning projects</li> <li>• Revised ESLRs</li> </ul>



**Student Work — Engagement in Learning**

**Prompt:** Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Departments that teach core classes rely heavily on data analysis in order to get a snapshot of student learning. Weekly, formative, and summative assessments are used in subject areas to inform instruction, and assessments are directly aligned to California state standards. Using data analysis tools like DataDirector, instructors have been able to closely examine student strengths and weaknesses. Upon analyzing data, instructors have gathered in grade-level and department-level groups to determine how to attack problem areas.</p> <p>This is the first year Poly is implementing SpringBoard in English and math. Despite the challenge of implementation, teachers have expressed that this curriculum has helped their instruction reach new levels of rigor. It has consequently pushed them to regularly collaborate and consult with each other to discuss ways they can engage students. Examining existing SpringBoard units as well as teacher-created work that has stemmed from this year’s collaboration should reflect the rigorous, standards-based instruction that has been taking place at Poly.</p> <p>Analysis of student work has occurred in math and English department meetings as well as SLC meetings. The ICASA process was used to help guide examination of student work in these meetings. In math and English meetings teachers presented mini-lessons and then examined related student work. They used this process to inform instruction. In SLC meetings, non-English teachers presented samples of student writing and the teachers used the Writing Across the Curriculum Rubric to assess. By examining student writing in non-English courses teachers were able to see student metacognition, student engagement, and student learning. Shared scoring sessions occur twice annually in 11<sup>th</sup> and 12<sup>th</sup> grade within the English department and has transitioned to the 10<sup>th</sup> grade. These sessions were a means to collaborate consistent understanding of student achievement in writing.</p> <p>Service learning projects, a graduation requirement completed in senior history courses shows evidence of student engagement. The social studies department aligns these</p>	<ul style="list-style-type: none"> <li>• Department data for formative and summative assessments</li> <li>• Department mini-lessons and feedback forms</li> <li>• DataDirector files</li> <li>• SpringBoard student work samples</li> <li>• Teacher-created, SpringBoard-related mini-lessons</li> <li>• Writing Across the Curriculum Rubric</li> <li>• Agendas</li> <li>• ICASA process</li> <li>• Pass rate of the service learning project</li> <li>• Community resources brought to parent night</li> </ul>



projects to the ESLRs and community needs.	
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**Accessibility of All Students to Curriculum**

**Prompt:** Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?

Findings	Supporting Evidence
<p>Access to core curriculum over the last six years has improved. First the focus was on giving standards-based instruction to all students. Teachers have received professional development on rigor and what rigor looks like in the classroom. We identified specific skills that were rigorous and plan to integrate higher cognitive skills with the CCSS. Then we assessed our instructional programs for any weaknesses. We found that we needed to better serve our LTEL and special education students, specifically in the SDP classes.</p> <p>We have increased rigor by offering concurrent enrollment college classes on campus and increasing the number of AP classes being offered. We have adopted the SpringBoard curriculum to increase daily rigor in math and English classes. In science classes rigor is being addressed through lab activities. In social studies, teachers are increasing rigor through writing and DBQs (document based questions). Teachers meet consistently to collaborate and find ways to improve instruction and increase rigor.</p> <p>Poly strives to offer all of its students’ access to a rigorous, relevant, and coherent curriculum. There are many programs in place to ensure that students with special needs are receiving the services needed to help them succeed. One way Poly does this is by offering co-taught classes for students who have IEPs. Special education and general education teachers collaborate to find the best way to help students with special needs access coursework that is taught at the same, rigorous level that general education students receive. General education teachers bring their content expertise to the table while Special Education teachers apply their expertise by suggesting different accommodations and strategies to teach a particular skill or suggest various ways to present a particular lesson so it can be accessed by every student.</p>	<ul style="list-style-type: none"> <li>• Drafted co-constructed definitions of rigor</li> <li>• Co-teaching classes in both English and math</li> <li>• Peer mentors utilized in regular and co-taught classes</li> <li>• Peer mentor reflections</li> <li>• Resource room accessible to all students</li> <li>• CMA-version formative and summative assessments</li> <li>• Kate Kinsella professional development materials</li> <li>• GATE professional development agendas and trainings</li> <li>• SpringBoard</li> <li>• LTEL training agendas and professional development materials</li> <li>• <i>The Edge</i> curriculum</li> </ul>



General education and special education teachers have also collaborated to develop CMA versions of formative and summative assessments. For students whose IEPs determine that they are eligible to take the CMA version of the CST, the practice CMA formative and summative assessments they are exposed to prior to the actual CST are a tremendous advantage.

Students with IEPs who have behavioral or physical disabilities are assigned additional help from special education assistants as needed. Some of these students who are in general education courses gain tremendous academic benefits from having additional support. Aides not only help with the physical mobility aspect (if necessary), but also assist with scaffolding lessons so students can access higher-level coursework that otherwise would have been difficult, if not impossible, to comprehend.

Poly's Peer Mentorship program consists of juniors and seniors who have already fulfilled most of their A-G requirements. As role models on this campus, both for their academic achievements and outstanding ability to lead, these mentors are usually placed in co-taught classrooms and assigned to a small group of students to mentor throughout the year. As they build rapport and trust with their primary students, mentors are able to help not only students with special needs but also students who are struggling in general. Also, if students are not able to find the individualized attention they may need from the teacher, peer mentors often fill this critical role since they are placed according to their strongest subject area.

ELD students in level 1 through 4 gain accessibility to rigorous curriculum through *The Edge* curriculum. Six years ago Poly teachers used the *High Point* curriculum, but discontinued it in favor of *The Edge* curriculum which is aligned to high school standards. This program is designed to help English language learners accelerate their growth in language and literacy. Students in the Newcomers Academy take classes in ELD until they have completed *The Edge* program, which typically takes four years. Those students in ELD 3 and 4 also take English 9A and B.

The Newcomers Academy provides Spanish-speaking students with instruction in their primary language in world history, biology, and math in order to prevent these students from





<p>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.</p> <p>In addition to providing our students with a highly structured academic program, we 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. Currently due to budget constraints field trips have been limited. Additionally, students are provided with Newcomers Academy assemblies and celebrations to build community, provide incentives, and rewards for outstanding achievement.</p>	
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**Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

<b>Findings</b>	<b>Supporting Evidence</b>
All online classes that Poly offers through Apex Learning are A-G approved.	<ul style="list-style-type: none"> <li>• Course directory</li> </ul>

**Integration Among Disciplines**

**Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly has been working to develop linked-learning teams specifically in the areas of math, science, and computer science. Poly has a Science, Technology, Engineering, and Math (STEM) cohort of 11 teachers that participated in training at UCLA last summer.</p> <p>Poly will continue to build our capacity to link student learning across the curriculum and to provide opportunities to apply academic learning in a real world context.</p> <p>Poly’s AFJROTC introduces Global Awareness through cultural studies. This customized curriculum is about the world’s cultures. It introduces students to the world’s cultures</p>	<ul style="list-style-type: none"> <li>• CTE meeting agendas</li> <li>• AFJROTC Global Awareness curriculum</li> </ul>



<p>through the study of world affairs, regional studies, and cultural awareness. Students have an opportunity to study history, geography, religion, languages, culture, political systems, economics, social issues, environmental concerns, human rights through readings, video segments, hands-on activities, and other optional activities.</p>	
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**Curricular Development, Evaluation, and Revisions**

*Prompt: Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly has a philosophy that is responsive and flexible to our students’ ever changing needs. Curriculum is developed, reviewed and modified through the structures within each department. Polytechnic has used the CAPP grant to build an instructional leader infrastructure that goes beyond department chairs. Course leads guide their teams to meet the demands of their students specific to either grade level needs and/or course level needs. The department chair as well as the administrator in charge of the department facilitate and support the course leads and their grade-alike or course-alike teams. SLC administrators and coordinators can provide input on needs specific to the SLC. The teams critically review new curriculum during trainings or with curriculum samples and come to a consensus as to whether a curriculum will be adopted. When outsourced curriculum does not meet the needs of the school, teachers collaborate on developing new curriculum that aligns to standards and utilizes Polytechnic’s common instructional strategies. Lessons are sometimes piloted and/or refined during professional development time in department meetings. Teachers present a lesson before their professional community and undergo a structured process to critique and improve the lesson. Lessons are stored by standard in department Dropbox folders as a curriculum resource for instructors.</p> <p>Poly began implementing SpringBoard in the 2013 – 2014 school year. In the summer of 2013, Poly math and English teachers attended a three-day training on how to implement the curriculum. The administration also attended training on how to support the teachers that are using SpringBoard. Algebra 1,</p>	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• AFJROTC curriculum</li> <li>• English and math 9 co-constructed lessons</li> <li>• ICASA process</li> <li>• Mini-lesson protocol and template</li> <li>• English 9 and 10 curriculum units</li> <li>• Course curriculum maps</li> <li>• Teacher-developed ERWC units (9<sup>th</sup>-12<sup>th</sup>)</li> <li>• Reclassification rates</li> <li>• Students’ GPAs</li> <li>• Department and grade level meeting agendas</li> <li>• SpringBoard curriculum and teacher lesson plans</li> </ul>



<p>geometry, algebra 2, and English 10 – 11 teachers are currently using the curriculum. Teachers are meeting with their course leads at lunch and department meetings to discuss successes and struggles with the new curriculum. The implementation of the curriculum has lead to greater teacher discussion and collaboration in sharing best practices and has helped accelerate our collective process to implement the Common Core State Standards in English and math.</p> <p>Special Day Program classes follow the same curriculum as their general education counterparts. Those classes on the alternate curriculum have started to implement the Unique curriculum. They also use the Edmark reading program.</p> <p>The curriculum used for ELD 1-4 students is aligned to current EL standards for high school. Teachers of ELD 1-4 students periodically review the curriculum to ensure that it meets the academic and linguistic needs of their students. Data from the embedded formative assessments and student work is periodically reviewed to ensure that students are meeting the rigor of the standards, and to identify struggling students to determine appropriate intervention and/or re-teaching.</p> <p>In preparation for the Common Core State Standards and to increase rigor, Poly researched different educational programs. In the spring of 2013, representatives from SpringBoard, a curriculum developed by the College Board, presented their program to English and mathematics teachers. The SpringBoard curriculum has students explore concepts in collaborative groups while the teacher asks guided and meaningful questions.</p>	
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**Policies — Rigorous, Relevant, Coherent Curriculum**

**Prompt:** *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly follows the policies of LAUSD. For example, each course is worth 5 credits and there must be at least two graded assignments per week.</p> <p>Poly currently does not have a consistent grading and homework policy. Grading scales are left to the discretion of an individual teacher. Some departments have initiated</p>	<ul style="list-style-type: none"> <li>• LAUSD policy bulletins</li> <li>• Roll books</li> <li>• Course syllabus</li> <li>• Curriculum maps</li> <li>• SpringBoard online materials</li> </ul>



<p>conversations about creating a consistent grading policy and the elimination of D grades.</p> <p>Course departments met and created curriculum maps where they determined which standards would be addressed in the A or B part of the course.</p> <p>When adopting new textbooks, the district usually offers Poly a choice of two or three books. Course teachers and the department chair examine the textbooks and reach a consensus about which book they would like to adopt.</p> <p>As we are transitioning into the common core era, the leadership team researched CCSS aligned curriculum. SpringBoard curriculum was presented to the faculty because it is research-based, rigorous, and vertically aligned to AP classes. As a result of several presentations and teacher trainings, the math and English teachers chose to adopt SpringBoard curriculum.</p> <p>Most LAUSD and SpringBoard curriculum include technological components. It is up to the individual teacher's discretion to decide on the use of these components.</p>	<ul style="list-style-type: none"> <li>• ALEKS program</li> <li>• Course textbook CDs</li> <li>• Audio books</li> <li>• Edmodo assignments</li> </ul>
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**Additional Online Instruction Prompt:** *Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
<p>In order to counterbalance summer school opportunities, Poly uses two online programs for credit recovery and academic intervention: Apex Learning and ALEKS (Assessment and Learning in Knowledge Spaces).</p> <p>For students in ninth and tenth grade who have struggled in math, the ALEKS program is used. This program is able to adapt to students' needs and abilities.</p> <p>The Apex Learning at Poly in English, Math and Social Studies and is funded by the KYDS for students in grades 11<sup>th</sup> and 12<sup>th</sup>. With this online program students are able to repeat math, science (no longer offered starting fall 2013), history, and English courses. Students are able to enroll in one of the three to four periods that this online course is offered each quarter. If students need more time, they are able to access the program from home.</p>	<ul style="list-style-type: none"> <li>• Teacher grade book and syllabus</li> </ul>



**Articulation and Follow-up Studies**

**Prompt:** Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings	Supporting Evidence
<p>Poly engages in regular contact with the three primary feeder schools, especially Byrd Middle School. Poly’s new Freshman Center is situated directly next to Byrd’s campus, so contact with this school is easy and accessible. The Freshman Center staff visits feeder middle schools like Byrd twice a year (fall and spring) to give presentations about support programs and resources available at Poly. At these presentations, incoming 9<sup>th</sup> graders are assessed with a teacher-developed math placement test. Poly’s School for Advanced Studies (SAS) and Poly’s magnet program also give presentations to actively recruit potential students.</p> <p>Poly primarily keeps in contact with Los Angeles Valley College (LAVC) due to the fact many of our alumni attend this school after graduation, and we also have a partnership with them through our SAS program. This partnership with LAVC allows Poly students to take free college classes on Poly’s campus. We offer one of the most robust college course offerings in the district, and because of this program, some Poly alumni have been admitted to colleges with sophomore standing. Though we currently do not have any protocols in place to monitor students attending 4-year universities, we are working on establishing a partnership with Project STEPS to track our graduates. Poly has also subscribed to Student National Clearing House, a database that tracks student educational outcomes at post-secondary institutions.</p> <p>Under the direction of Leona Warman, our college counselor, the college office offers college presentations to students throughout the year. Representatives that Ms. Warman has established relationships with over the years return to Poly to recruit our students to some of the top universities in the nation.</p> <p>Poly also tracks the status of its students with disabilities. At the student’s final IEP, the case carrier completes a summary of performance (SOP) form. This form requests the student’s contact information, accommodations needed, their educational plans and/or workplace, and other pertinent IEP information. Two to three years after the student graduates, the</p>	<ul style="list-style-type: none"> <li>• Middle school presentation PowerPoints</li> <li>• Math placement test</li> <li>• SAS recruitment letter</li> <li>• College course syllabi</li> <li>• College presentations materials</li> <li>• College class applications</li> <li>• LAVC college course catalogue</li> <li>• College office PA announcements and newsletters</li> <li>• SOP form</li> </ul>



Department of Transition Services (DOTS) representative contacts the student to follow up on their status.	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>In the last six years we have used the ICASA process of continuous improvement to support instruction in the classroom to enhance student learning of a standards aligned, rigorous, and relevant curriculum. This is the first time that Poly has had a formalized schoolwide process to critically examine teachers’ curriculum, instruction, and student learning. The ICASA process will continue to be a valuable process in the CCSS era.</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #1:</u> Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.</p> <p>Poly is moving towards increasing rigor in the classroom by the implementation of professional development that focuses on challenging student learning activities. We know that the CCSS are going to demand more from our students so we have been proactive by evaluating and adopting curriculum that will help our teachers provide the foundation for improved student learning.</p>	<ul style="list-style-type: none"> <li>• Intervention Committee agendas/minutes</li> </ul>



## **B2. Curriculum Criterion**

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

### **Variety of Programs — Full Range of Choices**

**Prompt:** *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The processes we have in place to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options are offered throughout all SLCs.</p> <p>Students fill out interest sheets, which counselors use to decide which electives students take as part of their Individualized Graduation Plan. These Individualized Graduation Plans serve as roadmaps for their entire four years at Poly High School. It can be modified or adjusted as needed. The counseling staff surveys incoming 9<sup>th</sup> graders, and explains graduation and college admission requirements in meetings at least twice a year.</p> <p>In the upper grade SLCs, students make elective choices based on interests, such as technology, computer, culinary arts, wood shop, ceramics, EMT, landscaping, JROTC, business/ accounting, and ROP/ work experience classes. Along with preparing students for future careers, Poly also places a strong emphasis on preparing students for colleges. Poly has had an increase in students taking classes that fulfill the A-G requirements and in the number of students concurrently enrolled in college classes. This ensures greater college readiness as well as a high level of rigor in classrooms. We have expanded AP course offerings as well to prepare students for college. Poly has been designated as a School of Advanced Studies in order to offer a more competitive and academically challenging curriculum.</p> <p>The College counselor communicates options and opportunities: She informs students monthly about scholarships through scholarship bulletins. The college counselor also administers the Practice Standardized Aptitude</p>	<ul style="list-style-type: none"> <li>• Interest sheets</li> <li>• Individualized Graduation Plan (IGP)</li> <li>• SLC Fair</li> <li>• 9<sup>th</sup> grade student surveys</li> <li>• Progress on IGP is noted and students are aware of how they are meeting graduation and college admission goals</li> <li>• Project Steps college map</li> <li>• Master schedule</li> <li>• Rosters for Co-Taught classes</li> <li>• Rosters for LTEL classes</li> <li>• Rosters for intervention courses</li> <li>• Rosters for ALEKS classes</li> <li>• Matrix that shows different classes</li> <li>• Matrix showing AP, honors and college classes</li> <li>• Rosters for AP, honors, and college classes</li> <li>• SAS Accreditation</li> <li>• Scholarship bulletins</li> <li>• PSAT rosters</li> </ul>



<p>Test (PSAT), holds various workshops (financial aid, college fairs, application help, etc.), hosts various university representatives, arranges college campus visits, and meets with students.</p> <p>Poly offers a variety of college-readiness programs and clubs, such as Next Stop Ivies, California Scholarship Federation, Project STEPS, and National Honors Society.</p> <p>There are a variety of after-school programs to engage students in post-graduation and career goals through the Keep Youth Doing Something (KYDS) program. These classes include music and dance, as well as tutoring and computer clubs. Poly offers a comprehensive athletics program, with many sports available to interested students. Our performing arts department has many students involved in drama, music, and pageantry. Students can receive credits for participation in these programs, as well as fulfilling some of the A-G requirements, where possible. Poly is partnered with Upward Bound, a federally funded program which aids students in achieving post-secondary goals. Students who apply to and are accepted into this program participate in after school and weekend activities which are all aimed at helping students plan for post-secondary success. Upward Bound also provides tutoring so students can stay competitive enough when it comes time to apply for colleges.</p>	<ul style="list-style-type: none"> <li>• Workshop flyers/ agendas</li> <li>• Flyers/ announcements for visiting colleges</li> <li>• College Office classroom visits in 10<sup>th</sup> grade</li> <li>• Clubs/organizations list</li> <li>• Club enrollment forms</li> <li>• Project STEPS participant list</li> <li>• KYDS schedule, class sign-in sheets</li> <li>• Athletic teams rosters</li> <li>• Performing arts class rosters</li> <li>• Upward Bound</li> </ul>
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**Student-Parent-Staff Collaboration**

**Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career and/or other educational goals*

Findings	Supporting Evidence
<p>We do not have a formal personal learning plan for every student; however, Poly staff has participated in professional development to improve their ability to address multimodality learning styles. We have included researched-based instructional strategies to formalize the process of meeting the learning style needs of all students. Through SLC professional development, approaches derived from Ruby Payne’s book <i>The Framework for Understanding Poverty</i> have been utilized to understand, differentiate, and address the different learning styles of our diverse population. SDAIE and ELD strategies are used to address the linguistic and academic needs of all English learners.</p>	<ul style="list-style-type: none"> <li>• Instructional strategies               <ul style="list-style-type: none"> <li>○ Word walls</li> <li>○ Thinking maps</li> <li>○ Academic vocabulary development</li> <li>○ Anticipatory activities</li> <li>○ Cooperative groups/strategic pairing</li> <li>○ Note taking</li> </ul> </li> </ul>





Poly High School uses a variety of methods to collaborate with parents to monitor student learning. Parent conference night, held four times a year, is a forum where parents can address concerns regarding their child's progress which may include their child's preferred style of learning. For students who seem to need more one on one assistance we refer to Homework Haven. The use of the ConnectED system allows teachers to send phone calls home regarding classwork, progress, or behavior (positive and negative) in a parent's preferred language. Some teachers post grades online to keep parents informed. Others use programs such as Edmodo or Moodle, which allow parents to see curriculum online, and even sign up as observers to monitor their child's progress. Teachers also use Easy Grade Pro, where they can print progress reports that inform both students and parents about the student's progress in the class.

Peer mentors and adult teaching assistants utilize their training on multimodality teaching instruction in the classrooms to directly help struggling students.

Counselors meet with their students to create and review the student's Individualized Graduation Plan (IGP). This plan includes classes the student has taken and will need to take to meet graduation and A-G requirements. The IGP also includes career interest and post-secondary plans. Parents receive a copy and are invited to have a conference with the counselor.

Students with IEPs are evaluated at least yearly to monitor progress and address individual learning plans. This process requires the collaboration of parents, students, and staff.

Students who are struggling are evaluated using the School Success Team (SST) process. Part of the SST process includes an evaluation of the student's strongest learning style. Accommodations are suggested and implemented in the classroom. The outcome of this evaluation may lead to an IEP assessment.

- Professional development on literature by Ruby Payne
- Peer mentoring reflections and training materials
- IEP documentation
- SST documentation
- IGP
- Sign-in sheets from Parent-Teacher Conference Night, including requests for additional conferencing
- Flyers from Parent Center about workshops
- ConnectED logs
- Artifacts from online forums: Edmodo, Moodle
- Easy Grade Pro



**Monitoring/Changing Student Plans**

**Prompt:** Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings	Supporting Evidence
<p>Polytechnic High School has fluid structures to meet the immediate learning needs of students. Counselors use various academic student records to assist in the planning of student schedules/programs. Teacher input is considered in making changes as needed. For example, teachers can request that a student receive honors credit when it is determined that they have achieved at that level.</p> <p>As a result of Poly’s unique four by four schedule, students take 16 classes during the school year instead of the traditional 12. Students are given multiple credit recovery and enrichment opportunities. Due to the budget constraints and district mandates these opportunities have been greatly limited during summer and winter breaks. For example, English is one year long in the 9th and 10th grade, with elective English courses added to the two required classes, which allow students to retake the required classes if needed. In math, students are not allowed to move on to the next level of math without a passing grade, so intervention and elective math classes are also offered during the regular school year.</p> <p>English Learners are evaluated on a regular basis to determine the optimal placement to meet their academic and linguistic needs. Additionally, the Language Appraisal Team (LAT) meets every few weeks to review data and focus on referrals from general education teachers. Teachers of LTEL students meet to discuss curriculum and strategies to best help English Learner students achieve success.</p> <p>Students with disabilities are evaluated to determine which combination of special and general education classes work best for them. The first option is to completely mainstream the student, with intermittent support and counseling. All students have access to the learning center, which is open during school hours to students who need one-on-one instruction. The second option is that students with disabilities are mainstreamed into regular classes, with a general education class co-taught by a Special Education teacher for one period as additional support. Sometimes these students are assigned to the Learning Center for a class period, allowing them time to complete work from other classes. This is based on student</p>	<ul style="list-style-type: none"> <li>• Mini CUMs</li> <li>• TR51, student transcripts</li> <li>• LAT forms</li> <li>• Agendas, sign-in sheets</li> <li>• ELD portfolios</li> <li>• Master schedule</li> <li>• Matrix</li> <li>• SDP classes</li> <li>• IEP</li> <li>• Learning Center sign-in sheets</li> </ul>



<p>need. The third option is Special Day Program classes for students who need extensive support. The Special Education department diligently strives to maintain compliance with each student's Individual Education Plan, designing each student's IEP with the IEP team in a timely manner.</p>	
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**Post High School Transitions**

**Prompt:** Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly offers courses that prepare students for careers. Office Technology prepares students for modern workplaces using computer programs and project-based learning. Customer Service class prepares students for retail jobs. Cooking class and club prepare students for careers in culinary arts. Computer classes provide training and even certification for students looking to pursue careers in Informational Technology. Floriculture and Landscaping classes prepare students for careers in green industries. Child Development classes, as well as an onsite daycare, prepare students to work in a teaching or childcare setting. Wood shop class prepares students for careers in industrial technology.</p> <p>Poly offers an Emergency Medical Technician class and club which provide opportunities for students to assist the EMT instructor at school events, such as football games. This provides students with practical experiences that they could build upon in a career in the medical field.</p> <p>Poly has a Junior Reserve Officer Training Corps, which can lead students into post-high school military careers.</p> <p>The college counselor invites universities to visit Poly and talk with students. The College Office also provides workshops, such as financial aid and college application seminars, for students.</p> <p>Poly participates in the Early Academic Outreach Program, which provides students with the opportunity to visit college campuses throughout the year.</p> <p>Federally-funded programs such as Project STEPS, and Upward Bound are on campus with specific cohorts of</p>	<ul style="list-style-type: none"> <li>• AFJROTC rosters</li> <li>• EMT class and club rosters</li> <li>• EMT class project presentations</li> <li>• University visit artifacts</li> <li>• Seminar artifacts</li> <li>• College visit sign-up sheets</li> <li>• Field trips slips</li> <li>• Project STEPS and Upward Bound cohort list</li> <li>• College maps</li> <li>• Parent presentation flyers/ agendas</li> <li>• Master schedule</li> <li>• Lists of students who go to college</li> </ul>



<p>students. The programs include college mapping, field trips, parent presentations, and summer programs.</p> <p>Both the college and magnet counselors keep track of which students go to college. Some teachers invite Poly alumni to speak to current students about the college experience.</p> <p>The Department of Transitional Services (DOTS), in cooperation with East Valley Occupational Center, strives to connect students with disabilities with successful work habits to jobs for credit and pay, based on the student’s interests and abilities.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All Poly students are provided equal access to the entire school curricular programs. School staff regularly evaluates and monitors students’ progress towards achieving their academic, personal, and school-to-career goals. Despite budget constraints, we strategically utilize our 4x4 schedule to offer multiple credit recovery, enrichment, and career and post secondary education opportunities.</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #2:</u> Restructure upper grade SLCs to provide more individualized support to increase the percentage and success of students matriculating into clear college or career pathways.</p> <p>By restructuring our upper grade SLCs, students will continue to have the personalized support as they prepare to meet academic, personal, and school-to-career goals. They will get access to curriculum that will better serve their academic needs.</p>	<ul style="list-style-type: none"> <li>• SLC Reform Committee agenda and minutes</li> </ul>



### **B3. Curriculum Criterion**

Upon completion of the high school program, students have met all the requirements of graduation.

#### **Real World Applications — Curriculum**

**Prompt:** Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Across disciplines, Poly teachers integrate speaking and listening assignments as part of their course requirements. Though speaking and listening standards are often overlooked due to the fact they have not been assessed on state tests, Poly staff regularly utilize speaking and listening assignments in their classes because they feel it helps shape critical skills students will need when they enter the workforce.</p> <p>In both their core and non-core classes, Poly students participate in a rigorous, standards-based curriculum that has real-world applications. In core classes like math and English, students are taught content through high-interest themes. For instance, the CSU’s Expository Reading and Writing Curriculum bases their curriculum on real-life issues that are of high-interest for this age group range. Unit topics include bullying, fast food, and juvenile justice. Frequent exposure to non-fiction pieces prepare students for college and beyond since most adults need to interact with informational text.</p> <p>In math, students study probability, measurement, congruence, sequences and series which are all skills needed to help solve real-world problems. With the adoption of SpringBoard, students are taught these concepts in a contextual framework, which helps them to see more clearly ways they can apply math skills to the real world.</p> <p>The social studies department requires a service learning project where students learn content and invaluable skills that are real-world applicable. Through this project, students learn how to find solutions to problems, collaborate, and research. These are all in-demand skills sought after by most employers.</p> <p>Finally, Poly offers a variety of non-core courses that are rigorous and offer hands-on training that students can readily apply to a career after high school. Many of the courses</p>	<ul style="list-style-type: none"> <li>• ERWC units</li> <li>• SpringBoard math curriculum</li> <li>• Service learning projects</li> <li>• Group projects: <ul style="list-style-type: none"> <li>○ Union/ Confederate Civil War project</li> <li>○ Science labs</li> <li>○ English SpringBoard survey project</li> </ul> </li> <li>• Video clips of oral presentations</li> <li>• Social studies notes comparison assignment</li> <li>• Presentation rubrics</li> <li>• CTE course offerings: <ul style="list-style-type: none"> <li>○ Emergency Medical Services</li> <li>○ Computer Programming</li> <li>○ Office Tech</li> </ul> </li> </ul>



<p>offered through our CTE program give Poly students invaluable experiences that can make them more desirable to future employers.</p>	
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**Meeting Graduation Requirements**

**Prompt:** *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>Poly has taken several measures to ensure students are ready to succeed on the CAHSEE. In the 10<sup>th</sup> grade, all students are enrolled in an intensive CAHSEE prep class Quarter 3. Using <i>Measuring Up!</i> as the primary curriculum, students are routinely exposed to multiple choice questions and writing prompts that are modeled after those they will see on the CAHSEE. CAHSEE prep at Poly is vertically aligned as students in the 9<sup>th</sup> grade are also exposed to the <i>Measuring Up!</i> curriculum in quarter 4. The 9<sup>th</sup> and 10<sup>th</sup> grade English teams have developed weekly, formative, and summative assessments that use question stems similar to those find on the CAHSEE. In essence, students in 9<sup>th</sup> grade are exposed to a test prep curriculum all year long because these assessments are integrated throughout the curriculum. The underlying philosophy of this curriculum design is that the more students are exposed to the types of questions they will see on the CAHSEE, and the more they understand how to navigate these questions, the better they will perform on the CAHSEE.</p> <p>Poly has other interventions in place for students who need a little more support to succeed. All 9<sup>th</sup> and 10<sup>th</sup> graders are placed in year-long math and English courses, which provide them multiple opportunities for credit recovery. For instance, in quarter 2, the math department offers the ALEKS program to students who struggled in Algebra 1 during quarter 1. The ALEKS program is a computer-based learning program that adjusts to the student’s learning level. Students are not allowed to move on to new concepts without demonstrating mastery of current concepts. After demonstrating mastery in fundamental Algebra skills, students are re-programmed into Algebra 1A quarter 3. Also in quarter 3, 9<sup>th</sup> grade students who have failed 2 or more core classes, specifically English and math, are placed in the Twilight program.</p> <p>Poly is partnered with several outside organizations to provide</p>	<ul style="list-style-type: none"> <li>• <i>Measuring Up!</i> curriculum</li> <li>• CAHSEE pass rate</li> <li>• Master schedule</li> <li>• ALEKS curriculum</li> <li>• Homework Haven flyers</li> </ul>



<p>supplementary support to our students. The KYDS program (Keep Youth Doing Something) provides funding, which allows us to operate Homework Haven on both the 9<sup>th</sup> grade campus and main campus. Homework Haven is monitored by a credentialed staff member as well as other interns, and it provides students an academic space to complete their homework after school.</p>	
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**Conclusions**

*Prompt: Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Though Poly always strives to provide multiple opportunities for academic intervention, there are areas that still require improvement. For instance, CAHSEE intervention programs for 11<sup>th</sup> and 12<sup>th</sup> grade students do not currently exist because of budgetary limitations. Intersession opportunities have taken a huge hit due to cuts in the budget. Thus, 9<sup>th</sup> grade students rarely get chances for credit recovery during summer sessions since priority is given to upper classmen.</p> <p>Overall, Poly teachers have made tremendous strides in curriculum development. In core classes like math and English, teachers meet on a weekly basis to collaborate with each other and evaluate curriculum. Teachers develop standards-based mini-lessons, present it to their departments, and receive feedback from their peers. The ultimate goal of this model is to inform their instruction. This practice follows the ICASA, a cycle of continuous improvement.</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

*Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>While teachers have done impressive work to increase levels of rigor and engagement in their classroom, ensuring our students are career and college ready is an emergent work-in-progress. With the restructuring of the SLCs, we hope to see an establishment of clearer college and career pathways established for our upper classmen. An ongoing, consistent monitoring system that tracks student progress towards a</p>	<ul style="list-style-type: none"> <li>• SLC Reform Committee agenda/minutes</li> </ul>



college or career-oriented goal also needs to be established.	
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## **WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs**

### **Areas of Strength**

- Poly teachers meet consistently to develop, evaluate, or revise curriculum.
- Poly continues to seek and use innovative researched-based methods and strategies to modify and to provide the highest quality curricular resources.
- Curriculum maps and lessons are modified to strengthen alignment through the ICASA process and teacher collaboration.

### **Prioritized Areas of Growth**

- All departments need to implement CCSS aligned curriculum.
- Increase opportunities for credit recovery and support classes using alternative curriculum.
- Provide a more personalized and individualized academic support system through the restructuring of upper grade SLCs to develop curricular offerings that better support college and career readiness; Linked Learning and career pathways.
- Develop a systematic method for tracking Poly graduates.





## Category C: Standards-based Student Learning: Instruction

### Group Leaders

Margie Hidalgo, English Learner Coordinator/Coach  
Artin Arhanian, Instructional Specialist  
Yesenia Pleitez, Title I Coordinator  
Dennis Madrigal, English Teacher – Magnet  
Monica Casillas, Math Teacher/Math Department Co-Chair/Algebra 2 Course Lead – HABIT

### Group Members

#### Credentialed Staff

M. Alonso, Science Teacher – Magnet  
T. Batiste, English Teacher – 10<sup>th</sup> Grade Center  
L. Blackwell, Teacher-Librarian – HABIT  
J. Blau, Social Studies Teacher – FAME  
C. Chang, Technology Teacher/CTE Department Chair – HABIT  
M. Correa, Spanish Teacher – Freshman Center  
N. Elfarra, Counselor – SPORT/EHS  
R. Fink, Special Education Teacher – 10<sup>th</sup> Grade Center  
J. Fonarow, Special Education Teacher – HABIT  
S. Garcia, Opportunity Teacher – SPORT/EHS  
W. Grigsby, Special Education Teacher/Special Education Department Chair – FAME  
B. Hannafin, Special Education Teacher – SPORT/EHS  
T. Lewis, Counselor – 10<sup>th</sup> Grade Center  
R. Loza, Math Teacher – SPORT/EHS  
A. Moszkowicz, Math Teacher – Magnet  
M. Munguia, Counselor – FAME  
K. O'Connor, Math Teacher – HABIT  
C. Padilla – English Teacher – Freshman Center  
M. Peralta, Social Studies Teacher/Football Coach/Softball Coach/US History Course Lead – SPORT/EHS  
E. Rabins, English Teacher/10<sup>th</sup> Grade ELA Course Lead – 10<sup>th</sup> Grade Center  
G. Sto. Domingo, Math Teacher – 10<sup>th</sup> Grade Center  
A. Richard, Special Education Teacher – HABIT  
T. Tirado, Spanish Teacher – FAME



I. Toerien, ELD Teacher – Newcomers

### **Classified Staff**

- A. Akapo, Special Education Assistant
  - G. Banuelos, Clerical
- T. Cancinos, Special Education Assistant
  - C. Chaffino, Cafeteria
  - S. Clevanoff, Custodian
  - D. Cruz, Student Store
  - A. Fernandez, Cafeteria
- A. Flores, Special Education Assistant
- E. Hernandez, Special Education Assistant
  - S. Mares, Custodian
- M. Martinez, Special Education Assistant
  - M. Mundaca, Clerical
- J. Ortiz Amezola, S.S.A/Campus Aide
  - S. Rahman, Cafeteria
- E. Reimnitz, Special Education Assistant
- M. Thompson, Special Education Assistant

### **Parents/Community Representatives**

- O. Cordero
- L. Lamas

### **Students**

- I. Chapman
- A. Cooper
- A. Churchill
- E. Cruz
- M. Giron
- T. Kelly
- P. Johnson
- J. Mazariego
- A. Morales
- C. Nieves
- M. Ojeda



## **C1. Instruction Criterion**

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

### **Results of Student Observations and Examining Work**

**Prompt:** *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The goals of the instructional staff at Poly have been to utilize academic standards, and more recently the common core standards, as well as the ESLRs, to determine curricular content and effective instructional strategies to engage all students in a rigorous and meaningful learning experience. Poly teachers take pride in utilizing innovative teaching methods and “thinking outside the box” to reach all students and to ensure their academic success. The analysis of student work is a key component of the ICASA process. Teachers examine student work individually and collaboratively to identify effective instruction and areas where instruction needs to be improved. For example, as part of the mathematics department meetings mini-lessons are presented and teachers examine student work.</p> <p>Most departments collaborate to develop innovative curriculum and assessments by looking at student work and data. Teachers utilize teacher developed formative assessments and data to inform instruction. Teachers align lesson planning to content standards collaboratively. Common assessments help teachers collaborate and modify instruction so that all students are prepared for CAHSEE and CST. Teachers also share best practices that improve effective instruction throughout the departments. Additionally, teachers share mini-lessons aligned to “nemesis” standards, providing student work samples during department and SLC meetings. Teachers observe and monitor students working in their classrooms.</p> <p>Poly has many steps in place to support collaboration to make it easier to examine student work. These steps foster discussion of our students’ successes and challenges. Poly teachers are able to determine which school strategies are effective and omit those that are not. Analyzing student</p>	<ul style="list-style-type: none"> <li>● Data from common formative and summative assessments</li> <li>● Number of students passing/enrolling in AP courses</li> <li>● CST/CMA data</li> <li>● Student work</li> <li>● <i>Edge</i> unit assessments</li> <li>● CAHSEE data</li> <li>● API data reports</li> <li>● Pacing plans/ curriculum maps</li> <li>● Department meeting agendas</li> <li>● Mini-lessons</li> </ul>



<p>achievement data allows for rapid interaction and re-teaching to accelerate the progress of struggling students. After looking at student work, scores, test results, teachers use lessons, assignments and common rubrics to increase student rigor to make students more college and career ready.</p> <p>Many teachers are incorporating SDAIE (Specially Designed Academic Instruction in English) strategies to their instruction, to providing scaffolding so that all students have access to a rigorous curriculum. All students receiving Resource services are in general education classes receiving common core standard-based instruction. Special Day Program classes are incorporating the same instruction and pacing plans as their general education peers. Students in the MRM and MRS programs are receiving instruction with the Unique curriculum.</p> <p>Poly staff is proactive in responding to larger trends and changes locally and nationally. Students are being challenged with the SpringBoard curriculum in English Language Arts, and math and instruction is being tailored to meet Common Core expectations. Students are being introduced to the skills necessary to succeed in AP classes.</p>	
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**Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly does not offer an asynchronous online instruction program, however online classes are offered for credit recovery through Apex Learning. Apex Learning offers a syllabus contained in the Appendix section, which students can refer to and check off assignments as they are completed. Students can click on the percentage number next to their course name in order to get feedback on their progress. The percentage of course progression shows up at the bottom of the page. This allows students to determine if they are making adequate progress to complete the course.</p> <p>Ninth graders who are not successful in a traditional Algebra 1 classes are offered an opportunity to take a more individualized online class using the ALEKS program.</p>	<ul style="list-style-type: none"> <li>• Apex Learning pass rate</li> <li>• Apex Learning syllabus</li> <li>• Number of students completing graduation requirements</li> <li>• Algebra 1 completion rates and timely move to Geometry by 10<sup>th</sup> grade.</li> </ul>



### **Student Understanding of Performance Levels**

**Prompt:** *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Grade level content standards, ESLRs, Poly’s 4 for Life Behavior Habits, and instructional expectations are posted in classrooms and discussed as learning objectives. In most classrooms, student work reveals that students understand standards and expectations. Teachers provide rubrics and share them ahead of time. Poly teachers have been working on posting, defining, and reviewing both content and language objectives in a concerted effort to promote academic literacy in all subject matter areas. Teachers provide guidelines and models of expected learning.</p> <p>Teachers’ explanation of the instructional purpose is clear to students, including connections to big ideas and essential understandings. Most students are able to communicate the purpose of the lesson to their peers.</p> <p>Teachers strive to use clear directions and procedures to let students know what area of study will be addressed. In some classrooms, teachers have students copy the standard being addressed into their daily agenda. Teachers check for student understanding of directions and attend to possible student misunderstandings. Most students can articulate, paraphrase, and/or demonstrate directions. Teachers adapt directions to meet the needs of all students and utilize realia and visuals as needed.</p> <p>Many teachers model academic expectations through sample and practice resources. The habits that instructors use help ensure that our students have clear expectations which helps teach them metacognition. Our goal is to help students become continuously aware of where they stand in regard to their grade and take responsibility for improving it. Some teachers distribute progress reports on a weekly basis. These expectations help students become more engaged and take ownership of their learning. Students are given opportunities to see what success looks like, and that it is attainable. In some classes, students are given opportunities after assignments to reflect upon how they met standards and expectations.</p>	<ul style="list-style-type: none"> <li>● KWL charts</li> <li>● Anticipatory activities</li> <li>● Syllabi</li> <li>● Pacing plans/ curriculum maps</li> <li>● Increase in graduation rates</li> <li>● Increase in reclassification rates</li> <li>● Increase in CST/CMA results</li> <li>● Student work</li> <li>● Formative assessments</li> <li>● Student agendas</li> <li>● Classroom agendas posted on board</li> <li>● Rubrics</li> <li>● Posted content and language objectives</li> </ul>



**Differentiation of Instruction**

**Prompt:** *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Teachers at Poly are able to address differentiation in a number of ways.</p> <p>Students needing one-on-one instruction throughout the lesson get it through the Learning Center, which is available for all students. Teachers may also choose to partner struggling students with peer mentors. These practices ensure that students receive the individual help they need and optimize their learning.</p> <p>Some teachers provide opportunities for peer-based collaborative learning and self-directed learning opportunities through instructional projects, activities and assignments. These are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged, constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.</p> <p>Teachers have received training in Poly’s schoolwide instructional strategies. Examples of those strategies are Cornell Notetaking, Thinking Maps, Reciprocal Teaching, Anticipatory Strategies, and Academic Vocabulary. These strategies help provide access to the curriculum for all students. Some teachers continue to use and refine the schoolwide instructional strategies, but this has not been consistent.</p> <p>Some teachers have been trained in AVID strategies and use them to provide differentiation in their instruction.</p> <p>LAPL (Language Arts in the Primary Language) classes have been offered to Newcomer students whose primary language is Spanish for the past four years. These classes serve to boost primary language literacy skills for those students with interrupted schooling in the primary language and/or students who have lacked educational opportunities in their primary language. This instruction accelerates students’ literacy skills in the primary language, which in turn, translates to higher academic skills in English. Spanish speaking students</p>	<ul style="list-style-type: none"> <li>● Professional development sessions on use of technology</li> <li>● Operating industry-standard equipment in Film Production classes</li> <li>● Multi-level groupings for projects</li> <li>● Making content available online</li> <li>● Graphing calculators used in mathematics</li> <li>● Learning Center sign-ins</li> <li>● DataDirector to chart individual student progress and identify problem areas</li> <li>● Using PowerPoint presentations in the classroom</li> <li>● Online tools for college and career search</li> <li>● Edmodo</li> <li>● Kuta math software</li> <li>● After school tutoring sign-ins</li> <li>● Higher passage rates from one ELD level to another (AMAO 1 rates)</li> <li>● Increase in reclassification rates</li> <li>● Increase in CST scores</li> <li>● Increase in CAHSEE passing rates</li> </ul>





participating in the Newcomers Academy have the option of receiving Algebra, World History, and Biology in their primary language. The teachers that teach these courses provide an equally rigorous curriculum as their English counterparts. These classes enable Newcomer students to continue building knowledge and to accumulate A-G credits needed for graduation while learning English and becoming acclimated to a new environment.

An increasing number of teachers are utilizing living word walls to promote the use of academic discourse among students, especially English Learners.

Homework Haven provides after school tutoring for students needing additional help and support.

After school tutoring classes are available for English learners four days a week. English learners receive help on their classwork and homework. The tutoring helps increase the students' literacy skills, and their oral and written production skills in English. Additionally they receive preparation for taking and passing the CAHSEE ELA portion.

After school tutoring classes were provided to English Learners missing only the CST requirement for reclassification. Students were provided with both literacy and test-taking strategies.

Students are receiving a more up to date education through a multimedia approach. There are a number of computer labs for student and teacher use.

Other examples of teachers' use of technology include the use of SMART Boards in some classrooms, Edmodo integration, the use of software for math that allows students to move at their own pace and explore on their own (ALEKS), Starlight.com, student book reviews on Destiny (online catalog), the use of Moodle for online instruction, the use of graphing programs (Sunburst), and the use of career cruising through Digital Library.



**Additional Online Instruction Prompt:** *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction and other student-teacher interaction opportunities.*

Findings	Supporting Evidence
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students.</p> <p>In math, ALEKS, an online individualized supplementary program is effective in helping student progress at their own pace. In history, teachers provide instruction to students on how to utilize online resources for research purposes. In all areas of instruction PowerPoint presentations prove to be an effective tool for student learning. Teachers use projectors for multiple purposes such as internet sources, educational videos, and documentaries. Dropbox has been an effective tool for sending assignments to students.</p>	<ul style="list-style-type: none"> <li>● Apex Learning rosters</li> <li>● ALEKS program</li> <li>● Student work</li> <li>● Dropbox</li> </ul>

**Student Perceptions**

**Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>From evidence obtained through informal and formal dialogue with students, we have learned that they feel positive about instruction and teacher interaction at Poly.</p> <p>Based on the LAUSD 2013 School Experience Survey, students report that teachers regularly tell them how they are doing in class (ELA – 69%, math – 65%, science – 69%, social studies – 54%). In all areas except social studies, Poly is above the district average on that indicator (ELA – 8 percentage points above, math – 5 percentage points above, science – 9 percentage points above, social science – 9 percentage points below).</p> <p>Some of the students interviewed understand the ESLRs and perceive them as a guide for expected levels of performance. Recently, many teachers held discussions with their students on the importance of understanding and implementation of Poly ELSRs. Students are frequently reminded of the expected level of performance on the state standards.</p>	<ul style="list-style-type: none"> <li>● In-class surveys</li> <li>● Progress reports</li> <li>● Student work</li> <li>● Student interviews</li> <li>● LAUSD 2013 School Experience Survey</li> </ul>



<p>Feedback on student work allows students to understand where they can improve.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly staff continues to improve in providing differentiation to all Poly students by continuously attending training to enable them to use the most effective tools to further differentiate instruction.</p> <p>Some teachers have participated in an afterschool SDAIE cadre in order to learn new strategies for differentiation with their English Learner Students. More professional development is needed so that teachers can provide a higher level of differentiation in the classroom with all students including English Learners, students with disabilities, and GATE students. This year, long-term English learners have been placed in ELD classes, designed to address their linguistic, social, and academic challenges, thereby accelerating their academic performance. There has been an increase in the number of AP English Language classes offered to support college readiness.</p> <p>By providing students with the opportunities to construct their own learning both in and out of the classroom, we have raised student achievement in meeting more rigorous challenges.</p>	<ul style="list-style-type: none"> <li>● SpringBoard curriculum</li> <li>● Implementation of Common Core State Standards</li> <li>● AP Curriculum</li> <li>● See above</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #3:</u> Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.</p> <p>Poly has to move best practices from being implemented with just some teachers to becoming schoolwide. Some departments are doing more than others, so to increase college</p>	<ul style="list-style-type: none"> <li>● Counselor Committee agendas</li> <li>● ICASA</li> </ul>



enrollment and increase rigor, all departments need to engage in the ICASA process.	
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## **C2. Instruction Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### **Current Knowledge**

**Prompt:** *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Throughout the past six years, the increased use of technology and researched-based instructional methodology in many classrooms has led to increased student engagement. More students are taking ownership of their learning through projects requiring and fostering creativity, collaboration, problem solving, and critical thinking as a result of working with authentic problems that are relevant to their lives, both in and out of the classroom.</p> <p>Teachers are using projectors, computers, PowerPoint presentations, and SMART Boards to enhance their instruction. Teachers are utilizing web-based resources, such as video, formative assessments, computer animations, models, simulations, Software: DataDirector, grading software, and social media. Additionally, Dropbox, Edmodo, SpringBoard Online, and paperrater.com, to name a few are being used by teachers to allow students to experiment with different ways of using the internet as a resource</p> <p>In math, teachers are using graphing calculators to project onto SMART Boards. This creates a visual for students to engage in a lesson at a deeper level. Math teachers use document readers to model how to solve a problem. It also helps students share their thought processes upon solving the problem. The ALEKS program has been an effective tool in remedial Algebra 1 classes. In biology, teachers are using Bioflux.</p> <p>Many students are using online sites for research and to access current information not found in textbooks, promoting expanded understanding and student engagement. Students are creating PowerPoint presentations based on their research and</p>	<ul style="list-style-type: none"> <li>● Technology class enrollment</li> <li>● Technology requirement completion rate</li> <li>● Numerous computer labs</li> <li>● Student work</li> <li>● Computer software</li> <li>● Teacher use of technology in instruction</li> </ul>



<p>presenting their information to the class.</p> <p>Most teachers are knowledgeable about available technology and how to incorporate it into their instruction. However, the technology gap among students creates a challenge. Budget limitations have inhibited widespread adoption.</p>	
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**Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students, therefore the above prompt is not applicable.</p>	

**Teachers as Coaches**

**Prompt:** *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Some teachers are moving from lecture-based instruction to project-based collaborative learning that allows for expanded student control and ownership of their own learning. Many teachers are assigning and monitoring collaborative learning models, and walking around the room to facilitate. To promote critical thinking, teachers are using higher level questioning rather than just providing answers.</p> <p>Some teachers are providing opportunities for student generated projects. In science classes, students design and run labs, and participate in more hands-on investigative activities, followed by reporting the findings to the class.</p> <p>All resource teachers are co-teaching in core curriculum classrooms and are providing individualized scaffolding and instruction to all students. Some teachers provide their students with instruction that promotes interaction and opportunities for dialogue and conversation, such as hands on investigative tasks, project-based learning activities, and inquiry based labs that create personally meaningful learning</p>	<ul style="list-style-type: none"> <li>● SpringBoard training materials</li> <li>● Lesson plans</li> <li>● Student work</li> </ul>



<p>experiences. Resource teachers facilitate and coach students individually for review, application, and innovation from the general education curriculum.</p> <p>The SpringBoard curriculum lends itself to the coaching model when students work in small groups. Teachers are facilitating the learning process. More students are willing to share in a group setting, rather than out loud in class.</p>	
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**Examination of Student Work**

**Prompt:** *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Students are learning to organize their thoughts and are getting real world experiences through strategic instruction in the use of academic language, discourse, and strategies that promote independent learning. Most teachers utilize Thinking Maps to help students organize information and essential questions for research purposes.</p> <p>In some classes, students must demonstrate their ability to organize, access, and apply knowledge through their written work. In math classes, many teachers have students write justifications for the processes they used in solving a problem. In English and social studies classes, students are required to synthesize multiple sources to create and support an argument. In science classes, students have lab opportunities where they can explore and discover.</p>	<ul style="list-style-type: none"> <li>● Students’ use of graphic organizers and/or thinking maps</li> <li>● Academic word walls</li> <li>● Research projects/essays</li> <li>● Student work</li> </ul>

**Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students, therefore the above prompt is not applicable.</p>	



**Prompt:** Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.

Findings	Supporting Evidence
<p>Increasingly, student work is beginning to show evidence of critical thinking, problem solving, inquiry, and exploration. Previously, the majority of the core courses were focusing on alignment to the CST which put a ceiling on the level of rigor. Now as Poly transitions towards CCSS, our focus is shifting to providing students with more rigorous learning opportunities. Examples of this are Socratic Seminars, Edmodo discussion, SpringBoard curriculum, and project-based learning highlighting intellectual rigor.</p> <p>We recognize that this is an area of growth and it is addressed as part of our Critical Learner Need #3.</p>	<ul style="list-style-type: none"> <li>● Displayed individual and group projects</li> <li>● Word walls</li> <li>● Posted rubrics</li> <li>● Student work</li> <li>● SpringBoard curriculum</li> </ul>

**Prompt:** Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>More teachers are incorporating online resources into lesson plans. Technology has been increasingly utilized, as seen in ALEKS, an online algebra program. Students are expected to utilize internet resources such as Dropbox, Edmodo, Google Drive, email, and TeacherTube.</p> <p>Some teachers post assignments and projects online for students to access. Students in some classes have the ability to submit their completed projects to a Dropbox folder, for teachers to review and comment on. Students have limited access (at home, school) to make effective integration of technology feasible. However Poly does offer several computer labs for students to access. Students are able to access their work and feedback from any computer on campus. Also, teachers assign online book reviews which are graded by the librarian. Some teachers utilize online essay grading tools to facilitate student reflection during the rough draft process (paperrater.com). Math and Science teachers use SpringBoard.com resources to increase rigor and provide formative assessments. Increasingly, teachers are using Edmodo.com for online discussion and personalized academic feedback. Finally, the library is open to students regularly</p>	<ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Computer lab usage data</li> <li>● Student work</li> <li>● Student research papers</li> <li>● Edmodo app</li> </ul>





<p>before school, during lunch, and after school so students can increase their instructional time by having additional access to computers and online services.</p> <p>Students in entrepreneurial classes are exposed to and participate in a variety of online business simulations. Additional computer classes have been added to allow an increased number of students to learn and use technology. There are also additional clubs offered that cater to computer technology. (CyberPatriot, Skills USA).</p> <p>More teachers are seeking to increase their knowledge of technology for use in the classroom. Teacher led workshops for SMART Boards and other technological applications are offered.</p> <p>Some teachers and students still feel uncomfortable with the increased use of technology.</p>	
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**Prompt:** Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<p>Poly’s librarian instructs students in the use of LAUSD’s digital library subscription and its databases to provide access to data-based original source documents. In this manner, students can access it from home or on campus. Poly students write book reviews on the library catalog, instead of writing a traditional book report. This practice leaves a legacy for future Poly students.</p> <p>For the service learning project required of all seniors, students use internet sources to identify a problem in the community and then use community resources to address it.</p> <p>Some social studies department teachers use a resource developed by Stanford called <i>Thinking Like a Historian</i> that provides primary and secondary sources for the purpose of researching historical events. Additionally, the department gets supplementary materials from the “Teaching American History” grant and History Alive.</p>	<ul style="list-style-type: none"> <li>• Service learning project</li> <li>• Digital library</li> <li>• Apex Learning computer data</li> <li>• Student research papers/projects</li> </ul>



<p>The SpringBoard and <i>The Edge</i> curriculums require students to go beyond the textbook in exploring concepts.</p> <p>Additionally, world language and ESL teachers use audio recordings.</p> <p>Through the Apex Learning program, students complete online academic courses to fulfill graduation requirements.</p>	
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**Real World Experiences**

**Prompt:** *How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Some students are involved in meaningful purposeful activities that they can apply to the world outside the classroom. For example, a computer repair service for the community was initiated using students as repair technicians. Also students have the opportunity to take a child care class where they provide child care services for the community. Many students receive instruction in a print shop that provides a printing service for the school and the community. Peer-mentors receive valuable instruction as they learn the skills for the mentoring of other students. In the drama classes, students receive instruction to build skills in construction, electrical wiring for audio and lighting, and cosmetology.</p> <p>The DOTS (Department of Transitional Services) Program, places SDP and RSP students in jobs with community business sponsors. Students visit college sites to shadow a day of college classes. Additionally the DOTS teacher helps students write resumes, apply for jobs, search for apartments, and seek transportation.</p> <p>In the catering and cooking program, under the guidance of experienced teachers, students learn the process to plan and organize for formal functions on and off campus. They provide meals for the disadvantaged during Thanksgiving and Christmas, as well as providing food services for community and school functions.</p> <p>Poly offers an Emergency Medical Service Program where</p>	<ul style="list-style-type: none"> <li>● Copy center records</li> <li>● Computer repair records</li> <li>● Child development sign-ins</li> <li>● DOTS documentation</li> <li>● CTE pathways</li> <li>● Service learning project reports</li> <li>● CTE class rosters</li> <li>● Matrix/master schedule</li> </ul>



<p>students learn how to perform basic first aid. They assist at football games with an instructor and also work at various community events.</p> <p>Through service learning projects, students identify an issue in the community. Students research solutions and plan projects to address the issue.</p> <p>Computer programming courses such as C++ and Cisco networking are offered. 1,400 students participated in the 1<sup>st</sup> annual Hour of Code event, promoting student interest in the pursuit of computer science careers.</p> <p>Students have limited access to internships and job shadowing within the community.</p>	
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**Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students, therefore the above prompt is not applicable.</p>	

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Over the past six years Poly has used a variety of modalities to improve instruction and the academic advancement of its students. The most significant effort has been to actively engage students in the learning process to enrich their high school experience. Teachers have adopted a variety of instructional strategies in order to differentiate the delivery of lessons based on student needs. Some of these strategies include, but are not limited to the schoolwide instructional strategies adopted by Poly. They are reciprocal teaching, vocabulary development, Thinking Maps, Anticipatory Strategies, and Cornell Notetaking. Other instructional strategies include Project-based learning, data-driven instruction, and modeling. Technology resources tend to</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>



<p>augment the success of these strategies where students use computer labs to practice algebraic foundations through the ALEKS program. English and history teachers use websites like Edmodo to collect student assignments and facilitate online discussions. Furthermore, the use of document readers, projectors, video and audio create a higher level of interest among students.</p> <p>The learning experience at Poly is also supplemented by several social development opportunities. For example students have the option of taking part in lunch time clubs, staying after school in the KYDs program, participating in sports, band, cheer, or drill teams. Additionally, the specially designed SLCs also provide a specialized learning experience for students with particular occupational or career goals. Lastly, teachers at Poly ensure students are prepared to be successful after high school by increasing the level of rigor in all classes.</p> <p>In many classrooms teachers are providing students with experiences that take them beyond the textbook. However we recognize a need for it to be more systemic. We need more access to technology and training for staff to use it in their instruction. Although students have many real world opportunities, we must continue to develop connections within the community for students to interact and network with professionals in a formal context.</p>	
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**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p><u>Critical Learner Need #2:</u> Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.</p> <p>We believe that our identified needs can be met through the restructuring of the SLCs. By creating a more personalized educational experience we will be able to tailor an instructional program that can better meet all students’ academic and career needs. Each SLC will have a coordinator who will make connections and develop partnerships so students can have internships and job shadowing opportunities.</p>	<ul style="list-style-type: none"> <li>• SLC Restructuring Committee agendas</li> </ul>



## **WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

### **Areas of Strength**

- Increased alignment to CA standards as evidenced in increased CST/CAHSEE results.
- Mini-lessons used in department and SLC meetings with the mini-lesson protocol and feedback forms.
- Poly has offered multiple opportunities to participate in an afterschool SDAIE cadre for the past two years, following the SIOP model.
- This year, a professional learning community has been formed in order to implement the strategies presented by Dr. Kate Kinsella, who presented at our school in order to address academic discourse for all learners.
- Teachers are willing to improve instruction through attending training. For example: SpringBoard, ERWC, LTEL, and CCSS.
- Poly has been moving toward becoming more and more attuned to using technology in the classroom. For example: an increasing number of teachers incorporate SMART Boards, PowerPoint presentations, and online research in their instruction.

### **Prioritized Areas of Growth**

- Increase rigor to address CCSS.
- Increase the collective capacity of teachers to address the differentiated needs of EL, GATE, and students with disabilities.
- Provide more real world learning opportunities for all students.
- Increase department examination of student work to better inform instruction.





## **Category D: Standards-based Student Learning: Assessment and Accountability**

### **Group Leaders**

Kirk Jeppson, Administrative Designee  
Levon Yeganyan, Intervention Coordinator  
Brian Block, Apex Learning Teacher/Academic Decathlon Coach/Tennis Coach

### **Group Members**

#### **Credentialed Staff**

R. Baron, English Teacher – Freshman Center  
R. Benson, Social Studies Teacher - HABIT  
J. Campos, Dean – Freshman Center  
K. Daneshvari, Art Teacher – FAME  
D. De Roos, Special Education Teacher – FAME  
J. Gennis, Special Education Teacher – Freshman Center  
K. Groskin, Art Teacher – FAME  
K. Heilbron, Social Studies Teacher – SPORT/EHS  
A. Hernandez, Math Teacher – Magnet  
J. Lee, Social Studies Teacher/Senior Sponsor/World History Course Lead – 10<sup>th</sup> Grade Center  
S. Maliwan, Science Teacher/GATE Coordinator/Biology Course Lead – 10<sup>th</sup> Grade Center  
M. Martin, English Teacher – Magnet  
K. Marzolo, English Teacher – FAME  
B. Pemble, Science Teacher/Physical Geology Course Lead/Science Department Chair – FAME  
J. Rios, Technology Teacher – HABIT  
J. Schwagle, Science Teacher/Physics Course Lead – Magnet  
D. Simms, Math Teacher – 10<sup>th</sup> Grade Center  
R. Scott – Science Teacher/UTLA Representative – 10<sup>th</sup> Grade Center  
B. Smith, ROTC Teacher – Freshman Center  
J. Sonenchein, ROP Teacher – SPORT/EHS  
S. Stevenson, Math Teacher/Math Department Co-Chair/Algebra 1 Course Lead – Freshman Center  
E. Urciola, Special Education Teacher – HABIT  
L. Warman, Counselor – SPORT/EHS  
A. Woskanian, Counselor – SPORT/EHS



## **Classified Staff**

V. Arteaga, Special Education Assistant  
M. Castellanos, Custodian  
C. Castro, Cafeteria  
A. Corleto-Cole, Special Education Assistant  
A. Darakchyan, Cafeteria  
R. Fuentes, Clerical  
I. Gardose, Special Education Assistant  
M. Lee, Special Education Assistant  
H. Montelongo, Special Education Assistant  
A. Montes, S.S.A./Campus Aide  
P. Orellana, Cafeteria  
E. Pedraza, Teacher Assistant  
Y. Reynoso, Special Education Assistant  
V. Rios, Educational Aide  
L. San Martin, Clerical  
G. Silva, Custodian  
R. Velasco, Nurse  
D. Young, Special Education Assistant

## **Parents/Community Representatives**

N. Chavez  
E. Ibarra

## **Students**

D. Melo  
M. Rosales  
E. Cruz  
M. Portales  
B. Martinez  
J. Matildes  
E. Navarette





## **D1 & D2. Assessment and Accountability Criteria**

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

### **Professionally Acceptable Assessment Process**

**Prompt:** *Evaluate the effectiveness of the assessment processes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Polytechnic High School has taken proactive steps to design its own formative and summative assessments that are more aligned to the CAHSEE and CST tests. The assessments are the culmination of Poly teachers’ work to prepare students for the high-stakes tests in the most valuable and least intrusive way. Alignment has been tightened in the following areas:</p> <ul style="list-style-type: none"> <li>● Question stems/answer options (common standards-based vocabulary)</li> <li>● If an English assessment, writing tasks (all writing aligned to CAHSEE or EAP writing tasks)</li> <li>● Blueprints (priority standards)</li> </ul> <p>Increased alignment allows students to practice on low-stakes standardized tests multiple times before they take the CST or CAHSEE. Student data can also be used to diagnose individual student or class needs as well as instructional strengths and weaknesses.</p> <p>Polytechnic has committed a significant amount of professional development time and resources to the development and monitoring of assessments that support our instructional goals and allows us to evaluate programs to keep us moving towards our Self Study Action Plan and Single Plan for Student Achievement.</p> <p>With the support of the course leads and department chairs, there has been a schoolwide formative assessment program that has utilized DataDirector to support the assessment processes at the school. Some teachers use the DataDirector</p>	<ul style="list-style-type: none"> <li>● DataDirector reports and data from past assessments</li> <li>● Department and SLC meeting agendas/minutes/sign-ins</li> <li>● Accelerated Growth Cycle: mini-lesson</li> <li>● Parent newsletters</li> <li>● Poly Optimist</li> <li>● PSAT reports, college counselor debriefs about data</li> <li>● School Report Card</li> <li>● Academic Growth over Time (AGT) reports</li> <li>● ELAC minutes</li> <li>● School data summary</li> <li>● School Performance Framework</li> </ul>



reports as an easy way to keep students and parents informed about results on formative and summative test results. Our formative assessment program has been one of our most effective schoolwide undertakings in the past six years, and its effectiveness has been supported by our improved CST and CAHSEE scores and increased API.

Data reporting is a key element of governance councils, parent meetings, safety meetings and data meetings that drive our decision making. Meetings are open and often attended by parents and students.

Using data to assess instructional needs, inform instruction and celebrate successes is an important part of department meetings and SLC meetings.

Our monthly parent newsletters and school newspaper often use school data for stories and interview key staff members getting their perspective on data results and goals.

Parents have access to the online LAUSD website Battelle for Kids, which provides them with “value-added” data in all core subjects often disaggregated by grade level, gender, EL status, socioeconomic status etc. Teachers in certain grade levels and core subjects can also get their own personal “value-added” data from the same website that will give them a rating for their last year as well as a three-year average. In ELAC meetings student achievement data is analyzed, explained, and discussed. Parents also have online access to the LAUSD school report card, performance framework, and school data summary.

Consensus of students interviewed reported not having a clear understanding of PSAT data when it comes back to them. They also stated that EAP results were not always made known to them or discussed in a meaningful way.

Parents interviewed reported that communication about high stakes test data can be improved.



**Basis for Determination of Performance Levels**

**Prompt:** Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Although there has been some preliminary work in certain departments to better align grading policies within departments, Polytechnic has a lot of work to do in the area of schoolwide grading policies. Most of the consistency is apparent in the scoring of common assessments using preset performance bands and percentages based on the CST performance bands slightly adjusted annually.</p> <p>Certain department or grade level programs have formative and summative assessments that show student growth or student decline. Effective strategies are shared in grade level meetings and department meetings while looking at grade level data and/or individual teacher data.</p> <p>Most teachers have clear grading policies; however, with the exception of certain departments and certain assignments and/or assessments, there is not a uniform schoolwide or department-wide grading policy.</p> <p>There have been discussions and progress towards the elimination of the “D” grade in the math, ESL, and English departments, but implementation of this grading system change is not followed by all teachers and does not account for differing percentages for grading scales.</p> <p>Polytechnic does have common rubrics for certain assignments as well as a Writing across the Curriculum Rubric to assist the scoring of writing outside of the English department.</p> <p>The English department does common essay scoring, calibration of rubrics and the development of anchor papers or exemplars.</p> <p>The ninth grade English department implemented a grading policy requiring students to pass the final essay with a “C” or better to receive a passing final grade in English 9A and 9B. ESL has a common grading policy where students need to pass a specified number of unit tests and a certain number of oral, reading, and writing assessments.</p> <p>A consensus of students interviewed stated that they</p>	<ul style="list-style-type: none"> <li>● Teacher syllabi</li> <li>● Common assessments</li> <li>● Accelerated Growth Cycle: mini-lesson</li> <li>● Department professional development agendas</li> <li>● Common rubrics, Writing across the Curriculum Rubric</li> </ul>



<p>sometimes have grade conferences or test conferences with teachers and that they got more grade notifications signed by parents in the lower grades than the upper grades. They also stated that the midterms (formatives) and finals (summatives) were often reviewed but sometimes teachers only reviewed weaknesses displayed in the class averages. A couple of the students felt that it is better to review the whole test even if the class average shows that the class did well on a test item.</p> <p>Our preliminary attempts to clarify and formalize the grading practices within departments are done in an effort to hold students to a higher standard of achievement based on higher expectations and standards-based grading. The formative assessments are completely standards aligned and display the attainment or lack of standards mastery.</p>	
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**Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

Findings	Supporting Evidence
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students; therefore, the above online instructional prompt is not applicable.</p>	

**Appropriate Assessment Strategies**

**Prompt:** *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>With the creation of the schoolwide formative assessment program, students are held to completely standards-based</p>	<ul style="list-style-type: none"> <li>● Formative/summative assessments (CST &amp;</li> </ul>



assessments that maintain the rigor of the CST. The assessments are used to improve student mastery of the California state standards and cover a wide range of standards-based on the CST blueprints provided by the state. These assessments align directly with the design, rigor and scope of the CST and CAHSEE tests. Where there are written on-demand essay sections, those sections are aligned either to the CAHSEE writing prompts or the EAP prompts; therefore, providing students with exposure and practice to the important writing component of these high stakes tests. Teachers are able to use these assessments to address skills that students lack before the students confront the tests that will deem whether they have achieved standards mastery and a high school diploma. CMA versions of these formative assessments have been designed for certain students with disabilities in an effort to prepare them in the same way we prepare their general education peers.

Some departments have also created CST and CAHSEE style assessments for their own classroom use. The ninth grade English department has access to short weekly assessments that are also designed like the formatives and summatives.

Although these assessments will be invalid once the Common Core State Standards Smarter Balanced assessments are implemented, the philosophy, protocols and tools used to create the CST and CAHSEE style assessments can still be utilized to create CCSS aligned assessments.

A variety of assessments can be found in most classrooms including, but not limited to, multiple choice testing, short response, on demand writing, process essays, projects, portfolios, group/paired/individual tests, student designed tests and oral presentations. Most of the common formative assessments in English have an on-demand essay section as well as the multiple choice component.

Teachers will also use informal assessment checks through random selection of students for answers or more elaborate student accountability systems that reward or penalize student groups, pairs or individuals.

Some of the common curriculum, such as what is available in ninth grade English, uses a spiraling assessment technique that assesses skill-based standards in a variety of contexts over the quarter.

CMA versions)

- Assessments in common curriculum
- Teacher culminating projects
- Essay prompts
- Criteria charts
- Rubrics
- Test training sign-ins
- Security affidavits



<p>Teachers are trained to proctor high stakes tests, such as CST, CAHSEE, CELDT, PSAT, and AP tests, and must sign a document certifying their training. We apply the same kind of security monitoring to the proctoring of classroom assessments. Not all departments have alternate versions of the common assessments, which jeopardize test security and will be a concern addressed if and when the departments design their own CCSS-aligned formative assessments.</p>	
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**Demonstration of Student Achievement**

**Prompt:** *Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>One of our previous WASC goals was to narrow the achievement gap between students with disabilities and their non-disabled peers. Our students with disabilities have made gains along with the school as a whole. Although the achievement gap has slightly grown, there has been consistent and significant improvement on high stakes exams.</p> <p>Data from our high stakes tests (CST/CAHSEE) provide some of the most effective means to monitor student achievement. Polytechnic has been on an upward trajectory in student achievement measured by standardized testing for a little over ten years. Our AGT reports provide us with our “value-added” results for the core academics and disaggregate the data by gender, socioeconomic status, race and EL status.</p> <p>Using the assessments as instructional tools allows us to build in critical thinking skills applicable to one of the gatekeepers to a high school diploma, the CAHSEE. Our CAHSEE results are among some of the best in LAUSD with a strong AGT score for math and English CAHSEE. Poly’s first time pass rate in highest among all LAUSD comprehensive high schools.</p> <p>One concern that was identified by teachers was the fact that students in Special Day Program class were often not given the formative assessment or even the CMA version of the formative assessment. The school is committed to following the general education program for SDP classes with the</p>	<ul style="list-style-type: none"> <li>● School Performance Framework</li> <li>● AGT reports</li> <li>● API</li> <li>● MyData</li> <li>● DataDirector reports</li> <li>● Common assessments</li> <li>● Teacher designed assessments</li> </ul>



<p>appropriate scaffolding so that SDP classes students receive the same quality of rigor and assessment that their general education peers receive. Our CCSS curriculum, SpringBoard, as well as our common assessments, are a part of the implementation plan for the SDP classes.</p>	
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**Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students; therefore, the above online instructional prompt is not applicable.</p>	

**Curriculum Embedded Assessments**

**Prompt:** *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>The formative/summative assessment program at Polytechnic has played a crucial role in improving our scores on the CST and CAHSEE. Our driving premise was that the CST and CAHSEE are important measures of standards-based student learning and that the lack of assessment alignment negatively affects student achievement despite actual student learning. Our solution was to improve the alignment of our assessments to the CST and CAHSEE to better prepare our students for these critical tests.</p> <p>These common assessments have been an important tool for student achievement. They are not only as assessments, but as instructional tools that teach students how to navigate the sometimes challenging state tests. The careful alignment of test items and writing prompts helps all students do better on these tests, including students with disabilities and English learners.</p> <p>The formative assessment process Instructional Cycle For</p>	<ul style="list-style-type: none"> <li>● ICASA</li> <li>● Mini-lessons feedback forms</li> <li>● AGT data</li> <li>● MyData</li> <li>● DataDirector reports</li> <li>● SIOP cadre agendas/sign-ins</li> <li>● Grade and course level agendas/sign-ins</li> </ul>



<p>Accelerated Student Achievement (ICASA) allows staff members to see where students have gaps in knowledge/skills. This process is used in all core departments. A key component of this cycle is the data gathered from the formative and summative assessments, as well as CST and CAHSEE. In some content areas and/or grade levels, teachers can see how effective they are with their ELs using LAUSD’s Academic Growth Over Time (AGT) data.</p> <p>During department and SLC professional development, teachers present mini-lessons to a critical community of colleagues. Feedback and suggestions for supporting gifted students, English learners and students with disabilities is a part of the process. Teachers suggest ways to scaffold instruction, increase rigor and/or target specific skills to improve instruction for these key student groups.</p> <p>Grade level groups in math and English debrief data after formative assessments by looking at grade level as well as individual teacher data to identify strengths and weaknesses and share best practices. Common assessments are also revised based on student and teacher feedback about the validity of test items.</p> <p>Specially Designed Academic Instruction in English (SDAIE) strategies need to be strengthened schoolwide to improve EL support in all content areas and classes. The Sheltered Instruction Observation Protocol (SIOP) cadre is working with a dedicated group of teachers to improve teachers’ instructional capacity to help students learning English. The cadre focuses on high impact strategies for English language development and is comprised of a multidisciplinary group of teachers.</p>	
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**Student Feedback**

**Prompt:** *How effective is student feedback in monitoring student progress over time based on the academic standards and the schoolwide learner outcomes?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>When common assessments are piloted in the classroom, students discover problems with the assessments. Common assessments are reviewed with the classes and rationales for right or wrong answers are used to justify why an answer may</p>	<ul style="list-style-type: none"> <li>• Examples of revised or discarded formative assessments or test items</li> </ul>





be eliminated or selected as the correct one. Putting an emphasis on providing rationales for complaints or challenges drives students to think more critically about the assessments. The perspectives of hundreds of students often provide feedback regarding parts of the questions that a dozen or so teachers may have overlooked. Student feedback is brought back to the course or grade level groups and the assessments are revised based on the student feedback if the course or grade level groups come to an agreement that the assessment needs to be altered. Often feedback from the assessments is due to faulty test item design, which can be anything from a simple typo to an answer item that could be reasonably argued as having more than one answer. This system of real world feedback and the means to respond to the critiques of the assessments allows Polytechnic to efficiently refine these assessments into the best possible tools for student monitoring and learning.

Probably the most important forms of student feedback are student data trends on the high stakes assessments as well as the common assessments data. During data meetings and grade level meetings, student progress is analyzed and areas of need are diagnosed. The data can be disaggregated at various levels to see common problems at the school, department, teacher or student level. If a teacher's personal data shows a particular weakness in the students' mastery over a particular standard, the teacher can take steps to address that area of need. There are a few avenues to address instructional needs. The teacher can select that as an area of focus for the Teacher Development & Growth Cycle, use a mini-lesson that has been vetted by the department for that standard or demo a lesson before their department for formalized and critical feedback in their professional community.

Although not nearly as formalized as a process as those above, many teachers use student reflections, class surveys and spur-of-the-moment-feedback to refine their assessment process. Some teachers even reward their students for pointing out mistakes in assessments, in the spirit that every mistake, no matter how minor, improves the assessment for the next set of students. The better the assessments are designed, the better the student performance. Clarity through the elimination of confusing test items helps students navigate the demands of an assessment.

We have not solicited feedback from students on the ESLRs.

- Course/grade level meeting agendas/sign-ins
- CST/CAHSEE/formative/summative assessment data
- Student reflection prompts
- Class surveys



<p>We have currently modified the ESLRs to make them more measurable, meaningful, and aligned to the CCSS.</p>	
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**Modification of the Teaching/Learning Process**

**Prompt:** Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
<p>Great instruction does not always translate into strong assessment results. That realization triggered a number of changes at Polytechnic. Chief among them was the importance of alignment, often in the area of assessment, but also in curriculum. Content, the curriculum, needs to be aligned but so does the context, the assessments, to achieve strong results, especially for our neediest students. When we realized that there was solid instruction in 10th grade English but results on the CAHSEE trailed far behind the CAHSEE math results, we adopted <i>Measuring Up!</i> Exit Level to address the discrepancy. Likewise, when the ninth grade English CST scores flat lined, we adopted <i>Measuring Up!</i> Entry Level to improve alignment. Teachers understood the impetus for taking these measures and a pacing plan was written by the English teams with short daily assessments (Exit Tickets) to support implementation. The adoption of SpringBoard this year in math and English is an attempt to improve alignment to the CCSS before we are actually confronted with the high stakes tests.</p> <p>One of the major requirements of the course level lead teacher is that they are adept in data management and analysis. Through DataDirector, and now Illuminate, course level leads are trained on how to scan data and make sense of the results. Student data is a key element to effective course or grade level meetings. Through a consistent focus on student achievement and a willingness to honestly interact with the data, strong or weak, Polytechnic has been able to address student needs and build on student strengths. If assessment data never alters what is done in the classroom, the data is purposeless.</p> <p>The ICASA process was built around the belief that data informs our needs, celebrates our strengths and guides our practice. The purpose of having teachers stand before their professional learning communities and lay bare their instruction and curriculum before critical eyes is to better our instructors and improve the learning of students. The common</p>	<ul style="list-style-type: none"> <li>• Formative assessment development tools (i.e. blueprints, question stems, rationales for development)</li> <li>• CAHSEE data</li> <li>• CST data</li> <li>• Pacing plans</li> <li>• Teacher developed <i>Measuring Up!</i> supplementary curriculum</li> <li>• SpringBoard meeting agendas</li> <li>• Course level leads job description</li> <li>• Department and course meeting agendas/sign-ins</li> <li>• Mini-lesson feedback forms</li> </ul>



<p>assessments and the CST/CAHSEE results comprise the data that is used to decide which standards are addressed during the mini-lesson demos. The lessons are evaluated and improvements are suggested to improve alignment or address important student subgroups like gifted or students with disabilities.</p>	
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**Monitoring of Student Growth**

**Prompt:** Evaluate the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Polytechnic teachers are provided with the tools and data to assist them in monitoring student progress. Our bilingual, special education and gifted coordinators provide rosters with students who are designated English learners, students with special needs and gifted students. Teachers also have access to a wide range of data, including, but not limited to, ISIS, DataDirector, LAUSD’s MyData, and AGT reports. With knowledge of specific student subgroups as well as their past achievement levels, teachers can use this information for intentional grouping strategies that leverage student strengths to best support struggling learners as well as address their specific instructional needs.</p> <p>The most important tool providing the most current and helpful data was DataDirector and now Illuminate. Polytechnic's ability to keep the complete assessment process onsite allows unrivaled access to timely student achievement data. In conjunction with the common assessments, teachers are able to track student progress from all the assessments scanned into the data management systems. Teachers have access to school averages, class averages and detailed individual student scores. Comparisons can be made across assessments including formative and summative tests, which, depending on the specific test designs, can show value added.</p> <p>The common assessments provide talking points for individual student achievement at parent conferences, SST meetings or IEP meetings, and can help teachers diagnose student needs and identify what parents and students can do to help improve student learning.</p>	<ul style="list-style-type: none"> <li>• Interoffice memos and class rosters</li> <li>• DataDirector reports</li> <li>• AGT reports</li> <li>• MyData</li> <li>• SST forms</li> <li>• ESLRs</li> <li>• 3X3 observation forms</li> </ul>



<p>We have currently modified the ESLRs to make them more measurable, meaningful, and aligned to the CCSS.</p> <p>In the past years we have focused on aligning our ESLRs with our daily agendas to show which ESLR was emphasized for the day. Teachers had access to magnets with the ESLRs on them and would incorporate them into their daily agendas. During 3X3 classroom visitations, it was documented whether or not ESLRs were linked to the daily agendas, and data was disseminated to staff members and discussed.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>One of Polytechnic’s greatest strengths is our understanding and ownership of the assessment process. The almost complete implementation of common formative assessments in all core department areas, as evidenced in the number of students and teachers consistently participating in the annual assessment cycle, displays our dedication to data-informed decision making and our ability to fully maintain our own data management system.</p> <p>The ICASA process demonstrates how the assessments are systematically incorporated into our data-driven cycle for improved student achievement, which, in general, has been validated by improved high stakes tests scores across subject areas. This process shows the interdependent relationship between assessment data, curriculum and instruction.</p> <p>Poly, along with district and state agencies, provide various means of communicating assessment results to the stakeholders.</p> <p>Teachers place their curriculum and instruction before their professional learning communities through formalized processes like the mini-lesson protocol and feedback form to refine instruction and curriculum to better serve the needs of diverse student populations.</p> <p>The DataDirector reporting structure did not allow for user friendly reporting of disaggregated student subgroup data. Poly is in the process of transitioning from DataDirector to</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>



Illuminate to address this problem.	
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**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #1:</u> Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.</p> <p>A key starting point for addressing the needs of students who struggle academically is diagnostic data based on the standards. Having timely data directly aligned to the standards and classroom instruction is important to the development of systems that improve all students' learning. The better aligned the common formative assessments are to the high school exit exam, the better prepared the students will be to be proficient on the test and remove another barrier to graduation, especially for students who struggle academically.</p>	<ul style="list-style-type: none"><li>• Intervention Committee agendas</li></ul>



### **D3 & D4. Assessment and Accountability Criteria**

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.

#### **Assessment and Monitoring Process**

**Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, and parents.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The district’s direct involvement in the assessment of our students is not as involved as it has been in the past with the creation and implementation of our own formative assessment programs. In past years, the district provided the Periodic Assessments, math and literacy coaches to coordinate the assessments and the data from the assessments. Despite our own formative assessments, LAUSD’s Periodic Assessments did inform some of our approaches and data review methods for our assessment program. Currently, Polytechnic’s complete assessment system, including test design, is managed on site. The primary way that the district and the school board monitor student progress is through the lens of the API/AYP reports and LAUSD’s AGT reports, which provide them with detailed information about student achievement and the effectiveness of instruction in courses and grade levels. Additionally, the district has incorporated a performance evaluation system that classifies schools in performance tiers to determine the degree of support they are giving the schools. Poly is now recognized as one of only three high schools (out of the 107 high schools in LAUSD) in the highest tier, known as Excelling.</p> <p>Poly’s staff members bear the responsibility for the majority of the assessment design and progress monitoring. Assessments are collaboratively designed and data is shared with individual teachers, in course level meetings and at department meetings when applicable. The administrative team has access to the data and help to ensure that the assessments are being given and being used to improve student outcomes.</p>	<ul style="list-style-type: none"> <li>• Data review protocols</li> <li>• Department/course level agendas/sign-ins</li> <li>• API reports</li> <li>• AGT reports</li> <li>• DataDirector participation data</li> <li>• School Performance Framework</li> </ul>



<p>As discussed in earlier sections, the students have a crucial role in the integrity of the common assessment program at Poly. It is through the students test-taking and feedback that Poly staff members are alerted to problems with the assessments, challenges the students confront when they take the assessments and overall student strengths as determined by the tests.</p> <p>Parents are not directly involved in the assessment process. We do explain the reasoning for the assessments and share the results with parents. However, our most involved parents have been key advocates for our school to be granted the autonomy to take some initiatives as being able to create and control our own assessment program.</p>	
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**Additional Online Instruction Prompt:** *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
<p>Although Polytechnic offers credit recovery opportunities through Apex Learning, our school does not have a virtual high school with designated online staff and students; therefore, the above online instructional prompt is not applicable.</p>	

**Reporting Student Progress**

**Prompt:** *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Polytechnic takes great pride in being a school that places an emphasis on student achievement and data-driven decision making. The leadership team communicates achievements demonstrated in the school data based on academic standards to all stakeholders and recognizes weaknesses in the school data with the intent to target and improve those areas through clear and practical action steps.</p> <p>A few avenues of data dissemination include, but are not limited to, the school website, the school newspaper, open school meetings, the parent newsletter, LAUSD’s MyData,</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• School data handouts</li> <li>• SSC agendas/ minutes/sign-ins</li> <li>• Poly Optimist</li> <li>• Poly website</li> <li>• CDE website</li> <li>• AGT website</li> <li>• DataDirector reports</li> </ul>



<p>AGT website, API reports through the California Department of Education and teacher generated DataDirector or Illuminate reports.</p> <p>Our data-based school goals are communicated to all stakeholders and provide the foundation for our school’s Single School action plan, including funding decisions in School Site Council and for professional development.</p> <p>During parent conferences and parent meetings, the rationale behind the assessment design is communicated to parents so that they understand how powerful these tests can be for their son or daughter and how important it is that the students participate in testing. The school celebrates our achievements and acknowledges our weaknesses with our parents in an open manner with feedback solicited and welcomed. Furthermore, LAUSD’s School Report Card, API/AYP reports and AGT reports are all available to the public. Parents can see the school’s ranking and how effective a school is in a variety of contexts by perusing these reports and/or websites.</p>	<ul style="list-style-type: none"> <li>• MyData reports</li> <li>• Single School Plan</li> <li>• Parent conference sign-ins</li> <li>• Course syllabi</li> <li>• School Report Card</li> </ul>
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**Modifications Based on Assessment Results**

**Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>The rationales for decisions made at Poly are grounded in the needs of students revealed within the data. Support for programs and professional development must be aligned with the goals of the school. The adoption, restructuring or abandonment of programs and curriculum are justified on the results of data tied directly to these same school goals.</p> <p>For the past ten years, Poly has analyzed whole school data, identified negative trends and addressed those areas of need with programs, curriculum and professional development. Effective programs like the Twilight program in ninth grade which, supports struggling learners with the goal to have them matriculate to tenth grade with their peers, have been refined and funded over the years due to the fact that ninth grade matriculation rates are significantly higher than district</p>	<ul style="list-style-type: none"> <li>• School Report Card</li> <li>• Twilight Program informational material</li> <li>• Past year matrices</li> <li>• Measuring Up material</li> <li>• Single School Plan</li> <li>• English Learner/English Development teacher material</li> <li>• SLC/Department/ Course Level/cadre agendas/sign-ins</li> <li>• SpringBoard curriculum</li> </ul>





averages and has been steadily improving. Curriculum, such as *Measuring Up!* in 10th grade English for improved CAHSEE proficiency and pass rate, continues to be funded at great cost to the school because it has proven effective in the test results. The funding of the research-based development and refinement of the common assessments across departments has been continued because of improved CST results for key subgroups and students overall. Programs like Twilight in 10<sup>th</sup> grade have been phased out because the data did not support the funding of the program. Due to a dwindling budget, specific student support programs had to be prioritized by not only how effective the program was but by how many students the program serves and by the cost. Programs like CAHSEE support for upper grade students had to be phased out in recent years because of the expense and the low number of students participating in the program regardless of the effectiveness of student pass rate for those who were committed to the program.

Based on the lower student achievement of key subgroups like English learners and students with special needs, Polytechnic adopted five research-based instructional approaches to assist struggling students. Professional development focused on building the capacity of teachers to implement these strategies effectively in the classroom and was layered in at all levels of professional development across departments and schoolwide.

With a renewed focus on English learners, Kate Kinsella was brought in at the beginning of the 2013-2014 school year for a full day of professional development for English development strategies across content areas. Strategies to help support English learners are disseminated through SLC meetings, department mini-lessons, and by the SIOP cadre. Often teachers who elect to join the cadre or collaborate on curriculum development receive additional funding for their additional collaborative work.

In an attempt to be prepared for the recently adopted Common Core State Standards, Polytechnic has dedicated a substantial amount of funding towards adoption and implementation of the SpringBoard curriculum as well as professional development, with the belief that Poly's students will be better prepared for the challenges of the Smarter Balanced Assessment, and will become increasingly college and/or career ready.

- SpringBoard professional development sign-ins



**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Schools across our district confront similar challenges with specific student subgroups. Diagnosing and addressing the needs of these students through the assessment data are crucial steps for improving student achievement. LAUSD and programs like KYDS and Upward Bound attempt to support the critical learner needs of our school.</p> <p>Programs and professional development that support the goals of the Single School Plan are funded in an effort to improve academic performance, graduation rates, and narrowing the achievement gap between general education students and other student subgroups. When programs prove ineffective, they are either reformed or dismantled.</p> <p>Through the streamlining of our assessment program and instructional and curriculum improvement process, ICASA, Polytechnic has made significant gains on academic benchmarks and is moving towards increased rigor to address the demands of the Common Core State Standards.</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p><u>Critical Learner Need #3:</u> Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.</p> <p>The first step to improve college readiness is having all courses and instructors teaching students college ready skills through the mastery of CCSS. The most accepted curriculum design approach at Poly is the use of the backwards planning model. By focusing on the end goals (standards/assessments), intentionally designed curriculum and instruction can ensure improved attainment of college ready skills and the standards. We are in the process of revising our assessment program to ensure we have a strong and efficient system to monitor student learning. As we move forward, our assessment program will be essential to support increased rigor in the</p>	<ul style="list-style-type: none"> <li>• Counseling Committee agendas</li> </ul>



classroom and guaranteeing the best possible student performance on the CCSS tests.	
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## **WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs**

### **Areas of Strength**

- Poly has fostered a data-driven culture.
- Site developed formative assessment system is aligned to high stakes exams.
- Poly has a professional learning community culture and structure in place to facilitate assessment and accountability.
- Poly has created a process (ICASA) which uses assessment data to improve and inform instruction.

### **Prioritized Areas of Growth**

- Provide more rigorous formative assessments aligned to CCSS.
- Increase the variety of assessments (multiple choice, open-ended, essay, projects, etc.) to further drive instructional refinement.
- Incorporate ESLRs formally into our ongoing accountability program.



## Category E: School Culture and Support for Student Personal and Academic Growth

### Group Leaders

Jamille Kenion, Assistant Principal, Secondary Counseling Services  
Royce Stuckey, SAS Coordinator/10<sup>th</sup> Grade Center Coordinator/Testing Coordinator  
Avilene Espinoza, ELD Teacher/ELD Department Chair – Newcomers

### Group Members

#### **Credentialed Staff**

G. Balcazar, Spanish Teacher – SPORT/EHS  
N. Bryan, Counselor – Magnet  
C. Calzada, Social Studies Teacher – 10<sup>th</sup> Grade Center  
M. Carbone, Counselor – Freshman Center  
M. Corley, Social Studies Teacher – Freshman Center  
G. Cover, Math Teacher – Magnet  
P. Debonis, Counselor/CTE Advisor – HABIT  
M. Erne Webber, Resource Teacher – SPORT/EHS  
T. Feeley, PE Teacher – Freshmen Center  
B. Fishler, Special Education Teacher – HABIT  
S. Gamboa, Math Teacher – Freshman Center  
J. Hampton, English Teacher/12<sup>th</sup> Grade ELA Course Lead – SPORT/EHS  
C. Kehrmeyer, English Teacher – SPORT/EHS  
G. Lamos, Wood Teacher – HABIT  
D. Lewis, ROP Teacher – HABIT  
M. Mai, Math Teacher – Freshman Center  
E. Matlen, English Teacher – SPORT/EHS  
K. Mc Ewen, PE Teacher – SPORT/EHS  
F. Mendez, Counselor/Assessments  
K. Navarrete, ROP Teacher – SPORT/EHS  
E. Neff, Math Teacher – Freshman Center  
T. Pham, Math Teacher, 10<sup>th</sup> Grade Center  
M. Rivera, Science Teacher – 10<sup>th</sup> Grade Center  
T. Savino, English Teacher – FAME



C. Schwal, PE Teacher/PE Department Chair – Freshman Center  
H. Singh, Dean – 10<sup>th</sup> Grade Center  
L. Wolfson, Health Teacher – Freshman Center

### **Classified Staff**

J. Beasley, S.S.A/Campus Aide  
L. Calzada, Special Education Assistant  
K. Conant, Cafeteria  
J. Dimas, Special Education Assistant  
E. Galvez, Cafeteria  
P. Gomez, Special Education Assistant  
M. Gonzalez, Custodian  
F. Kannya, Custodian  
B. Lontoc, Special Education Assistant  
H. Lukiman, Clerical  
H. Mason, Library Aide  
S. Panossian, Special Education Assistant  
L. Roberts, Special Education Assistant  
E. Rodriguez, Teacher Assistant  
S. Salas-Garcia, Teacher Assistant  
D. Salazar, Teacher Assistant  
Y. Vasquez, Special Education Assistant  
G. Vazquez, Custodian  
M. Velasco-Ramos, Clerical  
M. Veloz, Cafeteria

### **Parents/Community Representatives**

A. De Jesus  
M. Ramos

### **Students**

E. Armendariz  
A. Catalan  
K. Padilla  
A. Varela  
A. Vargas



## **E1. School Culture Criterion**

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

### **Regular Parent Involvement**

**Prompt:** Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

<b>Findings</b>	<b>Supporting Evidence</b>
<p><b><u>PARENT NEWSLETTERS</u></b> The parents receive the Parent Newsletter in English and Spanish on a quarterly basis. The newsletter contains helpful information and updates and informs them about school events and activities, college information, and community events and resources.</p>	<ul style="list-style-type: none"> <li>● Newsletter provided both online and in print</li> </ul>
<p><b><u>POLY WEBSITE</u></b> Polytechnic High School maintains a website which includes information for parents, students, staff, and the community. Parents are able to access parent class offerings as well as other resources via the parent link. It also provides parents, alumni and students the opportunity to communicate with Poly staff through email. Parents may have limited access to online information due to a lack of computer and or internet access in the home.</p>	<p><a href="http://www.polyhigh.org">www.polyhigh.org</a> Includes information on the following:</p> <ul style="list-style-type: none"> <li>● News and announcements</li> <li>● About us</li> <li>● Academics</li> <li>● Athletics</li> <li>● School information</li> <li>● Magnet program</li> <li>● Faculty and staff</li> <li>● Alumni</li> <li>● Student</li> <li>● Testing schedule</li> <li>● School calendar</li> </ul>
<p><b><u>PARENT CENTER</u></b> The Parent Center is a very important part of the Poly High School community. In furtherance of our commitment to parents as partners, space has been provided so that the Parent Center includes not only an office and meeting area but a classroom and computer lab as well. Classes are offered in both English and Spanish and cover topics such as: Immigration and Citizenship; First Aid and CPR; Zumba; Health and Nutrition; Math; and College Awareness. There is also a reading club hosted by the Parent Center. The number of</p>	<ul style="list-style-type: none"> <li>● Informational flyers displayed</li> <li>● Class offerings and sign-ins</li> <li>● Workshop agendas</li> <li>● Attendance sheets</li> <li>● Calendar posted on Poly website</li> </ul>



<p>parents taking advantage of these opportunities has grown over the past six years. The Parent Center is open on school days, and provides access to local resources.</p>	
<p><b><u>COFFEE WITH THE PRINCIPAL/TEA FOR TEN</u></b>          Coffee with the principal is hosted for parents twice per month. The principal and Parent Center coordinator decide upon topics and share important information with the parents, which both educates and informs them about various topics and events going on at Poly. Often times a guest presenter will present in their area of expertise. College information is presented by the college counselor, master schedule or A-G compliance by the APSCS, etc.</p> <p>Tea for Ten was instituted by the administrator in charge of Special Education, and designed for parents of our students with disabilities. They meet the second Tuesday of every month and have special presentations on a variety of topics relating to the needs of students with disabilities. There is also a question and answer component to the meetings.</p> <p>Spanish translation is always provided at these meetings.</p>	<ul style="list-style-type: none"> <li>● School calendar</li> <li>● Agendas</li> <li>● Sign-ins</li> </ul>
<p><b><u>MARQUEE</u></b>          Polytechnic High School has a marquee which displays important information to the community in both Spanish and English. In addition to providing timely information regarding upcoming events the marquee provides a forum in which we celebrate our success.</p>	<ul style="list-style-type: none"> <li>● Marquee located on corner of Arleta and Roscoe</li> </ul>
<p><b><u>ORIENTATIONS</u></b>          Orientations are offered for incoming ninth grade students and their parents in both the comprehensive and magnet schools. The orientations provide information about school policies, requirements, opportunities and support services. Spanish translation is always provided at these orientations.</p>	<ul style="list-style-type: none"> <li>● Invitations to Freshman Center and Magnet orientations</li> <li>● Programs</li> <li>● Sign-in sheets</li> </ul>
<p><b><u>AWARD CEREMONIES</u></b>          Polytechnic High School hosts various awards ceremonies in which parents are invited to celebrate the successes of student learning.</p>	<p>Invitations and programs for the following awards ceremonies:</p> <ul style="list-style-type: none"> <li>● Freshman Center Awards</li> <li>● 10th Grade Center Awards</li> <li>● Magnet Awards Night</li> <li>● Senior Awards Night</li> </ul>





	<ul style="list-style-type: none"> <li>● National Honor Society Awards Night</li> <li>● Newcomers Academy End of Year Celebration</li> <li>● Athletic Banquets</li> </ul>
<p><b><u>FACULTY-PARENT COMMUNICATION</u></b></p> <p>To provide parents the opportunity to monitor and receive feedback regarding their student’s learning, Polytechnic High School hosts four parent conferences, or back to school nights, per year. We seek innovative ways to increase parent attendance. Over the past few years the Service Learning Fair as well as Poly student clubs have been a part of the parent conference nights. Various clubs and organizations sell food and drinks, convenient for families who are missing or postponing dinner time to meet with teachers. Students from Leadership and ROTC provide translation assistance in the centers where parents pick up their child’s report cards as well as in teachers’ classrooms.</p> <p>Last year during the spring, the 10th Grade Center held a targeted parent meeting on Parent Conference night and parents had to attend the meeting in order to receive their students’ progress report. There was a presentation made by the various credit recovery resources and parents were made aware of what their students needed to make up, and how and where to get it done.</p> <p>Parents are informed of and invited to the parent conferences through the use of ConnectED, email, direct phone calls made by teachers, counselors, and Parent Center volunteers.</p> <p>Communication with parents is provided in both English and Spanish whenever possible. We are aware that some of the parents may not be fluent in either English or Spanish, and seek translation to other languages as needed. ConnectED preprogrammed phone call messages are translated to all home languages.</p> <p>Many different ways for communicating with parents have been initiated, such as phone calls, letters, newsletters, and face to face contact. Obviously we run into a problem when contact information is not accurate and in those cases we use our PSA counseling staff to do home visits.</p>	<ul style="list-style-type: none"> <li>● Letters</li> <li>● Announcements</li> <li>● Sign-ins</li> <li>● ConnectED account information and brochure</li> <li>● Samples of various types of communication</li> <li>● Written resources provided in English and Spanish</li> <li>● Website is translatable</li> <li>● Requests for district translation services for meetings.</li> <li>● Magnet records</li> <li>● DataDirector Reports</li> <li>● Periodic teacher generated progress reports</li> <li>● Parent handbook</li> <li>● email records</li> </ul>



**COMMUNITY INVOLVEMENT**

Community involvement is being addressed in part through Small Learning Communities (SLC). Each SLC seeks to partner with appropriate businesses and community groups that might enhance learning according to the theme of the SLC.

Polytechnic students have access to college and ROP classes provided by local community colleges and occupational centers. They have the opportunity to earn high school credits as well as college credits.

Service Learning, which is also a graduation requirement, provides an opportunity for students to interact with the community on a variety of topics and services.

Polytechnic students are encouraged to volunteer in the community with facilitation from the staff. Polytechnic students host regular Blood Drives for the UCLA blood donation center and have raised over one hundred thousand dollars through the annual holiday Toy Drive.

The Child Development Program funded by ROP provides a preschool program for the community. Children, ages 3-5, participate in educational and social skills activities, and students work with the children under the direction of the instructor.

The Culinary Arts Program Cooking Club has prepared food over the last six years for Thanksgiving and Christmas for Penny Lane, a local group home. They also provide meals for school community families during Thanksgiving. In September 2013 they catered meals for the Congress of Neighborhoods, a 1,500 person event, at city hall.

The Fire Department and Police Department also contribute to the Poly family. The Fire Department participates in the school Homecoming parade each year and supervises the fireworks during half time. The Police Department donated care boxes for needy families for the Christmas holiday.

The EMS club participates in community events such as the Rose Parade by providing first responder services under the direction of the instructor.

The ROP computer class provides a community computer

- Service Learning Projects
- Master calendar of blood drives
- Awards and recognition for Toy Drive efforts
- Class Enrollment form
- Needs Assessment Sheet
- Daily Sign-in logs
- Work Experience rosters, files, and schedules
- Sample projects
- Matrix/Master Schedule
- Pictures of event participation



<p>repair service. People from the school and neighborhood community bring their computers in for repair and troubleshooting.</p> <p>The ROP funded Graphic Production class operates a Copy Center on campus for the use of the Poly and neighborhood community, as well as local businesses. Services such as basic copies to party invitations, calendars and other reprographics are produced by the students in the class.</p> <p>The Work Experience program gives students access to employers in the community. They have the opportunity to earn credits as they work.</p>	
<p><b><u>PARENT MEETINGS</u></b>  <b>ELAC (English Learner Advisory Committee)</b> meetings are held each month. These meetings assist in obtaining input from parents and community members on the allocation of EL resources. Parents are regarded as partners in planning and decision making. Information is given to parents at these meetings regarding a variety of topics, including school data, policies and programs. This committee makes recommendations to the School Site Council. The meetings are held in Spanish, and English translation is provided if necessary.</p> <p><b>LTEL (Long Term English Learner) Student/Parent Meetings</b> are held twice yearly. At these meetings parents are informed about their students LTEL status and the reclassification process so parents can understand what their students need to reclassify. Meetings begin with a presentation, then a counselor and adult TA review with each parent what their child needs to reclassify and complete an LTEL goal sheet.</p> <p><b>CEAC (Compensatory Education Advisory Council)/Title I</b> meets once a month and invites all parents, every third Thursday. The meetings are held in both the morning and evening. Parents are provided information on the following: immigration rights, data, community resources, school resources, and budget information. CEAC also made recommendations to the School Site Council. Two years ago, the state no longer required Poly to hold the CEAC meetings but Poly continues to hold monthly meetings as Title I meetings.</p>	<ul style="list-style-type: none"> <li>● ELAC agendas, sign-ins, minutes and letters</li> <li>● CEAC/Title I agendas, sign-ins, minutes and letters</li> <li>● Agendas</li> <li>● Summary of services of PSA counselor</li> <li>● LTEL goal sheet</li> <li>● LTEL Student/Parent meeting sign-ins and agendas</li> <li>● PowerPoint presentation on LTEL and reclassification</li> </ul>



<p><b>Parenting the Adolescent</b> meets every 1<sup>st</sup> and 5<sup>th</sup> Tuesday as a preventative measure. The PSA counselor hosts a meeting for parents who have students with poor attendance. Topics addressed include: laws and bulletins on attendance, how to help teenagers, parenting and communication skills.</p>	
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**Use of Community Resources**

**Prompt:** *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly High School uses a variety of Community resources to support students and their families. These services include but are not limited to the following:</p> <p><b><u>SPECIAL EVENTS TO PROMOTE SUCCESS</u></b></p> <p>For the last two years there have been events hosted by the 10th Grade Center that targeted students at risk for drug abuse, dropping out of high school, gang affiliation, and bullying.</p> <p>Last year, both the Magnet and 10th Grade Center took busloads of students to see the movie <i>Bully</i>. This event was funded through “DonorsChoose” grants where a teacher/counselor took the initiative to write a grant to pay for students’ admission into the movie and for the busses. Teachers did follow up lessons in class after students viewed the movie.</p> <p>This year the 10<sup>th</sup> Grade Center invited keynote speaker Jonathan Mooney (nationally known motivational speaker who is a dyslexic writer) to speak to students about being successful in spite of obstacles. Also included in this “Day of Change” were workshops hosted by Homeboy Industries, Street Poets, Now and Forever and Teen Valley Clinic.</p> <p>Some of our community partners include Kaiser Permanente, DWP, L.A. Music Center, Los Angeles Clippers, Los Angeles Sparks, community radio stations such as KJLH, and Power 106.</p>	<ul style="list-style-type: none"> <li>● Flyers</li> <li>● Programs for events</li> <li>● Website</li> <li>● Parent Newsletter</li> <li>● Parent permission slips</li> <li>● School calendar</li> </ul>



<p><b><u>KYDS (Keep Youth Doing Something)</u></b> is an after school program which provides culturally relevant programming that is tailored to childrens’ interests and developmental stages as well as the specific needs and desires of parents, schools and communities. These programs offer a wide variety of structured classes and special events that are fun and interactive. State Content Standards are incorporated to reinforce school-day learning. Activities are designed to help children enhance their academic skills, fitness levels, social skills, self-esteem, conflict resolution and leadership abilities, while they develop new interests and hobbies.</p>	<ul style="list-style-type: none"> <li>● Sign-in sheets</li> <li>● Pictures and programs of events hosted via KYDS</li> <li>● Calendar of events</li> </ul>
<p><b><u>PREGNANT AND PARENTING TEENS</u></b> Resources for students who are pregnant or have children are available to ensure that students have the resources they need so that they are able to continue and complete their education. Students may also have modified schedules to meet daycare needs and remain at Poly.</p>	<ul style="list-style-type: none"> <li>● Listing of community resources</li> </ul>
<p><b><u>HOMELESS AND NEEDY FAMILIES</u></b> Shelters and Food Pantry resources are available for students and families. On many occasions the Poly community has made donations to families in need to assist with funeral expenses, clothing needs, food needs and household needs. For example, the Cinderella Project provides prom and graduation attire for both males and females in need.</p>	<ul style="list-style-type: none"> <li>● Listing of community resources</li> <li>● Newspaper articles</li> <li>● Flyers</li> </ul>

**Parent/Community and Student Achievement**

**Prompt:** *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The ESLR’s are reinforced through classroom and extra-curricular activities. They are posted in the classrooms and reinforced with students in various announcements. They are also posted on the banner of the school website. This year we re-wrote the ESLR’s to make them more measurable and in so doing hope to make them more applicable and meaningful in daily teaching.</p> <p>Communication with students and parents about how they have done on the academic standard tests (CST) happens by means of letters notifying parents what each score level means</p>	<ul style="list-style-type: none"> <li>● Website</li> <li>● Classroom displays</li> <li>● Parent letter including explanation (with example of how to interpret) STAR-CST/EAP results to determine college readiness</li> </ul>



<p>as well as awarding of medals for students who achieve at least Basic. This is done with bronze, silver and gold medals. Parents of English Learners are notified when their students become Reclassified Fluent English Proficient (RFEP) and a celebration is held for the students.</p> <p>At the CEAC/ELAC/Title I meetings, meaning of test results are further explained to the parents.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The staff at Polytechnic High School is very much aware of the importance of the role parents play as teaching and learning partners. To this end, we employ a wide variety of strategies to increase and maintain optimal parent involvement as evidenced in the aforementioned information. Parents are offered multiple opportunities for participation in a variety of activities and events, both for themselves and their students. However, in spite of the many efforts and means which are employed to communicate with the parents and get them more involved, there is still much work to be done.</p> <p>The extent to which community resources are used has significantly increased since the last self study. Parents are active partners in our decision making; however, getting more parent involvement is still a work in progress. Parents are part of the school leadership teams such as School Site Council, Poly Pilot Governing School Council and English Learners Advisory Council. Parents volunteer on campus and have a daily and regular presence on the campus.</p>	<ul style="list-style-type: none"> <li>● See above</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #1:</u> Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.</p>	<ul style="list-style-type: none"> <li>● Intervention Committee agendas/minutes</li> </ul>



<p>Over the past six years Poly has increased the involvement of its parents and community. As the school strives to address and meet the needs of struggling students, the involvement of parents, and their knowledge of the school’s direction for students will be very significant. The ultimate goal is to educate families as we educate our students. In talking to parents, we find that they want to help our students that struggle be successful but often do not have the means or know how. By working to increase the involvement of parents as learning partners, we can help to ensure that we meet this critical learner need. Within this objective, we can increase the capacity of family support for education by providing parents with the knowledge they need to help their students academically, as well as be aware of the resources students can access to help them be successful in overcoming their struggles.</p>	
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## **E2. School Culture Criterion**

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### **Safe, Clean, and Orderly Environment**

**Prompt:** *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><b><u>SAFE LEARNING ENVIRONMENT</u></b></p> <p>Polytechnic High School provides a safe learning environment for students by following and implementing district safety guidelines and has developed internal policies to meet the needs of our student population. Policies include daily procedures as well as procedures for emergency situations. An Emergency Operations Team is in place and regular drills are conducted. Polytechnic is a closed campus. During school hours, visitors sign-in at the main gate and students who leave the classroom must wear orange vests and carry hall passes. Campus aides and attendance deans provide supervision throughout the day. During lunch, students must stay within designated areas and additional supervision is provided by out of classroom staff.</p> <p>Discipline is essential to maintaining an orderly learning environment. We have decentralized the Dean’s Office and each Small Learning Community has its own dean to assist in student discipline. Staff employs a progressive discipline policy. District policy is followed in cases where suspensions and expulsions are necessary and Polytechnic has established procedures to ensure that these guidelines are followed. The Opportunity Room was instituted in the spring of 2012 to decrease the number of suspensions and allow students to continue to learn in spite of negative behavior. This was also done in accordance with the district’s policy to implement a Schoolwide Positive Behavior Support Plan.</p>	<p>Policies, procedures, and personnel in place to support a safe learning environment:</p> <ul style="list-style-type: none"> <li>● Safe School Plan</li> <li>● Sexual Harassment Policy</li> <li>● No Bullying Policy</li> <li>● Campus Aides</li> <li>● Supervision Schedule</li> <li>● Emergency Operations Team</li> <li>● Emergency Drills</li> <li>● Crisis Team</li> <li>● School Police</li> <li>● School Nurse</li> <li>● Hazardous Materials Policy</li> <li>● Orange Vest Policy</li> <li>● Dress Code</li> <li>● Schoolwide Positive Behavior Support Plan</li> <li>● Opportunity Room logs</li> <li>● Parent Involvement Policy</li> <li>● Parent School Compact</li> <li>● Visitor sign-in logs</li> </ul>
<p><b><u>CLEAN LEARNING ENVIRONMENT</u></b></p> <p>Keeping the school clean has been an ongoing goal and continues to be a priority in spite of significant cuts to our custodial staff in the past three years. Keeping the grounds and classrooms and other common areas clean and sanitary is</p>	<ul style="list-style-type: none"> <li>● School maintenance schedule</li> <li>● School campus conditions</li> </ul>





<p>addressed by keeping regular cleaning schedules and a responsive plant manager and custodial staff. There is a culture where students are encouraged to contribute to keeping the school clean by picking up after themselves and participating in campus beautification. Recently the magnet coordinator hosted a tour of the campus for prospective parents and they commented multiple times on the cleanliness of the campus.</p>	
<p><b><u>INTERNET SAFETY</u></b> Poly follows district guidelines. LAUSD maintains a firewall for student and teacher safety. Each student must annually complete the Acceptable User Policy (AUP). To enhance student security, Poly used Tangent to administer roaming profiles and local storage for students and teachers.</p>	<ul style="list-style-type: none"> <li>● District policy bulletins</li> <li>● Acceptable User Policy</li> </ul>

**High Expectations/Concern for Students**

**Prompt:** Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Poly recognizes that regular attendance is key to student learning and has high expectations for student attendance and performance. With the help of the attendance dean and campus aides, tardy sweeps are conducted regularly. Student tardiness is recorded and progressive discipline is followed. Parents are contacted when students are repeatedly tardy. Phone calls are also automatically sent home if a student misses any class periods. This year the Parent Center started making a phone call home if a student misses a full day of school. Students who practice positive attendance patterns are rewarded. There are rewards for classes that report 100% attendance for 10 nonconsecutive days and the winning classes are announced on the PA system. Individual students are also placed in a raffle to win prizes. There is an attendance policy for seniors. Seniors sign a contract to acknowledge that participation in senior activities requires adherence to the attendance policy.</p> <p>Polytechnic High School has a full time PSA (Pupil Services and Attendance) Counselor who monitors student attendance and reaches out to students and parents when absenteeism is chronic. When it is noted that a student has individual circumstances or needs that may be hindering their ability to</p>	<ul style="list-style-type: none"> <li>● PSA Counselor summary of services</li> <li>● Tardy Sweep Policy</li> <li>● Tardy sweep records</li> <li>● Senior Contract</li> <li>● Student Handbook</li> <li>● Absence reports</li> <li>● Opportunity Room records</li> </ul>



<p>attend school for a full day or prohibits them from being on time, the PSA counselor and the student’s counselor are able to tailor a program to meet that particular students needs.</p> <p>In the Freshman Center, if a student is sent to the Opportunity Room only once in a quarter they receive a certificate for not returning. Freshman Center teachers also distribute positive behavior tickets to students who demonstrate the Poly’s 4 for Life. Drawings are held at the beginning of every month to reward positive behavior.</p>	
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**Atmosphere of Trust, Respect and Professionalism**

**Prompt:** To what degree is there evidence of an atmosphere of trust, respect and professionalism?

<b>Findings</b>	<b>Supporting Evidence</b>
<p>A spirit of trust and collaboration is demonstrated by administration, coordinators, counselors, classroom teachers, and other support staff. New ideas are generally welcomed by administration. Teachers and other staff are often given the ball and told to run with it while being given support in the form of collaboration time, encouragement and administrative participation when asked for. Course leads were implemented to provide an additional layer of leadership. There are course leads for Algebra 1, Geometry, and Algebra 2. The English department has a course lead for each grade level and the social studies and science departments have one lead for each course. This allows teachers to explore instructional strategies and practices in an environment where they feel safe to discuss areas of growth. All staff is invited and welcome to attend Instructional Cabinet meetings where ideas and practices which inform instruction are discussed and consensus is reached on what new innovations to try in the instructional program.</p> <p>Most teachers have at least one administrator or coordinator they feel comfortable approaching when they have an issue or problem they need help with.</p>	<ul style="list-style-type: none"> <li>● Sign-in sheets from course lead meetings</li> <li>● Sign-in sheets for Instructional Cabinet meetings</li> </ul>



**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Polytechnic High School has attained and maintained a safe learning environment through implementing and complying with district policies as well as tailoring our own local policies to fit the needs of our students. Processes are in place to handle and review a variety of circumstances schoolwide and within each SLC. Regular meetings are scheduled and attended for periodic review of our safety concerns.</p> <p>Polytechnic demonstrates a high level of trust, respect and professionalism. Though it has taken some years to build the relationships, the school as a whole has a staff that respects each other, feels comfortable in sharing their instructional challenges, and has a facilitated means through which to communicate their needs. Coordinators and administrators have rapport with different staff members, providing them with a sense of support and security in their instructional practices.</p>	<ul style="list-style-type: none"> <li>● Agenda and minutes from safety meetings</li> <li>● Course level team agendas</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #2:</u> Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.</p> <p>As we work to restructure the upper grade SLCs, having a high level of trust, respect and professionalism will be key to being able to come up with and execute a plan which will meet the above identified learner need.</p> <p>Teachers, counselors and administrators will have to work together to develop a structure which will provide individual support for students. Additionally this structure will need to support collaboration among the entire staff to ensure student success.</p>	<ul style="list-style-type: none"> <li>● Agendas/sign-in's from SLC Reform Committee meetings</li> <li>● Interviews of students regarding restructure of SLCs</li> </ul>



### **E3 & E4. School Culture and Student Support Criteria**

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

#### **Adequate Personalized Support**

**Prompt:** Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

<b>Findings</b>	<b>Supporting Evidence</b>
<p><b><u>SCHOOL SUPPORT SERVICES AND STAFF</u></b>  Poly employs 6 guidance counselors, 1 college counselor, 1 Diploma Project Advisor (DPA), 1 Pupil Services and Attendance counselors (PSA), 3 deans, 2 full time SLC coordinators, 2 part time SLC coordinators, 1 attendance dean, 1 full time nurse, 1 school psychologist, and 1 intervention support teacher just to provide overall and targeted student support. To further enhance services to Poly students, our PSA counselor, who is a Licensed Clinical Social Worker (LCSW), supervises Masters Social Work interns who work with our students individually and in groups to provide additional opportunities for support.</p> <p>The counselors at Polytechnic High School are responsible to provide academic, college and career counseling for students while ensuring that students receive any additional personal and or mental health counseling as well. Counselors are designated to work with students via Small Learning Communities which are organized primarily by grade levels so that they can meet with students and provide individual guidance. Designating counseling services in this manner allows counselors to focus on the most critical needs of the students in each phase of their high school education. Counselors work with students to develop IGPs (Individualized Graduation Plans) which include college and career planning and meeting the A-G requirements. As much as possible, counselors involve parents in this process. Counselors coordinate SST (Student Success Team) meetings for students when appropriate. Counselors may also provide personal counseling or make referrals when deemed necessary.</p>	<ul style="list-style-type: none"> <li>● Staff Roster</li> <li>● Copies of IEPs</li> <li>● Counseling staff</li> <li>● Counselors’ sign-in sheets</li> <li>● Four year plan</li> <li>● Individual Graduation Plans</li> <li>● TR04 notes in Student Information System</li> <li>● Cumulative records</li> <li>● Time Cards</li> <li>● Matrix/Master Schedule</li> </ul>



<p>The school psychologist provides counseling and evaluative services as needed. Students with disabilities have a case carrier who administers their IEP and provides individual support as needed.</p> <p>District Office of Transition Services (DOTS) provides a teacher who supports students with disabilities with a post high school transition plan. Opportunities such as work experience off campus and on campus are part of the transition plan. The teacher also helps them connect with the Regional Center services and jobs when they graduate from high school.</p> <p>The ROP (Regional Occupational Program) funds several classes at Poly which train and prepare students and give them entry level skills to a wide variety of careers which include First Responder (Medical), Office Technician, Business/Customer Service, Child Development, and Computer Networking.</p>	
<p><b><u>ANCILLARY SUPPORT SERVICES</u></b></p> <p>Poly is fortunate to have several agencies working with us to support students in college readiness. Project STEPS, Educational Talent Search (ETS) and Upward Bound all have representatives on campus.</p> <p><b>Project STEPS</b>, a federally funded program under the Gear-up grant program, is in the 3rd year of their grant cycle and followed the class of 2017 from middle school to the 9th grade this year. This brought us a full time coordinator and two interns who work with our 9th graders as well as all of our counselors and teachers to promote a college-going culture and help increase the numbers of students who are college-ready upon graduation.</p> <p><b>Upward Bound</b> provides a representative on campus as well as tutoring and enrichment opportunities for students in their program. This program provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Services provided include tutoring, counseling, mentoring, cultural enrichment, work-study programs, education and counseling services designed to improve the financial and economic literacy of students.</p> <p><b>ETS</b> (Educational Talent Search) is a federally funded TRiO program sponsored by California State University, Northridge. The goal of the program is to identify and equip first</p>	<ul style="list-style-type: none"> <li>● Representatives on campus</li> <li>● Sign-in sheets for students served</li> <li>● Program Applications</li> <li>● MOU's (Memorandum of Understanding) from various ancillary programs</li> </ul>



<p>generation and/or low income families with up to date post-secondary and financial aid opportunities, and enabling students to attend the college/university of their choice. Services provided include (but are not limited to) college advisement, college application assistance, financial aid application assistance, field trips, parent workshops, and tutoring.</p>	
<p><b><u>MENTAL HEALTH AND BEHAVIOR INTERVENTION SUPPORT SERVICES</u></b></p> <p>Counseling services are available both on and off campus to support student needs in various areas. We have developed partnerships with multiple community agencies such as Hathaway Sycamores, Phoenix House, Youth Contact, San Fernando Valley Community Mental Health Center and have tried to make the services as easy as possible for students and parents to access.</p> <p>The school psychologist does DIS (Designated Instructional Services) counseling for students with disabilities based on their IEPs. He is also available for consultation for general education students and serves on our Crisis Team.</p> <p>An Educationally Related Mental Health Services (ERMHS) counselor comes to the campus by appointment to counsel students as prescribed by their IEP.</p>	<ul style="list-style-type: none"> <li>● Hathaway Sycamores housed in Counseling Office</li> <li>● Phoenix House Brochures</li> <li>● Youth Contact MOU</li> <li>● List of Intervention Services</li> <li>● Support services are housed on campus</li> <li>● IEP documentation</li> </ul>
<p><b><u>INDIVIDUALIZED LEARNING</u></b></p> <p>Polytechnic High School has a relatively large (10 – 13%) population of students with disabilities. To meet the many needs of these students and to ensure that IEPs are timely and well implemented, our special education staff includes a number of professionals. In addition to teachers, staff is comprised of an Assistant Principal, Intervention Coordinator (who provides guidance counseling services), clerical staff, a DOTS (District Office of Transition Services) advisor, and teachers’ assistants. The special education staff works closely with Designated Instructional Services providers, the school nurse, the school psychologist, speech therapist, occupational therapist, physical therapist, deaf and hard of hearing itinerant teacher, least restrictive environment specialist, behavior intervention consultant, etc. The Special Day Program offers services for students with diverse disabilities including other health impairment, specific learning disabilities, and students with intellectual disabilities. The RSP (Resource Specialist Program) facilitates co-teaching and collaboration between</p>	<ul style="list-style-type: none"> <li>● Special Education Office and staff</li> <li>● Master schedule</li> <li>● Individualized Education Plans (IEPs)</li> <li>● Learning Center referrals and sign-ins</li> <li>● Welligent Service reports</li> </ul>



<p>special and general education teachers. The Resource Specialist Program also provides three Learning Centers where students may be referred for individualized academic assistance. The Learning Center services are available for both special and general education students.</p>	
<p><b><u>SUPPORT FOR ENGLISH LEARNERS</u></b>          To support our many English Learners (ELs) Polytechnic High School has a full time Bilingual/EL Coordinator, who also functions as academic advisor for ELD 1 &amp; 2 students and as an EL Coach to support staff. She, along with teachers, teacher assistants and students make up the Newcomers Academy. Students are in the Newcomers Academy for the first two years of high school upon entering the country, to help them adjust to life in the U.S. The Academy provides the same advantages and experiences that the other Small Learning Communities offer. This year a Title III coach has been added to the staff. She will support EL students, specifically LTEL students, and help teachers implement ELD strategies.</p> <p>Students may take ELD classes or classes in their primary language if it is Spanish. ELD classes are supported with additional in-class personnel. There is a computer lab designated for use by EL students and their teachers. The Language Appraisal Team, which includes the Bilingual/EL Coordinator, teachers and an administrator or designee, reviews the placements of students into the ELD program and ensures that the placements are appropriate. The team may recommend interventions for struggling students or make referrals to the SST (Student Success Team).</p>	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Master Plan for English Learners</li> <li>● The Newcomers Academy</li> <li>● English Learner computer lab</li> <li>● Language Appraisal team meeting minutes/agenda</li> </ul>

**Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Students involved in online instruction are involved in a credit recovery process and are part of the general student body and receive the same academic counseling, college preparation, personal counseling, and health services as all students. The online credit recovery classes are on campus and students are typically enrolled for one period of the day along with their other classes. The platforms used for online learning are Apex</p>	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Counseling assignments</li> <li>● Cumulative record</li> <li>● TR04</li> <li>● Online learning rosters/reports</li> </ul>



<p>Learning and ALEKS. ALEKS is used in the math classes to provide intervention and skill building for students who are struggling in math.</p>	
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**Direct Connections**

**Prompt:** Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>At Poly, the School Psychologist, PSA counselor and guidance counselors support students both academically and emotionally. A full time attendance dean is on staff to help students get to class on time.</p> <p>Project STEPS, ETS and Upward Bound are also resources available to support students and help them meet goals aimed at attending college. The PSA counselor supervises a group of interns who provide support services to our students.</p> <p>Counselors and supporting staff identify and program students who are in need of academic or personal support into available intervention. SLC staff identifies and supports students at risk of not meeting standards. The 10<sup>th</sup> Grade Center puts students on daily attendance and assignment checks and monitors their progress. At the Freshman Center meetings, teachers discuss students in need of intervention and share strategies to help them. As a result, the dean receives their names for follow-up. Our support and intervention has focused on academic standards and not specifically on the ESLRs.</p>	<ul style="list-style-type: none"> <li>● Staff rosters</li> <li>● Project STEPS Event agendas</li> <li>● Intern Supervisory Schedule/note</li> <li>● PSA Summary of Services</li> <li>● SLC agendas</li> </ul>

**Strategies Used for Student Growth/Development**

**Prompt:** Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>School leadership and staff collaborate and plan approaches to meet the needs of all students.</p> <p>Resource Learning Centers are offered through the Special Education department, but open to all students. Poly uses resource teachers to implement the co-teaching model in</p>	<ul style="list-style-type: none"> <li>● Learning Center sign-ins</li> <li>● SDAIE Cadre agendas and sign-ins</li> <li>● Matrix/Master Schedule</li> <li>● Apex Learning rosters</li> </ul>





<p>general education classes. Special Day Program classes are also available to meet the needs of our students with disabilities. They have access to electives and school activities with their non disabled peers. Teachers are assisted by Special Education experts to modify instruction or accommodate students’ needs so that they are able to access a rigorous standards-based curriculum.</p> <p>SDAIE Cadre is offered by the Bilingual Coach for teachers to help improve instruction for all students but with particular focus on EL students. Beginning this year, LTEL students are programmed into a yearlong English Language Development (ELD) class to assist them in meeting the reclassification standards.</p> <p>For students who are deficient in credits, our Apex Learning lab offers an online credit recovery option to complete their graduation requirements. For students that are struggling in math in the 9<sup>th</sup> and 10<sup>th</sup> grade, the ALEKS software is an alternative option to rebuild or fill deficient skills.</p>	
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**Additional Online Instruction Prompt:** Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings	Supporting Evidence
<p>Students involved in online instruction are involved in a credit recovery process and are part of the general student body and receive the same academic counseling, college preparation, personal counseling and health services as all students. The online credit recovery classes are on campus and students are typically enrolled for one period of the day along with their other classes.</p>	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Student programs</li> </ul>

**Support Services and Learning**

**Prompt:** Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
<p>Beginning in 9th grade, students are part of a Small Learning Community, The Freshman Center, which provides them with</p>	<ul style="list-style-type: none"> <li>● Matrix</li> <li>● Master schedule</li> </ul>



<p>targeted attention and support. There is a counselor, dean, coordinator and administrator in addition to a dedicated 9th grade staff of teachers. The counselor, along with interns, runs counseling groups to address specific needs. Students who are underperforming or struggling are identified by their classroom teachers and may be referred to the counselor, dean or coordinator for help. Individual teachers provide tutoring to their students who are struggling academically. Depending upon the needs, students may have their programs adjusted to meet academic needs, be referred to tutoring, have an SST, be referred to their guidance counselor, and be referred to more in depth counseling if needed. Whatever is determined to help make the student successful is offered to the student to help meet their needs. When the student transitions to the next grade level, similar services and strategies are available. When they reach the 11<sup>th</sup> grade, the current structure of the Small Learning Community does not have as much personnel to meet the students' needs. Students have a guidance counselor, but there is not a full time coordinator and the dean and administrator is shared with about 1,200 students. This has been identified as an area of need and a Small Learning Community restructuring committee has been formed to address issues such as this and is meeting regularly.</p> <p>Students who are classified as EL, GATE, and students with disabilities are programmed into classes that are designed to meet their individual needs.</p>	<ul style="list-style-type: none"> <li>● SST agendas</li> <li>● Student counseling group sign-ins</li> </ul>
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**Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Students who take online learning classes have access to computers and the internet because they are programmed into the class for a minimum of one period of the day. If students have computer access at home they also have the support of the teacher during week-ends and evenings, as the teacher is alerted by text or email when a student needs to take a quiz.</p>	<ul style="list-style-type: none"> <li>● Master schedule</li> <li>● Matrix</li> <li>● Classroom observation</li> </ul>



### **Equal Access to Curriculum and Support**

**Prompt:** *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>We have learned that giving grade level curriculum to students and providing outstanding, differentiated, and scaffolded instruction is the best way to provide equity and access to every student.</p> <p>Poly’s implementation of the SpringBoard curriculum (a pre-AP curriculum developed by the College Board) has allowed us to provide a challenging, relevant and coherent curriculum to students in math and English. This curriculum is used in math (Algebra 1, Geometry, and Algebra 2) and English 9 – 11 (non AP courses). It is also used in some special education and EL classes.</p> <p>With the decrease in budget, access to alternative schedules for repeat and/or accelerated classes has become more of a challenge. Adult school offerings have been cut as have summer school class options and opportunities. Over the past three years, summer school was cut by millions of dollars as was adult school. Summer school was cut from two classes to one class over the past two years, with priority given to rising seniors and non-grads, with less availability to rising 10<sup>th</sup> and 11<sup>th</sup> graders. We lost the adult school which operated on our campus where we once had a 4th period, 5th period and an evening class that we could refer our students to. These losses have created a need to serve more of our students who need to repeat classes on campus during the school day.</p> <p>Other responses to these cuts and loss of opportunities have been the use of the Apex online credit recovery classes, offered multiple periods both during the school day and after school. We have been able to serve approximately 80-90 students each quarter by using this option. For the past two years, we have been able to retain one adult school class on our campus dedicated to our students. Last year Pacoima Skills Center (now called East Valley Skills Center) was moved to a facility across the street which in part makes up for the loss of having an adult school on campus and makes it easier to refer students to the adult school Individualized</p>	<ul style="list-style-type: none"> <li>● Matrix</li> <li>● Master schedule</li> <li>● Brochures from Adult School</li> <li>● Summer School schedules</li> </ul>



<p>Instruction (II) Lab.</p> <p>Fortunately, we have received help from KYDS (Keeping Youth Doing Something) to fund an online credit recovery class during 5th period in addition to the ones we fund during the day.</p>	
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**Co-Curricular Activities**

**Prompt:** Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school offers a range and variety of activities in which students can become involved. Starting with leadership and expanding to over 25 different clubs on campus, different interests can be pursued. Student involvement at Poly is evident through the Multicultural Fair, after school and weekend theatre productions, and band competitions, to name a few. Club Rush Day is a huge effort to get every student involved in the school.</p> <p>The athletic program is very active, supported and well embedded into the school culture. A variety of sports are offered on campus for student involvement. If students have an interest in athletics, there are multiple opportunities to join a sports team and compete. This year Polytechnic revived its wrestling program after over 25 years of inactivity. The wrestling program has been a great opportunity for new students, freshmen, non-athletic students and has a high involvement of young women participating on the team.</p> <p>The average GPA of a student involved in athletics is higher than the average GPA of a student not involved in athletics. Teachers are flexible in allowing students to participate in co-curricular activities. Some coaches have students get weekly progress checks from their teachers, in order to help student-athletes in the classroom and on the field.</p>	<ul style="list-style-type: none"> <li>● Club lists</li> <li>● Leadership participation</li> <li>● Sports rosters</li> <li>● Band participation</li> <li>● Theater Production rosters and programs</li> <li>● Club Rush artifacts</li> <li>● Multicultural Fair artifacts</li> <li>● Cooking Club events</li> <li>● Flyers</li> </ul>



**Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
<p>Poly does not have students who are in an independent online instructional program. Approximately 5% of our student population is taking online classes as a credit recovery or skill enrichment opportunity. However, these students complete the course work at school as part of their daily period by-period program.</p>	

**Student Involvement in Curricular/Co-Curricular Activities**

**Prompt:** *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Although we do not have a formal process to evaluate the connection between co-curricular activities and performance on standards and ESLRs, we rely on anecdotal feedback.</p> <p>Through staff who sponsor clubs, leadership advisors, and athletic coaches, the school has an informal culture and process to make sure students are involved or at least are made aware of the involvement opportunities there are on campus. Class sponsors in the 11th and 12th grade work closely with each other as the 11th grade class prepares to become seniors and begin planning their senior year activities. Some teachers are also athletics coaches and use their academic rapport with students to obtain and maintain students' involvement on campus.</p>	<ul style="list-style-type: none"> <li>● Club lists</li> <li>● Leadership participation</li> <li>● Sports</li> <li>● Band participation</li> <li>● Theater Production rosters and programs</li> <li>● Club Rush artifacts</li> <li>● Multicultural Fair artifacts</li> <li>● Cooking Club events</li> </ul>

**Additional Online Instruction Prompt:** *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Poly does not have students who are in an independent online instructional program. Approximately 5% of our student population is taking online classes as a credit recovery or skill enrichment opportunity. However, these students complete the course work at school as part of their daily period by-period program.</p>	



### **Student Perceptions**

**Prompt:** *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>To address this prompt, focus group E members used multiple methods to gain a sense of student perceptions. These methods include a reviewing of the results of the 2013 School Experience Survey (where over 2,000 students participated), surveying three core academic classes, surveying two elective courses and conducting informal interviews with students.</p> <p>If 70% or more of students agreed to statements or questions, the Culture category staff deemed this a significant finding. The 2013 School Experience Survey reported that 71% of students agreed that they are safe on school grounds, 87% of students agreed that Polytechnic offers many activities before or after school that support their personal growth, and 82% of students stated the school provides extra academic support when needed. 70% of students stated that they plan to pursue a 4-year and/or graduate degree and 68% reported that the school is helping them prepare for this pursuance.</p> <p>Surveys (of about 100 students) taken from the random core academic classes reported that 82% said they are involved in extracurricular activities, but only 63% reported that they feel supported academically. However, students were able to list a variety of support services and centers/offices on campus that they can come to for support.</p> <p>Surveys (of about 80 students) taken from the random elective classes reported that 77% stated that they are aware of the support services that Poly offers, and 84% agreed that the school provides support services to support their needs. 39% of students stated that they have participated in a support service such as Learning Center, Homework Haven, Twilight, Teacher Tutoring, Impact etc. Of that 39%, 70% of students agreed that utilizing these support services has had to a positive effect on assisting them to reach their goals.</p>	<ul style="list-style-type: none"> <li>● 2013 School Experience Survey</li> <li>● Survey Monkey results (used in elective courses)</li> <li>● Core academic class survey results</li> </ul>



**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Polytechnic High School is a data-driven school. Many discussions are ongoing through the SLCs as they strive to create and maintain a personalized experience for each student.</p> <p>Polytechnic High School has leveraged resources in a restrictive and unsupportive budget environment to ensure that students receive support services needed to help them meet their goals and attain academic success. The SLCs provide a system whereby students are able to receive support from counselors, deans, coordinators, and administrators. However, we have become acculturated to be a continuously improving organization and as such are actively engaged in identifying ways to provide high quality and more frequent support to students.</p> <p>The goal is to give Poly students every opportunity that any other student in the nation would have. This year we became an AP Capstone school to help give students access to even ore opportunities for rigor and growth.</p>	<ul style="list-style-type: none"> <li>• See above</li> </ul>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><u>Critical Learner Need #1:</u> Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.</p> <p>One of the school's critical learner needs is to develop and implement a plan to address students who are struggling academically and/or are at a high risk of dropping out due to credit deficiency. Overall, the findings from these surveys are evident that not only does the school have support services in place to assist students in this particular need, but more importantly, students are aware of these services and feel personally supported.</p>	<ul style="list-style-type: none"> <li>• Intervention committee agendas</li> </ul>



## **WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs**

### **Areas of Strength**

- The school has a variety of support services and willing staff to help students academically and personally.
- Poly has strong 9th and 10th grade SLCs that allow students to have a personalized educational experience.
- There are a variety of opportunities for parents to get involved on campus through our Parent Center classes and regular meetings, parent conference nights, sporting events, multicultural day, School Site Council, Poly Pilot Governing School Council, and ELAC.
- 98% of Poly faculty is proud to work at Poly High School.
- Teacher collaboration is very strong.
- Poly students participate in a multitude of activities to help and support the community.

### **Prioritized Areas of Growth**

- We do not have a clear post secondary pathway articulated for every student.
- We need to increase 11<sup>th</sup> and 12<sup>th</sup> grade support to students and parents in preparing them for college and career readiness.
- We need to improve our ability to communicate efficiently and effectively to all of our stakeholders on an ongoing basis.
- We need to develop a formal process for tracking co-curricular involvement and linking it to student academic goals.
- The school should continue to find opportunities for students and teachers in the Freshman Center to be involved in activities on the main campus.





## Chapter 5 ~ Schoolwide Action Plan



Six years ago, Poly High School was in a very different place than it is today. With a 608 API, our status as a Program Improvement 5+ school, an interim principal in place of a principal who had a stroke the previous fall, and a political movement pushing to take over “failing schools,” it was clear that our students’ academic performance must improve dramatically or we would have little influence over the future of Poly.

As a result of our precarious position, we knew we needed a back to the basics focus on deep alignment of curriculum, instruction, and assessment. As part of our action plan six years ago, we committed to create a formative assessment infrastructure that would allow us to own our data and monitor student learning much more frequently than the school district required. The results speak for themselves. Poly’s API is now a 753, we have a similar school ranking of 10, and we have the highest first time pass rate on the CAHSEE of any other comprehensive high school in LAUSD. According to the LAUSD’s Performance Framework, Poly is now one of only three high schools in this massive school district to be considered “Excelling.”

Despite the successes listed, we at Poly High School understand that there is a price to pay when we focus so intently on one thing; other issues go unattended. That is what this action plan is about. We must address the holes that have developed as a result of budget cuts and our myopic focus on standardized test scores. This action plan presents a bold vision, which if achieved, will put us on par with the very best public schools in the state.

Our last action plan provided ambitious data targets that if accomplished would take us from a 608 school to an 800 school. Equally ambitious, but less single minded, we now focus on postsecondary outcomes as opposed to intermediary ones. Yes, we will continue to look closely at standards-based performance data via the Smarter Balanced Assessment. However, we will place even more attention on how rigor is defined for our students. A proficient on a standards-based exam loses its meaning if it does not represent college readiness. This is why we are shifting our focus to college readiness indicators, postsecondary pathways, and comprehensive intervention for all students.

This vision for our school evolved out of the multitude of meetings over the past year in focus groups, home groups, parent meetings, and in the day to day work to identify our core areas of growth. Once we identified our Critical Learner Needs, we convened three committees: Guidance Counseling, Intervention, and SLC Reform to further hone how we would address these needs. It was in the committee work that much of the detail of the Action Plan was fleshed out. Once a draft of the Action Plan was complete, we emailed it to the faculty for questions, statements, and additional input a week in advance of its presentation to the Pilot Governing School Council for approval. We held an open meeting in which the Pilot Council unanimously approved the blueprint for the next six years.



Just like six years ago, Poly has the unique fortune of being a staff united in our vision for our students. We are blessed to work in a supportive environment of like-minded people filled with Poly Pride and the willingness to move mountains for our students.



## John H. Francis Polytechnic High School Action Plan

### Goal 1: Increase the percentage of students that are college and career ready.

**Critical Learner Need #1:** Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.

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

**Rationale:** A critical area of focus is to support our students to earn the college readiness designation to avoid taking remedial classes at the university or community college level. Unfortunately, far too many students are still not meeting college readiness standards. State and national data are very clear that students of poverty that are placed in remedial classes in college are at a high risk to drop out. We will focus relentlessly on the following growth targets to support our students' postsecondary success.

**Growth Targets:** Data collection and monitoring will include disaggregated data by subgroup including English learners and students with disabilities.

Indicators (Whole School and Disaggregated)	2014 Baseline	2015	2016	2017	2018	2019
Smarter Balanced proficiency by subject area	NA	baseline	+3	+3	+3	+3
A-G completion rate by graduating class	TBD	60%	70%	80%	85%	90%
Percent of students who passed at least one AP exam with a 3 or higher by graduating class	TBD	+5	+5	+5	+5	+5
SAT mean score by subject area: Reading/Math/Writing	TBD	+15	+15	+15	+15	496/514/488
College readiness rate ELA (EAP, AP, placement, concurrent college enrollment) by graduating seniors	TBD	+3	+3	+3	+3	+3
College readiness rate math (EAP, AP, placement, concurrent college enrollment) by graduating seniors	TBD	+3	+3	+3	+3	+3
AP Capstone participation and passage	NA	baseline	+3	+3	+3	+3
Percent of students taking college classes that have an A or B grade (by school year)	TBD	+3	+3	+3	+3	+3



Actions	Responsible Parties	Resources/PD	Means to Assess Improvement	Communication	Timeline
1. Pre-AP SpringBoard curriculum implementation schoolwide in ELA and math (non AP and ERWC courses) including participation in SpringBoard training sessions.	<ul style="list-style-type: none"> <li>• Course leads</li> <li>• Department chairs</li> <li>• Assistant Principal of math and English departments</li> </ul>	<ul style="list-style-type: none"> <li>• Common Core budget</li> <li>• SpringBoard training workshops</li> </ul>	<ul style="list-style-type: none"> <li>• SpringBoard embedded assessments</li> <li>• SpringBoard self-assessment tools</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Orientations</li> <li>• Newsletters</li> <li>• Parent conferences</li> <li>• IEP meetings</li> <li>• Website</li> <li>• ConnectED community messages</li> </ul>	Ongoing
2. Increase student AP access and participation including AP Capstone Implementation.	<ul style="list-style-type: none"> <li>• AP Seminar teacher</li> <li>• AP Research teacher</li> <li>• AP coordinator</li> <li>• All AP teachers</li> <li>• APSCS</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• AP Capstone training</li> <li>• Partnership with local schools in Southern California</li> </ul>	<ul style="list-style-type: none"> <li>• AP Seminar and Research enrollment</li> <li>• Number of AP Capstone certificates</li> <li>• Number of AP Capstone diplomas</li> </ul>	<ul style="list-style-type: none"> <li>• AP orientations</li> <li>• AP Capstone orientations</li> <li>• Parent newsletters</li> </ul>	AP Seminar fall 2014; AP research fall of 2016
3. Increase opportunities for students to receive SAT Preparation.	<ul style="list-style-type: none"> <li>• SAS coordinator,</li> <li>• College counselor</li> <li>• 11<sup>th</sup>/12<sup>th</sup> grade counselors</li> <li>• APSCS</li> </ul>	<ul style="list-style-type: none"> <li>• KYDS 21<sup>st</sup> Century grant</li> <li>• Elite SAT Prep training</li> </ul>	<ul style="list-style-type: none"> <li>• Mean and Median SAT score:               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Math</li> <li>○ Writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 11<sup>th</sup> Grade orientation</li> <li>• Parent phone calls</li> <li>• Parent newsletter</li> </ul>	Spring 2014
4. Frequent monitoring of student progress in Valley College classes.	<ul style="list-style-type: none"> <li>• SAS coordinator</li> <li>• 11<sup>th</sup>/12<sup>th</sup> grade counselors</li> <li>• APSCS</li> </ul>	<ul style="list-style-type: none"> <li>• General Fund</li> <li>• Articulation with Advanced College Experience (ACE) coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• ACE enrollment numbers</li> <li>• Student grades</li> </ul>	<ul style="list-style-type: none"> <li>• Orientations</li> <li>• Newsletters</li> <li>• SAS meetings</li> <li>• Phone calls</li> </ul>	2014-2015
5. Development and alignment of curriculum and formative assessments to Common Core State Standards in all subject areas with an	<ul style="list-style-type: none"> <li>• Course leads</li> <li>• Department chairs</li> <li>• SLC leads</li> <li>• APs</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Common Core budget</li> <li>• General fund</li> <li>• SpringBoard training</li> <li>• Common planning</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments data</li> <li>• Smarter Balanced Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Data meetings</li> <li>• Instructional cabinet meetings</li> <li>• Course level meetings</li> <li>• Department meetings</li> </ul>	Ongoing



Actions	Responsible Parties	Resources/PD	Means to Assess Improvement	Communication	Timeline
emphasis on writing across the curriculum.				<ul style="list-style-type: none"> <li>• Parent newsletters</li> </ul>	
6. Provide ongoing opportunity for common planning among subject alike teachers and departments to do the following: lesson and unit plan, review student work, calibrate scoring, review formative and summative assessment data reports (Illuminate), and develop and/or align curriculum to adopted standards.	<ul style="list-style-type: none"> <li>• Course level teams</li> <li>• Departments</li> <li>• SLCs</li> <li>• APs</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Common Core budget</li> <li>• SpringBoard training</li> <li>• District course level fellow trainings</li> <li>• Advanced Placement training</li> <li>• English learner training</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps</li> <li>• Student work samples with rubrics</li> <li>• Formative assessments and data reports</li> <li>• PD calendar</li> <li>• PD agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Data team meetings</li> <li>• Department meetings</li> <li>• SLC meetings</li> <li>• Parent newsletter</li> <li>• Orientations</li> </ul>	Ongoing
7. Provide annual parent classes about the WASC Action Plan and strategies that parents can implement to support student success.	<ul style="list-style-type: none"> <li>• Title I coordinator</li> <li>• Bilingual coordinator</li> <li>• Intervention coordinator</li> <li>• APs</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Categorical budget</li> <li>• Parent classes</li> <li>• Project Steps workshops</li> <li>• Upward Bound workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Parent workshop</li> <li>• Class agendas</li> <li>• Parent participation on School Experience Survey</li> </ul>	<ul style="list-style-type: none"> <li>• ConnectED phone messages</li> <li>• Parent newsletter</li> <li>• English Learner Advisory Council meetings</li> <li>• Coffee with the Principal</li> <li>• School Site Council meetings</li> </ul>	Spring 2014
8. Provide training to staff on strategies to communicate positively with parents about student progress.	<ul style="list-style-type: none"> <li>• Project STEPS coordinator</li> <li>• Title I coordinator</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Project STEPS grant</li> <li>• Categorical budget</li> <li>• Common Core budget</li> <li>• Families in Schools training</li> </ul>	<ul style="list-style-type: none"> <li>• ConnectED teacher usage report</li> <li>• Parent conference sign in sheets</li> <li>• School Experience Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Orientations</li> <li>• Parent newsletters</li> <li>• Phone calls,</li> <li>• PD calendar</li> <li>• Poly website</li> </ul>	2014-2015



## Goal 2: Develop and implement a comprehensive school-wide intervention plan to mitigate student obstacles to learning.

**Critical Learner Need #2:** Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.

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

**Rationale:** For the class of 2017, all students must meet the California State A-G requirements. Because of this impending change, we must acculturate our students to the fact that both Ds and Fs are not acceptable. We will look at the D/F rate by grade level and by subject and course, so we can ensure students receive the necessary support and that resources are being directed to the appropriate places.

Additionally, we will target on time completion of English and math in 9<sup>th</sup> and 10<sup>th</sup> grades because the latest research indicates English and math grade level completion with a C or higher is a better predictor of high school graduation than simply earning a pre-defined amount of units in courses that may or may not be rigorous.

We will also look at attendance and opportunity room rates as indicators that students are engaged positively with Poly. If a student is referred for academic or behavior support, we want to monitor that the support is effective. This is why we will pay close attention to repeat referrals to the opportunity room. Monitoring student attendance is another critical way we can catch students who are high risk for dropping out. We will use the LAUSD tiers to monitor attendance: 100%; 96-99%; 92-95%; 87-91%; Below 87%.

**Growth Targets: Data collection and monitoring will include disaggregated data by subgroup including English learners and students with disabilities.**

Indicators (Whole School and Disaggregated)	2014 Baseline	2015	2016	2017	2018	2019
D/F rate by subject area and grade level	TBD	-3	-3	-3	-3	-3
Percentage of students with attendance of 96% or more	TBD	+3	+3	+3	+3	+3
9 <sup>th</sup> and 10 <sup>th</sup> grade on time completion in core subjects (math, ELA, science, social studies)	TBD	+3	+3	+3	+3	+3



Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
1. Develop and implement schoolwide intervention program that differentiates between students who are disengaged and students who have low skills but are engaged and try.	<ul style="list-style-type: none"> <li>• Intervention committee</li> <li>• Principal</li> <li>• AP intervention</li> </ul>	<ul style="list-style-type: none"> <li>• General budgets</li> <li>• Categorical budgets</li> </ul>	<ul style="list-style-type: none"> <li>• D/F rate</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty email update</li> <li>• Parent newsletter</li> <li>• Orientation</li> <li>• Individual phone calls to parents</li> </ul>	Beginning of 2014-2015 school year
2. Develop a comprehensive schoolwide peer mentor program to connect younger students to successful older students.	<ul style="list-style-type: none"> <li>• Intervention committee</li> <li>• SLC coordinators</li> <li>• APs</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Peer mentor training</li> </ul>	<ul style="list-style-type: none"> <li>• Number of mentors participating</li> <li>• Number of activities annually</li> </ul>	<ul style="list-style-type: none"> <li>• Orientations</li> <li>• Parent newsletters</li> <li>• Phone calls</li> <li>• Classroom presentations</li> </ul>	2014-2015
3. Create a tracking system to monitor use of the Opportunity Room, including a student survey to identify high leverage strategies for students that are referred.	<ul style="list-style-type: none"> <li>• Intervention coordinator,</li> <li>• AP Special Education</li> <li>• Resource teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education budget</li> <li>• General fund</li> <li>• Collaboration with local schools</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity Room sign-ins</li> <li>• Formative and summative data of students that use opportunity room,</li> <li>• Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Tea for Ten</li> <li>• Parent newsletters</li> <li>• Phone calls</li> <li>• Orientations</li> <li>• Parent conferences</li> </ul>	2014-2015
4. School will track and communicate regarding completion of core courses with C or higher in 9 <sup>th</sup> and 10 <sup>th</sup> grade addition to district credit requirements.	<ul style="list-style-type: none"> <li>• APs</li> <li>• Department chairs</li> <li>• SLC coordinators</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Common Core budget,</li> <li>• General fund</li> <li>• Class size reduction teachers in categorical budget</li> <li>• Common</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of students passing English and math grade level requirements with C or higher in 9<sup>th</sup> and 10<sup>th</sup> grades</li> <li>• Percentage of</li> </ul>	<ul style="list-style-type: none"> <li>• Orientations</li> <li>• Parent newsletters</li> <li>• Parent conferences</li> <li>• ConnectED community phone calls</li> <li>• Coffee with the Principal</li> </ul>	2014-2015



Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
		<ul style="list-style-type: none"> <li>planning</li> <li>• SpringBoard training</li> </ul>	<ul style="list-style-type: none"> <li>students meeting credit requirements to matriculate to 10<sup>th</sup> and 11<sup>th</sup> grades</li> </ul>		
<p>5. Implement new school-wide policy of 10 absence limit for all grade levels while providing differentiated support and incentives for students in different tiers of attendance rate. Tiers: 100%; 96-99%; 92-95%; 87-91%; Below 87%</p>	<ul style="list-style-type: none"> <li>• PSA</li> <li>• Counselors</li> <li>• SLC Coordinators</li> <li>• APSCS</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• SLC PD</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data in tiers by grade level and SLC</li> </ul>	<ul style="list-style-type: none"> <li>• Parent newsletter</li> <li>• ConnectED calls</li> <li>• Orientations</li> <li>• Parent conferences</li> <li>• Attendance meetings</li> </ul>	2014-2015
<p>6. Use schoolwide instructional strategies and/or SpringBoard instructional strategies with the goal to differentiate support of student needs including necessary scaffolding for English learners and students with disabilities and additional complexity for GATE students.</p>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• APs</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Common Core budget</li> <li>• Categorical budget</li> <li>• SpringBoard training</li> <li>• Common Core training</li> <li>• GATE training</li> <li>• Common planning</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observation,</li> <li>• Department and SLC agendas, Artifacts including targeted strategies based on formative assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• SLC meetings</li> </ul>	Ongoing
<p>7. Utilize ConnectED, SLC personnel, and the Parent Center staff to contact parents and</p>	<ul style="list-style-type: none"> <li>• All faculty</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Categorical budget</li> <li>• Parent involvement PD</li> </ul>	<ul style="list-style-type: none"> <li>• ConnectED usage report</li> <li>• Parent/guardian conference attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Parent newsletter</li> <li>• Website</li> <li>• ConnectED broadcast message</li> </ul>	Ongoing





Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
provide ongoing input regarding student progress.			<ul style="list-style-type: none"><li>• Parent Center phone call logs</li></ul>		
8. Leverage distributed leadership model and build leadership capacity to increase our collective ability to support each student's unique needs.	<ul style="list-style-type: none"><li>• Course leads</li><li>• Department chairs</li><li>• SLC coordinators</li><li>• Instructional Cabinet</li><li>• Data Team</li><li>• Pilot Governing School Council</li></ul>	<ul style="list-style-type: none"><li>• General fund</li><li>• SLC PD</li><li>• Common planning</li><li>• Project STEPS training</li><li>• Instructional Cabinet</li></ul>	<ul style="list-style-type: none"><li>• Course level PD agenda and minutes</li><li>• SLC PD agenda and minutes</li><li>• Leadership agenda and minutes</li></ul>	<ul style="list-style-type: none"><li>• PD calendar</li><li>• Principal's update</li><li>• School Site Council</li></ul>	Ongoing



### Goal 3: Increase the percentage of students who are matriculating into college or career pathways.

**Critical Learner Need #3:** Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.

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

**Rationale:** LAUSD no longer funds the small learning community reform movement. As district funding and grant funding has diminished or disappeared over the last few years, our 11<sup>th</sup> and 12<sup>th</sup> graders have suffered the most. Our three upper grade SLCs: FAME, HABIT, EHS/SPORT do not have the structure or personnel needed for our students. Presently, we have very little out of the classroom support and we do not have structures in place to ensure every 11<sup>th</sup> and 12<sup>th</sup> grade student is receiving the necessary support so they can matriculate successfully into a college or career pathway.

**Growth Targets: Data collection and monitoring will include disaggregated data by subgroup including English learners and students with disabilities.**

Indicators (Whole School and Disaggregated)	2014 Baseline	2015	2016	2017	2018	2019
CTE Pathway completion rate	TBD	+5	+5	+5	+5	+5
SAT/ACT participation rate (graduating seniors)	TBD	50%	60%	70%	80%	90%
Percent of graduating seniors having taken an AP exam	TBD	+5	+5	+5	+5	50%
Percent of graduating seniors having earned credit in a college class	TBD	+5	+5	+5	+5	+5
Extra-curricular participation	TBD	60%	70%	80%	90%	100%
Percent of students who felt supported (survey)	TBD	60%	70%	80%	90%	100%
Percent of students who felt they received enough information and support to prepare them for post-secondary life (survey)	TBD	60%	70%	80%	90%	100%



Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
1. Restructure existing SLCs into two 11 <sup>th</sup> /12 <sup>th</sup> grade houses staffed by two counselors and a full-time out of the classroom coordinator.	<ul style="list-style-type: none"> <li>• SLC Committee</li> <li>• SLC coordinators</li> <li>• SLC Administrator</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• General Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>• SLC orientations</li> <li>• Parent newsletter</li> <li>• ConnectED broadcast messages</li> <li>• Website</li> <li>• Twitter</li> </ul>	Beginning of 2014-2015
2. Improve communication to all stakeholders regarding Poly Value Statements.	<ul style="list-style-type: none"> <li>• All faculty</li> <li>• All administrators</li> </ul>	<ul style="list-style-type: none"> <li>• General and Categorical funds</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Student work samples as evidence</li> <li>• School Experience Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Poly website</li> <li>• Parent newsletter</li> <li>• Student work posted</li> </ul>	Ongoing
3. Require all seniors to complete the FAFSA or California Dream Act Application.	<ul style="list-style-type: none"> <li>• College counselor</li> <li>• 11<sup>th</sup>/12<sup>th</sup> grade counselors</li> <li>• 11<sup>th</sup>/12<sup>th</sup> grade SLC coordinators</li> <li>• APSCS</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Project STEPS and UCLA EAOP training and support</li> </ul>	<ul style="list-style-type: none"> <li>• FAFSA completion forms</li> <li>• Dream Act completion forms</li> </ul>	<ul style="list-style-type: none"> <li>• Senior orientation</li> <li>• Parent newsletter</li> <li>• ConnectED phone messages</li> </ul>	2014-2015
4. Increase interdisciplinary common planning to promote development of Linked Learning projects in upper grade houses.	<ul style="list-style-type: none"> <li>• 11<sup>th</sup>/12<sup>th</sup> grade core teachers</li> <li>• 11<sup>th</sup>/12<sup>th</sup> grade SLC coordinators</li> <li>• SLC administrator</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Perkins grant</li> <li>• ROP funding</li> <li>• General fund</li> <li>• Common planning</li> </ul>	<ul style="list-style-type: none"> <li>• Development and use of Interdisciplinary unit and/or assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 11<sup>th</sup>/12<sup>th</sup> grade orientations</li> <li>• Parent newsletter</li> <li>• Website</li> <li>• ConnectED phone messages</li> </ul>	2015
5. Develop an Alumni Network to support those who are presently in college, those who are researching college, and those who are	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Coordinators</li> <li>• Administrators</li> <li>• Recent alumni</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Common planning to develop system</li> </ul>	<ul style="list-style-type: none"> <li>• Operating website for students and alumni to access and provide college and career resources</li> <li>• Number of</li> </ul>	<ul style="list-style-type: none"> <li>• Poly website</li> <li>• Parent newsletter</li> <li>• PA</li> <li>• Posted information</li> </ul>	2014-2015



Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
considering college.			website hits		
6. Develop criteria for and implement use of a Postsecondary Plan for all students in grades 9-12. (Including but not limited to: university, college, vocational, trade, etc.)	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• SLC coordinators</li> <li>• College counselor</li> <li>• APs</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Project STEPS training and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Number of postsecondary plans in use</li> </ul>	<ul style="list-style-type: none"> <li>• Website</li> <li>• Parent newsletter</li> <li>• Coffee with the Principal</li> <li>• English Learner Advisory Council</li> <li>• School Site Council</li> <li>• Orientations</li> </ul>	2014-2015
7. Expand CTE Pathways and percentage of students completing pathways.	<ul style="list-style-type: none"> <li>• 11<sup>th</sup>/12<sup>th</sup> grade coordinators</li> <li>• CTE teachers</li> <li>• APSCS</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• ROP budget</li> <li>• Perkins grant</li> </ul>	<ul style="list-style-type: none"> <li>• Number of CTE Pathways</li> <li>• Percentage of students completing CTE Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• ConnectED phone messages</li> <li>• Parent newsletter</li> <li>• Website</li> <li>• IGP meetings</li> </ul>	2014
8. Implement System to increase student knowledge about College and Careers: Last day of every quarter will be a college and career day (unless advisory is adopted) in which all teachers will dedicate time to providing college and career information to students. Implement a new Career Fair Day in which all clubs will be responsible for researching and presenting their findings on a career of their choice during the fair at lunch.	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Counselors</li> <li>• Coordinators</li> <li>• APs</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Common planning</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of clubs participating in the Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership meetings with club representatives</li> <li>• PA</li> <li>• Parent newsletter</li> <li>• ConnectED phone messages</li> </ul>	2014-2015
9. Model learning through our SLCs, departments, course alike teams,	<ul style="list-style-type: none"> <li>• Department chairs</li> <li>• Course leads</li> <li>• SLC coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• General fund</li> <li>• Common Core budget</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Cabinet agendas</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• PD calendar</li> <li>• Agendas and minutes published</li> </ul>	Ongoing



Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
instructional cabinet, data team, parent center, and encourage more teachers to become National Board Certified and to communicate to our students frequently that our own learning continues indefinitely.	<ul style="list-style-type: none"><li>• Instructional Cabinet</li><li>• Governing Councils</li><li>• APs</li><li>• Principal</li></ul>	<ul style="list-style-type: none"><li>• ELAC budget</li><li>• Leadership development training</li><li>• Instructional Cabinet</li></ul>	agendas <ul style="list-style-type: none"><li>• Parent Center calendar</li><li>• Number of National Board Certified teachers</li></ul>	to staff <ul style="list-style-type: none"><li>• Parent newsletter</li></ul>	