

John H. Francis Polytechnic High School



Main Campus

12431 Roscoe Blvd.
Sun Valley, CA 91352

Freshman Center

8601 Arleta Street
Sun Valley, CA 91352

MID-CYCLE PROGRESS REPORT

Los Angeles Unified School District

April 5, 2017

**Accrediting Commission for Schools
Western Association of Schools and Colleges**



Los Angeles Unified School District

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(213) 241-1000

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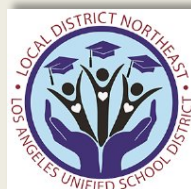
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JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

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CONTENTS

I: Student/Community Profile Data	1
II: Significant Changes and Developments	20
III: Ongoing School Improvement	30
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan	32
V: Schoolwide Action Plan Refinements	43
VI: Appendix	55

CHAPTER I

Student/Community Profile Data



Polytechnic High School opened its doors in 1897 as the commercial/vocational adult training component of The City of Angels' inaugural high school, Los Angeles High, originally located on North Grand Avenue in downtown Los Angeles, California. In 1904, Polytechnic issued its first diplomas transitioning from an evening career training institute into a comprehensive high school and was the first area school to offer studies in multiple class subjects, still modeled in many high schools today as "periods". In 1935, the school was renamed in favor of the founder and first principal, John Haywood Francis.

Among Poly's notable alumni are Tom Bradley (class of 1937), the 38th Mayor of Los Angeles who held that office from 1973-1993 and Helen Gurley Brown (class of 1939) author, publisher, businesswoman, and founder of Cosmopolitan magazine as well as editor in chief from 1965-1977. NBA Hall-of-Famer, Gail Goodrich (class of 1961) led Polytechnic to the Los Angeles City Championship in

basketball during his senior year going on to play at UCLA, where he finished as the school's all-time leading scorer and played on the school's first two national championship teams in 1964 and 1965. Goodrich eventually moved to professional level playing with the championship winning Los Angeles Lakers in 1972.

John H Francis Polytechnic High School's current Sun Valley campus opened in 1957 after relocating from downtown Los Angeles in an effort to address the quickly expanding population in the Northeast portion of the San Fernando Valley. The sprawling forty-three acre campus, originally constructed for six million dollars, was further expanded in January of 2013 to include the new Freshman Center, a state-of-the-art facility built to accommodate the still growing population. The new educational facility also includes the campuses of Byrd Middle School, East Valley Adult Occupational Center, as well as Los Angeles Unified Northeast District Headquarters, making it a bustling place, indeed.

Nestled between the 170 and 5 freeways in the northeast portion of the San Fernando Valley, Poly's location serves not only the Sun Valley community, but the Arleta, Pacoima, Lakeview Terrace, North Hollywood, Panorama City, and Van Nuys vicinities as well. A large percentage of the area population includes recent immigrants from numerous countries, mostly of Latino origin, who are largely first generation college bound students. Designated a National Title 1 school in 1999, approximately 92% of students qualify for free or reduced lunch with over 85% of students speaking a language other than English at home.

With the establishment of four new local high schools since 2006 (Arleta High School, Panorama High School, Sun Valley High School and East Valley High School,) Polytechnic High School has seen a slight decline in enrollment, which has ostensibly relieved overcrowding thus enabling Poly to transition in August 2009 from a multi-track campus to a single track school following the Los Angeles Unified School District's Early Start Calendar.

In the 2013 – 2014 school year the Polytechnic staff adopted a Pilot governance model allowing the school leadership council more autonomy in local school wide curriculum, instruction, and finances. The Pilot Proposal was approved by 93% of Poly teachers in December 2012 and was approved by the LAUSD board in March 2013. This has enabled our teachers to become teacher-leaders with an elected board of several teachers, a parent, and a student, who assist with school decision-making. Through the council, Polytechnic is continuing to shift its culture by having a place to empower teachers and students to voice suggestions and work on long-term improvements, such as developing and implementing an end-of-course student survey of teachers in an effort to increase feedback in all directions.

Polytechnic High School currently operates on a *4x4 block schedule* adopted in 2004. The school year is divided into four quarters of approximately 10 weeks and each school day is divided into four class periods of 88 minutes each with eleven minutes added to the first period of the day to accommodate the Breakfast in the Classroom Program. The *4x4 block schedule* allows students to complete up to 16 classes each year as compared to the 12 classes possible on a traditional schedule that provides 6 class periods each day. This particular schedule allows flexibility for students to take a wider variety of classes in a shorter amount of time as well as providing both intervention and enrichment opportunities for students within the school day.

The *Polytechnic Math and Science Magnet*, *School for Advanced Studies*, *Career Technical Education (CTE) Program*, *POLY STEM* program, and *AP Capstone* are among the notable programs implemented at Polytechnic High School. The *Polytechnic Math*,

Science and Technology Magnet began in 1994 and has an established tradition of excellence. The Magnet provides students with a rigorous college preparatory program designed to prepare them for university studies in fields that require a strong background in math and science. The program currently enrolls 400 students in grades 9-12.

The School for Advanced Studies (SAS) is a program designed by Polytechnic High School and approved by LAUSD to support the development of High Achieving and Gifted & Talented students. This "school-within-a-school" was developed to provide students a high-level academic program serving the educational needs of LAUSD's gifted/high achieving learners. SAS students are offered numerous opportunities in Honors, AP, and college courses, as well as a multitude of electives and extracurricular clubs, programs, and activities. Currently, SAS students in 9th -12th grade comprise approximately 20% of Polytechnic's comprehensive school population. [SAS Brochure](#) (see appendix or [click link](#))

The Career Technical Education (CTE) Program offers a wide variety of career explorations to our Poly students. The following innovative coursework is offered: Information Support & Services, Business Management, Child Development, Software & Systems Development, Industrial Technologies, Food Service & Hospitality, Professional Sales, Ornamental Horticulture, Graphic Productions Technology, Networking, Entrepreneurship, and Family & Human Services. Of the Class of 2016, 90% took at least one CTE class during their Poly career; and, of that group, 62% completed a career pathway and 13.7% of those students completed more than one career pathway.

Polytechnic's *STEM Program* is a specialized 4-year program beginning the summer before 9th grade. Students participate in a 4-week summer camp receiving instruction in Science, Technology, Engineering and Math. STEM helps students develop critical thinking, problem solving, and leadership skills through hands on experiences, instruction, experiments, field trips, and guest speakers. The purpose of Poly's STEM program is to expose students to STEM careers early on and prepare them for the high demand careers of the future. Polytechnic has partnered with Mission College for the last two years and is currently awaiting the results of a grant proposal to further enhance Mission's support for the program. Our Mission College partnership recently led to an affiliation agreement with the UCLA Engineering Online Tutoring and Mentoring Program. We are also currently cementing our relationship with CSUN as well. (see appendix for [Polytechnic's WOMEN in STEM](#) presentation poster)

AP Capstone is a two-year advanced placement program focusing on research. John H. Francis Polytechnic High School was one of only 5 schools in California selected to implement the program in the initial College Board roll out of school year 2014-2015. Because we implemented AP Seminar in the 10th grade, our first cohort of AP Capstone students are now seniors and enrolled in AP Research for school year 2016-2017. In AP Seminar, students pursue individual and group research in various areas of interest, similar to a college freshman seminar course. In AP Research, students choose an area of study and spend the year in individual in-depth research. Students who earn a qualifying score of 3 or higher on AP exams and pass four additional AP exams receive the prestigious advanced studies AP Capstone Diploma.

Any of Polytechnic's 50 Honors and AP classes are open to students who are academically motivated and would like to pursue the challenge of college level study. All students have access to all honors and AP classes. In 2015-16, a total of 690 students were enrolled in one or more AP classes, which is approximately 29% of our comprehensive school population. In addition to AP classes, Polytechnic also offers community college classes. Professors from Los Angeles Valley College and Mission College teach college classes on our campus where the rigor of the class is equal to classes taught at community college.

Preparation for college requires a commitment to a rigorous curriculum. The transition to Common Core Standards and the Smarter Balanced Assessment has guided many of the academic transitions at Poly. The College Board *SpringBoard* Pre-AP curriculum was implemented school-wide in English and Mathematics in 2013-14. The *Springboard* curriculum is currently in place for Mathematics, English, and more recently, our English Learner classes. Both the student textbook and the teacher resources exemplify the intent of Common Core to provide rigorous instruction through investigation and student-to-student interactions. Instructional strategies such as 'marking the text', 'checking for understanding', 'unpacking the Embedded Assessment' and 'justifying reasoning' continue to become the hallmarks of our classroom practice.

The Poly administration and faculty are committed to providing academic rigor in our comprehensive educational program with diverse academic course offerings accessible to all students, including students achieving at a level significantly below their peers, mid-range students, gifted and talented students, students receiving special education or related services, Limited English Proficient students, and students who are members of ethnic groups underrepresented in colleges and universities.

College and Career Readiness is the Poly Promise.

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

Vision Statement

John H. Francis Polytechnic High School will provide a personalized educational experience that supports each student to achieve college and career readiness upon graduation.

Mission Statement

John H. Francis Polytechnic High School will:

- Maintain high expectations and provide 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 with the objective of mitigating obstacles to student learning.
- Create a culture where stakeholders are empowered and actively engaged to affect change within the school and community.

Expected Schoolwide Learning Results

1. Critical Thinkers who:

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

2. Conscientious Members of Society who:

- a. Follow Poly's 4 For Life: 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. Participate in community service and/or clubs and activities that provide enrichment to 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 to 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 text 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 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)

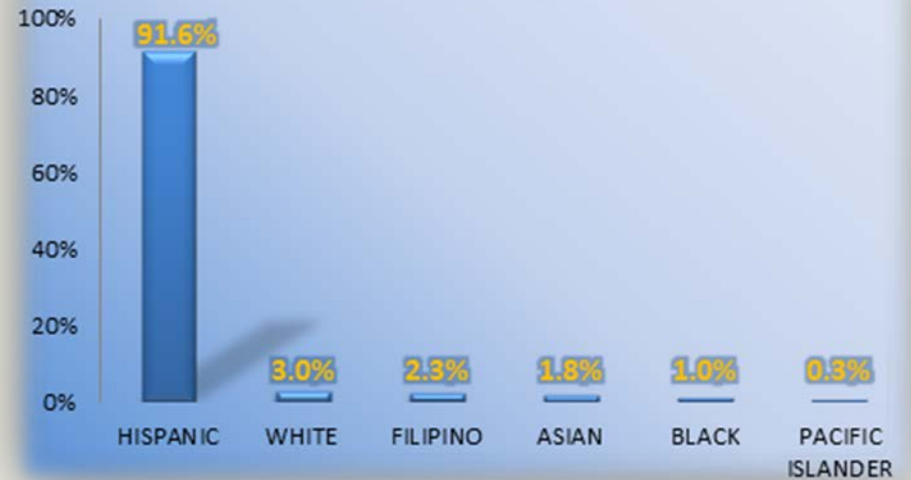
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SCHOOL DEMOGRAPHIC DATA

School Enrollment



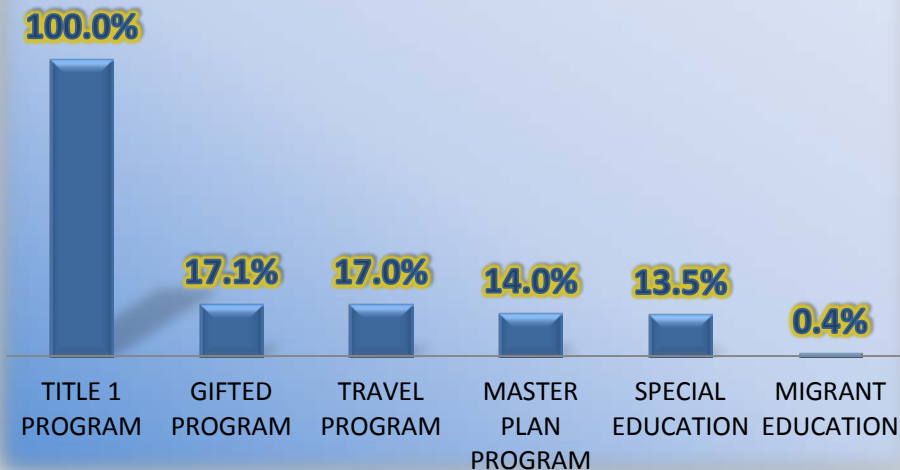
Student Demographics



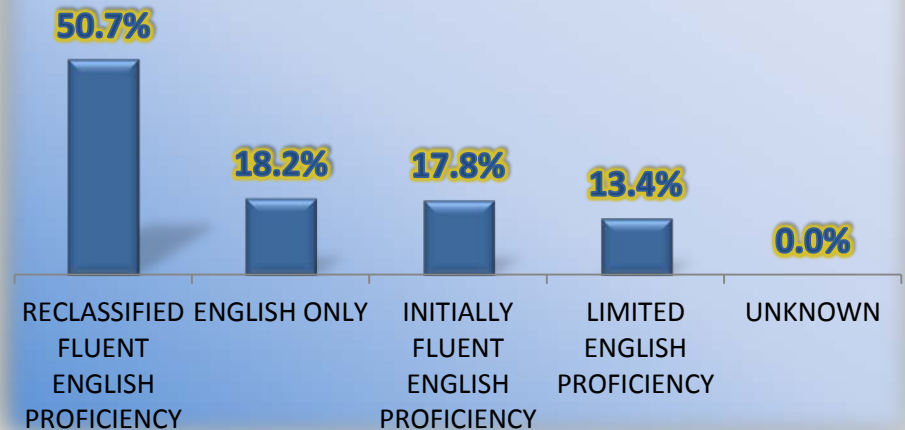
Polytechnic High School has seen a slight decline in enrollment with the establishment of new local high schools (Arleta High School, East Valley High School, Panorama High School, and Sun Valley High School) which has ostensibly relieved overcrowding, thus, enabling Poly to transition in August 2009 from a multi-track campus to a single track school following the Los Angeles Unified School District's Early Start Calendar. Indicative of the surrounding communities at large, Polytechnic High School serves a predominately Hispanic student population and has reflected this percentage for more than two decades. Categorical percentages of other ethnicities have seen no deviation of more than .5% in over fifteen years. The dedicated and diverse Polytechnic faculty includes 35% Hispanic, 44% White, 7% Asian, 6% Black, and 4% 'other' with 4% declining to state ethnicity. Comprised of 143 members speaking more than 10 languages with 21 Nationally Board Certified and 8 actively pursuing certification, 75 Masters degrees, 8 Juris Doctorates, and over 2000, yes, 2000 collective years of teaching experience, needless to say, our Poly faculty sees the value in education, and encourages our students to join us in our pursuit of academic excellence.

Source: GetData – LAUSD: <https://getdata.lausd.net/analytics/saw.dll?Dashboard>

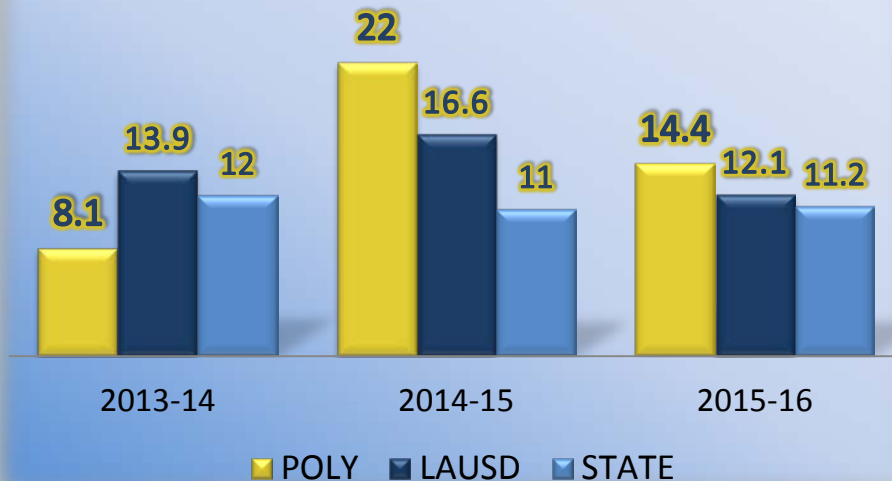
Program Participation



Enrollment by Language Classification



English Learner Redesignation Rate



Polytechnic High School has a schoolwide Title 1 program. Benefits to students include free lunch to all students and a fee reduction for both SAT and ACT test registration. Polytechnic seniors are also eligible for reduced fees on all AP tests and a reduction in application fees for applications to California state colleges and universities.

The ELD program at Polytechnic is supported by the use of the College Board *Springboard* curriculum. The English Learner Redesignation Rates that exceed both the district and the state indicate the success of this program.

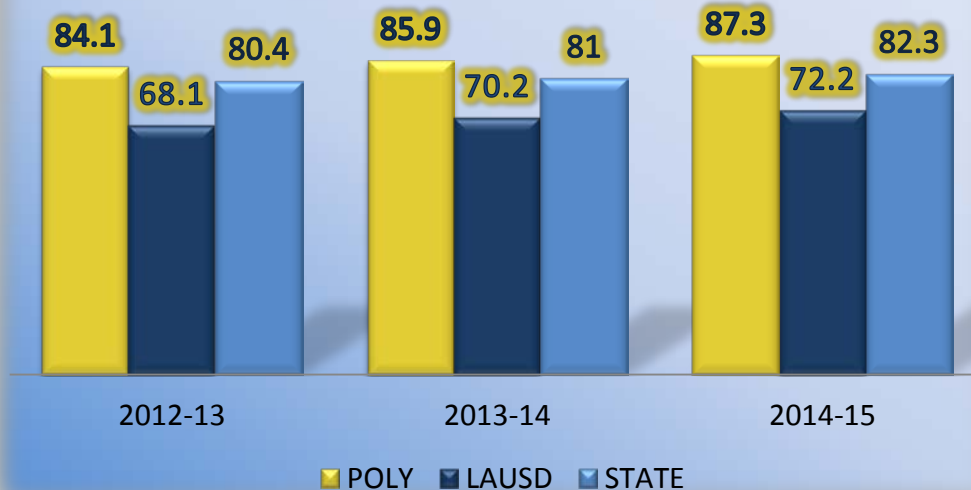
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Source: GetData – LAUSD: <https://getdata.lausd.net/analytics/saw.dll?Dashboard>

STUDENT ACHIEVEMENT DATA

[Polytechnic's High's API, AYP, SARC, and SQII Core Waiver information can be found by clicking here.](#)

Cohort Graduation Rate



Source: <http://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/John-H.-Francis->

The Cohort Graduation Rate at Polytechnic has steadily improved over the past three years and continues to exceed the graduation rates of both the district and the state. The goal of 100% graduation rate is strongly supported by all stakeholders including teachers, counselors, administrators and parents. The addition of an A-G Diploma Counselor in 2016-17 increases support to those students identified as “at risk” of not meeting graduation requirements.

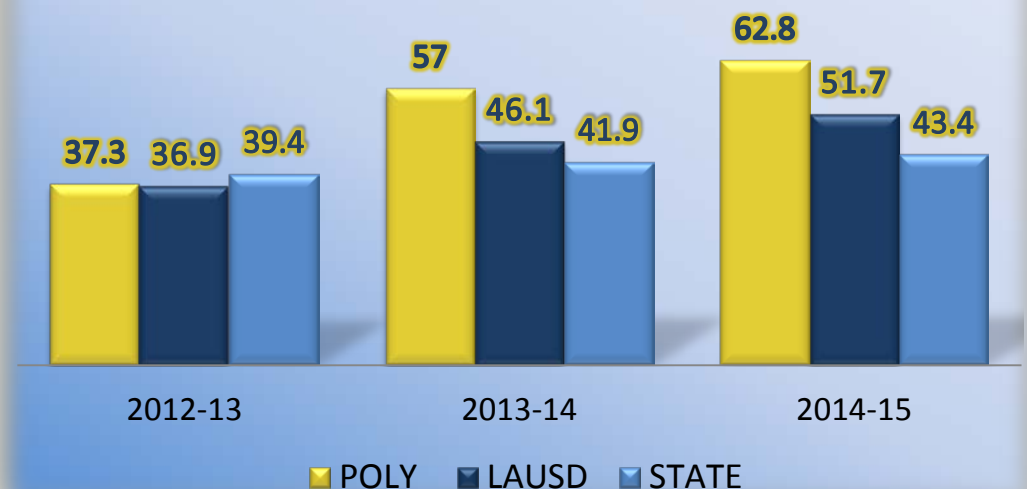
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The A-G completion rates at Polytechnic have increased significantly over time. The focus on the goal of 100% completion is part of our College and Career readiness program and is supported by the annual IGP (Individualized Graduation Plan) that provides a formal report on student progress and is made available to both students and their parents. A-G completion rates have seen a steady increase over the last three years with an increase from 62.8% for Class of 2015 to 63% for Class of 2016.*

*Info from Class of 2016 is preliminary district data from:

[https://getdata.lausd.net/analytics/saw.dll?Dashboard&PortalPath=%2Fshared%2FMyData%2F_portal%2FSchool%2FUC-CSU%20Readiness%20\(A-G\)&Page=A-G%20Progress%20OverallCSU%20Readiness%20\(A-G\)&Page=A-](https://getdata.lausd.net/analytics/saw.dll?Dashboard&PortalPath=%2Fshared%2FMyData%2F_portal%2FSchool%2FUC-CSU%20Readiness%20(A-G)&Page=A-G%20Progress%20OverallCSU%20Readiness%20(A-G)&Page=A-)

A-G Completion Rates

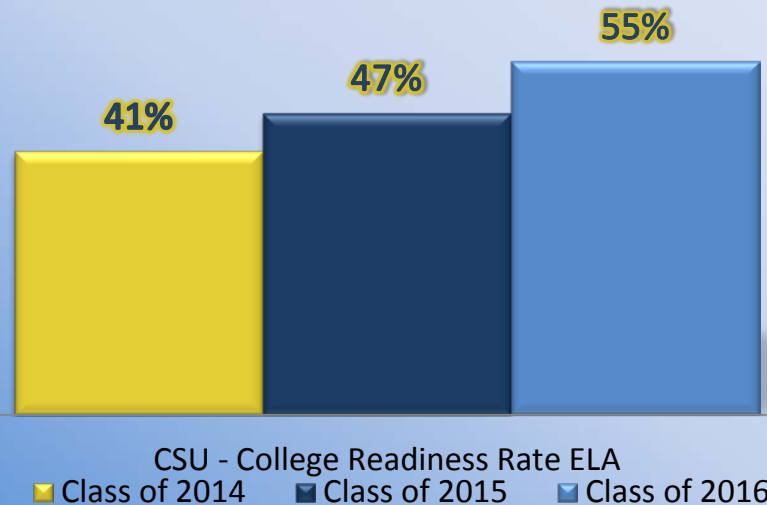


Source: <http://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/John-H.-Francis-Polytechnic>

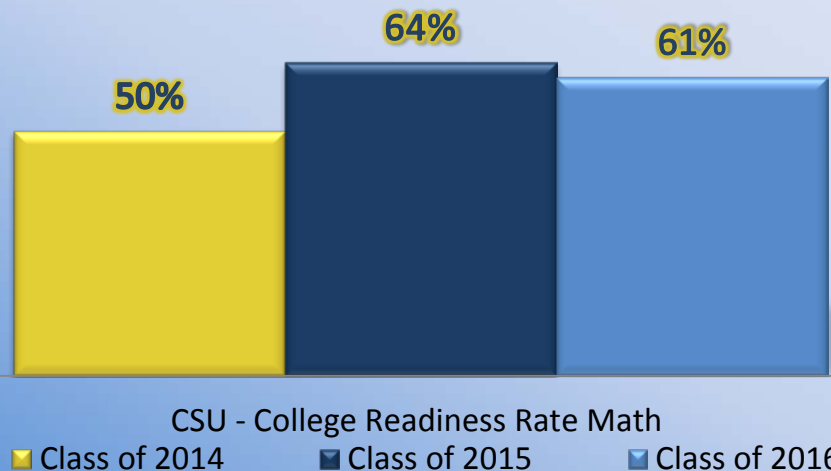
The CSU ELA Readiness Rate indicates that the number of Polytechnic students identified as “college ready” continues to increase as the English department works closely with both the UCLA and CSU writing projects to redesign and fortify the ELA curriculum. In addition, the College Board *Springboard* curriculum has been in place since 2013-14 and is supported by both on-site Professional Development and intensive training for Course Leads with College Board 3-day Intensive *Springboard* training sessions.

The math department of Polytechnic continues to provide students access to the AP College Board *Springboard* curriculum and an ever increasing use of technology in the math classroom. Although there were no gains from 2015 to 2016, the introduction of the curriculum in 2014 and the initial increase of 14% in readiness rates from the class of 2014 to 2015 is noteworthy.

CSU - ELA Readiness Rate
EAP, AP, Placement Test, Concurrent College Enrollment



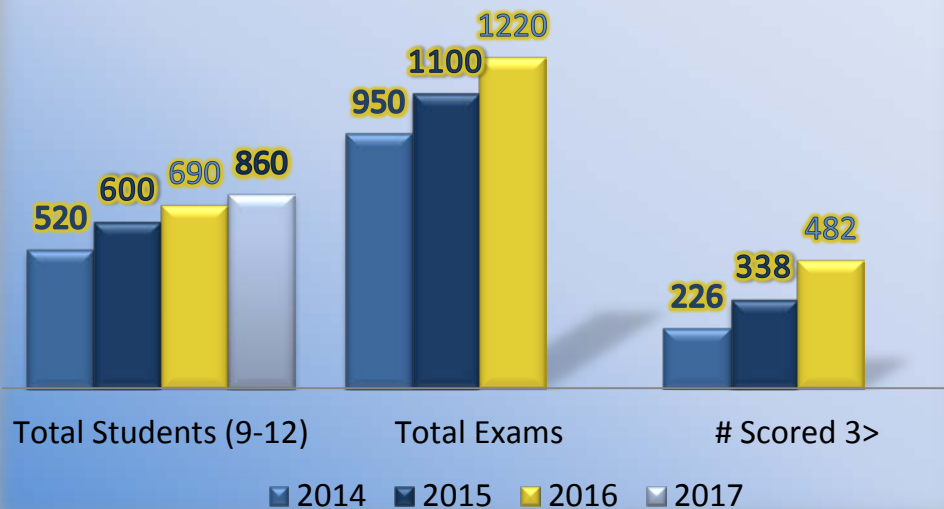
CSU - MATH Readiness Rate
EAP, AP, Placement Tests, Concurrent College Enrollment



Data retrieved from
California State University

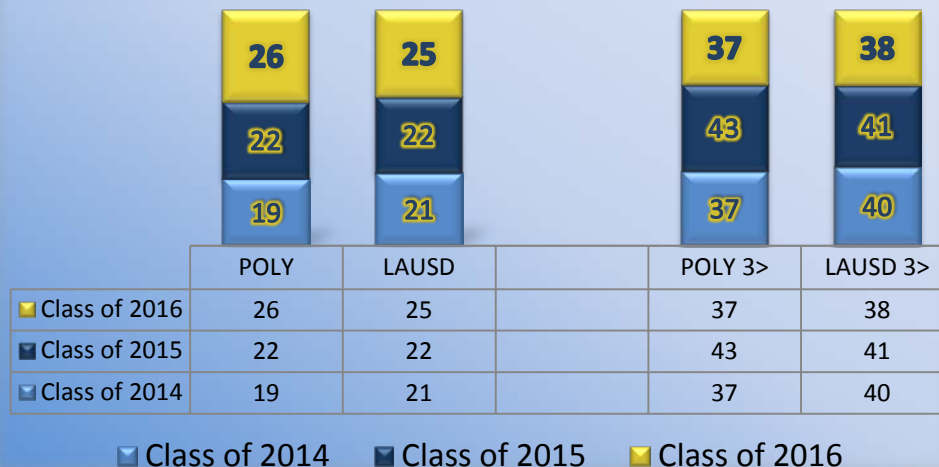
<http://asd.calstate.edu/performance/elm-ept/2015/scripts/hsrem15.asp?campus=193298>
<http://asd.calstate.edu/performance/elm-ept/2016/index.shtml>

AP Participation and Scores Schoolwide



Since 2013-14, the Polytechnic AP Program has expanded significantly in both the number of courses offered and in the number of sections available to students for each course. Unique to Polytechnic is the implementation of the AP Capstone Research Program and the plan to add AP Physics to the comprehensive school in the fall of 2017. Meaningful professional development in collaboration with the AP College Board and intensive additional “in house” AP professional development has resulted in a greater number of students earning the PASSING score of 3 or higher.

AP Participation and Scores by Grad Class (percentages)



In comparison to the district averages, Polytechnic continues to meet or exceed both the participation and success rates on AP courses and the corresponding exam. From 2015 to 2016 the percentage of Polytechnic students enrolled in one or more AP classes increased from 22% to 26% in response to the increased number of courses offered and the increased number of sections available to students. In response to this rapid expansion, the percentage of students earning a score of 3 or higher decreased from 43% to 37%. This decrease in pass rate was not unexpected as we responded to a much larger audience and a much broader range of ability and preparation. In addition the number of first time AP teachers increased significantly and they were building capacity to address this rigorous curriculum while developing strategies to address the needs of this diverse student enrollment.

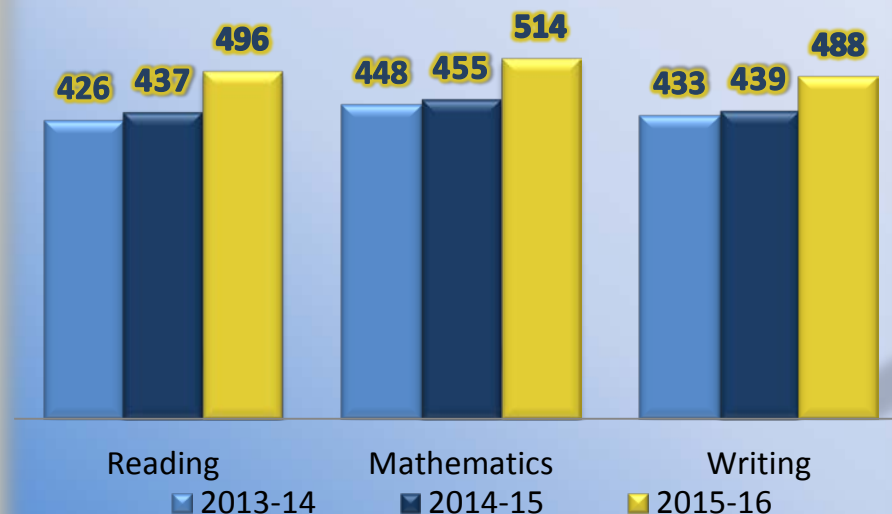
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In the 2013-2014 schoolyear, Polytechnic began a partnership with Elite SAT Prep and began providing those testing students with scholarships to their prep programs.

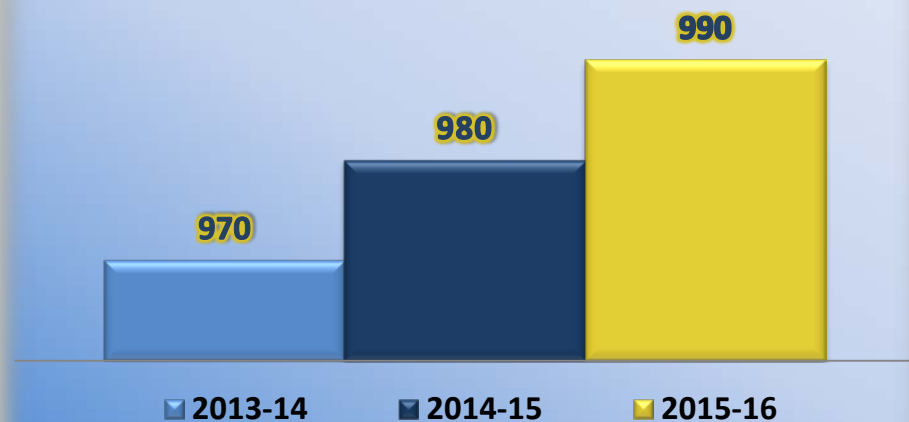
Since that time, Polytechnic has experienced a gradual increase of SAT subject and mean scores and is closing the gap with state and global scores. Polytechnic still sees more students taking the SAT than the district average.

In the spring of 2014, Polytechnic SAT participation rate for 11 graders was 39% while the state average was 14%. Within two years, that rate increased to 42% while the state average declined one point to 13%. Although Polytechnic still trails the state in mean scores, the gap has been narrowed by 26 points from a gap of 92 to 66 since 2014.

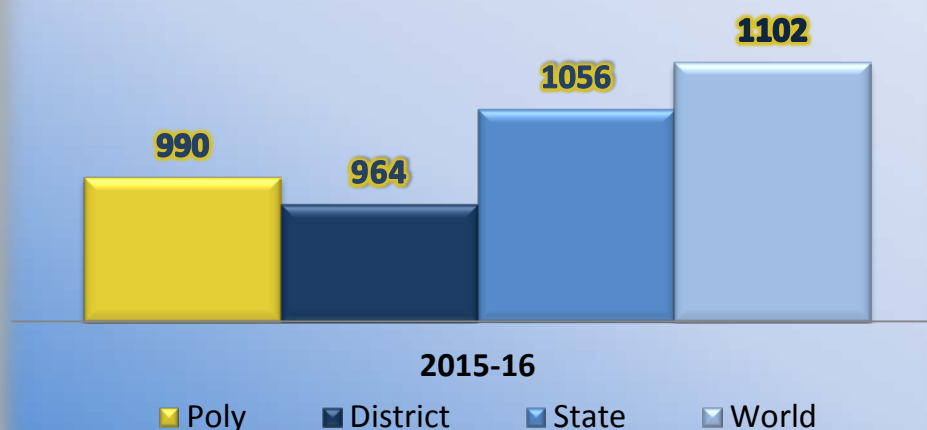
SAT Subject Scores Trends



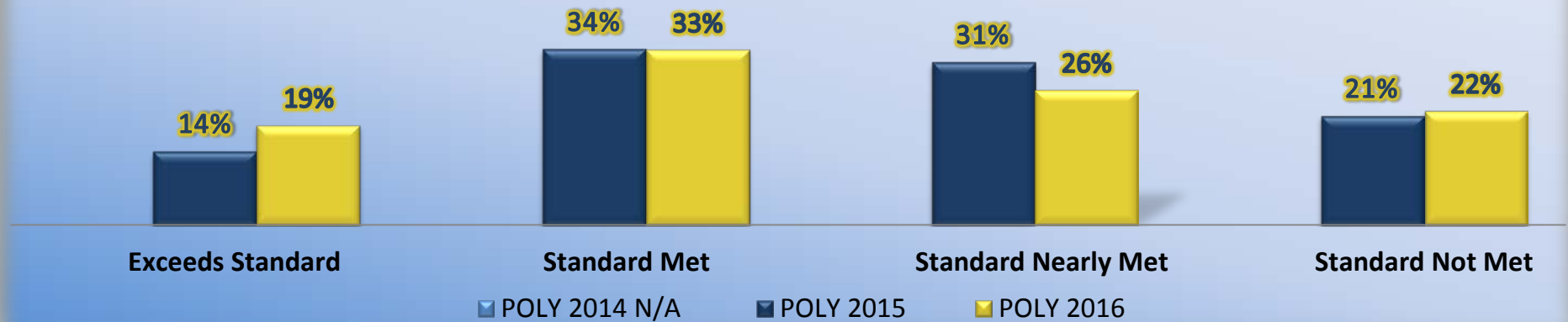
Polytechnic SAT Mean Score Trends



2016 SAT Mean Score Comparisons



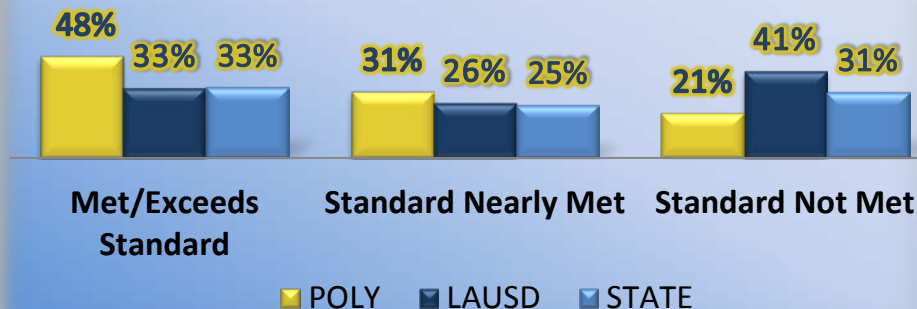
Smarter Balanced ELA Achievement Levels



The Polytechnic English department works collaboratively with both the UCLA and CSUN Writing Projects to develop and implement a college readiness curriculum for all students. The steady improvement in Smarter Balanced Achievement Levels is also attributed to the rigorous standards based curriculum provided by the College Board *Springboard* curriculum in use at all grade levels. To further support student success, students in grades 9 – 11 are now enrolled in four quarters of ELA. The implementation of *Springboard* strategies is facilitated with in-house Professional Development during the Tuesday release time, in grade level meetings at lunch, and the intensive training provided by College Board for our course leads. In addition, the adoption of SBAC Interim Assessment for all grade levels has proven vital in giving additional opportunities for our students to become more familiar with the format and the content of SBAC summative assessment.

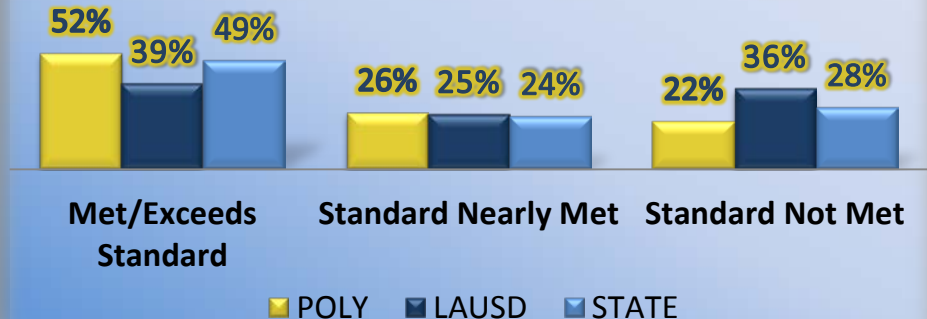
Smarter Balanced ELA Achievement Levels

District and State Comparisons - 2015



Smarter Balanced ELA Achievement Levels

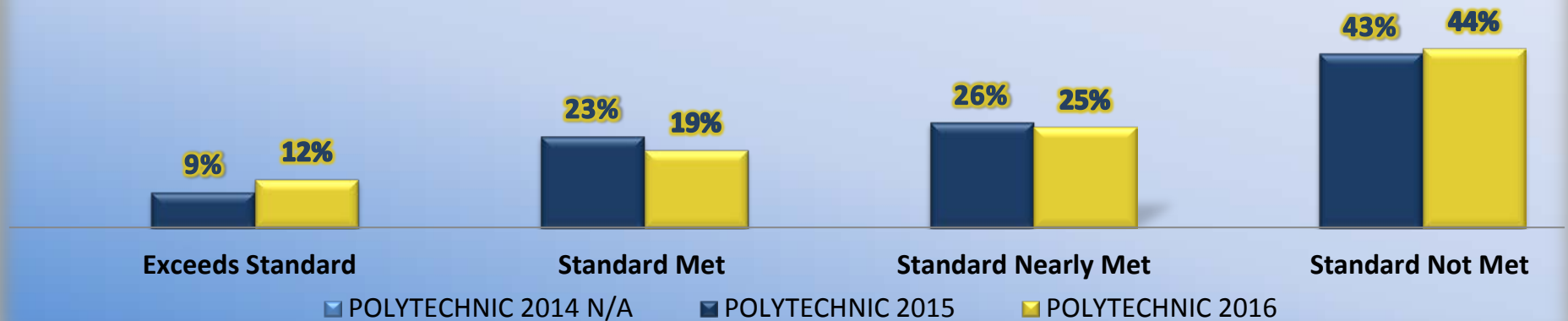
District and State Comparisons - 2016



Source: CAASPP.cde.ca.gov

<http://caaspp.cde.ca.gov/SB2016/CompareReport?ps=true&lstTestYear=2016&lstTestType=B&lstGrade=13&lstGroup=1&lstCds1=00000000000000&lstCds2=19647330000000&lstCds3=19647331932987&lstCompTyp>

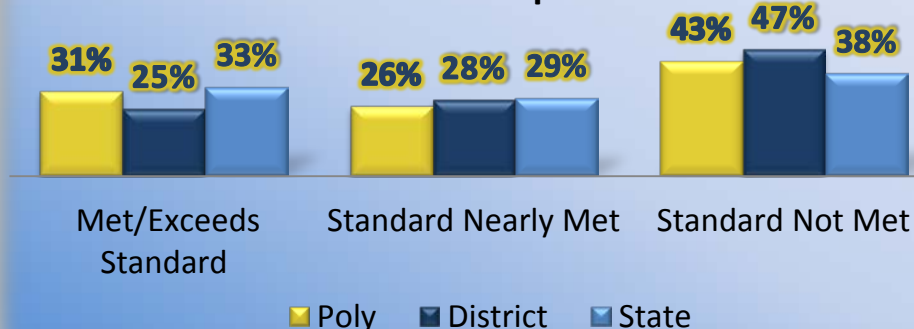
Smarter Balanced MATH Achievement Levels



The increased level of student preparation in mathematics is most prominently noted in the increased number of students enrolled in either AP Calculus AB or AP Calculus BC. The math department continues to implement AP College Board *Springboard* strategies including Embedded Assessments which require conjecture and investigation, the department continues to expand its use of technology to support a deeper understanding of the content and to prepare students for the interactive format of the Smarter Balanced test questions. In addition, the department makes full use of the Smarter Balanced Interim Assessments that are available at each level. Teachers are provided with professional development opportunities at monthly department meetings, lunch time content level collaborations, and the intensive training provided by AP Collegeboard to our course leads.

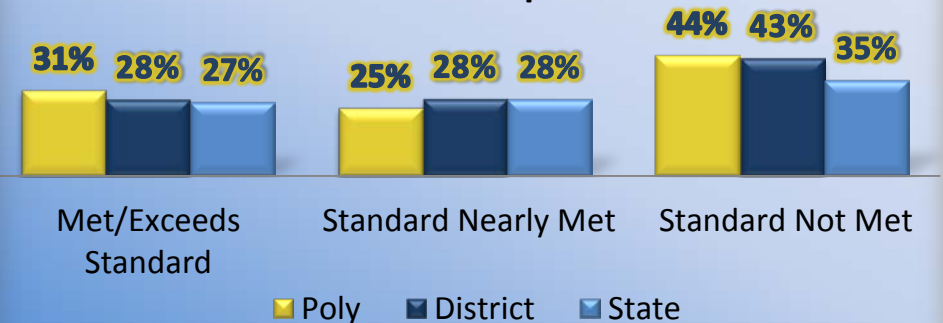
Smarter Balanced MATH Achievement Levels

District and State Comparisons - 2015



Smarter Balanced MATH Achievement Levels

District and State Comparisons - 2016



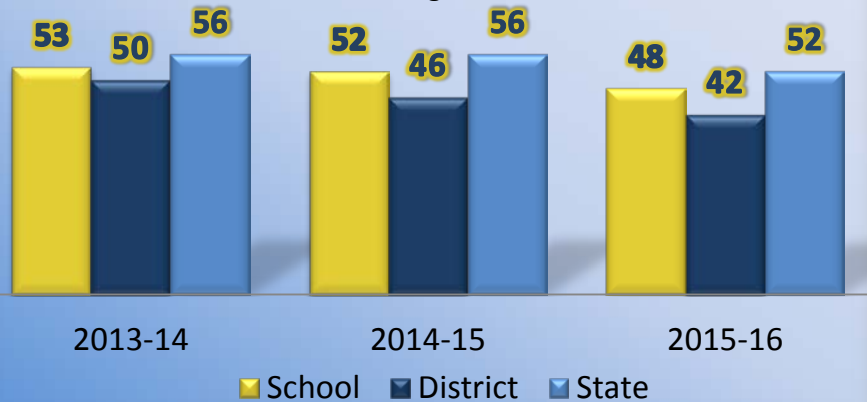
Source: CAASPP.cde.ca.gov

<http://caaspp.cde.ca.gov/SB2016/CompareReport?ps=true&lstTestYear=2016&lstTestType=B&lstGrade=13&lstGroup=1&lstCds1=00000000000000&lstCds2=19647330000000&lstCds3=19647331932987&lstCompTyp>

CST in Science 10th Grade

Three Year Trend

Percent of Students Scoring at Proficient & Advanced



Source for CST: <http://caaspp.cde.ca.gov/>

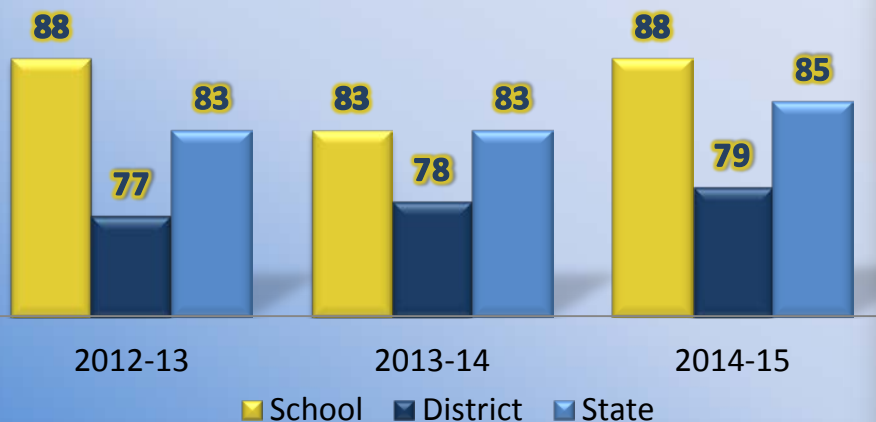
Source for CAHSEE: <http://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/John-H.-Francis-Polytechnic> and <http://cahsee.cde.ca.gov/>

Student success on the CST in Science for 10th Grade is comparable to both the district and the state. To prepare students for this exam, the Polytechnic Science department has adopted the 21st Century Science Standards (NGSS) and is working collaboratively to implement those standards in a student centered interactive curriculum. The spring of 2016 saw the last year of administration of the 10th grade CST for Science and in the spring of 2017, 11 grade students will participate in the new online California Science Test (CAST) Field Test which is a part of the CAASPP Smarter Balanced Assessment System. The California Department of Education (CDE) will officially roll out in the CAST in the spring of 2019.

Senate Bill 172 signed by Governor Brown on Oct. 7, 2015 rescinded the California High School Exit Exam requirement for graduation in both Math and ELA. During the CAHSEE's tenure, Polytechnic 10th grade students excelled beyond the state and district averages for student success in both subject areas. The spring of 2015 is the last year these exams were administered.

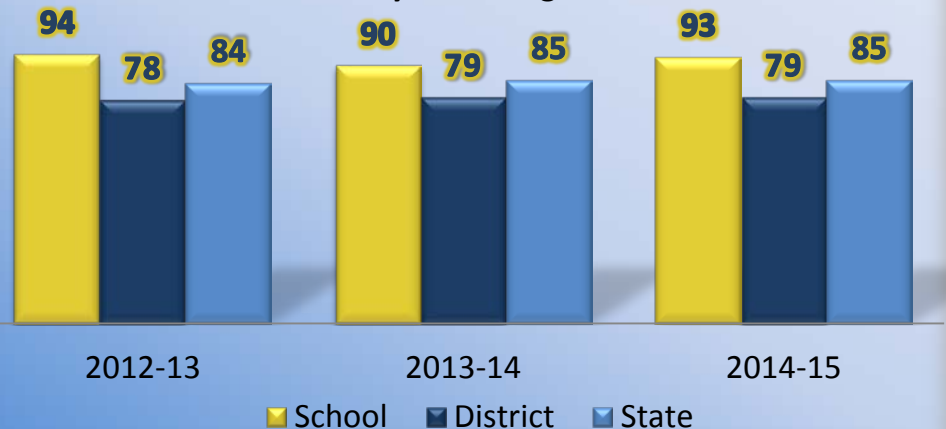
California High School Exit Exam - ELA

Proficiency Percentage Trends



California High School Exit Exam - Math

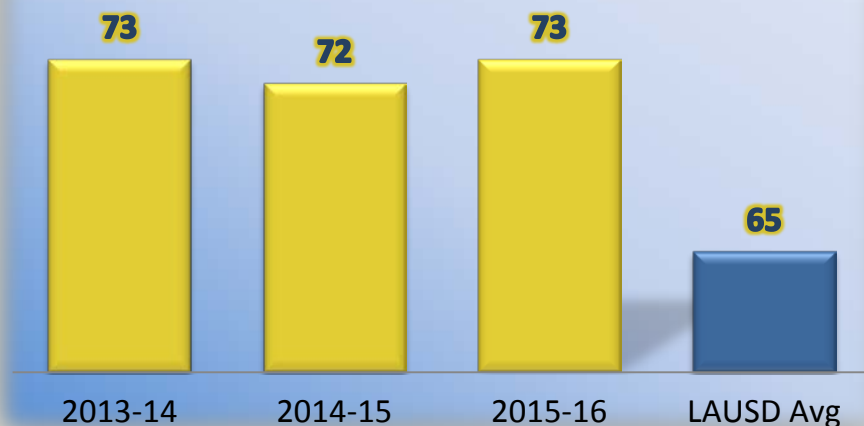
Proficiency Percentage Trends



SCHOOL CLIMATE

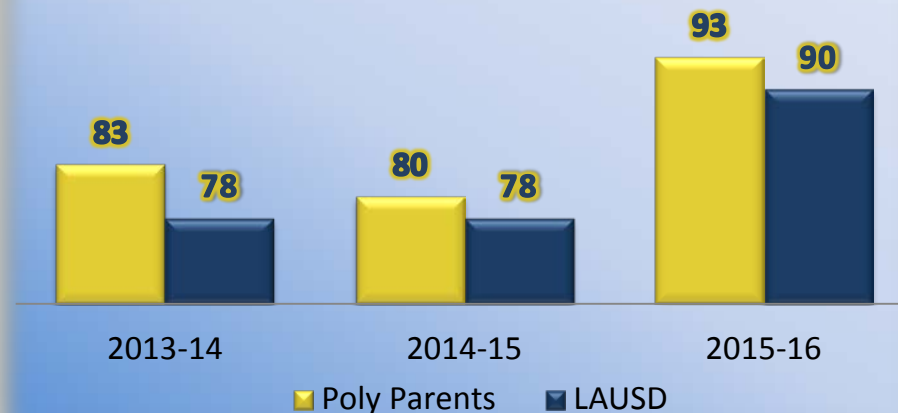
Student School Experience Survey

Overall Positive School Climate



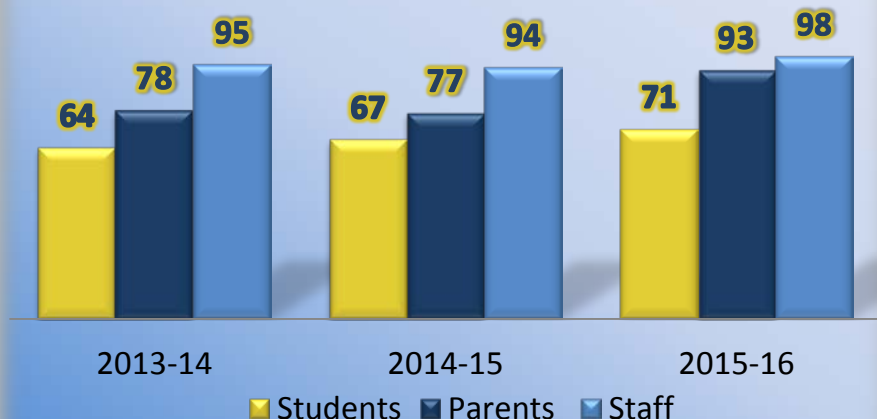
Parent School Experience Survey

Overall School Quality



School Safety Trends

Percentages "who feel safe on school grounds..."

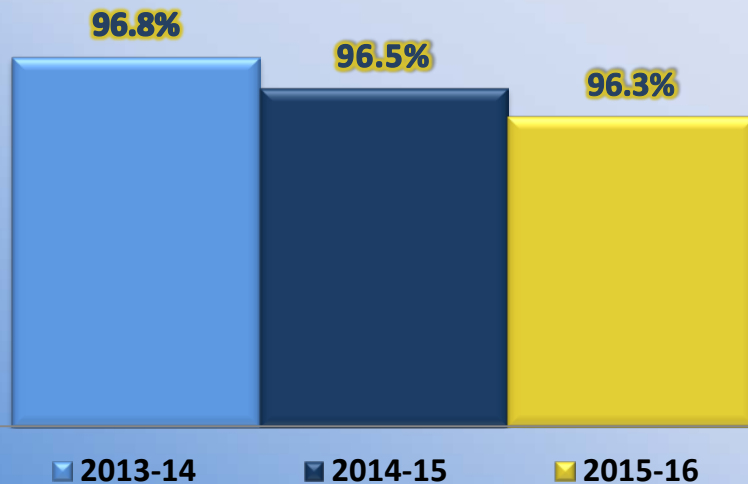


The School Experience Surveys of the past three years reveal an ever increasing participation rate, sense of safety on school grounds for all stakeholders including; students, parents and teachers, and a rise in overall school climate satisfaction. The school administration, faculty, and support staff continue to collaborate to promote a safe school environment working closely with students and parents to address concerns in a timely manner. With monthly safety meetings (open to all) and supervision staff meetings for continued collaboration and cohesion, the Polytechnic supervision staff is trained to practice "active supervision" as a part of our [Schoolwide Positive Behavior Support system](#). (see appendix or click) Also of note, the implementation of the district's Restorative Justice Program provides increased opportunities for students and parents to resolve conflict in a proactive rather than punitive manner and is a vital component in our continued zero expulsion, zero suspension rates maintained over the last few years.

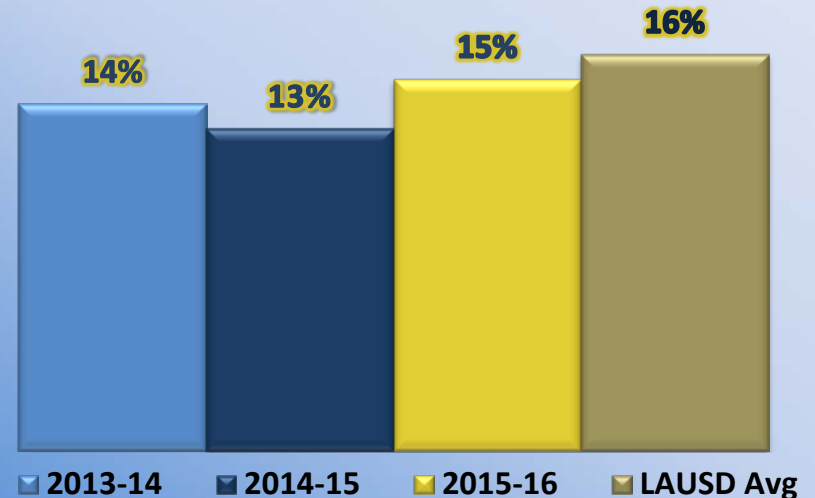
[2014 Survey](#) [2015 Survey](#) [2016 Survey](#)

Source: <http://reportcardsurvey.lausd.net/surveys/reports.jsp>

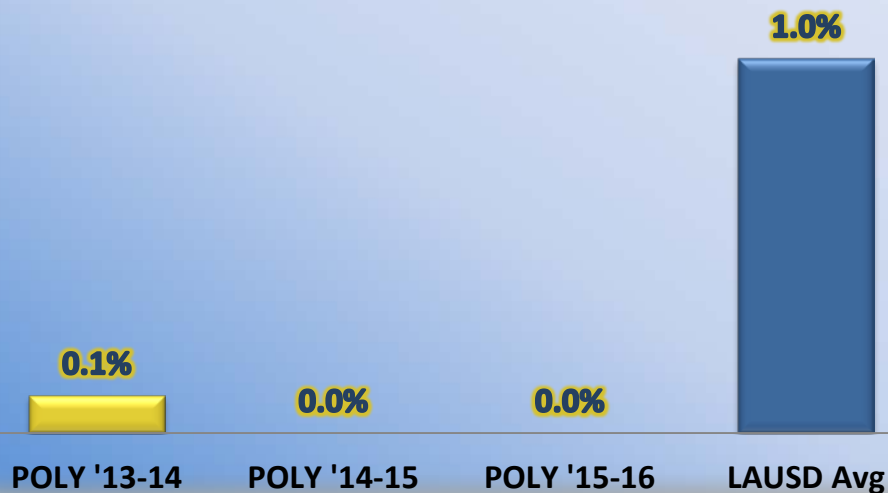
Poly Attendance Trends



Chronic Absenteeism Trends



Suspension Trends



Over the past three years, Polytechnic attendance rates have continued to exceed 96% while the chronic absenteeism remains below the district level of 16%.

Improvements in MISIS, the district's attendance monitoring program, coupled with Polytechnic's intensive attendance intervention efforts, provide the staff with the tools needed to maintain more accurate records of student attendance, tardies, Opportunity Room appearances, and parent communication. These tools include frequent, almost daily, schoolwide communication via email regarding students with recurring absences and tardies, multiple mobile tardy sweep stations for our 43 acre campus with dedicated proprietary software for monitoring student tardiness trends, as well as schoolwide attendance incentives and awards given to individuals and classes as a whole.

Click to access [Attendance Incentives](#) and [Attendance Newsletter](#)

Source: <http://reportcardsurvey.lausd.net/surveys/reports.jsp>

When examining Poly's Critical Learner Needs, it quickly becomes evident how each of the 3 become exponentially more impactful when examined together through the lens of research-based recommendations on how to support 1st generation, students of poverty to get to and complete a college degree. From the National Center of Education Statistics, would-be 1st generation college going students overwhelmingly attend under-resourced, school-wide Title I program high schools by a factor of 6.6:1. Without this knowledge and a specific plan to implement high impact strategies to support college readiness, first generation students of poverty often become another college drop-out statistic. Poly's 2014 Accreditation Self Study report was devoted to righting the wrongs for our student body and concentrating with absolute focus on an aligned, coherent instructional program that includes investing our resources in the areas that will provide our students the best chance for success at the next level. The questions we are wrestling with now are listed below:

1. What are the ways we've recalibrated our instructional program to better support college readiness?
2. How do we know if these changes, strategies, and investments have had the intended impact on our students?
3. How are we implementing accountability progressions from 9-12th to build to college readiness?
4. What strategies have we put in place to build the capacity of our staff to provide college prep focused support in and out of the classroom?
5. How can we assess whether rigor has actually increased in a class and schoolwide?
6. What strategies have we put in place individually and in grade level or course level teams to intervene when students are struggling?
7. How has the increased focus on "Social Emotional Learning" (SEL) impacted the way we interact with our students and/or changed the culture in our classrooms?

As we answer these questions and new ones pop up, we remain undaunted by our college readiness focus. The Condition of College and Career Readiness 2015: First-Generation Students published by ACT informs that a student's grades from middle school, "psychosocial and behavioral factors," academic behaviors like choosing challenging classes all factor in to a student's likelihood to matriculate and succeed at the next level. These factors are compounded by the resources or lack thereof a school has and the resources any given student has at home and in their community.

For our progress report, we've had to confront important questions like the ones listed above and look seriously at the direction we are going to see if we're headed in the right direction. We've invested in a College Board aligned instructional program with Pre-AP SpringBoard curriculum in English and math and a large expansion of AP classes including STEM AP classes rarely offered at schoolwide Title I program schools.

Where we've seen the biggest impact so far is in the college readiness reports published by the Cal State University system. Not only have more students been applying for, getting, in, and attending college, but a higher percentage of them have met the college readiness standard. We increased the percentage of students earning college readiness in English by 14 percentage points from 41% to 55% and moved 9 points closer to the state average than we were in 2014, our baseline year. Math also increased overall by 11 percentage points and closed the gap with the state by the same 9 points.

Although the AP pass rate is down from 43% to 37%, our participation rate is so much higher that more students overall are passing AP exams than ever before at Poly. Because our expansion of AP courses has happened in a relatively short period of time, we are also addressing the reality that our teachers need to continue to attend AP training and collaborate to improve their approach to teaching with the type of rigor required in AP classes.

Our three critical needs continue to be high stakes for us and our students. As a result, we continue to invest our time and energy on improving our practice. This is true whether we are talking about building the capacity of our faculty to teach AP courses or refining our systems to monitor student progress for intervention and scaling best practices school wide. As we are becoming more successful at getting students accepted to 4 year universities, we've learned that our responsibility does not end there. We also need to provide support for each student to develop a detailed post-secondary plan to help guide their next steps whether they are flying off to MIT, enrolling at a local community college, or jumping right into a career. Fortunately, we remain highly motivated as a team to continue learning and growing, so can provide increasingly high quality service for all Poly students. The numbers are beginning to tell the story which validates the direction we're headed in. We're excited about the future of Poly and our students.

CHAPTER II

Significant Changes and Developments

Polytechnic High School consistently addresses the key issues presented by the WASC Visiting Committee in the spring of 2014. Since that time, we believe the most significant changes and developments that have occurred at Polytechnic can be grouped into the following headings.

Staffing Adjustments

Curricular and Instructional Development

Technology Implementation

Intervention Refinements

STAFFING ADJUSTMENTS

Polytechnic High School remains dedicated to the goal of meeting individual student's needs in all domains, including academic achievement, social-emotional well-being, and personal safety. Changes in staffing over the past three years have continued to address these needs. A second counselor was added to each SLC to reduce caseload and increase the number of interactions between counselor and the individual student. In addition, each of the SLC centers is staffed by a full-time administrator and a full-time coordinator to further facilitate student personalization. At the request of ELAC, the English Learners Advisory Council, an additional counselor was added to the staff to specifically address the scheduling needs of our English Learners. The staff of our College and Career Center was increased to two full-time counselors to support our students in their college planning, to increase 'college readiness' awareness, and to increase the number of college and FAFSA applications our students complete. With the expansion of Polytechnic school-wide intervention efforts, personnel adjustments were also made in regards to our student success support system. The addition of an A-G Diploma Advisor, a dedicated campus Psychiatric Social Worker, and a Title III coach for intensive faculty PDs on differentiated instruction are integral to the infrastructure of the socio-emotional component of our student success system. Rises in graduation rate, test scores, and 'stakeholder overall satisfaction' confirm the adjustments are, indeed, beneficial to our students.

CURRICULAR and INSTRUCTIONAL DEVELOPMENTS

AP Course Expansion and AP CAPSTONE PROJECT

AP Courses are open to all students that are willing to challenge themselves with a rigorous curriculum. Polytechnic believes in the AP Equity and Access Policy, which strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. The comprehensive school has taken steps to increase the number of sections of AP in English Language, English Literature, APUSH, APHUG, AP European History, AP Comparative and Government adding APES for 9th grade and AP Computer Science Principles most recently. Historically, the majority of Polytechnic's AP classes were offered within the Magnet Program. This gap has been erased in the last 3 years as we've tripled the number of AP sections offered in the comprehensive school. This year (2016-2017) students in the comprehensive school could take AP Physics with a magnet teacher. This class will be available for the entire comprehensive school starting in 2017. Chosen to be one of few schools to be designated as an AP Capstone school, Polytechnic's AP Capstone Program is an AP Research component added to the Poly School for Advanced Studies (SAS) program to provide our students with a unique opportunity accessible to only a few students in the country. This is our 3rd year of implementation after being selected as one of the first 5 schools in California to start the program in 2014-2015. AP Capstone includes two AP courses: AP Seminar (10th grade) and AP Research (12th grade). When students pass the AP exams for both of these classes, they receive an AP Capstone Certificate from the College Board. If they pass an additional four AP courses, they will graduate with the prestigious advanced studies AP Capstone Diploma. Our first cohort of AP Seminar students are now seniors enrolled in AP Research and have the opportunity to graduate with Polytechnic's first AP Capstone diplomas. At this time, Poly is still the only school in LAUSD that offers the AP Capstone Program.

Springboard Curriculum Full Integration

The implementation of the College Board *Springboard* curriculum in math and English first began in August 2013. Since that time, the program has grown to include *Springboard ELD* and has expanded to include collaboration between Polytechnic High School and Byrd Middle School, our local feeder school. There is a systematic effort to provide continued teacher training through the College Board Trainer of Trainers program and a series of both summer and winter institutes to teach new teachers and elaborate for experienced teachers the protocols and instructional strategies of the *Springboard* curriculum. A 4% increase in students that met/exceed standards and a decrease of 4% in students nearly or not meeting standards from

2015 to 2016 indicate that the implementation of this curriculum is successfully serving our students. The implementation of the College Board *Springboard* curriculum in Mathematics, English, and ELD has had a significant influence on the institutional adoption of innovative instructional practices at Polytechnic High School. The level of student engagement has been enhanced by the use of collaborative strategies such as cooperative work groups, think-pair-share jigsaw, literature circles and webbing. Critical reading skills have improved with the use of "marking the text", anticipation guide, activating prior knowledge and a variety of graphic organizers to organize information. The *Springboard* curriculum brings critical writing skills to all content areas with the use of brainstorming, free writing, looping, outlining and sketching. Throughout each unit of the core content, students are provided with multiple opportunities to monitor their progress with "check for understanding" and the use of multiple embedded assessments integrated into the curriculum. Although the curriculum is not available across all content areas, Polytechnic envisions the integration of the use of instructional strategies, academic concepts, and academic language to all classrooms.

STEM and 21st Century Science Standards (NGSS)

The science department of Polytechnic High School practices Claim Evidence Reasoning in the classroom and continues to implement the 21st Century Science Standards (NGSS) as well as collaboration with the UCLA AP Readiness Saturday Program to provide additional AP support for students enrolled in AP Biology, AP Calculus, AP Statistics and AP Chemistry and other content areas. Within the SAS program, we also offer a STEM-focused pathway for interested students. The introduction of STEM (Science, Technology, Engineering, and Math) courses and career opportunities begins for Poly students during the summer just prior to entry into 9th Grade. Throughout their four years of high school, students participating in the STEM program are provided access to advanced courses in math and science and starting the 2016-17 schoolyear an engineering course was added to their options. Cohort 1 began in summer 2015 with a group of approximately 80 incoming 9th graders who experienced a week of science, a week of tech, a week of engineering, and a week of math in collaboration with Los Angeles Mission College. Our Mission College contacts connected us with the UCLA School of Engineering outreach coordinator and that contact led us to become a UCLA School of Engineering "affiliated school." For students who become passionate about engineering during the program, 'Affiliation' provides priority application to two UCLA summer programs: Tech Camp and High School Research Program. Two students from Poly's Cohort 1 were admitted and attended Tech Camp last summer and as 10th graders, they now have the opportunity to take the PLTW Engineering class. We had Cohort II of STEM in summer 2016 and will have a Cohort III in summer of 2017. Students who attend both UCLA summer programs have an 80% likelihood of being admitted to the UCLA School of Engineering. We are excited to report our findings in future self-

studies. [Click for more information on Claim, Evidence, Reasoning methodology.](#)

[Stanford History Project](#)

The majority of teachers in the social studies department at Polytechnic High School have integrated curriculum from the Stanford History Education Group (SHEG) into their instruction. SHEG's *Reading Like a Historian* lessons are both standards-based and research driven. Students use DBQs (Document Based Questions) to analyze and assess both the causes and effects of real-life events and conflicts. This process of investigation and inquiry allows our students to be better prepared for college-level coursework, as it replaces the more traditional short format of simplified questions and short answer. In addition, in collaboration with LAUSD's History/Social Studies Division of Instruction, Polytechnic's social studies department is piloting a Professional Learning Community/Online Coaching opportunity developed by SHEG. Participating teachers have committed to teaching SHEG's *Reading Like a Historian lessons*, record those lessons, and then collaborate with SHEG on analysis of both the curriculum and instructional components of those lessons in an effort to improve both instruction and student learning opportunities.

[Co-Teaching Assignments with full SLD mainstream integration](#)

Under the direction of our assistant principal for special education services, students with identified specific learning disabilities are placed in mainstream classrooms with the added support of two teachers working collaboratively to scaffold instruction and provide the necessary modifications and accommodations necessary for student success. Beginning in 2015, the fall of 2016 ushered in the final mainstream integration of our SLD student population across all content areas. With a strong belief that all students can learn, there is an ongoing quest for innovative, research-based instructional strategies that promote cognitive engagement for all students to access higher levels of critical thinking. Poly faculty work collaboratively in co-teaching assignments to address the needs of our students with identified learning disabilities as well as our EL population. In addition, there is ongoing professional development to facilitate the use of SDAIE strategies and methods to effectively scaffold learning to support our diverse student population. The success of this program is noted in increased student satisfaction with the level of learning, greater number of cohort graduates, and a rise in the number of students with final grades of "C" or higher. In addition, with the full inclusion of our SLD population into mainstream classrooms, we expect to see continued gains in Smarter Balanced scores of our special needs students as well. See appendix for [special education graduation](#) rates and [score charts](#).

TECHNOLOGY IMPLEMENTATION

With the onset of immense changes in the landscape of curriculum, instruction, technology, and educational philosophy; and, the new generation of students and increasing use of student assessment, Polytechnic High continues to embrace the technological bonanza with open arms. Although not a “1:1 school” (one iPad per student), the last three years have seen the purchase of 800 Chromebooks, 300 Apple devices (including desktops, laptops, and iPads), over 1000 Windows devices (including desktops, laptops, and notebooks), and over 125 peripherals (including scanners, document readers and projectors) for use in the classrooms, computer labs, and for administering student assessment. These purchases, coupled with upgrades in the network and current software, keep Polytechnic’s information highway humming. When fully operational in April 2017, the Poly IT network will consist of 6 digital desktop computer classrooms, over 30 digital wireless classrooms, 5 campus-wide computer labs for class or event reservation, 3 student-accessible labs (i.e. College Center, Library, and Project Steps office), 6 class sets of traveling mobile device carts, and approximately 320 devices earmarked for student assessment. The goal is to ensure that all students have access to the innovative educational programs available to them on the Poly campus and in the classroom.

The integration of *Springboard Online*, *Schoology*, *Illuminate*, and more recently LAUSD’s *PASSport* Student and Parent Portal, as well as additional IT staff and class offerings in Computer Networking, Desktop Publishing, and AP Computer Science are pivotal resources in equipping our students with the 21st century skills they need to thrive in our technological society. In August 2016, LAUSD began a pilot program with *Schoology*, an online reporting system that connects students, teachers, and parents with easy access to grades and student assignments and curriculum. Additionally, teachers can use this platform to post assignments with materials, offer online assessments, and connect students to Khan Academy and other online tutorials. Our formative assessment process is enhanced by the use of the *Data and Assessment Module* of the *Illuminate Education* Student Software System. Polytechnic adopted the *Illuminate* program in 2014 to replace the use of the *Data Director* optical scanning program. *Illuminate* allows teachers and students to scan answer documents and receive immediate feedback on their mastery of course content. The program has multiple reports available and the data is used to guide departments in the development of curriculum and to continually inform us about the effectiveness of our instructional strategies. [Click to view technology purchase list](#) from 2014-2017 as well as [LAUSD’s Responsible Use Policy](#).

Upon the District’s adoption of The Smarter Balanced Assessment system in 2014-15 as a part of the CAASPP umbrella for student achievement and accountability, the SBA Summative Assessment score became the marker for the California State University Early Assessment Program for College Readiness. [See the CDE website for more info on the EAP index](#). Eleventh-

grade students at Polytechnic participate in the year-end online summative assessment in both mathematics and English Language Arts and, additionally for the spring of 2017, the Field Test for the new CAST (California Science Test) online assessment. Therefore, participation in the Smarter Balanced Interim Assessments is integral to student success as it provides useful data and relevant experience with assessment content, question stem and prompt structure, and the tools available via the assessment delivery system. Students in core curriculum mathematics and English classes participate in the Smarter Balanced Interim Assessment Blocks during their content area class time. The speedy return of data enables teachers to measure periodic student progress for instructional adjustments or differentiation and to inform students on their individual progress toward mastery of specific skills and concepts. Administration of the in-depth Smarter Balanced Interim Comprehensive Assessment will roll-out in the 2017-2018 school year for grades 9-11. This interim summative assessment mirrors the year-end Smarter Balanced Summative Assessment and will provide further support in our students' preparation for achieving College and Career Readiness via the Smarter Balanced Assessment system.

Polytechnic's focus on technology implementation responds to the ever growing need for student access to innovative cutting-edge resources. Student feedback from our School Experience Survey shows a need for a deeper integration of technology within the instructional day. Although there is a steady increase in School Experience Survey "Overall Technology Use" of 6% from 2014 to 2016, the overall rate of only 36% of respondents saying technology is used during the instructional day is an area of identified need. Through the use of innovative curriculum with embedded technological components, the Polytechnic faculty is addressing the expanding need for classroom technological integration.

INTERVENTION REFINEMENTS

Student Support and Progress Team

The Student Support and Progress Team (SSPT) adopted by LAUSD and Polytechnic High School in 2016-17, was created to consolidate existing teams in order to provide a unified plan of intervention to improve student achievement, increase the level of regular attendance, and support positive behavior. These coordinating teams include the Coordination of Services Team (COST), Student Success Team (SST), and Language Appraisal Team (LAT). The new SSPT uses data to make informed decisions, implement targeted interventions and monitor progress. The Poly SSPT team members are: Elidia Vazquez, Administrator; Zovig Boyajian, PSW; Maribel Munguia, PSA; Frank Fuentes, Psychologist; Marixa Pleitez, EL Coordinator; Levon Yeganyan, Intervention Advisor; and Valinda Bowens, A-G PSA Diploma Project Counselor. Other members include the referring teacher or staff member and general education teachers, as well as counselors and coordinators working directly

with the students being referred. In addition, school-wide monitoring of student success is a component of the SSPT. Data is reviewed within subgroups for such areas as attendance, behavioral interventions, progress towards reclassification, and A-G completion. Some of the goals of school-wide monitoring are to increase the number of the students meeting the district goal of 96%+ attendance, language development, and college and career readiness.

School Safety/Restorative Justice

LAUSD adopted the School Climate Bill of Rights in May 2013 and is committed to implementing Restorative Justice practices in all schools by 2020. Restorative Justice emphasizes community building and commits to restoring relationships. Restorative practices promote and strengthen a positive school culture. At Polytechnic High School, Restorative Justice has been implemented as an approach to discipline that moves away from punishment toward restoring a sense of harmony and well-being for all those affected by a hurtful act. The process includes students, their families, and the community in a way to ensure accountability while simultaneously breaking the cycle of retribution and violence. The goals of this process are to reconnect severed relationships and to empower individuals by holding them responsible for their words and actions. The strategies of this program are designed to improve school climate, promote a strong sense of community and reduce student misconduct. Under the leadership of Mr. Artin Arhanian, along with administrators, teachers and counselors, the Restorative Justice Program has yielded a reduction in referrals, suspensions and other disciplinary actions. Through the Positive Student Behavior Support program in place in each SLC, students are routinely recognized and rewarded for their role as positive contributing members of the school community. In addition, the PSA counselor and her staff regularly reward students with excellent attendance records as well as students who have shown significant improvement in on-time attendance. The benefits of this program include an increase in instructional time and “time on task” for students, a reduction in the number of incidences of bullying and interpersonal conflicts, and an increase in the level of confidence among families, teachers and students that our school community has the ability to deal effectively with challenging issues.

Increased level of support with four ‘Resource Rooms’

Currently, Polytechnic High School hosts four Resource Rooms where students have access to certificated staff, technology and other instructional resources to support them in achieving academic success. From 2014 to the present, the number of resource rooms has increased from two to four. Three of the centers are on the Main Campus and the fourth center is located on the ninth grade campus. Regular access to the Resource Room is often listed as an accommodation for students through

the IEP process; however, these centers are routinely open to all students throughout the instructional day. There is a referral form available to teachers where they list the assignment that is due, the level of support that is desired, and the corresponding instructional materials. Each center holds a sign-in sheet for teachers to verify that a student has indeed arrived at the room and through email and other one-on-one conversations there is ongoing conversation regarding student needs and the resources that are available to support that student. [Resource Room Referral Form](#) is in the Appendix.

KYDS After-School Program expansion

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 after school (provided by the federal free and reduced lunch program). The mission of KYDS is to empower under served, low-income and at-risk youth to fulfill their individual potential. Typically, about 200 to 230 students participate in the after school KYDS activities each day. Services and activities offered after school through the KYDS program are [Homework Haven](#), Credit Recovery, Music Club, Play Production, Cyberpatriots, and KYDS Crew Leadership. See [KYDS schedule](#) in Appendix.

At Polytechnic High School, the KYDS program provides a wide variety of academic enrichment through the Homework Haven program that is available to all students in the library after school each day. KYDS also provides support for music and drama programs and hosts activities which support fitness focused extra-curricular activities such as supervised time in the weight room as well as support and supervision of the PHS Drill Team and PHS Cheer Squads. A monthly calendar of activities is published by the KYDS staff under the direction of Mr. Josue Arias and all students are encouraged to participate in one or more of the after school activities. Over the past three years, there have been an ever increasing number of opportunities for students and an increase in the level of participation. One of the goals for the future is to create a PHS Speech and Debate Team.

Additional Staff for Intervention Support

With the expansion of Polytechnic school-wide intervention efforts, personnel adjustments were also made in regards to our student success support system. The increased support of school-based pupil service personnel, the addition of an A-G Diploma Advisor, and a dedicated campus Psychiatric Social Worker are integral to the infrastructure of the socio-emotional component of our student success system.

Polytechnic's **School-Based Pupil Service and Attendance Counselors** interpret laws and LAUSD policy pertaining to education, enrollment, attendance, and pupil records. Maribel Munguia, LCSW, is the liaison between the school and home, supporting students whose home or community life presents barriers which impede educational success. Mrs. Munguia directly assists students who have attendance, adjustment, and social/emotional issues by providing in-home and/or school-based counseling services and ongoing case management. She trains all staff to ensure that schools are in compliance with legal and District mandates related to attendance, and frequently collaborates with the City Attorney's Office, District Attorney's Office, law enforcement, and community agencies to ensure students are linked to needed services.

At Polytechnic High School, the PSA Counselor provides individual and family conferences, case management, home visits, crises intervention and threat assessments, Individual Attendance Plans, referrals for Student Attendance Review Team (SART) and Student Attendance Review Board (SARB), parent meetings and trainings, community referral and linkages, and attendance incentives. Attendance Newsletter and Incentive examples included in appendix.

The A-G Diploma Program is designed to re-engage those students who are disengaged with school and who are not on track to meeting A-G graduation requirements. The purpose of the A-G Diploma Program is to provide comprehensive, evidence-based child welfare and attendance services and supports to students and families in order to increase A-G course passage and graduation rates, promote college and career readiness, and achieve the goal of zero dropouts in the Los Angeles Unified School District. Under the direction of Dr. Valinda Bowens, the A-G Diploma Program at Polytechnic High School provides early identification of at-risk students; intensive case management which includes comprehensive assessment and individualized student support plans; individual and group counseling, home visits, on-going monitoring, and community referrals; enrollment in appropriate educational programs; parent engagement; identification and support of students who qualify for exemptions from district graduation requirements; and support for transitions. At the beginning of each school year, Polytechnic High School conducts Student Recovery Day (SRD). The goal of SRD is to locate and recover students that have dropped out of high school and offer services and support. LAUSD, Local District staff, and Polytechnic school staff join forces with community partners in this effort. Each quarter, Dr. Bowens conducts a "Keep It Up!" Recognition Ceremony or offers individualized rewards for students on the Diploma Program caseload who pass all of their classes. [Click here to go back to CH4.](#)

Psychiatric Social Worker (PSW) The PSW promotes early identification of students with behavioral, social, and/or emotional problems and provides opportunities for ameliorative intervention; and recommends procedures for dealing with effects on a student's learning and behavior. Zovig Boyajian implements individual, group and family treatment targeting

students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence based and/or evidence informed practices. She also provides student and parent education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning. Ms. Boyajian conducts staff development to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including: Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services. Through collaboration with teachers and school staff, the PSW provides mental health consultation to develop strategies for classroom management, designs and monitors behavior contracts, and promotes positive behavior support planning and implementation. Students and families are provided community referrals, linkages, and collaborations with the District and community resources to address student and family needs. Finally, the PSW encourages parent engagement through monthly parent trainings and workshops.

The significant changes and developments outlined in Chapter 2 are but a sampling of the programs and activities made available to all Polytechnic students during their years of high school. The Polytechnic administration, faculty, and staff are steadfast in their commitment to provide all students with every opportunity possible to acquire the college and career readiness skills that will prepare them to be critical thinkers, effective communicators, life-long learners, and conscientious members of society. (["The Poly ESLR's"](#))

CHAPTER III

Ongoing School Improvement

The school Instructional Leadership Team is the body that oversees the implementation and monitoring of the school-wide action plan. The leadership team is comprised of the principal, assistant principals, department chairs, counselors and SLC coordinators. The principal meets regularly with the Instructional Leadership Team to guide them through analyzing data, determining professional development needs, providing student support structures, and addressing other critical issues. The Leadership team works collaboratively with both the *Pilot School Governance Council* and the *School Site Council* to monitor progress on the school-wide action plan. The plan is evaluated annually and modified for the upcoming school year.

The WASC Leadership team includes Mr. Ari Bennett, Principal; Ms. Norma Grimaldo-Ramirez, Assistant Principal; Ms. Julia Keiper, Coordinator; Ms. Amy Showalter-Schwal, Data Director; Mr. Royce Stuckey, ASB Advisor; Dr. Donna Lewis, CTE Instructor/Professor Concurrent Enrollment; and Ms. Chi-Sun Chang, Administrative Designee, Royal and Gold 11/12 Academies.

All stakeholders are engaged in the review of student achievement data through the systematic organization of the Poly Professional Development Program that is three-tiered. The three levels of Professional Development include whole-group, department, and small learning communities (SLC's). Professional Development time is provided through the district's plan of early release Tuesdays and Pupil Free Days. ([click here to see PD calendar](#))

Whole-group professional development is led by the principal and various school administrators. During that time they share significant data related to the whole school such as student achievement on standardized testing, school attendance rates and the reclassification of our English Learners. This data is presented to the faculty and adequate time is provided for all stakeholders to analyze and interpret the information as it relates to evidence of student achievement and the effectiveness of curriculum and instruction.

On a monthly basis, all stakeholders participate in professional development by SLC. These meetings include information on policies and procedures and provide the community with data related to their subgroup. One common practice is to provide the members of the community with a list of those students with multiple D's and F's on the most recent progress reports. Teachers and counselors in the SLC are able to collaborate on instructional strategies that support these students and produce a cooperative plan of action for meeting individual needs. Again, there is a continued review of disaggregated

school-wide data as it applies to the members of the SLC and adequate time is provided for this group to analyze and interpret the information to inform policy and instruction.

The Polytechnic High School community also meets approximately once a month by department and data is consistently presented as it relates to that content area. Teachers in the department are asked to work cooperatively to analyze the data that is available from common assessments, standardized testing, and student progress in meeting the A-G requirements. Poly teachers, particularly in the math and English departments, extend that data analysis to voluntary weekly lunch meetings by curriculum. These lunch meetings focus on the development of common assessments and the pacing of instruction to support student success. In addition, there has been an ongoing plan of action to incorporate the teachers of our feeder middle school in the process of data analysis and the creation of common assessments and pacing of instruction.

The implementation and monitoring of the schoolwide action plan is ongoing and consistent. The creation of policy and procedure and the implementation of new programs are consistent in response to our school-wide goals and identified critical learner needs. The process of implementation and monitoring begins with weekly meetings of the school administrative leadership team and extends to the deliberations of the School Site Council, the Poly Governance Council, the School Safety Committee, our SLCs and individual departments. The decision-making process for Polytechnic includes administrators, counselors, teachers, parents, students and members of the local community. This process is data-driven and decisions are made based on the analysis of data and research-based best practices.

The process used to prepare the Mid-Cycle progress report was comprehensive and collaborative. The Poly community, including the school administration, faculty, classified staff, and student and parent volunteers were assigned to one of the five focus groups and participated in a series of Tuesday professional development sessions to confirm our value statements, identify key areas for growth and improvement, and look at data to support those observations. A separate series of similar opportunities were offered to our classified staff that were unable to attend the regular Tuesday professional development sessions due to individual job responsibilities. Regular Wednesday morning sessions were provided to parents in cooperation with the Parent Center and Ms. Julia Keiper, the WASC coordinator. Under the direction of ASB Sponsor, Royce Stuckey, students participated in multiple 'Town Hall' sessions during which they were able to share their observations and suggestions for growth and improvement.

CHAPTER IV

Progress on Critical Areas for Follow up/Schoolwide Action Plan (SPSA)

ACTION PLAN PROGRESS:

Section/Goal 1: Increase the percentage of students that are college and career ready.

(*Critical Learner Need: Utilize every avenue possible, from concurrent college enrollment, AP exam passage, and increased rigor in the classroom to profoundly increase college readiness rates for Polytechnic students.)

Key Issues from 2014 WASC Visiting Committee Report

1. (C) All students need to have consistent access to rigorous A- G classes that support a college going culture across campus and throughout all SLCs*
2. (C) Rigor needs to be ensured throughout the curriculum for all students and the high quality, rigorous instruction observed in some classrooms become the norm for the school.*
3. (A) Students do not understand the relationship between the objective of the lesson to the standard based common assessment.*

SUPPORTING EVIDENCE:

- Collegeboard Pre-AP *SpringBoard* curriculum implementation school-wide in ELA, ELD, and Mathematics (excepting AP and ERWC courses) including participation in *Springboard* training sessions.
 - Increases in Smarter Balanced EAP “College Ready” and “Conditionally Ready” student statuses in ELA
 - Decreases in “Not Ready” student statuses in ELA

EAP READINESS ELA

	% College-Ready	% Conditionally-Ready	% Not Ready
2013-14	17%	16%	67%
2014-15	14%	34%	52%
2015-16	19%	33%	48%

- Increases in Smarter Balanced EAP “College Ready” and “Conditionally Ready” student statuses in mathematics
- Decreases in “Not Ready” student statuses in mathematics

EAP READINESS MATH

	College-Ready	Conditionally-Ready	Not Ready
2013-14	7%	40%	53%
2014-15	9%	49%	43%
2015-16	12%	44%	44%

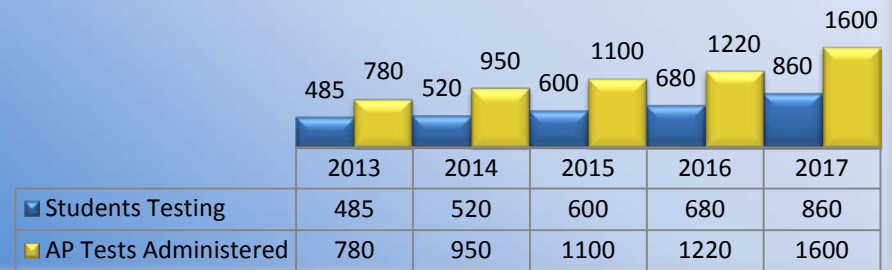
- Also, of note: the Quarter 2 D/F rates of 9th grade students taking Algebra I decreased from 38% in 2015 to 29% in 2016, **a whopping 13 point decrease in one year!**

4. (A) Parents are not well informed about the meaning of the results of formative and summative testing and how it relates to student achievement.*
5. (O) Poly staff needs to include all stakeholders (especially parents, students, classified, and community members) in the process of developing and revising the ESLR's, Mission, and Vision statements.*
6. (O) Poly staff needs to develop a more systematic process for evaluating the effectiveness of the ESLR's, Mission, and Vision statements.*

- Implementation of Polytechnic STEM pathway; SHEG: Stanford Document Based History Curriculum; and the 21st Century Science Standards (NGSS)
 - New STEM Pathway (Cohort I began Summer 2015)
 - New Engineering Course in 2016-2017
 - LA Mission College Summer STEM Institute partnership
 - UCLA School of Engineering "affiliated school"
 - SHEG Pilot of Professional Learning Community Online Coaching in collaboration with Stanford (2017 rollout)
- AP Expansion and AP Capstone integration
 - The opportunity for Poly students to participate in an AP course begins in ninth grade as students are eligible to take both AP Environmental Science and AP Human Geography, and continues throughout their four years with an ever-expanding array of opportunities. As a Title 1 school, our students are eligible to take the exams at a reduced rate of \$5.00 which makes it possible for us to have a nearly 100% rate of participation in the concluding test. There are minimal restrictions on enrollment in any AP course and students are encouraged to take one or more AP classes during their four years of high school. As we continue to develop this program and as our teachers continue to gain experience with the process we expect to see a continued increase in the number of students earning a 3 or higher on each exam. This program has rapidly expanded over the past three years and the goal of sustainability is addressed by having multiple teachers trained to teach each course and providing ongoing support for their professional development.
 - With the expansion of the AP curriculum, participation in AP classes has continued increasing over the years. In 2014, 17.8% of the student population took an AP test with 43.3% of those tests scoring a 3 or above. In 2015, 21.5% of the student population participated in an AP test with 53.7% of those AP

tests scoring a 3 or above. And, in 2016, 24.3% of student population participated in an AP test where 69.9% of those tests scored a 3 or above.

AP Participation Trends



*2017 test number (1600) is an estimate

Source: <https://k12reports.collegeboard.org/home?orgId=108137>

- ELITE SAT Prep provided for test-taking students. Elite SAT prep is an intensive 6-week preparation program that Poly began providing for its test-taking students in 2013-2014.
 - SAT trends over the last three years show consistent increases in SAT participation, from 39% to 42% for 11 graders, with percentages still above district averages, and consistently increasing mean scores closing the gap with the state by 26 points in two years.
 - [Click here to go back to SAT Charts in Chapter 1](#)
- PSAT opportunities provided to 9th-11th graders through College Board Online with data analysis of the scores used for appropriate student support
 - Poly students in grades 9, 10, and 11 take the PSAT in the Fall for pre-SAT preparation, online focused personal practice via

- Khan Academy, and scholarship opportunities
- Participation is open for all 9-11 students
- District pays for 10G
- 11G has waiver opportunities
- 9G is paid for by Polytechnic High School
- College counselors visit classrooms with PSAT score reports to distribute to students and to discuss scores and answer pertinent questions any students and faculty may have

With the goal of increasing student college readiness, the chart below indicates that the strategies implemented by Polytechnic High School in the last three years have, indeed, 'narrowed the gap.'

CSU Enrollees	Total Students	English	Gap with State	Math	Gap with State
Readiness Fall 2013	109	41%	27 points	54%	21 points
Readiness Fall 2014	131	47%	23 points	64%	9 points
Readiness Fall 2015	163	55%	18 points	61%	12 points

<http://asd.calstate.edu/performance/elm-ep/2015/index.shtml>

- PDs and classes provided for Parents regarding Schoolwide Action Plan, student support strategies, LAUSD Passport availability and assessment opportunities
 - Activities, Classes, and Events include:
 - College Awareness Classes
 - The College System
 - Navigating Financial Aid
 - Preparing for College Life

- Gardening and Horticulture
- Passport Parent Portal Computer Classes
- Parenting the Adolescent
- Special Education support
- Zumba
- See appendix or click for [Parent Center Calendar](#)
- See appendix or click for [Parent Center Newsletter](#)
- Training and Implementation with staff for Student-Led Parent Conferences for Parent Conference and Open House evenings
 - Spring 2017 training and rollout
 - Multiple teachers tried Student-Led conferences for the first time during Quarter 3
 - Multiple teachers used the handouts and customized them for their individual subjects and classes
 - Student Led conferences lead to increased student accountability and more student-parent interaction
 - Extremely positive feedback was give by faculty and parents
 - [See examples of guides in appendix](#)
 - [Student Ped Parent Conferences Faculty PD PPT](#)

ACTION PLAN PROGRESS:	SUPPORTING EVIDENCE:
<p><u>Goal 2: Develop and implement a comprehensive school-wide intervention plan to mitigate student obstacles to learning.</u> <i>(*Critical Learner Need: Develop and implement a comprehensive plan to address students who are struggling academically in a class, in a subject, or for students at high risk for dropping out due to credit deficiency.)</i></p> <p><i>Key Issues from 2014 WASC Visiting Committee Report</i></p> <ol style="list-style-type: none"> 1. (C) Increase opportunities for credit recovery and support classes using alternative curriculum. * 2. (C) Poly needs to improve its ability to communicate efficiently and include effectively all stakeholders on an ongoing basis.* 3. (I) There is a need to continue to increase the use of differentiated instruction to reach and engage all students in the lessons.* 4. (C) All departments need to implement CCSS aligned curriculum maps and lessons that incorporate SDAIE and SIOP strategies, among other research based strategies. (I) Teachers are SDAIE/CLAD certified but there is limited evidence of teachers using these strategies.* 	<ul style="list-style-type: none"> • Implementation of online credit recovery classes during the school day in addition to counselors working closely with the Lewis Continuation Counselor, Ms. Ceja, providing after-school credit recovery options for Poly students- (click to go back to CH1) <ul style="list-style-type: none"> ○ The graduation rate at Polytechnic High School continues to meet and exceed both the district and the state percentages. The emphasis on meeting graduation requirements is evident in the implementation of the IGP (Individualized Graduation Plan), the addition of the A-G Graduation counselor and the increase to two academic counselors per grade level. Multiple opportunities are available to students for credit recovery, including a positive working relationship with Lewis Continuation School, Summer Credit Recovery classes, online courses, and the 4x4 block schedule that allows 16 classes per year in contrast to the 12 classes of a traditional schedule. ○ Click here to go to Graduation Rates Data on p9 • Development of comprehensive after-school program, KYDS (Keep Youth Doing Something) with activities including Homework Haven, Credit Recovery, Music Club, Play Production, Cyberpatriots, and KYDS Crew Leadership- <ul style="list-style-type: none"> ○ See our schedule of KYDS enrichment activities • New absence policy of 10 absences with expanded school-wide Attendance Incentives- <ul style="list-style-type: none"> ○ See Appendix for examples of attendance incentives • Communication with Faculty and staff of students with attendance and tardiness issues- (ex of lists in appendix) <ul style="list-style-type: none"> ○ Biweekly list of student absences and students caught in tardy sweeps emailed to faculty and staff to keep all stakeholders informed of recurring tardies and absences ○ Increased personal phone calls (in addition to Poly's automated

[Go back to CH2](#)

- calls) made to parents regarding absences and tardies
- School-wide expansion to four periods of Opportunity Rooms with new proprietary software tracking system created specifically for Polytechnic Opportunity Rooms to monitor student use and to identify recurring issues.
 - Under the direction of Mr. Ruben Ruiz, the Opportunity Room is available to students who have engaged in disruptive or dangerous behavior. This is a short term assignment and the deans, along with Mr. Ruiz, work closely with teachers to provide academic work that models the learning the classroom for that day. In addition, students have one hour of individualized counseling to identify and support their needs and assists them in establishing positive behavior habits. During the day there is a period of community service where students work with teachers to provide service in the form of cleanup or organizing and relocating resources. This program advocates for a quick return to the classroom and an increased awareness of school safety and appropriate behavior to facilitate the individual's learning and the success of all students in the classroom.
- Expansion of counseling personnel to address the growing socio-emotional needs of our student body
 - Increase counselors to two per grade
 - Counselors rotate with their students throughout the cohort for smaller consistent caseload allowing for more personalization within the matriculation system
 - Addition of A-G Advisory Counselor and Psychiatric Social Worker. [Click here to review description](#) of staff additions.
- Development of student groups targeting students of need including study groups, motivational groups, and emotional support groups such as anger management and depression
 - **MEN and GALS groups in 9th Grade**
 - **MEN-** the MEN's program began three years ago in the 9th Grade Center under the leadership of Dr. Rivera. His

plan to identify those male students in the greatest need of behavior support and a positive role model. The program expanded to the main campus in 2015 and additional male teachers stepped forward to mentor a small group of students with identified needs. In general, students are referred to the program by their teachers and then invited to attend a once a week support session. The groups work independently to identify concerns and examine ways to modify their behavior to match the needs of the classroom. Anger management is the most commonly addressed issue and the adult mentors provide guidance on ways to harness their anger and frustration into positive energy for change.

- **GALS-** A similar for support need was identified for our female students and under the direction of Ms. Zovig Boyajian, teachers volunteered to host groups around anger management, eating disorders, death and anxiety. Girls are referred to the groups by their teachers and are invited to attend a weekly group session that rotates through the day to minimize disruption to their academic classes.

- Full inclusion of special education students into mainstream classrooms
 - Co-teaching expansion implemented fully in Fall 2016
 - Expansion to four Resource Rooms for all students
 - Although in mainstream classes throughout the day, Special Education students are allotted time in a resource center as recommended by their IEP
 - Special Education students fully mainstreamed in the fall of 2016, therefore, it is too early in implementation to produce viable data trends.
 - Click here for [Special Education score trends](#)

[Click back to CH1](#)

- EL data and strategies shared through department and SLC PD meetings with the implementation of the ELPD group which includes the EL coordinator, EL Counselor, and Title III coach, and a representative from all departments on campus. ()
 - Redesignation rate, albeit low, is still consistently higher than district and state trends ([Go back to CH1 - see chart on p.8](#))
 - SBA score trends for EL students when considering the claims have been consistently lower than the peers
 - Critical findings show that over 60% of EL students score below standard on all four ELA claim areas. 93% scored below standard on the writing claims thus indicating a continued need for support in all four content areas with targeted instruction for writing
 - With the integration of College Board's *Springboard ELD* program, and the success experienced with the ELA and math curriculum, we anticipate an increase in score trends across the board for our EL students. However, with a fall 2016 introduction, it is too early in implementation to address any data trends.
 - SBA score trends in math with regard to the claims are similar; however, more students are at/near the standard.
 - See [Language Classification score trends](#) in appendix
 - See [EL Graduation trends](#) in appendix

ACTION PLAN PROGRESS:

Goal 3: Increase the percentage of students who are matriculating into college or career pathways.

(*Critical Learner Need: Restructure upper grade SLCs to provide more individualized support to increase the percentage and success of students matriculating into clear college or career pathways.)

Key Issues from 2014 WASC Visiting Committee Report

1. (C) Provide a more personalized and individualized academic support system through the restructuring of upper grade SLCs to develop curricular offerings that better support A-G completion, college and career readiness, Linked Learning and career pathways.
2. (C) Poly needs to continue to revise and develop its 11th and 12th grade SLCs to reflect the same enthusiasm as other programs.
3. (O) Poly staff needs to continue to focus on using instructional strategies to connect ESLR's, Mission, and Vision statements to student learning

SUPPORTING EVIDENCE:

- Restructured upper grade (11/12) SLC into two academies (Royal and Gold).
 - The SLC Center is staffed with one administrator and dean, and each academy consists of one full-time out-of-the-classroom coordinator and two counselors
 - Increasing the number of counselors per grade to two with cohort rotation (counselors follow students through grad year) ensures a consistent caseload for student personalization
- Expanding the number of G-Approved courses offered through the CTE career pathway, thus increasing CTE Pathway curriculum completion opportunities-
 - New Engineering Design career pathway started 2016-2017 for STEM students.
 - Approximately \$760,000 in CTEIG funding for 3 pathways (facilities still pending)
 - Increased student participation in CTSO (Career and Technical Student Organizations) by pathways
 - CTE course pass rates have increased over the past 2 years -- Grade of D or better (see below)

CTE CURRIRULUM	# OF CTE COURSE S TAKEN	TOTAL CTE Courses Passed	TOTAL CTE COURSE S FAILED	PASS RATE FOR CTE COURSES
2014-15 FALL	1238	1097	141	89%
2014-15 SPRING	1359	1231	128	91%
2015-16 FALL	1125	1036	89	92%
2015-16 SPRING	1021	951	70	93%

Source: <https://getdata.lausd.net/analytics/saw.dll?PortalGo> and Polytechnic's own CTE records

4. (C) Develop a systematic method for tracking Poly graduates

5. (C) The school should continue to find opportunities for students and teachers in the Freshman Center to be involved on the main campus.

6. (I) There are staff members who are still using teacher-centered learning instead of project-based or student-centered learning.

- Opened state of the art College Center
 - College Center Welcome Page-
<http://www.polyhigh.org/apps/pages/collegecenter>
 - additional college counselor added
 - End of FALL 2016 - 61% of 4-year eligible Poly seniors have applied to a 4-year college
 - College Office spearheads partnership w/Elite for SAT prep
 - Increase in participation of SATs
 - 383 students in spring 2014
 - 417 students in spring of 2015
 - 529 students in spring of 2016
 - [FALL 2016 College Center Newsletter: Click Here](#)
- Developing Alumni Network for support of Poly graduates –
 - [Poly Alumni Network click here](#) – Fall of 2016 rollout
- Increased communication with stakeholders regarding Polytechnic's Value statements via expanded Poly website, quarterly parent letter, and parent classes/ informational meetings; thus increasing school experience survey participation and parent participation in general.
 - <http://polyhigh.org>
 - [Quarterly Letter](#) (see appendix)
 - Calendar/Schedule of parent meetings in appendix
 - Consistent rise in parent satisfaction rates on survey
[2014 Survey](#) [2015 Survey](#) [2016 Survey](#)
- Integration of ELSRs into daily lesson with proposed ELSR Assignment Checklist and Reflection
 - Spring 2017 introduction and fall implementation
 - [example in appendix](#)

CTE Pathway Participation and Completion –

Polytechnic's graduating class of 2016 included 603 graduates. Of those graduates, 90% participated in at least one CTE class during their years at Poly. Of those students, 62% completed a career pathway of their choosing and 13.7% completed two or more.

CHAPTER V

Schoolwide Action Plan/SPSA Refinements

We revised some of the data indicators we had chosen to monitor for a variety of reasons; however, the primary driver for Goal 1 was related to making small changes based on data we could access as opposed to data we had originally identified.

The College Board has been very progressive in the last three years. To create a more strongly aligned K-16 instructional system, The College Board revised AP exams and the SAT to better align to Common Core Standards and to what the organization believes will provide students with better preparation for the type of work they are likely to engage in whether it is at college or in the work force. In response to the data reports available, we made the following moderate shifts in our action plan: Percentage of students that took an AP class and passed at least one AP exam with a 3 or higher.

Also, because we have a large percentage of students attending CSU campuses, and CSU publishes college readiness, we decided to use this as a relative measure to indicate trends related to the college readiness of students that actually enrolled and attended classes. This metric disaggregates data based on the different ways our students can earn college readiness:

- *SBAC (ready)*
- *SBAC (conditional + corresponding senior courses)*
- *AP 3 or higher in math or English*
- *SAT cut score*
- *ACT cut score*
- *Placement exam upon entry to the university*

We've also added a couple of additional metrics to track our student's level of success in Advanced Placement courses. This has become more critical since the program has become such a big part of our schoolwide instructional program. Knowing that we're working to build an academic culture at Poly and we've begun the process to change the mindset of our students and community, we also wanted to track the number of unique students taking an AP class and ensure we're not growing the program beyond our capacity. If we continue to grow the program but the percentage of students earning a 2 or higher is going down that would be a red flag to us causing us to pause growth until we've identified and addressed where the problems reside with our implementation. The College Board has identified a correlation with

earning a 2 on an AP exam and college persistence. As a result, we don't want to ignore the effort of our students who have earned a 2 and likely are still in a better position to adjust to the rigors of college than if they hadn't challenged themselves with an AP class and earned an A.

For goal 2, we made fewer changes. We added SpringBoard ELD to action step one since it is a foundational component of preparing our English learners for the rigors of pre-AP curriculum. We also began to implement a pilot inclusion plan for our special day program students two years ago. Because we believe in college readiness for all, we felt compelled to ensure our students with disabilities are not only receiving the same curriculum as our general education students but that they receive instruction by content area experts supplemented by support services by our special education faculty. The belief is if we put our SDP students in general education classes with the proper support, they are much more likely to be exposed to models of academic success and engage in more rigorous academic work. We believe this will lead to better college readiness results for our students with special needs.

Aligned to better addressing the needs of our most vulnerable population, we are also now specifically tracking the attendance of English learners. We are targeting attendance intervention since being absent has such a profound impact on their ability to reclassify as English proficient.

Finally, we also added two survey questions related to the quality of service we provide our students. We are working to expand some of our strategies to get our students back on the college track and on a pathway to success. These questions will help us to monitor if our efforts are resonating with our students so they remain engaged and trust our support and involvement in getting them on a productive college or career pathway.

WASC Schoolwide Goals 2016-2017

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 a high risk to drop out. We will focus relentlessly on the following growth targets to support our students' postsecondary success.

Growth Targets:

Indicators	2014 Baseline	2015 *Tested 92%	2016 *New SAT	2017	2018	2019
Smarter Balanced Exceeded and Met by ELA/Math	NA	*45/29	52/31	67/38	72/43	75/50
Smarter Balanced Nearly Met and Not Met by ELA/Math	NA	*55/69	48/69	33/62	28/57	25/50
A-G Completion Rate by Graduating Class	57.0%	62.8%	63.0% prelim.	73%	75%	80%
Number of unique students enrolled in an AP class	522	629	684	850	900	950
% of students who passed at least one AP Exam with a 3 or higher	37%	43%	37%	42%	47%	50%
% of students scoring a 2 or higher on an AP exam.	67.2%	69.6%	69.5%	75%	80%	85%
SAT Mean Score by Subject Area: Re/Ma	NA	418/435	490/496	500/501	510/506	515/516
Met Both Benchmarks	NA	NA	12%	29%	35%	40%
CSU - College Readiness Rate ELA (EAP, AP, Placement, Concurrent College Enrollment) By Graduating Seniors	41%	47%	55%	65%	70%	75%
CSU - College Readiness Rate Math (EAP, AP, Placement, Concurrent College Enrollment) By Graduating Seniors	50%	64%	61%	65%	68%	71%
AP Capstone Participation and Passage	NA	42/10 (2.12)	46/13 (2.24)	51/16 (2.5)	82/25 (2.65)	90/30 (2.8)

Goal 1 Action Steps	Responsible Parties	Resources/PD	Means to Assess Improvement	Communication	Timeline
1. Pre-AP SpringBoard curriculum implementation school-wide in ELA, ELD, and math (non AP and ERWC courses) including participation in SpringBoard training sessions.	Course Leads Department Chairs Assistant Principal of math and English	Leverage Core Waiver budget and partnership with Manual Arts and Fremont to implement SpringBoard Learning Walks and send 6 more teachers to training symposium.	SpringBoard Embedded Assessments, SpringBoard Self-Assessment Tools, Student work	Orientations, Newsletters, Parent Conferences, IEP meetings, Website, Blackboard Connect Community Messages	Ongoing
2. Increase student AP access and participation including AP Capstone Implementation.	AP Seminar teacher AP Research teacher AP coordinator All AP teachers APSCS Principal	General Fund, AP Capstone training, Partnership with local schools in Southern California	AP Seminar and Research enrolment, Number of AP Capstone Certificates, Number of AP Capstone Diplomas	AP orientations, AP Capstone orientations, Parent Newsletters,	AP Capstone has been fully implemented.
3. Increase opportunities for students to receive SAT Preparation.	SAS coordinator, College counselor, 11/12 counselors, APSCS	KYDS 21 st Century Grant Elite SAT Prep training	Mean and Median SAT score: reading, math, writing	11 th grade orientation, Parent phone calls, Parent Newsletter	Annually
4. Develop a plan to best maximize partnership with community colleges to support student success.	SAS coordinator, 11/12 counselors, APSCS	General Fund, Articulation with Advanced College Experience (ACE) coordinator	ACE enrollment numbers and student grades	Orientations, Newsletters, SAS meetings, Phone calls	TBD
5. Deepen practice of SpringBoard and SHEG implementation. Develop a	Course leads, Department chairs, SLC leads,	General fund, SpringBoard training, common	Formative assessments data, Smarter	Data meetings, Instructional cabinet meetings,	Ongoing

plan for NGSS implementation this year and identify resources to support the transition with guidance from the District.	APs, Principal	planning	Balanced Assessment data	Course level meetings, Department meetings, Parent Newsletters	
6. Provide ongoing opportunity for common planning among subject alike teachers and departments to do the following: record lessons, develop a protocol for review, and debrief with course alike team to increase capacity of department. Refine lesson and unit plans, review student work, calibrate scoring, review formative and summative assessment data reports (Illuminate), and develop and/or align curriculum to adopted standards.	Course level teams, Departments, SLCs, APs	General fund, SpringBoard training, District course level fellow trainings, Advanced Placement training, English learner training	Curriculum maps, Student work samples with rubrics, Formative assessments and data reports PD calendar, PD agendas	Data team meetings, Department meetings, SLC meetings, Parent newsletter, Orientations	Ongoing
7. Provide annual parent classes about the WASC Action Plan and strategies that parents can implement to support student success.	Title I Coordinator, Bilingual Coordinator, Intervention Coordinator, APs Principal	Categorical Budget, Parent classes, Project Steps workshops, Upward Bound workshops	Parent workshop and class agendas, Parent participation on School Experience Survey	Blackboard Connect phone messages, Parent Newsletter, English Learner Advisory Council Meetings, Coffee with the Principal School Site Council meetings	Ongoing

8. Continue implementation of inclusion plan, so special education students can have access to general education classes and re-acculturate to academic rigor.	Special Education Staff, Admin team, intervention and prevention coordinator, Title I Coordinator, Principal	Targeted Student Population fund	Blackboard Connect teacher usage report, Parent conference sign in sheets, School Experience Survey	Orientations, Parent newsletters, Phone calls, PD calendar, Poly website	Ongoing
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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: *LAUSD delayed the implementation of the C or higher CSU requirement for the class of 2017. Despite the District's delay, we cannot balk at our responsibility to give our students a head start for 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 resources are being directed to the appropriate places.*

Additionally, we will target on-time completion of English and math in 9th and 10th 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 continue the implementation of LAUSD's Restorative Justice Positive Behavior Policy. If a student is referred for academic or behavior support, we want to monitor that the support to determine if it's effective. As we've expanded our social emotional support system for our students, we must continue to improve the way we identify high impact support and be flexible and intentional about phasing out interventions that aren't having an impact on student learning. Monitoring student attendance is another critical way we can catch students who are at high risk for dropping out. We will use the LAUSD tiers to monitor attendance:

100% - 96-99% - 92-95% - 87-91% - Below 87. We've learned this is even more critical for our limited English proficient students who attend at a much lower rate than those students who have reclassified.

Growth Targets:

Indicators		2014 Baseline	2015	2016	2017	2018	2019
D/F rate English		31%	27%	25%	23%	21%	20%
D/F rate math		36%	29%	29%	27%	25%	23%
% of students attending 96% or more		68%	74%	70%	76%	78%	80%
% of Limited English Proficient students attending 96% or more.		63.7%	63.7%	60%	65%	75%	80%
Core (Math, ELA, Science, Social Studies) on time completion 9 th and 10 th		47%	56%	58%	64%	67%	70%
Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline		
1. Bring to scale intervention successes of 9 th grade math, mastery based-grading, the use of student profiles to monitor student progress, and the use of growth mindset and restorative justice to strengthen culture of school and resolve of students. Complement strategies listed with ongoing group counseling and SSPT.	Intervention committee, Principal, AP intervention	General and Categorical budgets	D/F rate	Faculty Email Update, Parent Newsletter, Orientation, individual phone calls to parents	Ongoing		
2. Develop a comprehensive school-wide peer mentor program (when 9 th graders return to main campus next year) to connect younger students to successful older students.	Intervention committee, SLC coordinators, APs	General fund, Peer mentor training	Number of mentors participating, Number of activities annually	Orientations, Parent Newsletters, Phone Calls, Classroom presentations	2017-2018		

3. Create a tracking system to monitor struggling student progress, including a student survey to identify high leverage strategies for students that are referred.	Intervention Coordinator, AP Special Education, Resource Teachers PSW AP intervention	Special Education budget, General fund, Collaboration with local schools	Formative and summative data, Student surveys, Mentors,	Tea for Ten, Parent Newsletters, Phone Calls, Orientations, Parent Conferences	Ongoing
4. School will track and communicate regarding completion of core courses with C or higher in 9 th and 10 th in addition to district credit requirement.	APs, Department Chairs, SLC Coordinators, Principal	Common Core budget, General Fund, Class size reduction teachers in categorical budget, Common planning, SpringBoard training	Percentage of students passing English and math grade level requirements with C or higher in 9 th and 10 th grades, Percentage of student meeting credit requirements to matriculate to 10 th and 11 th grades	Orientations, Parent Newsletters, Parent Conferences, Blackboard Connect community phone calls, Coffee with the Principal	Ongoing
5. Refine Bridge Program model that was Piloted last year with the goal to impact a larger group of students and identify the strategies we can use during the first week of school to support the transition of all new 9 th graders to Poly.	PSW, SLC Coordinators 9 th Grade Team	General fund, Targeted Student Population fund SLC PD	Administer “growth mindset” survey at the beginning of the summer session and at the end to assess impact. Track students’ academic and behavioral progress during the year	Parent Newsletter, Blackboard Connect calls, Orientations, parent conferences, attendance meetings	Summer 2017

6. Use school-wide instructional strategies and/or SpringBoard instructional strategies with the goal to differentiate support of student needs including necessary scaffolding for English learners via constructive/academic conversation about the content.	All teachers, APs Principal	General fund Common core budget, Categorical budget, SpringBoard training, Common Core training, GATE training, Common Planning	Peer observation, Department and SLC agendas, Artifacts including targeted strategies based on formative assessment data,	Department and SLC meetings	Ongoing
7. Utilize Blackboard Connect, SLC personnel, and the Parent Center staff to contact parents and provide ongoing input regarding student progress.	All faculty	General fund, Categorical budget, Parent Involvement PD,	Blackboard Connect usage report, Parent/guardian conference attendance, Parent Center phone call logs	Parent Newsletter, Website, Blackboard Connect broadcast message,	Ongoing
8. Leverage distributed leadership model and building leadership capacity to increase our collective ability to support each student's unique needs.	Course Leads, Department Chairs, SLC Coordinators, Instructional Cabinet, Data Team, Pilot Governing Council,	General fund, SLC PD, Common planning, Project Steps training, Instructional Cabinet	Course level PD Agenda and minutes, SLC PD Agenda and minutes, Leadership agenda and minutes	PD Calendar, Principal's Update, School Site Council	Ongoing

Goal 3: Increase the percentage of students who are matriculating into college or career pathways.

Critical Learner Need #3:

Although we have already restructured upper grade SLCs into two 11/12 'houses' known as Royal Academy and Gold Academy, we continue to look for opportunities to leverage our resources and support staff. 2016-2017 is the first year we rolled grade level counselors with their students and plan to keep them in a 4 year rotation to follow their students to graduation.

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 a high risk to drop out. We will focus relentlessly on the following growth targets to support our students' postsecondary success.*

Growth Targets:

Indicators	2014 Baseline	2015	2016	2017	2018	2019
CTE Pathway Completion Rate	15%	19%	20%	25%	30%	35%
SAT/ACT Participation Rate (Grad. Seniors)	45%	55%	62%	71%	80%	90%
% of Graduating Seniors Having Taken an AP Exam	19%	22%	26%	30%	35%	40%
% of Graduating Seniors Having Earned Credit in a College Class	10%	12%	14%	15%	15%	15%
Extra-curricular Participation	NA	NA	45%	55%	65%	75%
% of students who answered "My teachers work hard to help me with my school work when I need it."	76%	77%	81%	83%	85%	90%
% of students who feel "most adults at this school expect them to go to college."	84%	80%	81%	83%	85%	90%

Actions	Responsible Parties	Resources	Means to Assess Improvement	Communication	Timeline
1. Explore refinements to restructured 11/12 Academies such as linked	SLC Committee, SLC Coordinators, SLC Administrator,	General Fund	Student surveys administered at end of quarters to	SLC orientations, parent newsletter, Blackboard Connect	Beginning of 2017-2018

learning opportunities in collaboration with respective Royal and Gold team members.	Principal		assess engagement and relevance of what students are learning.	broadcast messages, website, Twitter	
2. Improve communication to all stakeholders regarding Poly Value Statements.	All faculty All administrators	General and Categorical funds	Student surveys, Student work samples as evidence, School Experience Survey,	Poly Website, Parent Newsletter, Student work posted, Alumni Network, Facebook Alumni website, Poly App	Ongoing
3. Continue to strongly encourage all seniors to complete the FAFSA or California Dream Act. Provide information and resources when necessary to help alleviate fear for some "Dreamers."	College Counselor, 11/12 counselors, 11/12 SLC coordinators, APSCS	General fund, Project steps and UCLA EAOP training and support	FAFSA and Dream Act completion forms	Senior Orientation, Parent Newsletter, Blackboard Connect Phone Messages,	Ongoing
4. Increase interdisciplinary common planning to promote development of Linked Learning projects in upper grade houses.	11/12 core teachers 11/12 SLC Coordinators SLC administrator Principal	Perkins grant, ROP funding, General fund, Common planning	Development and use of Interdisciplinary unit and/or assessment	11/12 Orientations, Parent Newsletter, Website, Blackboard Connect Phone Message	2017-2018
5. Develop an Alumni Network to support those who are presently in college, those who are researching college, and those who are considering college.	Counselors Coordinators Administrators Recent alumni	General Fund, Common planning to develop system	Operating website for students and alumni to access and provide college and career resources, Number of website hits	Poly website, Parent Newsletter, PA, Posted information	In process
6. Develop criteria for and implement use of a Postsecondary Plan for all students in grades 9-12	Counselors, SLC Coordinators, College Counselor APs Principal	General fund, Project steps training and resources	# of Postsecondary plans in use	Website, Parent newsletter, Coffee with the Principal, English Learner	In process

(Including but not limited to: university, college, vocational, trade, etc.)				Advisory Council, School Site Council, Orientations,	
7. Continue expansion of CTE Engineering pathway and percentage of students completing pathways	11/12 Coordinators CTE teachers APSCS	General fund, ROP budget, Perkins grant, CTEIG	Number of CTE pathways, percentage of students completing CTE pathways	Blackboard Connect phone messages, Parent Newsletter, Website, IGP meetings	ongoing
8. Implement System to increase student knowledge about College and Careers: Identify an alternative day each quarter to designate as College and Career Day now that common finals impact teachers' schedule due to necessity to grade finals on last day of quarter.	Leadership, Counselors, Coordinators, APs	General Fund, Common Planning	Percentage of clubs participating in the Career Fair	Leadership meetings with club representatives, PA, Parent Newsletter, Blackboard Connect phone messages	2017-2018
9. Model learning through our SLCs, departments, course alike teams, instructional cabinet, data team, parent center, and encourage more teachers to become nationally-board certified and to communicate to our students frequently that our own learning continues indefinitely.	Department chairs, Course leads, SLC coordinators, Instructional cabinet, Governing councils, APs Principal	General Fund, Common Core budget, ELAC budget Leadership development training, Instructional cabinet,	Instructional cabinet agendas, Leadership agendas, Parent Center calendar, Number of National Board Certificated teachers	PD Calendar, Agendas and minutes published to staff, Parent Newsletter,	Ongoing

SIPSA – Single Plan for Student Achievement 2016-2017.....	A- 1
Accountability Reports (API, AYP, SARC, SQII).....	A-51
Attendance and Tardy Communications.....	A-53
Attendance Incentives.....	A-54
Attendance Newsletter.....	A-55
Campus Clubs and Organizations	A-58
ESLR assignment checklist.....	A-59
Faculty PD Calendar.....	A-60
KYDS Schedule.....	A-62
Parent meeting calendar.....	A-65
Parent Classes Schedule.....	A-66
Quarterly Newsletter - Polytechnic High Newsletter	A-67
Resource Room Referral Form.....	A-69
School for Advanced Studies (SAS) brochure.....	A-70
School-Wide Positive Behavior Support and Discipline Plan.....	A-72
Student Led Parent Conference templates.....	A-84
Score Trends for EL and SPED.....	A-92
• Graduation Rates for EL	
• SBA EL Charts for Claims	
• Graduation Rates for SPED	
• SBA SPED Charts 2015-16 comparison	
Technology Purchase List of 14-17	A- 95
Technology Internet Responsible Use Policy.....	A-100
Women in STEM poster.....	A-101

Los Angeles Unified School District

Single Plan for Student Achievement

2016-2017

Implementation

John H Francis Polytechnic High School



Superintendent

Michelle King

Board Members

Steven Zimmer, Board President

Dr. George McKenna III

Monica Garcia

Scott M. Schmerelson

Dr. Ref Rodriguez

Mónica Ratliff

Dr. Richard A. Vladovic

Final Version:

161712232015

TABLE OF CONTENTS

<u>DISTRICT AND SCHOOL INFORMATION</u>	4
<u>School Identification</u>	4
<u>SPSA Approvals</u>	5
<u>Recommendations and Assurances</u>	6
<u>Funding Allocated to this School</u>	7
<u>District Mission Statement</u>	8
<u>School Mission, Vision, and Profile Description</u>	10
<u>IMPACT OF THE PREVIOUS YEAR'S SPSA AND RECOMMENDATIONS</u>	14
<u>SPSA Evaluation</u>	14
<u>LAUSD School Review Process Recommendations</u>	16
<u>COMPREHENSIVE NEEDS ASSESSMENT</u>	17
<u>School Accountability Report Card</u>	17
<u>School Experience Survey</u>	17
<u>School Quality Improvement Index Report Card</u>	17
<u>School Report Card</u>	17
<u>Smarter Balanced Assessment</u>	17
<u>COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS</u>	18
<u>GOALS</u>	19
<u>Academic Goal—100% Graduation</u>	19
<u>Academic Goal—English Language Arts</u>	23
<u>Academic Goal—Mathematics</u>	28
<u>Academic Goal—English Learner Programs</u>	32
<u>Culture and Climate Goal—Student, Staff, Parent and Community Engagement</u>	34
<u>Social/Emotional Goal—Attendance, Suspension/Expulsion and Non-Cognitive Skills</u>	38
<u>TITLE I REQUIRED COMPONENTS FOR IMPLEMENTATION</u>	41
<u>Schoolwide Program (SWP) / NCLB 1114</u>	41
<u>LOCAL DISTRICT MONITORING</u>	44
<u>2016-2017 SCHOOL LEVEL PLAN FOR USE OF TARGETED STUDENT PROGRAM (TSP) FUNDS</u>	45
<u>CORE WAIVER</u>	ERROR! BOOKMARK NOT DEFINED.
<u>7 Turnaround Principles</u>	Error! Bookmark not defined.
<u>Communities of Practice</u>	Error! Bookmark not defined.
<u>ATTACHMENTS</u>	ERROR! BOOKMARK NOT DEFINED.

SCHOOL IDENTIFICATION

School Name: John H Francis Polytechnic High School Location Code: 8636 Local District: North East

CDS Code	County		District					School						
	1	9	6	4	7	3	3	1	9	3	2	9	8	7

For additional information on our school programs contact the following:

Principal: Ari Bennett E-mail address: Abenne2@lausd.net

SPSA Designee: Yesenia Pleitez Position: Title I Coordinator E-mail address: ypleitez@lausd.net

School Address: 12431 Roscoe Blvd Sun Valley Ca 91352 School Telephone Number: 818 394-3600

**The District Governing Board approved this
Single Plan for Student Achievement on:**

I have reviewed the Single Plan for Student Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

Kimberly Noble

Typed name of Local District Director

Signature of Local District Director

Date

SPSA APPROVALS LOCAL DISTRICT REVIEWERS

Directions: After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line.

☐ Approved by Local District English Learner Coordinator: _____
[Typed name of Local District English Learner Coordinator] Date

☒ Approved by Local District PACE Administrator: _____
Antonio Reveles
[Typed name of Local District PACE Administrator] 4/7/16
Date

☒ Approved by Local District Title I Coordinator: _____
Sue Florindez
[Typed name of Local District Title I Coordinator] 4/7/16
Date

Note: The SPSA will be forwarded to the Local District Director for review and authorization only after approvals have been provided by all Local District reviewers above.

☒ Approved by Local District Director: _____
Kimberly Noble
[Typed name of Local District Director] 4/7/16
Date

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC)	4-5-2016	Aida Gonzalez	
Other (list) Parents		Ana De Jesus	

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

School plan approval appears in SSC Minutes.

4-5-2016

Date

Attested:

Avi Espinoza

Typed name of SSC chairperson

Signature of SSC chairperson

4-5-2016

Date

Ari Bennett

Typed name of school principal

Signature of school principal

4-5-2016

Date

2016-2017 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System ("CARS"). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under "Other") may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

(Delete funding sources from this list for which the school does not receive an allocation.)

Federal Programs

Elementary and Secondary Education Act:

Title I: Schoolwide Program (7S046)

Amount: \$ 1,665,444

Purpose: To upgrade the entire educational program of the school.

Title I: Targeted Assistance Program (70S46)

Amount: \$ 0

Purpose: To help educationally disadvantaged students achieve grade-level proficiency.

Title I: Parent Involvement Allocation (7E046)

Amount: \$ 26,862

Purpose: To promote family literacy, parenting skills, and parent involvement activities.

Title III: English Language Development (7S176)

Amount: \$ 0

Purpose: To provide professional development to teachers, administrators, and other school support staff to improve Designated and Integrated ELD instruction for English Learners.

School Improvement Grant (SIG)

Amount: \$ 0

Purpose: To assist selected schools in closing the achievement gap by providing funds for innovative programs to help at-risk students achieve grade-level proficiency.

Other Federal Funds (list and describe):

Amount: \$ 0

Total amount of categorical funds allocated to this school: \$ 1,692,270

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.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

- Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

- Increasing English Language Development through implementation of the California English Language Development Standards
- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
 - Structured English Immersion
 - Mainstream English Instructional Program
 - Dual Language Two-Way Immersion
 - Transitional Bilingual Education Program
 - Maintenance Bilingual Education Program
 - Accelerated Learning Program for Long Term English Learner Program
 - Secondary English Learner Newcomer Program
- Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development
- Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, Local District, and school site level
- Enhancing the quality of language instruction in the District's EL programs
- Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs
- Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

- Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)
- Providing effective professional development to teachers in Focus, Priority and Reward schools
- Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
- Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards
- Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)
- Regularly assessing the effectiveness of professional development delivered throughout the District
- Supporting professional needs of teachers of English Learners through Title III support coaches
- Using the research base to design professional development topics and implementation
- Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

- The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

- Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule
- Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness
- Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
- Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, and use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL MISSION, VISION, AND PROFILE DESCRIPTION

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.

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.

School Profile Description

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/>, <http://www.zip-codes.com/>, <http://www.city-data.com/>

DEMOGRAPHIC DATA

School Status

- ☐ Schoolwide Title I School
- ☐ Early Start Calendar
- ☐ Pilot School
- ☐ 4x4 Schedule
- ☐ Small Learning Communities (SLCs): Freshman Center, 10th Grade Center, Gold Academy, Royal Academy.
- ☐ Math, Science and Technology Magnet
- ☐ Newcomers Academy
- ☐ External Evaluations: WASC (2014)

☐ LAUSD restructured districts and Poly's status as a Pilot School has placed Poly in the North East local district

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.

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.

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

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 2015,

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.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

2015-2016 Student Enrollment Grade Levels

Enrollment History **Total Enrollment**

	Total Enrollment	Freshmen	Sophomores	Juniors	Seniors
2012 – 2013	2970	895	749	648	681
2013 – 2014	2946	787	772	677	710
2014 - 2015	2959	873	775	643	658
2015 - 2016	2929	852	778	645	654

Special Education Population

	9th Grade	10th Grade	11th Grade	12th Grade	Total	% of Student Enrollment
2012 – 2013	86	128	50	94	358	12.1%
2013 - 2014	103	96	77	99	375	12.7%
2014 -2015	106	98	85	89	378	13.1%

3. Indicate student enrollment figures:

2015-2016 Gender

Female	Number	Male	Number
Freshmen	384	Freshmen	468
Sophomores	372	Sophomores	406
Juniors	325	Juniors	320
Seniors	333	Seniors	324
Female Total	1,414	Male Total	1,518

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

Free/Reduced Lunch Status

	# of Students	% of Enrollment
2015-2016	2507	89.7

5. Identify language, racial and ethnic make-up of the student body:

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
2014 - 2015	.0%	2%	1%	3%	92%	0%	2%
2015-2016	.0%	2%	1%	3%	92%	0%	2%

2015-2016 Primary Language

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

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

All Assessment data is shared with parents on both language English and Spanish.

CELDT Data a report letter is sent home with an explanation of the scoring process and is done in both languages. The PSAT data is discussed with students and sent home to parents. SBAC data will be distributed to parents as well and a workshop will be held to explain to parents the testing and scoring process.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)
<input type="checkbox"/> Title I Targeted Assistance School (TAS)
<input checked="" type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/> School Improvement Grant
<input type="checkbox"/> Extended School-Based Management Model (ESBMM)
<input type="checkbox"/> Local Initiative School (LIS)
<input checked="" type="checkbox"/> Pilot School | <input type="checkbox"/> Public School Choice (PSC)
<input type="checkbox"/> L.A.'s Promise
<input type="checkbox"/> Partnership for Los Angeles Schools (PLAS)
<input type="checkbox"/> Reed
<input type="checkbox"/> Professional Learning Community
<input checked="" type="checkbox"/> Small Learning Community
<input type="checkbox"/> Other: _____ |
|---|---|

CORE Waiver Status

(Electronic links at <http://bit.ly/1KPJY4e> and <http://coredistricts.org/> connect to information regarding the CORE Waiver.)

Directions: Check the box(es) next to the CORE Waiver designation(s) applicable to the school.

- ☐ Priority (SIG)
☐ Priority (non-SIG) (complete 7 Turnaround Principles report)
☐ Focus (complete Communities of Practice report)
☐ Support (complete Communities of Practice report)

- ☒ Reward
- ☐ Collaborative Partner
- ☐ Other Title I Schools

Other important characteristics of the school:

IMPACT OF THE PREVIOUS YEAR'S SPSA

SPSA EVALUATION

Directions: Review the applicable 2014-2015 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

100% Graduation – Did the school meet the School's Goal last year?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.				
The School did not meet the district goal of 100% graduation but school did meet school graduation rate. 88% of our students graduated within the four year period. With a 2% gain from previous year. 55.8% of our students have met the A-G requirement or are on track to meet their A-g requirement. Our PSA, and Intervention Coordinator worked hard to target the at risk students of not meeting the graduation requirements. Counselors- guiding students with their Individual Graduation Plan. CSR teachers smaller class size helped to personalized instruction Nurse and Psychologist - as participants of the SST, IEP teams and the development of intervention as well as the collaboration to do referrals with community agencies.				

English Language Arts – Did the school meet the School's Goal last year?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.				
45% of our students met or exceed the standards on the Academic Performance English Language Arts. 31% nearly met the English Language Standard. Class size reduction teacher to lower size to best personalize the learning environment for students Auxiliaries classes for credit recovery and intervention for struggling students Support for common planning for teachers to shares strategies and best practices Weekly lunchtime meeting to discuss formative assessments and analyze data School wide implementation of research-based instructional strategies (SDAIE, Project-based Learning, Thinking Maps, word wall vocabulary development, strategic vocabulary development) and Implementation including language objectives. Encourage "Accountable Talk" between all teachers and students Implement project-based learning, portfolios, and formative assessment that incorporate learning strategies for scaffolding, differentiation, and culturally relevant pedagogy.				

Mathematics – Did the school meet the School's Goal last year?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.				
31% of our students met or exceed the standard on the Academic performance Math test. 26% nearly met the standard. Students with low math skills are provided with the opportunity to improve their basic skills before taking Algebra 1 Class size reduction- to best personalize the learning environment for students Auxiliaries classes for credit recovery and intervention for struggling students Use of Web based instructional support for struggling students via Alek's Frequent Assessments that provides timely, critical information for our teachers with the use of Illuminate. Weekly teacher meetings to discuss Formative Assessments, and analyze data Support for common planning, Improved web based tools training; facilitators training to support leadership work of course level teams toward curriculum, instructional and assessment alignment.				

English Learner Programs – Did the school meet the School's Goal last year?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.				

22% of our English learners reclassified.

The number of LTELs students who had not reclassified from 2013-2014 went down from 73% to 64% in 2014-2015.

Instructional Coach provided PD for teachers on differentiated instruction, SDAID, and RTI.

Teachers participated in Professional Growth at the start of year to look at data, pacing plans, and formative assessments.

Time for common planning for teachers to share best practices

Teachers received training rate for attending SDAID cadre after school

Teachers participated in online SIOP institute to deepen their understanding of effective practices for EL students.

Teachers are incorporating language objectives in their lesson planning.

Student, Staff, Parent and Community Engagement – Did the school meet the School's Goal last year?

☒ Yes

☐ No

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

43% of parents participated in completing the School Experience Survey. The school met and exceeded the goal of student, staff and parent engagement

During the school year. 80% students participate in survey and 68% of the teachers participated in the survey.

80% of the parents feel welcome, 73% of parents participate in organize parents groups such as SSC, Title I, ELAC, and Parent Conferences etc.

72% of the parents feel like partners in the education of their children. 77% Students feel that their teachers work hard to help them when they need help.

73% of the parents feel they have good communication with their child's teacher.

Parent community Representative maintains an open line of communication with parents through weekly Connect-Ed messages as to what is happening at Poly.

Monthly calendar of activities, classes, workshops, and important meetings. Calendar is mail, printed and uploaded to the website.

Workshops for Parents include: Graduation requirements, A-G, College Awareness, Common Core, English, Emotional and Social Self-esteem.

Contract Instructional Services to provide all year long parent workshops.

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Goal last year?

☒ Yes

☐ No

If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

There was a 5% growth in students attending 96% or higher in part due to the work from the PSA, Parent Center staff, Clerical staff and Incentives. PSA has a strong incentives campaign to improvement attendance for students and staff.

The Small Learning Communities are supporting this campaign by tracking their students and making calls home when necessary. Parent Center has been working with PSA to call parents to come and clear un clear absences. Twice a year orientations have been held at school with community resources to teach parents of resource available to support them when student has chronic absenteeism.

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process (es).

School Improvement Grant (SIG)

☐

WASC Recommendations

☒

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

1. 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.

2. 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 21st Century Skills. Creating an infrastructure of support for 11th and 12th 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.

John H. Francis Polytechnic High School ~ Focus on Learning

3. 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.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Analysis of data and review of goals	12/17/15&1/28/16;2/25/16
<input checked="" type="checkbox"/> Departments	Analysis of data and review intervention results	11/10/2015&12/01/2015
<input type="checkbox"/> English Learner Advisory Committee		
<input type="checkbox"/> Grade Level Teams		
<input type="checkbox"/> Professional Learning Community (PLC)		
<input checked="" type="checkbox"/> Small Learning Community (SLC)	Review Intervention results- Created goals and examine research based strategies	11/03/2015&11/17/2015
<input type="checkbox"/> Vertical Teams		
<input type="checkbox"/> WASC Focus Groups		
<input type="checkbox"/> Other: <u>Parents</u>	Analysis of data and review intervention results	12/17/15 & 1/21/16

**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — 100% GRADUATION**

LAUSD Goal: All students will graduate from high school.

I. Indicate all data reviewed to address this Academic Goal:

- | | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> CELDT / AMAOs | <input type="checkbox"/> IEP Goals Data | <input checked="" type="checkbox"/> School Accountability Report Card (SARC) | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> School Report Card | <input type="checkbox"/> DIBELS Math | <input type="checkbox"/> School Quality Improvement Index Report Card | <input type="checkbox"/> School Experience Survey |
| <input checked="" type="checkbox"/> MyData | <input type="checkbox"/> DIBELS | <input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> Publisher's Assessments |
| <input type="checkbox"/> Other(s): _____ | | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Scholastic Reading Inventory (SRI) |

II. Based upon the data reviewed, summarize the issues affecting graduation rates at your school:

School Report Card Findings:
80% Graduation rate base on 2014-2015 school year 1 percent higher than 2013-2014 and 14% higher than the LAUSD Average.
54% of our students are on track to pass all A-G courses with a "C" or better with 4% increase from 2013-2014 and 8% higher than LAUSD average.
22% of our students are enrolled in at least one AP course; 3% higher than previous year right at LAUSD Average
43% of our students earned a qualifying score or "3" of higher on an AP exam during school year 2014-2015 6% higher than 2013-2014 and 2% higher than LAUSD average.
77% of our students completed the FAFSA application in 2014-2015, 4% higher than 2013-2014 and 6% higher than LAUSD
74% of our students know which A-G courses they need to take to get into college
80% of our students feel that most adults at this school expect them to go to college.
76% of our students have plans to complete 4 year college degree or higher

My Data:
88.8% of our English Language students are on track for a four year graduation
93% of our Initial Fluent English Proficient students are on track for a four year graduation
71.3% of our Limited English Proficient students are on track for a four year graduation
94% of our Reclassified Fluent English Proficient students are on track for a four year graduation.

School Quality Improvement Report Card
48% of our students are meeting or exceeding the Academic English Language Standard
31% of our students are meeting or exceeding the Academic Performance Math Standard

Summary of issues: The counselor ratio needs to remain low to better support student's graduation. Closer tracking of student progress toward completing A-g requirements is needed. Academic support is needed for 9th and 10 graders not meeting English and Math standards. Increase parent communication regarding A-G and Graduation requirements.

III. State the School's Measurable Objective*:

By June 2017 the percentage of students graduating in 4 years will increase 4% from 88% to 92%

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development	<p>Counselors will provide training during and outside their regular assignments to teachers on the following topics and make recommendations on how to better monitor student progress as related to their IGP;</p> <ol style="list-style-type: none"> 1. A-G requirements and how to monitor student progress 2.Drop-out prevention (credit deficiency) 3.Providing alternative means of monitoring student progress 4.Identify students at risk of not meeting graduation requirements and provide appropriate and timely intervention <p>Teacher will collaborate on lesson planning and look at data to ensure that all students are meeting the requirements and be on track for graduation. Planning to occur during and outside their regular assignment.</p> <p>Microcomputer Support Assistant will provide the technology support for core instruction and provide teachers training on the use of computers, smart-boards computers-based intervention programs and online grading system.</p>	<p>July 01, 2016 - June 30, 2017</p> <p>July 01, 2016-June 30, 2017</p>	<p>Administrator will measure effectiveness by the results of the school experience survey</p> <p>Administrator will ensure that teachers are sharing the data base on their findings.</p> <p>Administrator will evaluate training evaluations or increase computer use.</p>	<p>PD Teacher X X-time</p> <p>Staff training rate</p> <p>CSR teacher SS and HSS + Benef. Abs. / 8 Days</p> <p>Teacher X time</p> <p>Micro computer support Assistant</p>	<p>10371</p> <p>13643 13579 10562</p> <p>25689</p>	<p>\$109,447 \$109,447 \$2,736</p>	<p>1.0 1.0</p>	<p>7S046 7S046 7S046</p>
Effective Classroom Instruction	<p>Poly High School is committed to providing our students bell to bell instruction. Our teachers have established routines and procedures-Agendas and daily objectives are posted on the board, culminating tasks are part of the daily agendas, and students are strongly encouraged to be punctual to class.</p> <p>As a school we will implement an online grading system (Jupiter Ed or Schoology) to help parents and students to monitor their grades and attendance.</p> <p>Microcomputer Support Assistant ensures that technology is functioning properly in the computer lab and classrooms in addition to supporting student use.</p> <p>Teacher Assistants provide our students with additional support in the core content areas, provide primary language support, reinforcement of the standards base lessons, and work with small groups of students to focus on improving their</p>	<p>July 1, 2016 June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p>	<p>Administrator will evaluate training evaluations or increase computer use.</p> <p>Administrator will evaluate training evaluations or increase computer use.</p> <p>Administrator will evaluate training evaluations or increase computer use.</p>	<p>Attendance Dean</p> <p>SIM</p> <p>Microcomputer support</p> <p>Teacher Assistants</p>	<p>107762</p>	<p>\$81,265</p>	<p>5.0</p>	<p>7S046</p>

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<p>literacy and writing skills. Under the supervision of a highly qualified teacher.</p> <p>Auxiliaries in math and English will Provide academic support and intervention for 9th and 10th grade students in math and English in danger of not transitioning to the next grade level.</p> <p>Library aide will support literary across the curriculum by providing students the opportunity to access information through the internet, as well as check out books, for research purposes, Library aide supports students and staff by providing guidance and support. Library aide provides assistance to students and teachers in as school library and performances clerical and computer duties to support library functions.</p>			<p>Teacher Auxiliaries</p> <p>Library Aide</p>				
Interventions Beyond the Regular School Day and Other Supports	<p>PSA will provide intervention for students at risk of not meeting due to credit deficiency or chronic attendance by funding a Pupil Service Attendance (PSA) Counselor and Diploma Project Advisor 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, social psychiatrist, and nurse to collaborate with parents to provide multiple layers of support and meet the needs of all our students.</p> <p>Continue to provide a more personalized learning environment by maintaining the student-to-counselor ratio; 350 to 1. In addition starting this year counselors will move grade level with their students to continue their support and have each counselor be responsible for their students meeting graduation requirements.</p> <p>Increase time in the calendar Master Schedule for after school intervention courses and credit recovery for identified at-risk students. (72.12 hrs. x \$80)</p>	August 1, 2016 to June 30, 2017	<p>Administrator will evaluate training evaluations or increase computer use.</p> <p>Administrator will evaluate training evaluations or increase computer use.</p>	<p>PSA Counselor</p> <p>Secondary Counselor</p> <p>Tutor Teacher X-time</p>	<p>12103</p> <p>110118</p> <p>10376</p>	<p>\$118,449</p> <p>\$5,770</p>	<p>1.0</p>	<p>7S046</p> <p>7S046</p>

IV. Focus Areas	<p>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).</p> <p><i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i></p>	<p>On what dates will the Actions begin and end?</p> <p>[mm/dd/yy to mm/dd/yy]</p>	<p>How will the school measure the effectiveness of each Action?</p> <p>Identify the title/position of staff responsible.</p>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Building Parent Capacity and Partnership to Support the Academic Goal	<p>Counselors will work with parents to teach them the Individual Graduation Plan and try to schedule a conference with parent at least once a year to go over their student success</p> <p>Conduct after school meetings with parents of students at-risk of not meeting grade level requirements and are in danger of not graduating</p> <p>6.Facilitate parent education workshops regarding high school requirements for matriculation and graduation</p> <p>Community Representative will function as liaison between school and community to build partnership and develop a bridge of communication and foster a career-ready and college going culture</p>		<p>Administrator will evaluate training evaluations or increase computer use.</p> <p>Administrator will evaluate training evaluations or increase computer use.</p>	<p>Secondary Counselor</p> <p>Community Rep</p>	<p>110118</p> <p>290004</p>	<p></p> <p>\$17,670</p>		<p></p> <p>7E046</p>

**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

I. Indicate all data reviewed to address this Academic Goal:

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> CELDT / AMAOs | <input checked="" type="checkbox"/> Student Grades | <input checked="" type="checkbox"/> School Accountability Report Card (SARC) | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> School Report Card | <input type="checkbox"/> IEP Goals Data | <input type="checkbox"/> School Quality Improvement Index Report Card | <input checked="" type="checkbox"/> School Experience Survey |
| <input checked="" type="checkbox"/> MyData | <input type="checkbox"/> DIBELS Math | <input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> Publisher's Assessments |
| <input type="checkbox"/> Other(s): _____ | <input type="checkbox"/> DIBELS | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Scholastic Reading Inventory (SRI) |

II. Based upon the data reviewed, summarize the issues affecting student proficiency in English language arts:

45% of our students are meeting or exceeding the standard base on the result in the Smarter Balance Assessment Criteria. Out of the 55% that did not meet the standard, there was 31% that nearly met the standard. Long Term English Learners making progress toward reclassification went down from 73% in 2013-2014 to 64% in 2014-2015. Students reclassified fluent English Proficient (RFEP) went up from 55% to 60% on meeting the English Language Standard. Our Social Economically Disadvantage group went up from 51% to 54% on meeting the English Language Standard

Summary of issues: Class size reduction teacher to lower size to best personalize the learning environment for students

Auxiliaries classes for credit recovery and intervention for struggling students

Support for common planning for teachers to shares strategies and best practices

Encourage "Accountable Talk" between all teachers and students

Implement project-based learning, portfolios, and formative assessment that incorporate learning strategies for scaffolding, differentiation, and culturally relevant pedagogy

Closer tracking of student progress toward completing English requirements is needed.

Academic support is needed for 9th and 10 graders for students not meeting English standards.

By June 2017, the percentage of students meeting or exceeding the English Language standard will increase by 3% from 45% to 48%

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development	Continue to provide professional development via SpringBoard training workshops for the pre-AP SpringBoard curriculum. Identified Springboard Trainer of Trainers expert to continue work with teachers needing support. We will provide the instructional staff with continuing professional development in school-wide and/or SpringBoard	August 1, 2016 to June 30, 2017 August 1, 2016 to	Administrator will evaluate by collecting data on staff participation, 3x3 observations to see classroom	PD x time				

IV. Focus Areas	<p>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i></p>	<p>On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]</p>	<p>How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.</p>	<p>What is the school buying?</p>	<p>What is the Budget Item No.?</p>	<p>How much does it cost?</p>	<p>What is the FTE?</p>	<p>What is the program funding source?</p>
	<p>strategies during school, after school, and on Saturdays, with the goal to differentiate support for student needs including: Anticipatory strategies necessary scaffolding for English learners and Students with disabilities. The Professional Development focus will be as follows:</p> <ul style="list-style-type: none"> • Thinking Maps • Cornell Note taking • Academic Vocabulary Development • Reciprocal Teaching • Close Reading • Standards-based Student Projects • Strategies to support structured student interaction using academic discourse • scaffolding strategies for the writing process <p>We will also provide ongoing opportunities for common planning among ELA teachers to do the following after school and/or Saturdays to:</p> <ul style="list-style-type: none"> • lesson and unit plan • review student work • calibrate scoring • review formative and summative assessment data reports • develop and/or align curriculum to the adopted standards <p>Instructional staff members will also attend conference and training events in order to acquire new strategies, insight, and innovations in ELA for differentiating instruction for English Learners, students with disabilities and at-risk students. The training and Professional Development opportunities will include SpringBoard trainings, district sponsored trainings, and Common Core State Standards, and Smarter Balanced Assessment.</p>	<p>June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p>	<p>implementation.</p> <p>Administrator will evaluate through teachers lesson demonstrations on Department PD Days.</p>	<p>Teacher Release Days</p>				
Effective Classroom Instruction	<p>The Instructional Coach and Categorical Program Advisor will provide support in order to apply key strategies and promote effective learning to address the needs of at risk students and support the implementation of the Common Core State Standards.</p>	<p>August 1, 2016 to June 30, 2017</p>	<p>Administrator will collect data and sign in from teacher's participation.</p>	<p>Categorical Program Advisor w/ differential</p>	<p>117360</p>	<p>\$113,405</p>	<p>1.0</p>	<p>7S046</p>

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<ul style="list-style-type: none"> Will conduct, design lessons and professional development during or beyond the regular assignment <p>The Problem Solving Data Coordinator will facilitate the analysis of data and work that reflects the problem-solving approach</p> <ul style="list-style-type: none"> Identify targeted students for interventions and Coordinate intervention Coordinator will coordinate intervention programs Coordinate lesson studies and facilitate debrief sessions with staff Work with teachers to manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions <p>In order to provide an effective and meaningful instructional program,</p> <ul style="list-style-type: none"> Teachers will implement the strategies learned from professional development opportunities Teachers will continue to collaborate around the implementation of Springboard curriculum and assessment The Instructional Coach will work with teachers to support the continue use of the Instructional Cycle for Accelerating Student Achievement (ICASA) of identifying a nemesis standard (a standard that most students struggle with), creating a mini-lesson that incorporates 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 will continue to be used as the instrument to measure student progress or knowledge of the standard. Based on the data, teachers will re-teach using a different lesson or strategy. The ICASA process will continue to be our ongoing process to address student achievement in ELA <p>Class-size reduction teacher(s) w/ benefitted absences in English in grade 9th and 10th will be purchased to support students not meeting grade level standard.</p>	August 1, 2016 to June 30, 2017	<i>Administrator will collect data: Grades, test results and A-G completion</i>	Instructional Coach w/ differential Problem Solving Data Coordinator + Differential				
		August 1, 2016 to June 30, 2017	<i>Peer Lead Observations on 3x3 practices in classroom.</i>					
		August 1, 2016 to June 30, 2017	<i>Administrator will collect data and sign in from teacher's participation.</i>	Class-size reduction teacher w/ benefitted absences-	13579	\$437,788	4.0	7S046
	Auxiliary classes will funded to target struggling students (e.g.,	August 1, 2016 to June 30, 2017			10562	\$5,472		7S046

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	seniors who still need to pass Algebra II, seniors who need one more class to graduate).student numbers in core content classes in order to better meet individual student needs. Additional auxiliary classes and class size reduction teachers will be utilized to lower class size for a more personalize learning environment in math and English for both 9 th and 10 th grade			16 days Teacher Auxiliaries				
Interventions Beyond the Regular School Day and Other Supports	<p>An intervention committee has been formed to differentiate between students that are struggling, but try, and those students that are disengaged. The focus is to provide to correct support, weather it is Academic or Social Emotional support.</p> <ul style="list-style-type: none"> • Effective use of the learning center to provide targeted intervention • Strategic and effective co-teaching to support access to rigorous standards-based instruction • Frequent progress monitoring through common assessments and collaborative examination of student data with graphing to guide instruction and intervention • Support student's instruction and intervention through one-on-one and group pull outs. Specific strategies will include: • Coordinate the Student Success Team by offering additional support for students not meeting grade level standards. • Resource teacher will collaborate with general education teachers and Intervention Coordinator to help the students to access grade level standards. • Engage teachers in the use of inclusion and collaborative models for RSP students. • Provide effective instruction, intervention and transition support for SWD. <p>Before and After school tutoring will be provided to at-risk students in core Subject areas on both campus to facilitate student access.</p>	<p>August 1, 2016 to June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p>	Administrator will collect data: such as roster of students receiving services, grades, passing rate, tutoring sign ins, etc.	Tutor Teacher X-Time				
Building Parent Capacity and Partnership to	<ul style="list-style-type: none"> • Training is provided to parents and teachers quarterly on the following topics: ways to help their children succeed academically and how both can engage in a partnership to provide the academic support those 	August 1, 2016 to June 30, 2017	Administrator will evaluation base on parent participation, school report card	PD Contracted Instructional	50002	\$5,000		7E046

IV. Focus Areas	<p>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).</p> <p><i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i></p>	<p>On what dates will the Actions begin and end?</p> <p>[mm/dd/yy to mm/dd/yy]</p>	<p>How will the school measure the effectiveness of each Action?</p> <p>Identify the title/position of staff responsible.</p>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Support the Academic Goal	<p>students need to succeed.</p> <ul style="list-style-type: none"> • The school personal and staff all work together in developing a welcoming environment at our school, offices and classrooms for parents and students. • Parents are providing with data and conversations are perused to understand areas of critical need. • Parents participate in development and understand that the School Parent Compact is a tool to support their students. <p>Ongoing communication to parents via phone call, and grade reports on student academic progress and Attendance with support of clerical staff and community representatives. Provide translation to parents on all communication, specially conferences, and workshops.</p>			Service The Parent Ed. Agency, LLC				

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

I. Indicate all data reviewed to address this Academic Goal:

- | | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> CELDT / AMAOs | <input type="checkbox"/> IEP Goals Data | <input type="checkbox"/> School Quality Improvement Index Report Card | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> School Report Card | <input type="checkbox"/> DIBELS Math | <input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> School Experience Survey |
| <input checked="" type="checkbox"/> MyData | <input type="checkbox"/> DIBELS | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Publisher's Assessments |
| <input type="checkbox"/> Other(s): _____ | | | <input type="checkbox"/> Scholastic Reading Inventory (SRI) |

II. Based upon the data reviewed, summarize the issues affecting student proficiency in mathematics:

31% of students met or exceed the Mathematics standard
 26% nearly met the mathematics standard
 50% 9th grader are on track to meeting A-G; Math requirements
 73% 10th grader are on track to meeting A-G; Math requirements
 62% 11th graders are on track to meeting A-G; Math requirements
 74% 12th graders are pm track to meeting A-G; Math requirements

Summary issues:

Class size Reduction in math is provided through the master schedule, auxiliary classes to reduce the number of students in Algebra I.
 Teacher Assistants in math classes to provide more reinforcement of math concepts to smaller groups or in primary language if necessary.
 Math teachers have quarterly department meetings to ensure grade-level work supports is being done in other grade-levels.
 The math department offers the ALEKS program to students who struggled in Algebra 1 during quarter 1 and in quarter 3.
 9th grade students who have failed 2 or more core classes, specifically Math, are placed in the Twilight program to provide additional support and a more personalized learning environment.
 All 9th and 10th graders are provided with a yearlong math course to reinforce in math skills and be ready for Algebra II math in the 11th grade.

III. State the School's Measurable Objective*:

Our school goal for 9th grade is to have 60% matriculate to the next grade level having met the 9th grade math standard and be on target to meet A-G and be college ready by 2017
 Our school goal for 10th grade is to have 78% matriculate to the next grade level having met the 10th grade math standard and be on target to meet A-G and be college ready by 2017

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson	Provide teachers and staff access to professional	August 1,	Administrator will	Teacher				

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Planning, Data Analysis, and Professional Development	<p>Development to elicit critical thinking and deeper understanding of content, professional development will focus on specific strategies for the implementation of standard-based projects, activities and assignments, and discussion techniques. The professional development will be held during the school day or beyond the regular basis for grade levels/departments. Professional Development focus will be on:</p> <ul style="list-style-type: none"> creating a mini-lesson that incorporates at least one of Poly's research-based instructional strategies Teachers will continue to collaborate around the implementation of Springboard curriculum and assessment Teachers will implement the strategies learned from professional development opportunities Formative assessment data will continue to be used as the instrument to measure student progress or knowledge of the standard. Based on the data, teachers will re-teach using a different lesson or strategy. Differentiated-Based Student Projects <p>We will also provide ongoing opportunities for common planning among Math teachers to do the following after school and/or Saturdays to:</p> <ul style="list-style-type: none"> lesson and unit plan/common planning review student work/share best practices calibrate scoring review formative and summative assessment data reports develop and/or align curriculum to the adopted standards <p>Staff members will also attend conference and training opportunities in order to gather strategies and innovations in Math for differentiating instruction to target at risk learners. Attendees will then present these strategies to others within their departments, grade levels, and /or school-wide. Staff will attend the National Title I conference, Coalition of Black Administrators, California Mathematics Council and other conferences that support the key strategies</p>	<p>2016 to June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p>	<p>monitor PD topics, agendas, and sign ins for teacher attendance</p> <p>Principal will monitor and review results of SpringBoard Embedded Assessments</p> <p>Department chair and instructional specialist will monitor and review student work</p> <p>Instructional Coach will meet with teachers attending conferences to plan the PD they will present</p>	<p>Release Days</p> <p>PD Teacher X-Time</p> <p>Staff training rate</p> <p>Staff conference attendance</p> <p>Teacher Release Day</p>				

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Effective Classroom Instruction	<p>Class size reduction teacher in math to lower size to best personalize the learning environment for students. As well to support student proficiency in making sense of math problems and persevering in solving by using discussion techniques, standards based projects, activities, and assignments for grades 9 and 10th. Auxiliary classes for intervention for struggling math students with use of ALEKS or Twilight program in 9th and 10th.</p> <p>Closer tracking of student progress toward completing Math requirements is needed and immediate intervention via smaller group support with ALEKS, teacher assistant, and resource lab and teachers working with all at risk students closely as they try to learn new content material through the use of differentiated instruction, productive grouping, and other specific strategies. Counselors should be monitoring Academic progress of all 9th and 10th graders in Math.</p> <p>Teachers will increase the use of technology in the classroom so students have opportunity to work math problems using technology; i.e. Chromebook.</p>	August 1, 2016 to June 30, 2017	<p>Administrator will monitor by using data from: Algebra I completion rate Grade level passage rate A-G completion</p> <p>Tutoring Sign in sheets PD staff sign ins Formative Assessment data results # of Geometry and Algebra II sections offer</p> <p>Master Schedule # of ALEK sections</p>	Class size Reduction Teacher + Benefited Absences-8 Days	13644 10562	\$437,788 \$5,472	4.0	7S046
				Intervention/ Support Coordinator Teacher Auxiliary Software License Maintenance Non-Capitalized Equipment/ General Supplies Technology	118761	\$115,091	1.0	7S046
Interventions Beyond the Regular School Day and Other Supports	<p>Provide tutoring opportunities for at risk students before and after school. Teachers will provide intervention with other forms of differentiated instruction and support to meet the need of all students. These interventions will also focus on increasing all students' proficiency in making sense of math problems and solving them by discussing techniques, standards based projects, activities and assignments.</p> <p>Counselor will call parents as needed and set conferences to discuss their child's progress in their math.</p> <p>There will be credit recovery classes during the school day and mandatory intervention for students that have failed a math course multiple times through our Twilight program.</p>	August 1, 2016 to June 30, 2017	<p>Administrator will monitor by using data from: Algebra I completion rate Grade level passage rate A-G completion # of Geometry and Algebra II sections offer Master Schedule # of ALEK sections</p>	Tutor Teacher x Time				

IV. Focus Areas	<p>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).</p> <p><i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i></p>	<p>On what dates will the Actions begin and end?</p> <p>[mm/dd/yy to mm/dd/yy]</p>	<p>How will the school measure the effectiveness of each Action?</p> <p>Identify the title/position of staff responsible.</p>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
<p>Building Parent Capacity and Partnership to Support the Academic Goal</p>	<p>Teachers are committed to communicating with parents when a student is in danger of failing a class. Teachers will meet with parents of struggling students at least one Saturday a semester to show parents how to support their children.</p> <p>Office Technician will support the Title I Office and out-of-classroom support personnel 100% funded with Title I; will perform a variety of clerical duties including those associated with compliance requirements, such as the categorical equipment inventory, time reporting documentation, Title I parent communications, School Site Council minutes, and Title I student data files.</p>	<p>August 1, 2016 to June 30, 2017</p>	<p>Administrator will monitor by using data from: A-G completion Math</p>	<p>Teacher X-Time</p> <p>Office Tech</p>	<p>26288</p>	<p>\$64,516</p>	<p>1.0</p>	<p>7S046</p>

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

I. Indicate all data reviewed to address this Academic Goal:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> CELDT / AMAOs | <input type="checkbox"/> Student Grades | <input type="checkbox"/> School Accountability Report Card (SARC) | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> School Report Card | <input type="checkbox"/> IEP Goals Data | <input type="checkbox"/> School Quality Improvement Index Report Card | <input type="checkbox"/> School Experience Survey |
| <input type="checkbox"/> MyData | <input type="checkbox"/> DIBELS Math | <input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> Publisher's Assessments |
| <input type="checkbox"/> Other(s): _____ | <input type="checkbox"/> DIBELS | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Scholastic Reading Inventory (SRI) |

II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum:

Poly High School receives a district funded Title III coach.

III. State the School's Measurable Objective*:

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address English Learners' needs. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development								
Effective Classroom Instruction								
Interventions Beyond the Regular School Day								

IV. Focus Areas	<p>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).</p> <p><i>The school's narrative must identify and address English Learners' needs. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i></p>	<p>On what dates will the Actions begin and end?</p> <p>[mm/dd/yy to mm/dd/yy]</p>	<p>How will the school measure the effectiveness of each Action?</p> <p>Identify the title/position of staff responsible.</p>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
and Other Supports								
Building Parent Capacity and Partnership to Support the Academic Goal								

**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

I. Indicate all data reviewed to address this Culture & Climate Goal:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> CELDT / AMAOs | <input type="checkbox"/> Student Grades | <input type="checkbox"/> School Accountability Report Card (SARC) | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> School Report Card | <input type="checkbox"/> IEP Goals Data | <input type="checkbox"/> School Quality Improvement Index Report Card | <input checked="" type="checkbox"/> School Experience Survey |
| <input type="checkbox"/> MyData | <input type="checkbox"/> DIBELS Math | <input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> Publisher's Assessments |
| <input type="checkbox"/> Other(s): _____ | <input type="checkbox"/> DIBELS | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Scholastic Reading Inventory (SRI) |

II. Based upon the data reviewed, summarize the issues affecting culture, climate, and engagement for students, staff, parents and community:

- In 2014-2015 school year 43% of parents completed the school experience survey compare to 48% 2013-2014
- 80% of parents feel welcome to school
- 73% feel that the school encourages them to participate in organize parent groups
- 66% of my child's teachers let me know what is my child's progress in class
- 43% I have had a meeting with someone on the school to discuss my child's Individual Graduation Plan.
- 66% I am a partner with this school in decisions made about my child's education
- 65% the parent center provides useful resources (information, classes) to help me support my child's education.

Summary issues:

Even though there was a decrease in the percentage of parent involvement, we have provided parents with opportunities for involvement at our school: We have a month to month full calendar of activities and opportunities for parents to participate. Parent's classes have been made available in the morning and evening to accommodate all parents.

Example of activities: Coffee with the Principal meetings twice a month, Tea for Ten for parents with Special Education students once a month, parenting the Adolescent once a month with the PSA. Classes in Anger management, drugs and Alcohol Abuse, Gang prevention, Tips for helping your child succeed, college awareness, A-G requirements, High School Graduation requirements; English through Rosetta Stones for parents, GPA, Common Core Training, Four Agreements, Motivating the child, Meditation, Nutrition, Exercise, Computer classes, learning how to use emails, Volunteering Opportunities, and many other community provide workshops.

- Grade level orientation for parents at the beginning of the school year.
- Increase in parent teacher communication with weekly progress reports needing parents review and signature.
- School issue emails to parents to facilitate communication with teachers
 - weekly Connect Ed Messages keeping parents inform of all activities in the school
 - Parent Community rep calling home daily when student is absent
 - PSA making home visits for chronic absenteeism
 - School working with parents of students that need assistance with school supplies

Making our Parent Teacher Conferences more accessible to parents, making the distribution of reports cards earlier to accelerate the process for parents and allow for more time to visit with teachers. Providing translation, student's assistants to guide parents as they visit rooms.

- Train our campus security to be more helpful to our parents and provide correct information to avoid having parents be sent to the wrong locations.
- Work with our clerical staff to make our campus more welcoming.

III. State the School's Measurable Objective*:

The percentage of parents having opportunities to meet with their child's counselor to discuss the Individual Graduation Plan will increase from 43% to 50% by June of 2017.

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<ul style="list-style-type: none"> To serves all our parents we will offer meeting and class both in the evening and in the morning. During these meetings parents will be informed about upcoming events at the school but also provide parent workshops on literacy, math and ELD and information on Common Core. Teachers and staff will facilitate these meetings and provide parents support in helping their children succeed. <p>The Parent community representatives and Title I Coordinator, will also provide parents with:</p> <ul style="list-style-type: none"> A tour of our school to help then be familiar with our campus and this can help them avoid being lost when they need to go meet with a teacher, counselor, or any other office. Parents will be provide with a folder with all important information they will need 	2016 to June 30, 2017	<p>Keep Agendas, sign in sheets, and flyers for workshops</p> <p>Monitor parent participation, school experience survey, school report card</p>	Parent Conference Attendance				
Student, Staff, Parent Communication	<ul style="list-style-type: none"> Training is provided to teachers quarterly on the following topics: Developing a welcoming environment in your classroom for parents and students, holding data conversations with parents, Developing a grade level or discipline-specific School Parent Compact, Student Led Conferencing, Utilizing Parent Volunteers in the Classroom and School Activities. Parents will receive a quarterly newsletter with important information on events at school. Parents will receive daily calls from clerical or parent community rep informing parents if their child was absent. Connect Ed Message will go out daily/weekly with important information as it is needed. Once a month a letter will be mail inviting parents to monthly meetings- listing topic information- meeting will be during the morning and evenings to accommodate as many parents as possible. In the 	<p>August 1, 2016 to June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p>	<p>Monitor parent participation, school experience survey, school report card</p> <p>Monitor parent participation, school experience survey, school report card</p>	<p>Clerical X time</p> <p>Instructional Material for parents</p>	<p>21468</p> <p>40269</p>	<p>\$3,000</p> <p>\$654</p>		<p>7E046</p> <p>7E046</p>

IV. Focus Areas	<p>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).</p> <p><i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i></p>	<p>On what dates will the Actions begin and end?</p> <p>[mm/dd/yy to mm/dd/yy]</p>	<p>How will the school measure the effectiveness of each Action?</p> <p>Identify the title/position of staff responsible.</p>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<p>mailing we will include a monthly calendar with all events for that month in English and Spanish.</p> <ul style="list-style-type: none"> • During meetings all meetings translation will be made available to parents. • The Parent/Community representative will operate the parent center in providing a place where parents can come in and get information related to the school, seek assistance, and gather information on how to become involved and be an active stakeholder. • Orientations will be 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. • In addition, the school will provide Parent website trainings to help parents use and understand technology to access academic resources. All parents are assigned an email address to help the communication with our teachers. • Parent website information has been updated to make it user friendly. 			<p>Teacher Assistant relief</p> <p>Parent Community Reps</p> <p>Teacher X Time</p>				

**Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance								
I. Indicate all data reviewed to address this Social/Emotional Goal:								
<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input checked="" type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)					
<input checked="" type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> School Quality Improvement Index Report Card	<input checked="" type="checkbox"/> School Experience Survey					
<input type="checkbox"/> MyData	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments					
<input type="checkbox"/> Other(s): _____								
II. Based upon the data reviewed, summarize the issues affecting student attendance, suspension/expulsion, and non-cognitive skills:								
<p>Students with 96% or higher attendance went up 1% from 73% in 2013-2014 to 74% in 2014-2015 Staff with 96% or higher attendance went up 6% from 65% in 2013-2014 to 71% in 2014-2015 Students with chronic absence was at 14% in 2013-2014 and it went down 1% to 13% in 2014-2015; 1% below the LAUSD average.</p> <p>Summary of issues: Although Poly High School's attendance rate has been over 90% over the last six years, there has been a slight decrease in some areas. As a result of having a Pupil Service Attendance (PSA) Counselor and Diploma Project Advisor who 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, we have been able to maintain our attendance rate over 90%. The counselor makes home visits and provides in home counseling. She has also created incentives for classrooms with perfect attendance. Secondary Counselor also provides counseling to avoid dropout and early intervention to their students who are demonstrating early signs of school avoidance. Over the last two years the suspensions have decreased significantly our Deans are focus on restorative justice to support the student's growth and achievement. There is a bigger push for counseling, individually and group counseling for discipline behavior. The number of instructional days lost to suspension has decreased from 7 to 5.</p>								
III. State the School's Measurable Objective*:								
By June 2017, the percentage of students with chronic absenteeism will decrease from 13% in 2015 to 10%.								
IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development	Psychiatrist social worker will provide psychoeducation to students, parents & staff about mental health & need for understanding how socio-emotional issues impact student's ability to learn/engage in school.	August 1, 2016 to June 30, 2017	Summary of services of PSA and Social worker. -Student attendance	Psychiatric Social Worker				

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <i>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</i>	On what dates will the Actions begin and end? [mm/dd/yy to mm/dd/yy]	How will the school measure the effectiveness of each Action? Identify the title/position of staff responsible.	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
	<p>Psychologist will provide mental health consultation to staff to increase their ability to effectively engage with students.</p> <p>PSA will hold once per year an Attendance Improvement Assembly and invite the parents and students that have less than 91% attendance.</p>		<p>will be monitored</p> <p>-Logs for home visits will be monitored by PSA Counselor</p>	<p>Psychologist</p> <p>PSA Counselor</p>				
Social / Emotional Interventions	<p>Psychiatrist Social Worker, PSA, Counselors, and School Psychologist will collaborate to reduce student's mental health barriers to improve overall school & social functioning</p> <p>PSA will run the Attendance Summary Report and hold 2 monthly (SART's School Attendance Review Team Meetings) It's a multi-disciplinary team meeting where we address the attendance of the students, educate them on compulsory education law a stipulate a contract complete with Resources to help mitigate the barriers that keep the student out of school.</p> <p>PSA will run the Master Absence Report and call students that have been absent for more than 3 consecutive days and find out what is keeping them from attending school and provide resources as necessary</p> <p>Intervention will be based on data, for example this year we will be doing classroom presentations to the 10th graders due to their lower attendance than other grades based on current data.</p> <p>School Psychologist will monitor student progress and provide the following services:</p> <ul style="list-style-type: none"> •Meet with at-risk students and families to discuss the trends in attendance during or beyond the school day. •Counsel students individually or in groups for the following: academic problems, potential dropouts, underachieving, at-risk of failing, and development of social skills. •Participate in IEP meetings and Student Success Team (SST) meetings. <p>Secondary Counselors will monitor student progress and provide counseling services to students for early identification and intervention for barriers to academic achievement, and to promote and encourage a healthy learning environment.</p>	<p>August 1, 2016 to June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p> <p>August 1, 2016 to June 30, 2017</p>	<p>-PSA counselor will provide ongoing updates on the family referrals and success of incentive programs with attendance data and evaluation.</p> <p>Monitor Student Progress</p> <p>-Principal will monitor the activities of the school psychologist</p> <p>-Psychology's Documentation and monitor student progress</p> <p>-counselor will provide ongoing updates on the family referrals and success of incentive programs with attendance data</p>	<p>Psychiatrist Social Worker</p> <p>PSA</p> <p>Psychologist</p> <p>Secondary Counselors</p>				

[illegible]

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116) COMPONENTS FOR IMPLEMENTATION

1. **Comprehensive needs assessment:** Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications. Describe the comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

To determine whether or not school objectives were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the SPSA Evaluation. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is addressed in Section II of all Goal pages.

2. **Schoolwide reform strategies:** Describe the instructional strategies and initiatives in the comprehensive plan that are based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Schoolwide reform strategies are described in Section IV of all Goal pages.

- 2a. Describe the strategies to be utilized to meet the educational needs of historically underserved populations (migrant students, homeless students, American Indian students, and foster youth).

The following strategies will be utilized to meet the educational needs of Migrant Students:

- Address the needs of migrant students in the Single Plan for Student Achievement.
- Ensure that the Migrant Education Program (MEP) *Family Work Questionnaire* is part of the enrollment packet.
- Complete the Intervention Services Survey.
- Conduct the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP).
- Arrange a Parent/Teacher conference to discuss the student's MEP ILP.
- Record the MEP ILP in the student's cumulative record.
- Implement the Migrant Education Purple Folder.
- Monitor documentation requirements for migrant students.
- Address the individual student's needs through the recommended services noted on the MEP ILP.
- Provide an in-service on the Migrant Education Program. (Please contact the MEP Office for assistance with in-service).
- The Principal will designate a certificated staff member to be the MEP school contact person. The contact person will be the:

PSA Counselor
(certificated position/title)

The following strategies will be utilized to meet the educational needs of Homeless Students:

- Ensure that the Student Residency Questionnaire is included in every school enrollment packet.
- Make sure that The Student Residency Questionnaire is also disseminated annually to account for students who become homeless after initial enrollment.
- Assure that any Student Residency Questionnaires identifying homeless students are faxed to the Homeless Education Program for services immediately upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will ensure adherence to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services at the school site and from The Homeless Education Program. The school designee is the:

PSA Counselor
(certificated position/title)

The following strategies will be utilized to meet the educational needs of American Indian Students:

<ul style="list-style-type: none"> The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the: <div style="text-align: center;"> <hr/> PSA Counselor (certificated position/title) </div>
<p>The following strategies will be utilized to meet the educational needs of Foster Youth:</p> <ul style="list-style-type: none"> A Foster Youth Achievement Counselor will be assigned to each school by the District to conduct a comprehensive academic assessment for each foster youth, develop an individual success plan, provide ongoing intensive case management, ensure equitable access to resources, advocate for the educational rights of foster youth, and promote school stability. The principal designates a contact person at each school as the Foster Youth Liaison. The school designee is the: <div style="text-align: center;"> <hr/> PSA Counselor (certificated position/title) </div>
<p>3. Instruction by highly qualified teachers: Describe how the District ensures that all teachers of core academic subjects and instructional paraprofessionals meet the qualifications required by section 1119.</p>
<p>The District provides an annual report to the California Department of Education and the Los Angeles County Office of Education regarding all teachers and/or paraprofessionals that do not meet NCLB requirements. In addition, the District develops plan(s) of action to remedy non-compliance issues related to any individual(s) found not meeting NCLB requirements. In addition, the District conducts an ongoing assignment monitoring audit cycle of all schools to ensure that all teachers and paraprofessionals are correctly assigned. A complete assignment monitoring audit cycle takes place over a four-year period. Each year, twenty-five percent of District schools are audited. By the end of the four-year cycle, all District schools have been audited and the cycle repeats.</p>
<p>4. High-quality and ongoing professional development: Describe the high-quality and ongoing professional development provided for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.</p>
<p>High quality and ongoing professional development is described in Section IV of all Goal pages at the rows entitled "Professional Development."</p>
<p>5. Strategies to attract highly qualified teachers to high-need schools: Describe the strategies used by the District to attract high-quality, highly qualified teachers to high-need schools including recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.</p>
<p>LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with NCLB. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become NCLB compliant in all subjects taught.</p>
<p>6. Strategies to increase parental involvement: Describe strategies used to increase parental involvement in accordance with section 1118, such as family literacy services.</p>
<p>Strategies to increase parental involvement are described in Section IV of all Goal pages at the rows entitled "Building Parent Capacity and Partnership to Support the Academic Goal," as well as throughout the Culture and Climate Goal pages.</p>
<p>7. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).</p>
<ul style="list-style-type: none"> Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First

programs
Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:
8. Measures to include teachers in decisions regarding the use of academic assessments: Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.
<p>Teachers are involved in the following activities that facilitate their inclusion in decisions regarding the use of academic assessments:</p> <ul style="list-style-type: none"> • Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores • The development of assessments based on their lessons • Collaboration among grade levels and departments on the assessment results and developing lessons • Providing intervention for students not meeting grade-level standards on the assessments
9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance: Describe activities taken to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.)
<p>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in Section IV of the 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled "Interventions Beyond the Regular School Day and Other Supports," and in Section IV of the Social/Emotional Goal pages at the row entitled "Social/Emotional Interventions."</p>
10. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services and programs.
<p>The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions.</p>

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the Single Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the Single Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

Los Angeles Unified School District
2016-2017 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

10183 (TSP School Allocation)
 10397 (TSP Per Pupil School Allocation)
 10400 (TSP Supplemental & Concentration Grant)
 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
John H Francis Polytechnic High School	North East	Ari Bennett

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds Allocated to the School	
2929	89.7%	15%	1%	10183	\$ 749,100
				10397	\$ 4,170,256
				10400	\$ 197,018
				10405	\$ 20,379
				Total	\$ 5,136,753

Directions: Briefly describe, if **applicable**, the services being provided that are aligned to the District's LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2016-2017 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> <ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets (proposed)
Poly High School Goal 3 WASC Accreditation Plan: Increase the percentage of students matriculating into college or career pathways. Monitor and support high school graduation and increase the number of students who complete A-G and graduate college ready. 2 TSP Program Advisors <ul style="list-style-type: none"> • Provide comprehensive services for English learners • Provide support to 11th and 12th grade students and teachers to promote college readiness, completion of A-G, application to college and for financial aid TSP Z time for additional hours of TSP Advisors 6 Counselors to lower the student to counselor ratio to support improved graduation plan services to students	\$101,754 (10397) \$107,328 (10183) \$9,000 (10397)	EL, RFEP, and Low Income EL, RFEP, and Low Income	<ul style="list-style-type: none"> • Graduation Rate: 72% • Percentage of students on track to graduate: 50% <ul style="list-style-type: none"> • Graduation Rate: 71% • Percentage of

<ol style="list-style-type: none"> 1. College Counselor to educate students and parents about colleges, the college admissions process, trends, procedures, and testing; advising and supporting senior classes and families as they go through the process and to meet with juniors and seniors. To support a college growing culture. 2. Bilingual Counselor to provide support to an English language learners- to make their educational transition easier and support their graduation from high school and move to college. 3. The other 3 counselor is to lower counselor load to provide more individualize support to each student, to focus on A-G and work more with families on the IGP. 4. Counselor to works strictly with Students at risk of not graduating, to implement Recovery plus intervention equals Graduation. Counselor will partner with continuation high school to monitor and track students in recovery program. 	\$84,347 (10397) \$84,347 (10397) \$96,054 (10397) \$113,405 (10397) \$113,405 (10397) \$113,851 (10397)		students on track to graduate:50%
Intervention Support Coordinator to provide intervention to at-risk students.	\$105,642 (10397) \$68,188 (10397)		
ASM Non classroom teacher to support the intervention program.			
General Supplies	\$15,987 (10183) \$30,000(10397)		
<p>To fund items that supplement the core instructional program (ELA, ELD, mathematics, history/social science, science). Also included is equipment with a unit cost of less than \$500. These items will be used to support our classrooms instruction, offices, and parent centers. Examples include, but are not limited to, pencil/erasers, paper, folders, toner, poster boards, etc.</p>			
<p>Other Non-Instructional Contracts: (Illuminate, Edlio, Toshiba) This funds our entire Unified Print Toshiba image project contract. Our Illuminate-data support system for all teachers to use to generate and grade tests. Edlio supports our Website and our students and staff use of passwords to store their files.</p>	\$75,000 (10397)		
<p>Maintenance of Equipment: To provide service contract for mailer, fax, addresser, Duplo copiers, and Xerox 8080 machine to print booklets, and brochures not on contract with Toshiba.</p>	\$17,500 (10397)		
<p>Curricular Trips To fund field trips that support the academic growth of students that is ELD, Foster and Special Education. Field trips must adhere to all district requirements and to approve sites, in addition all admission feeds must be cover by the school.</p>	\$5,000 (10183) \$2,963 (10397)		
<p>Software License Maintenance (ALEKS, Rosetta Stones, and Vocabulary.com,) The funds for the above software supports our at risk students of not meeting grade level. The software is used in combination with an auxiliary class that provides extra support for students to receive additional support.</p>	\$18,000 (10397)		
<p>M&O Supplies To provide additional support for the maintenance of our campus. Our school is a large facility that needs a lot of supplies: Paper towels, toilet paper, soap, cleaning supplies, seat covers etc.</p>	\$12,000 (10397)		
<p>Phones/Postage: To maintain open communication with parents, students and staff. Weather via mail or phone calls.</p>	\$15,000 (10397)		
<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL,	Related District- wide SY16-17 LCAP Targets

<ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 		RFEP, and/or Foster Youth	(proposed)
<p>Poly High School Accreditation Action Plan Goal 1: Increase the percentage of students that are college and career ready. Provide increased support for students to earn proficiency by lowering class size, providing teacher professional development and common planning time, access to technology, high quality common core aligned resources, and extra time for students to meet their academic goals.</p> <p>18 Teachers to lower class size to provide superior differentiated support for all of our students of our students of poverty, English learners, Reclassified Fluent English Proficient students and foster youth.</p> <p>Credential Differentials</p> <p>Day to Day substitutes for CSR teachers To fund for 4 day of substitute for the CSR teachers in the event that they are absent.</p> <p>Data Problem solving Coordinator: To gather data on all levels, hold meetings to analyze, and review data with staff in addition will support all in school testing for students, include orientation and training of the staff.</p> <p>PD Teacher Regular- To fund Professional Development time for our teachers to support their academic growth. All teachers have opportunities to observe or share best practices, or to attend conferences that will provide strategies that support our WASC, SPSA and LCAP plan.</p> <p>Travel/Conference (SpringBoard/AP Capstone) To fund registrations for teacher that will participate in common core training and also continue to receive training in spring board which is our current curriculum for math and English.</p> <p>2 Micro Support Assistant These two positions support our campus technology, by trouble shooting issues with classroom technology, labs, offices, etc. Micro Support Assistants also work on keeping accurate inventory of all technology.</p> <p>1 Library Aide: Under the direct supervision of a Librarian the aide would provide guidance and assistance to students in the selection of books and using other library resources.</p> <p>7 Teacher Assistants: Work under the direct supervision of highly qualified classroom teacher to provide, access to core curriculum, reinforcement and support of instruction to support students learning.</p> <p>TA Relief</p> <p>Tutor Teacher Z time</p> <p>Teacher X time</p> <p>Tutor teacher Z-Time</p>	<p>\$1,350,661 (10397) \$454,259 (10183)</p> <p>\$57,750 (10397) \$6,860 (10183)</p> <p>\$35,000 (10397)</p> <p>\$12,000 (10397)</p> <p>\$124,668 (10397)</p> <p>\$49,051 (10397)</p> <p>\$47,211 (10397) \$61,916 (10183)</p> <p>\$8,147 (10183)</p> <p>\$17,520 (10397)</p> <p>\$35,000 (10397)</p> <p>\$3,037 (10183)</p>	<p>EL, RFEP, Low Income, and Foster Youth</p> <p>EL, RFEP, Low Income, and Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 49% • Rate of ELs making annual progress on CELDT: 44% • Decrease in long-term English learners: 10% <p>EL reclassification rate: 49% Rate of ELs making annual progress on CELDT: 62%</p>

<p>IMA: will be funded to allow for purchase of supplemental instructional materials for student use. Teachers will use the materials in the classrooms and during intervention program after school with a focus on students at risk of not meeting grade level standards. The school will purchase the Read 180-Enterprise Version and Language! 4th edition for struggling students with focus on building up their basic skills in ELA. Other Materials will include ALEKS'' Software Licenses a supplemental math software program that will strengthen student conceptual understanding of mathematics by integrating adaptive technologies. Edge (Hampton-Brown) Level C: supplemental materials to be used to promote literacy and language for LTELs. Supplemental instructional materials will also be used to purchase additional common core aligned texts and support materials in all subject areas.</p> <p>Reprographic Services for PD</p> <p>Dues and Memberships</p> <p>Pending Distribution (Common Planning Z time, substitutes, credit recovery, technology, facility improvements (auxiliaries to lower class size)</p> <p>4-9th Grade Auxiliaries to lower class size</p> <p>Advisor Reg. Prep</p>	<p>\$50,000 (10397) \$6,779 (10183) \$5,000 (10397)</p> <p>\$1,000 (10397)</p> <p>\$2,032 (10397) \$509,917 ((10397))</p> <p>\$71,700 (10400)</p> <p>\$8,672 (10400)</p>		<p>Decrease in long-term English learners: 10%</p>
<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (173-180 days) attendance rate Percent of students missing 16 days or more in a school year 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY16-17 LCAP Targets (proposed)</p>
<p>Poly High School Accreditation Action Plan Goal 2: Develop and implement a comprehensive school wide intervention plan to mitigate student obstacles to learning.</p> <p>Student Health and Human Resources Itinerant Nurse To support Students with their educational engagement by collaborating with community agencies to provide services required by students and families. Keeping vaccination records and physical check for students participating in sports. Updating emergency records. Nurse Z time</p> <p>Assistant Principal: An AP that will oversee all intervention and connect a whole wide intervention plan with all SLC, the idea is to provide all the intervention need to the student as a whole, the academics, social and emotional. AP will oversee Psychiatric social worker, PSA, Intervention Coordinator, Intervention counselor, and communicate and support all SLC's with the intervention</p> <p>Psychiatric Social Worker Collaborating with Teachers, counselors and Staff to support student's mental needs. Work on group therapy for students dealing with emotional issues. Serves as a member of the School Resource Coordinating Team.</p>	<p>\$45,362 (10397) \$34,022 (10183)</p> <p>\$146,958 (10397)</p> <p>\$118,449 (10397)</p>	<p>EL, RFEP, Low Income, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 74% • Percentage of students missing 16 days or more in a school year: 13%

<p>Consulting with Parents Works to correct serious difficulties in learning and adjustment in an attempt to keep such problems from becoming long term or permanent.</p> <p>Enrollment Z Days Clerical</p> <p>Enrollment Z Days Counselor</p> <p>Enrollment Z Days Administration</p> <p>Office Tech.</p>	<p>\$7,067 (10400)</p> <p>\$9,174 (10400)</p> <p>\$4,027 (10400)</p> <p>\$64,516 (10400)</p>		
<p>Description of Services that address: Parent, Community and Student Engagement</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey <p>Poly HS Accreditation Action Plan Goal 2. Action 7. Utilize Blackboard Connect. SLC Office Techs and Parent Center staff to contact parents to provide ongoing input and collaboration regarding student's success.</p> <p>7 Office Techs will support the communication with parents; facilitate phone messages, mailing, and coordinate parent teacher conferences. They will also work to provide better service and support to the parents and community that come to Poly and to support direct communication to parents regarding upcoming events and student attendance for each Academy: Freshman Center, 10th Grade Center, Gold Academy, Royal Academy, Newcomers Academy, Math/Science Magnet, Main Office</p> <p>Professional Expert Certificate: To fund a retired teacher to provide PD to teachers and parents to support common core standards</p> <p>Teacher Differential: Above and beyond the school day support to the Parent center, help organize and provide workshops for parents, and staff.</p> <p>Community Representative: To support parent center as liaison between the school and the community. Provide a welcoming environment for parents to participate as volunteers, attend workshops, and conferences. Support parents and school staff with translation, phone calls, and meetings.</p> <p>Parent Attendance to conferences: To allow for parents to attend conferences related to the academic growth of the school and support their child's achievement.</p> <p>Mileage: To provide mileage reimbursement for parents and staff attending professional development from school site to PD site.</p>	<p>Amount of TSP Funds</p> <p>\$415,953 (10397)</p> <p>\$25,000 (10397)</p> <p>\$1,500 (10405)</p> <p>\$17,640 (10405)</p> <p>\$500 (10405)</p> <p>\$500 (10397)</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p> <p>EL, RFEP, Low Income, and Foster Youth</p>	<p>Related District-wide SY16-17 LCAP Targets (proposed)</p> <ul style="list-style-type: none"> • Percentage of parent participation on School Experience Survey: 43% <p>Percentage of parent participation on School Experience Survey: 43%</p>

Advisory Committee Expenses Funds expenses incurred to support parent participation in workshops, meetings, collaboration etc. Expenses such as coffee, water, sugar, disposable cups etc.	\$709 (10405)		
Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets (proposed)
Poly HS Accreditation Action Plan Goal 3. Indicator 6: Percent of students who felt safe and supported Campus Aide 6 hour 3 Campus Aide 3 hour To support the safety of all our students. Our campus needs additional supervision to meet the challenges of such a large facility. 1 Educational Aide II 3 hrs. – to support communication with parents to clear absences and avoid chronic absenteeism. .5 day Psychologist To support our large population of special education students and assist with emotional needs of our students. Buildings and Grounds Worker to prepare for school	\$41,043 (10397) \$21,830 (10183) \$11,963 (10183) \$31,862 (10400)	EL, RFEP, Low Income, and Foster Youth EL, RFEP, Low Income, and Foster Youth	<ul style="list-style-type: none"> • Suspension rate: .1% • Expulsion rate: .0% • Extent to which the school is implementing the Discipline Foundation Policy: 76%

Polytechnic's Accountability Status Reports

API, AYP, Accountability Transition Report, SARCS, and the CORE Waiver SQII

The API has not been produced since the 2012-2013 school year and thus, no API data is available for Polytechnic High School for the last three school years. Please see below the chart for the API scores available and for the link to the new school accountability system details distributed by the California Department of Education on September 8, 2016.

Polytechnic High School

API YEAR	2008	2009	2010	2011	2012	2013
Polytechnic High School API score	635	649	693	726	745	753

2013-2014 Made AYP: **No - Met 13 of 21 AYP Criteria**

2014-2015 Made AYP: **Yes - Met: 9 of 9 AYP Criteria**

More info on AYP: [Click here](#)

[Click to go back to CH1](#)

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the API for local educational agencies (LEAs) and schools for the 2014 and 2015 academic years. As a result, the 2014, 2015, and 2016 API reports will not be produced. Source of info can be found [here](#).

Additionally, with the passage of the federal Every Student Succeeds Act (ESSA) in 2015, states are no longer required to produce and AYP, however, are required to develop a new accountability system by 2017–18. Please see [this link](#) for more information.

The SBE and the California Department of Education (CDE) are in the process of developing a new accountability system to replace the API and AYP to better measure our State's educational goals.

On September 8, 2016, the [SBE approved key elements of a new school accountability system](#).

With the elimination of the API in 2014 and the AYP in 2015, as well as the creation of a new school accountability system occurring presently, the CDE released the 2016 Accountability Transition Report which includes cohort graduation rates and participation rates via the Smarter Balanced ELA and Math summative assessments. Polytechnic's cohort graduation rate for the Class of 2016 is 87.33% (see CH1 for chart) and our participation goal of 95% was met in both ELA with 96% participation and Math with 95% participation. [Click here](#) for the 2016 Transition Accountability Report.

Additionally, by February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. The information provided in the SARC includes information

from Dataquest, the CDE's data collection website/agency, regarding student achievement, school conditions, and parent involvement data. The data is included throughout this WASC progress report but full SARCs can be found here:

SARC 2015-2016: <http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20152016&which=8636>

SARC 2014-2015: <http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20142015&which=8636>

SARC 2013-2014: <http://www.lausd.net/lausd/offices/bulletins/EN138636.HTML>

LAUSD and Polytechnic High School is included in the cohort of CORE districts in California. CORE Districts was approved for a district-consortium request for a federal No Child Left Behind "CORE" Waiver on August 6th, 2013. The waiver plan, called the School Quality Improvement System (SQII), calls for a reorientation of districts' work towards a collective effort to prepare all students for college and career, with districts assuming unprecedented accountability to eliminate disparity and disproportionality in all subjects and across the academic, social/emotional, and culture/climate domains. The Core Waiver was revised in 2015 to uphold the expectations of the new Every Child Succeeds Acts signed December 2015. The US Department of Education announced on September 25, 2015 that they have extended CORE's waiver, the School Quality Improvement System, for one year. And in an acknowledgement of the progress the CORE Districts have made, the Department (CDE) also lifted the "High Risk" status under which they've been operating. Polytechnic is not in the group of LAUSD schools identified as needing additional intervention; however, Polytechnic High School remains in the Core Waiver program as a "Collaborative Partner" with Manual Arts and Fremont High Schools.

CORE Waiver schools in LAUSD received a school data report for the 2015-2016 schoolyear entitled the School Quality Improvement Index (SQII.) For more information on the report details, click the following: <http://coredistricts.org/school-quality-improvement-system-waiver/>

Polytechnic's SQII report via CORE Waiver districts can be found here:

[http://www.greatschools.org/catalog/CORE_districts/LAUSD-NE/Abridged/John H. Francis Polytechnic-19647331932987-hs.pdf](http://www.greatschools.org/catalog/CORE_districts/LAUSD-NE/Abridged/John_H._Francis_Polytechnic-19647331932987-hs.pdf)

For more information on the Core Waiver. please see <http://coredistricts.org/why-is-core-needed/>

Full Core Waiver revised 2015: <https://drive.google.com/file/d/0B4mmLI65JEq1cEpnemJUcjRQc2s/view>

[Click to go back to CH1](#)

Attendance Incentives 2016-2017:

[Go back in doc](#) in CH1

[Go back in doc](#) to CH4

1. **Poly Bucks** – Every student who has perfect attendance for an entire week (Monday thru Friday) will receive one Poly Buck (one Poly Buck per week). At the end of every mester, students will have the opportunity to participate in an opportunity drawing where gift cards are raffled off. The PolyBucks are the “raffle tickets” that the students can use. Once per mester there will be an Attendance Rally to collect the PolyBucks and raffle off the gift cards.

2. **Mester Field Trips** – For the students who were between 92% - 95% attendance rate and improve (having no more than one absent from this point forward) will have the opportunity to participate in a field trip at the end of every mester. Field Trip locations include Bowling and Visiting Colleges.

3. **The Burger Food Truck** – Students with perfect attendance with no tardies for mester 1 and mester 2, will have the opportunity to receive a free lunch (including a burger, and drink).

4. **Miscellaneous Incentives** – Students who demonstrate significant improvement in attendance, have the opportunity to receive one of various prizes/rewards available through Mrs. Munguia’s office.

5. **Raffles** – Students with perfect attendance will have the opportunity to enter a monthly raffle, filled with prizes and goodies.

6. Students with less than 90% attendance are being monitored, receive case management services* and have monthly check-ins. When there is improvement we give prizes.

7. Center Run Data Driven Attendance Improvement Strategies (ex. 10th Grade Center etc.)

Attendance Communication Emails

Screenshots:

[Go back in doc](#) to CH4

Elidia Vazquez <elidia.vazquez@polyhigh.org> 12/6/16

to Brian, Ari, administration, coordinators, counselors

Good morning,

On the second sheet of the attached workbook you will find a list of the students that were meeting the district goal in October but dropped below the 96% goal in November. Ms. Munguia will be working on contacting these students to determine the reason for the drop and how we can work to get them back on track.

Saying that, the connection SLC staff members have with their students can go a long way. Please do your best to reach out to your students. Mr. LeClair has been working with the SLCs targeting the students that were at 92-95% attendance rate. The students on this list were not in this targeted group since they initially met the district goal, but will be in the next round.

Thank you for all your support!

...

X OCT NOV 2016 AT...

STUDENT ID	STUDENT NAME	LAST NAME	STUDENT PHONE	STUDENT EMAIL	STUDENT ADDRESS
1000000001	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000001
1000000002	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000002
1000000003	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000003
1000000004	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000004
1000000005	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000005
1000000006	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000006
1000000007	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000007
1000000008	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000008
1000000009	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000009
1000000010	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000010
1000000011	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000011
1000000012	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000012
1000000013	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000013
1000000014	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000014
1000000015	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000015
1000000016	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000016
1000000017	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000017
1000000018	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000018
1000000019	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000019
1000000020	ADAM	ADAM ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000020

Tardy Sweep - 9-23-16 Inbox x

Elidia Vazquez <elidia.vazquez@polyhigh.org> 9/23/16

to counselors, coordinators, administration, Ruben, GABRIEL

Happy Friday!

Attached you will find the current tardy sweep list. Thank you for following up on the students that Mr. Ruiz brings to your attention. It was mentioned during the coordinators meeting how great it is to see students running to class to avoid the tardy sweeps. It definitely looks great out there with the help of all supervision staff. We also have to say a big THANK YOU to Mr. Ruiz for the work he puts into processing students during the sweeps, and communicating with them, parents, and SLC centers.

Enjoy your weekend!!!

...

X Tardy Intervention...

STUDENT	STUDENT NAME	STUDENT PHONE	STUDENT EMAIL	STUDENT ADDRESS
1000000001	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000001
1000000002	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000002
1000000003	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000003
1000000004	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000004
1000000005	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000005
1000000006	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000006
1000000007	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000007
1000000008	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000008
1000000009	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000009
1000000010	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000010
1000000011	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000011
1000000012	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000012
1000000013	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000013
1000000014	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000014
1000000015	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000015
1000000016	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000016
1000000017	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000017
1000000018	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000018
1000000019	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000019
1000000020	ADAM	361 287	ADAM.A@POLYHIGH.ORG	1000000020

Polytechnic High School administration and staff are consistently engaged in communication regarding students who are in need of support regarding attendance and punctuality.

PSA OFFICE UPDATES AND NEWS:

[Go back in doc](#)

December 2016 Data

- Students attending at least 96% of the time= 76.5% (District Goal 73%) as of 1/19/2017 (At-Risk Attendance Report)

Grade	LESS THAN 87% (Far Below Basic)	87 - 91% (Below Basic)	92 - 95% (Basic)	96 - 99% (Proficient)	100% (Advanced)	Total	Students Meeting Superintendent's Goal- November
NINTH GRADE	5.3 %	5.7 %	12.1 %	42.2%	34.7%	100.0%	73.9%
TENTH GRADE	3.9 %	5.8 %	13.6 %	41.9%	34.9%	100.0%	75.1%
ELEVENTH GRADE	4.8 %	4.8 %	13.7 %	43.6%	33.2%	100.0%	77.1%
TWELFTH GRADE	6.7 %	5.0 %	12.9 %	43.6%	31.9%	100.0%	73.8%
Grand Total	5.2 %	5.3 %	13.0 %	42.8%	33.7%	100.0%	74.9%

- Month to Month Comparisons- Two Year

	Previous Year	Current Year	Percentage Point Change
AUGUST	97.9%	98.0%	0.1%
SEPTEMBER	97.0%	97.2%	0.1%
OCTOBER	96.5%	97.0%	0.5%
NOVEMBER	96.3%	96.8%	0.5%
DECEMBER	96.0%	96.6%	0.6%

3. Subgroup Comparisons Cumulative Attendance

	9th Grade	10th Grade	11th Grade	12th Grade
August	97.8	98.2	98.4	97.4
September	97.0	97.5	97.3	96.9
October	97.0	97.4	97.1	96.6
November	96.7	97.1	97.0	96.4
December	96.7	96.8	96.8	96.2
January				
February				
March				
April				
May				
June				

4. Revenue Lost- *We have not been losing as much money due to absences as last year!*

	Revenue lost		
Month	2015-2016	2016-2017	CHANGE
AUGUST	\$17,939	\$20,137	\$2198
SEPTEMBER	\$53,727	\$55,747	\$2020
OCTOBER	\$77,042	\$50,906	\$26,136
NOVEMBER	\$56,668	\$41,521	\$15,147
DECEMBER	\$63,439	\$46,243	\$17,226

5. Chronic Truancy Rate (Students attending less than 91%)

We have 10.5% of students attending less than 91%

ATTENDANCE IMPROVEMENT ASSEMBLY

We held our Attendance Improvement Assembly and invited all students and parents who have 90% or less attendance rate. We educated them about excused vs non-excused absences and also discussed attendance expectations and available resources.

SARTs (School Attendance Review Teams)

We are scheduling the next round of SARTs for February 2017.

INTERN COUNSELING GROUPS

PSA Interns are in the process of recruiting students who may benefit from counseling groups this quarter. Topics include Motivation, Study Skills and Newcomer Transitions.

Please contact the academic counselor to have a student be considered for participation.

ATTENDANCE RALLY Next Attendance Rally will be in March 2017, date TBD

POLYBUCKS - students are invited and encouraged to submit their POLYBUCKS to the Health Office (PSA or PSA Interns) in the main campus or to PSA Interns in the Main Office on Mondays, Wednesdays, and Fridays at the Freshman Center. At this time they can choose which gift card raffle they want to be included in.



FUNDRAISERS AT POLY HS

We are very fortunate to have one of our community members start the Poly Booster Club! This club will be working hard to raise funds to incentivize attendance, support our Homeless Families and other disenfranchised students. The Booster Club will get an AMAZON SMILE Account very soon so that when you make your purchases online with smile.amazon.com, Amazon will automatically donate .5% of purchase to our Poly Booster Club as long as you choose us as your Charitable Organization. Will send more information as it becomes available.

HOLIDAY SPONSOR A FAMILY

Thank you to all of the Centers, Teachers, Students and Staff that contributed to make the Holidays brighter for some of our homeless families! The families are extremely appreciative and humbled by your generosity.

POLYHIGH Clubs and Organizations

9th Grade Council	K.Y.D.S.
10th Grade Council	Literacy Society
11th Grade Council	Magnet Council
Senior Council	National Honor Society
3D Printing Club	Newcomers Club
Academic Decathlon	P.A.C. - Poly App Development Club
Animania	Peer Mediation
Attendance Club	Poly Magic Club
Band	Poly Pride Club
BSA Black Student Association	Robotics Club
C.S.F	Royal Academy Council
Chess Club	SAS Society
College Prep. Club	Skills USA
Comic Book Club	Special Friends Club
Cooking Club	Teens for Christ
CyberPatriot	The Optimist
Drama / Thespians	UNICEF
Environmental Club (Main Campus)	Virtual Enterprise
Environmental Club(Freshman Center Satellite)	
FIDM Fashion Club	
Film Production Club	
Gold Academy Council	
Interact	

[Visit polyhigh.org](http://polyhigh.org)
[Clubs and Organizations](#)

ESLR Cover Page for Assignment: _____

[Example](#)

Student _____ Period _____ Date _____

In the first column, mark the box that matches the ESLR to which this assignment applies.

It is possible to mark more than one box.

Mark	Expected School-wide Learning Results:
	1. Critical Thinkers who:
	a. Construct viable arguments and critique the reasoning of others. <i>(from Math Practice Standards)</i>
	b. Use knowledge and experience to identify patterns and make connections to new situations. <i>(from SpringBoard Math Strategies)</i>
	c. Draw upon curiosity and imagination to engage with ideas and explore complex approaches to complex issues. <i>(From AP Capstone learning objectives)</i>
	2. Conscientious Members of Society who:
	a. Follow Poly's 4 For Life: 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. Are involved in community service and/or clubs and activities that provide enrichment to the school or community.
	d. Collaborate with diverse partners to determine solutions to complex problems. <i>(modified from CCSS.Literacy.CCRA.SL.1)</i>
	3. Effective Communicators who:
	a. Identify and adapt appropriate speech and writing to a variety of contexts and tasks demonstrating a command of formal English. <i>(modified from CCSS.Literacy.SL.11-12.6)</i>
	b. Generate arguments to support claims from complex text using valid reasoning and relevant and sufficient evidence. <i>(modified from CCSS. Literacy.CCRA.W.1)</i>
	c. Make strategic use of digital media and visual displays of data to express information and enhance understanding. <i>(modified from CCSS.Literacy.CCRA.SL.5)</i>
	4. Lifelong Learners who:
	a. Persevere in problem solving.
	b. Are able to change perspectives, generate alternatives, and consider options. <i>(modified from Habits of Mind.org)</i>
	c. Set high standards and engage in continuous improvement. <i>(modified from Habit of Mind.org)</i>
	d. Access and apply knowledge. <i>(modified from Habits of Mind.org)</i>

Reflection: What did you learn from doing this assignment? How did it help you to develop as a critical thinker, a conscientious member of society, an effective communicator, and/or a lifelong learner?

John H. Francis Polytechnic High School

Monthly Calendar of Professional Development 2016-2017

August

15 <i>Pupil Free Day</i>		17	18	19
22	23 <i>PD – Department*</i>	24	25	26
29	30 <i>PD – WASC</i>	31		

September

			1	2 <i>Admission Day</i>
5 <i>Holiday - Labor Day</i>	6 <i>PD – SLC*</i>	7	8 <i>Parent Conference</i>	9 <i>Shortened Day</i>
12	13 <i>PD – WASC</i>	14	15	16
19	20 <i>PD – Department*</i>	21	22	23
26	27	28	29	30

October

3 <i>Unassigned Day- No classes in session</i>	4 <i>PD – Department*</i>	5 <i>DVR Visit</i>	6 <i>DVR Visit</i>	7
10	11 <i>PD – WASC</i>	12 <i>Unassigned Day- No classes in session</i>	13	
	18 <i>PD – SLC*</i>	19	20	21
24	25 <i>PD – Department</i>	26	27	28

Quarter 1

7 PD Days (dismissal at: 1:29pm)

40 Instructional Days

Parent Conference on 16th Instructional Day

1 Shortened Day (dismissal at 1:53pm)

Quarter 2

7 PD Days (dismissal at: 1:29pm)

39 Instructional Days

Parent Conference on 18th Instructional Day

2 Shortened Days (dismissal at 1:53pm)

31				
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November

	1 <i>PD – WASC*</i>	2	3	4
7	8	9 <i>Parent Conference</i>	10 <i>Shortened Day</i>	11 <i>Holiday- Veterans Day</i>
14	15 <i>PD – SLC</i>	16	17	18
21 <i>Thanksgiving Holiday</i>	22 <i>Thanksgiving Holiday</i>	23 <i>Thanksgiving Holiday</i>	24 <i>Thanksgiving Holiday</i>	25 <i>Thanksgiving Holiday</i>
28	29 <i>PD – Department *</i>	30		

December

			1	2
5	6 <i>PD – WASC</i>	7	8	9
12	13 <i>PD – WHOLE GROUP*</i>	14	15	
19 <i>Winter Recess</i>	20 <i>Winter Recess</i>	21 <i>Winter Recess</i>	22 <i>Winter Recess</i>	23 <i>Winter Recess</i>
26 <i>Winter Recess</i>	27 <i>Winter Recess</i>	28 <i>Winter Recess</i>	29 <i>Winter Recess</i>	30 <i>Winter Recess</i>
January 2 <i>Winter Recess</i>	January 3 <i>Winter Recess</i>	January 4 <i>Winter Recess</i>	January 5 <i>Winter Recess</i>	January 6 <i>Winter Recess</i>

Monthly Calendar of Professional Development 2016-2017

January

9 <i>Pupil Free Day</i>		11	12	13
16 <i>Holiday – MLK Birthday</i>	17	18	19	20
23	24 <i>PD – WASC*</i>	25	26	27
30	31 <i>PD – SLC</i>			

February

		1 <i>Mock WASC Classroom Observations</i>	2	3
6	7 <i>PD – Department*</i>	8	9 <i>Parent Conference</i>	10 <i>Shortened Day</i>
13	14	15	16 <i>FPM Visit</i>	17
20 <i>Holiday – Presidents' Day</i>	21 <i>PD – WASC*</i>	22	23	24
27	28 <i>PD – SLC</i>			

March

		1 <i>Mock WASC Classroom Observations</i>	2	3
6	7 <i>PD – Mock WASC*</i>	8	9	10
13	14 <i>PD – Department</i>	15	16	
	21	22	23	24

Quarter 3

8 PD Days (dismissal at: 1:29pm)

47 Instructional Days

Parent Conference on 22nd Instructional Day

1 Shortened Day (dismissal at 1:53pm)

	<i>PD – SLC*</i>			
27	28	29	30	31 <i>Holiday – Cesar E. Chavez</i>

April

3	4	5 <i>WASC VISIT</i>	6	7
10 <i>Spring Recess</i>	11 <i>Spring Recess</i>	12 <i>Spring Recess</i>	13 <i>Spring Recess</i>	14 <i>Spring Recess</i>
17	18 <i>PD – Department</i>	19	20	21
24	25 <i>PD – SLC</i>	26	27 <i>Parent Conference</i>	28 <i>Shortened Day</i>

May

1 <i>AP Exam*</i>	2 <i>AP Exam /PD – Whole Group</i>	3 <i>AP Exam</i>	4 <i>AP Exam</i>	5 <i>AP Exam</i>
8 <i>AP Exam</i>	9 <i>AP Exam</i>	10 <i>AP Exam</i>	11 <i>AP Exam</i>	12 <i>AP Exam</i>
15	16	17	18	19
22	23	24	25	26
29 <i>Holiday-Memorial Day</i>	30	31		

June

			1	2
5	6	7	8	9
	13	14	15	16

Quarter 4

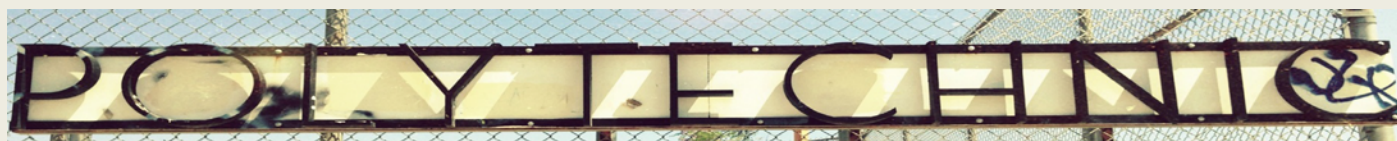
4 PD Days (dismissal at: 1:29pm)

54 Instructional Days

Parent Conference on 23rd Instructional Day

2 Shortened Days (dismissal at

KYDS AFTER-SCHOOL ENRICHMENT PROGRAM



KYDSpolytechnic FEBRUARY 2017



MONDAY
Open 3 Hours

TUESDAY
Open 5 Hours

WEDNESDAY
Open 5 Hours

THURSDAY
Open 5 Hours

FRIDAY
Open 3 Hours

ACADEMIC ENRICHMENT CLASSES:

HOMEWORK HAVEN
Mr. Felix, Library, 3:15PM to 4:30 PM
FRESHMAN HOMEWORK HAVEN
Ms. Neff Room C-118, 3:15PM to 4:30PM

EXTENDED LIBRARY
w/ Jessie Library, 3-5:30PM

SPANISH TUTORING
Ms. Bonar Room 24, 3PM-4:30PM

MORNING STUDENT ATHLETES
Mr. King, C-110, 7AM-7:50AM

EXTENDED LIBRARY
w/ Jessie Library, 3-5:30PM

HOMEWORK HAVEN
Library, 3:15PM to 4:30 PM
FRESHMAN HOMEWORK HAVEN
Ms. Stevenson C-118, 3:15PM to 4:30PM

EXTENDED LIBRARY
w/ Jessie Library, 3-5:30PM

SPANISH TUTORING
Ms. Bonar Room 24, 3PM-4:30PM

MORNING STUDENT ATHLETES
Mr. King, C-110, 7AM-7:50AM

HOMEWORK HAVEN
Mr. Felix, Library, 3:15PM to 4:30 PM
FRESHMAN HOMEWORK HAVEN
Ms. Neff Room C-118, 3:15PM to 4:30PM

EXTENDED LIBRARY
w/ Jessie Library, 3-5:30PM

MORNING STUDENT ATHLETES
Mr. King, C-110, 7AM-7:50AM

EXTENDED LIBRARY
w/ Jessie Library, 3-5:30PM

EDUCATIONAL ENRICHMENT CLASSES:

POLY DRILL
w/ Kara Freshman Center, 3-6PM

MARCHING BAND*
w/ Wally & Mr. Z Room M1, 3-5PM

COLORGUARD
w/ Danny Auditorium, 3:30PM to 6PM

CYBERPATRIOT
w/ Maria Room 9C, 3-5PM

MUSIC CLUB
w/ Ernest Room 12, 3:30PM-6PM

DANCE CLUB
w/ Ciji Room 10, 3:30PM-6PM

LATIN DANCE
w/ Eric Room 23 3PM to 5PM

POLY DRILL
w/ Kara Freshman Center, 3-6PM

MARCHING BAND*
w/ Wally & Mr. Z Room M1, 3-5PM

PLEASE NOTE
THE MARCHING BAND CLUB
INCLUDES THE FOLLOWING
ACTIVITIES:
**BRASS, CLARINET, DRUMLINE,
FLUTE AND SAXOPHONE**

MUSIC CLUB
w/ Ernest Room 12, 3:30PM-6PM

TAKE ACTION LEADERSHIP
w/ Ciji at KYDS Office 3-5

RECREATION ENRICHMENT CLASSES

DJ CLUB
w/ Josue KYDS OFFICE, 3-4:40PM

AM FITNESS ROOM
w/ Cerna Gym, 6:30AM-8AM

FITNESS ROOM
w/ Jimmy Gym, 3PM-5PM

FITNESS ROOM
w/ Jimmy Gym, 3PM-5PM

POLY DRILL
w/ Kara Freshman Center, 3-6PM

MARCHING BAND*
w/ Wally & Mr. Z Room M1, 3-5PM

COLORGUARD
w/ Danny Auditorium, 3:30PM to 6PM

LEAGUE OF LEGENDS
w/ Singh Room 84, 3-5PM

MUSIC CLUB
w/ Ernest Room 12, 3:30PM-6PM

POLY BEATZ
w/ J and James 3:30-6PM

DANCE CLUB
w/Ciji Room 10, 3:30-5:30PM

LATIN DANCE
w/ Eric Project Steps, 3PM to 5PM

POLY DRILL
w/ Kara Freshman Center, 3-6PM

MARCHING BAND*
w/ Wally & Mr. Z Room M1, 3-5PM

CYBERPATRIOT
w/ Maria Room 9C, 3-5PM

MUSIC CLUB
w/ Ernest Room 12, 3:30PM-6PM

POLY BEATZ
w/ J and James 3:30-6PM

TAKE ACTION LEADERSHIP
w/ Ciji at KYDS Office 3-5

POLY DRILL
w/ Kara Freshman Center, 3-6PM

MARCHING BAND
w/ Wally & Mr. Z Room M1, 3-5PM

COLORGUARD
w/ Danny Auditorium, 3:30PM to 6PM

DJ CLUB
w/ Josue KYDS OFFICE, 3-6PM

PARROT LOUNGE
w/ Singh Room 114, 3-6PM

AM FITNESS ROOM
w/ Cerna Gym, 6:30AM-8AM

FITNESS ROOM
w/ Jimmy Gym, 3PM-5PM

FITNESS ROOM
w/ Jimmy Gym, 3PM-5PM

HAPPY VALENTINES DAY!

FREE SNACKS DAILY @ 3PM IN CAFETERIA
FOR MORE INFO, PLEASE VISIT THE KYDS OFFICE LOCATED IN 10s CONFERENCE
COMING SOON: DRAMA CLUB, DRIVERS ED

UPCOMING EVENTS
2/3-2/5 TAC PT. FERMIN CAMP
2/4 CYBERPATRIOT ROUND 4
2/9 PARENT CONFERENCE NIGHT
2/16 FPM AUDIT AT POLY HS

Regular Bell Schedule

PERIOD 1: 8:05 - 9:35
PERIOD 2: 9:42 - 11:12
LUNCH: 11:12 - 11:47
PERIOD 3: 11:54 - 1:24
PERIOD 4: 1:31 - 3:01

NO SCHOOL
2/20 - PRESIDENTS DAY

PD Day Schedule

PERIOD 1: 8:05 - 9:12
PERIOD 2: 9:19 - 10:26
LUNCH: 10:26 - 11:01
PERIOD 3: 11:08 - 12:15
PERIOD 4: 12:22 - 1:29

PD DAYS
2/7, 2/21, 2/28

#KYDSAFTERSCHOOL

SHORT DAY: 2/10 - DISMISSAL AT 1:29PM

All Classes are FREE for ALL Polytechnic Students (Grades 9-12). For more information, email KYDS Polytech Site Manager, Josue Arias @ poly@kydsinc.org, or call 818-631-2756

Need Help with your Homework?

We Can Help!

Homework Haven

FREE!!! For All poly students grades 9-12
QUARTER 3, January - March 2017

Mondays, Wednesdays & Thursdays

3:15PM-4:30PM

POLY
LIBRARY



KYDSpolytechnic



[Go back to place in doc](#)

KYDS DANCE



Free Dance Class !!
Every Monday and Wednesday
3:30PM to 5:30 PM



ALL Poly High School Students WELCOMED
GRADES 9-12

KYDS DANCE



Clase de Baile Gratis !!
Cada Lunes y Miercoles
3:30PM to 5:30 PM



Son Bienvenidos todos los estudiantes de POLY
GRADOS 9-12

PARENT CENTER CLASSES & ACTIVITIES

[Go back to place in doc](#)


Parent Center Activities Calendar

Feb 2017 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
	6:15pm - LAUSD	Shorten day 9am - Parenting the	5pm - Reading Club 7pm - Parenting the	8:30am - Zumba 9:30am - Club de	8:30am - Parenting	
5	6pm - LAUSD	Shorten day 8:30am - Zumba 9:30am - Parenting	7pm - Parenting the	8:30am - Zumba 9:30am - Club de 5:30pm - Parent	Shortened Day/ 8:30am - Parenting	11
12	6pm - LAUSD	8:30am - Zumba 9:30am - Coffee	9am - ELAC Mtg @ 7pm - Parenting the	FPM	8:30am - Parenting	18
19	Presidents' Day	Shorten day 8:30am - Zumba 9:30am - Coffee	5pm - Elac mtg. @ 5pm - Reading Club 7pm - Parenting the	8:30am - Zumba 9:30am - Title I @ 3:15pm - SSC @	8:30am - Parenting	25
26	6pm - LAUSD	Shorten day 8:30am - Zumba 9:30am - Tea for Ten	7pm - Parenting the	8:30am - Zumba 9:30am - Club de	8:30am - Parenting	4

[Click here for Live Link to Polytechnic Parent Center Calendar](#)

Poly Parent Center November 2016

Monday/Lunes	Tuesday/Martes	Wednesday/Miércoles	Thursday/Jueves	Friday/Viernes
	1 Parenting the Adolescent La Crianza de los Adolescentes Ms. Munguia 8:30-9:30 am Freshman Parent Center Shorten day schedule / Día Corto 1:29pm	2 College Awareness Classes The College System 9am to 10am Parent center 6pm to 7pm Parents PD room	3 Club de Lectura Parent Center 9-10 am Ms. Aguirre	4 Parenting the Adolescent Freshman center Dr. Rivera 8:30 to 9:30 Día de Jardín Parent Center 9:30 - 10:30 am
7 LAUSD PASSport Ms. Rios Room 84 8:30 - 9:30	8 Coffee with the Principal Freshman Campus Mr. Arhamian 9-10am	9 College Awareness Classes Financial Aid 9am to 10am Parent center 6pm to 7pm Parents PD room Parent Conferences	10 Club de Lectura 9-10 am Parent Center Ms. Aguirre Shorten day schedule / Día Corto 1:29 pm	11 Veterans Day Observed No classes
14 LAUSD PASSport Ms. Rios Room 84 8:30 - 9:30	15 Coffee with the Principal Main Campus Mr. Bennett 9-10am Shorten day schedule / Día Corto 1:29 pm	16 College Awareness Classes Preparing for College Life 9am to 10am Parent center 6pm to 7pm Parents PD room Elac Mtg 9 am - 11 am	17 Title I Mtg 9 am - 11am	18 Parenting the Adolescent Freshman center Dr. Rivera 8:30 to 9:30 Día de Jardín Parent Center 9:30 - 10:30 am
21 Thanksgiving Break No classes	22 Thanksgiving Break No classes	23 Thanksgiving Break No classes	24 Thanksgiving Holiday No classes 	25 Thanksgiving Break No classes
28 LAUSD PASSport Ms. Rios Room 84 8:30 - 9:30	29 Tea for Ten- Special Education support 8:05-9:12 AM Mrs. Genis Shorten day schedule / Día Corto 1:29 pm	30		

[Go back to place in doc](#)

[Back to Quarterly List](#) CH4

John H. Francis Polytechnic High School

[Parent Newsletter on polyhigh.org](#)

Click above for Live Link to Current

Parent NewsLetter



Success & Progress in Language Arts

ELCoordinator Mrs. Marixa Pleitez

Dear Poly Parents and Guardians,

We are fast approaching the end of Quarter 2 of the 2016-17 school year and we continue to focus on preparing our Limited English Proficient(LEP) Students to Re-classify Fluent English Proficient (RFEP). Our efforts include monitoring EL students' progress on a regular basis and communicating with all stakeholders. We monitor student progress via testing data, grades, attendance, and teacher input.

Testing Includes:

California English Language Development Test (CELDT) is given to students in order to identify their language proficiency and potential English Learners. Upon identification as English Learners, students are then assessed annually to determine if they are making adequate progress. Adequate progress is defined as increasing one level each year. This year we have administered the CELDT test to 400 students and we will get the results to these tests in January.

Reading Inventory (RI)-is a computer based reading assessment that identifies a student's grade level reading score. Out of 358 students, who were administered the RI, 46 of those students passed the test. Thirteen of the 48 students who passed the RI were only missing the RI to reclassify and become Fluent English Proficient (RFEP).

Student progress monitoring includes ongoing communication with parents, school staff, students and administration:

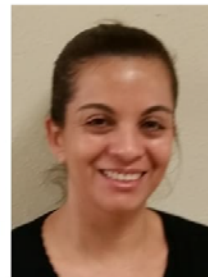
Parents are informed via mailed correspondence, onsite meetings, report cards, personal phone calls, and Connect Ed Phone calls.

Teachers are informed about student needs via school correspondence, department meetings, and SLC meetings.

Students are informed of their progress via one-on-one meeting with teachers, counselors, coordinators, or via class presentations.

We conduct regular Student Support and Progress Team meetings to address Language and Academic needs. All students are expected to meet district goals and achieve their A-G requirements.

Poly is determined to continue supporting and ensuring the success of our English Learners. In an effort to assist and enable our entire school body, Poly has adopted Constructive Conversations as a school-wide strategy to help ensure students are supported by all their teachers in their language acquisition and development. Teachers are getting professional development addressing Constructive Conversations and the implementation of the strategy.



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

www.polyhigh.org

Fall 2016 Quarter 2

Inside this issue:

Language Arts Progress	1
Importance of Reading	2
Making Better Decisions	2
Positive Attitude is Vital	3
Treat Others with Respect	3
English Learners Corner	4
January 2017 Calendar	4
Progreso de las Artes de la Lengua	5
Importancia de la lectura	6
Tomar mejores decisiones	6
La actitud positiva es vital	7
Trata a los demás con respeto	7
Esquina de los Estudiantes de Inglés	8
Enero 2017 calendario	8

Parent Involvement Policy & Compact

The School Parent Involvement Policy and Compact were mail to you first week in December. Please read and sign the compact and return to school. The brochure contains both documents and it is your copy.

School Report Card

The School Report Card will be mail to your house at the end of January please wait for this document review it and visit our school if you have questions.

English Learners Parent Update

Congratulations Are in Order!

Congratulations to the following students for having met the criteria for reclassification to English Proficient:

Congratulations on a job well done. Poly is proud of you and your accomplishment!

Luis Altamirano	Moises Hernandez	Antonio Santiago
Alonso Avalos	Ryan Jimenez	Sergio Silva
Valeria Barrientos	Frank Martinez Alcala	Ernesto Vazquez
Kevin Cortez	Diana Osorio	
Gerson Guzman	Jesse Ruiz	



The students named above have met the necessary criteria to Reclassify Fluent English Proficient and will be honored on May 2017 for their accomplishment.

Reclassified Fluent English Proficient Letters have been mailed out. Upon receiving those letters, be sure to review the information carefully and send back the signed letter.

We will be mailing out CELDT result in late January or early February depending on their arrival date at our site.

If you have any questions regarding the Language Classification of your child please contact the Bilingual Office at extension 3626. Ask for Ms. Pleitez, English Learner Coordinator.

Articles submitted by Ms. Marixa Pleitez, English Language Coordinator

January 2017

9 <i>Pupil Free Day</i>	10 First Day of Quarter 3 <i>PD – Department*</i>	11	12 Reading Club Enriquez Journey 9-10 am Parent Center	13 Gardening Parent Center 9:00-10:30 am Parenting the Adolescent 8:30-9:30 am
16 <i>Holiday – MLK Birthday</i>	17 Coffee with the Principal- Mr. Bennett 9-10 am Parent Ctr.	18 ELAC Meeting 9-11am Parent PD Room	19 Title I Parent Meeting 9-11 am Parent PD Room SSC Meeting 3:15-4:15 pm Parent PD Room	20 Gardening Parent Center 9:00-10:30 am Parenting the Adolescent 8:30-9:30 am
23 LAUSD Passport Computer Class 8:30-9:30	24 <i>Tea for Ten-8:30-9:30am</i> <i>Parent Ctr.</i>	25 Computer Class 5:30 a 7:00pm Lab 84	26 Reading Club Enriquez Journey 9-10 am Parent Center	27 Gardening Parent Center 9:00-10:30 am Parenting the Adolescent 8:30-9:30 am
30 LAUSD Passport Computer Class 8:30-9:30	31 Parenting the Adolescent 9- 10 am – Freshman Parent Ctr. Mr. Rivera			

**Poly Learning Lab Referral Form (Room #83 x 514, #335 x 616 Freshman #C214 x208)**

Teacher: _____ Class: _____
Date: _____ # of Students _____ Period: _____
Time Student(s) left your class: _____ Time left Learning Lab: _____
Student will: ☐ Return before period ends ☐ Student may stay to end of period
☐ Please call that student(s) have arrived
Student Name(s): _____
Reason: ☐ Test (Please check all that apply) ☐ Closed-book ☐ Open-book
☐ May use notes ☐ Shortened (Odd/Even)
☐ Have student return with test before end of period
☐ Keep test and return to my mailbox when completed
☐ Class work ☐ Worksheets ☐ Textbook Pages: _____
☐ Homework help _____
Materials: ☐ Work is on the Poly website/Schoology ☐ Instructions/handouts attached
Special Instructions: (i.e.: Edmodo, etc.) _____
Rostered Teacher Signature: _____

**Poly Learning Lab Referral Form (Room #83 x 514, #335 x 616 Freshman #C214 x208)**

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Date: _____ # of Students _____ Period: _____
Time Student(s) left your class: _____ Time left Learning Lab: _____
Student will: ☐ Return before period ends ☐ Student may stay to end of period
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☐ Have student return with test before end of period
☐ Keep test and return to my mailbox when completed
☐ Class work ☐ Worksheets ☐ Textbook Pages: _____
☐ Homework help _____
Materials: ☐ Work is on the Poly website/Schoology ☐ Instructions/handouts attached
Special Instructions: (i.e.: Edmodo, etc.) _____
Rostered Teacher Signature: _____

[Go back to doc CH1](#)

ELIGIBILITY CRITERIA

1

IDENTIFIED AS GIFTED

- Automatically eligible if student falls into this criteria

OR

2

SBAC SCORE

- Must score "Exceeds Standards" on Math & ELA

OR

3

ACADEMIC ACHIEVEMENT

- Core subject teacher recommendation
- Grades demonstrating ability to work two years above grade level



CONTACT DETAILS

JHF Polytechnic High School
12431 Roscoe Blvd.
Sun Valley, CA 91352
sas@polyhigh.org

SAS Coordinator: Ms. Carbone
+1-818-759-5800
+1-818-252-7552 (Fax)

www.polyhigh.org



J.H.F.
Polytechnic
High School

School for Advanced Studies

[Go back to doc CH1](#)

POTENTIAL COURSE OFFERINGS

- AP Computer Science
- AP Comp. Sci. Principles
- AP Human Geography
- AP Environmental Science
- AP US History AB
- AP European History
- AP Calculus AB & BC
- AP Statistics
- AP English Language
- AP Spanish Language
- AP Biology AB
- AP Chemistry AB
- AP Physics AB
- AP Psychology
- AP Studio Art
- AP English Literature
- AP Spanish Literature
- AP Gov't/Econ
- AP Research/Seminar

AP Capstone

STUDENT TESTIMONIALS



Esperanza A.
Sophomore

"Poly High School has opened up many opportunities for me. For example, thanks to my counselors and teachers I had the chance to attend a month long engineering summer program at UCLA my freshman year. I have also had the chance to take several rigorous AP courses of my choice. The staff here at Poly really care for their students and encourage them to always follow their dreams."

"Poly High School has been critical to my success in UCLA. Poly's college-like quarter system, its teachers and faculty have not only helped me get through high school, but equipped me to be successful in higher education."



Regem Ralph C.
UCLA c/o 2014

WHY POLY

SCHOOL FOR ADVANCED STUDIES?

- Poly and L.A.C.E.S. are the only LAUSD schools selected by the College Board to implement the prestigious AP Capstone Research program. Students in this program can earn the highest College Board Honor - an AP Diploma.
- Selected as one of the only schools in Southern California to be an "affiliated school" with UCLA Engineering, which offers online tutoring to Poly STEM students and provides a priority application window for their highly competitive summer program.
- Recognized for increasing access to Advanced Placement (AP) courses with nearly 900 students taking over 1200 AP exams in 2016 including 2 AP offerings in the 9th grade.
- Poly is the ONLY high school in LAUSD to implement schoolwide the CCSS-aligned, pre-AP Springboard curriculum in math and English.



CLUBS AND SPORTS

- California Scholarship Federation
- Poly App Development Club
- Cooking Club
- Academic Decathlon
- Leadership
- Cyber Patriots
- Robotics
- Photography
- Marching Band
- Tennis
- Basketball
- Baseball/Softball
- Football
- Volleyball
- Soccer
- Wrestling
- Track & Field/ Cross Country
- Drill & Cheer



Poly High School

[Click to go back to doc in CH1](#)

School-Wide Positive Behavior Support and Discipline Plan

**BE SAFE
BE RESPONSIBLE
BE RESPECTFUL
BE ON TIME**



2016-2017

Table of Contents

Introduction	3
Role of the Student	3
Role of the Teachers	3
Role of the Parent/Guardian	3
Role of the Counselors and the Dean	3
Role of the Administrators	3
Role of the Support Staff	4
General School Rules and Behavioral Expectations	4
Cell Phone Policy	5
Inappropriate School Items	5
Metal Detector Scanning	5
Sexual Harassment Policy	5
School Tardy Policy	6
Classroom Discipline Plan	6
Poly High Rules and Expectations Matrix	7-8
Staff / Student Rewards and Incentives Plan	9
Discipline Referral Procedures Chart	10
Dress Code	11-12

Poly High School

School-Wide Positive Behavior Support and Discipline Plan

[Click to go back to doc in CH1](#)

Introduction

A fair and thoughtful discipline policy, clearly communicated to all stakeholders and consistently implemented and enforced by all school staff, provides the centerpiece for a school climate that promotes continuing academic progress. This document states the policies and procedures adopted by the staff of Poly High School to help its students succeed by holding them to high expectations of behavior.

Role of the Student

Students are required to arrive at school and at each class on time. Students are expected to come prepared to learn and have their homework completed with all necessary school supplies. Students must interact respectfully with all their teachers, students, and staff. When questions about school matters or conflicts with other students arise, students are expected to attempt to address their problems or ask an adult for assistance. Students are required to exemplify the **Four For Life** simple rules included in Poly High School's Discipline Plan. We expect students to **"BE SAFE, BE RESPONSIBLE, BE RESPECTFUL AND BE ON TIME"** (see Poly High School Rules and Expectations page7) at all times.

Role of the Teachers

Teachers must provide a well-planned, standards-driven curriculum in a clean, safe, and nurturing environment. They should model respectful communication, mature decision-making and life-long learning skills along with teaching the course content. Teachers are encouraged to work with all other school staff to implement and enforce the school rules, policies and procedures on a daily basis, including the use of audio/visual recordings for instructional use (see LAUSD Audio and Visual Policy). Teachers are asked to review the behavioral expectations on an ongoing basis.

Role of the Parent/Guardian

Parents/Guardians are expected to send their students to school on time and with adequate supplies each day. Parents/Guardians must understand the school's rules and policies and set high expectations for achievement and behavior. Parents/Guardians are expected to maintain regular communication with their student's teachers and counselor and work with them to promote school success and social growth. Parents/Guardians are encouraged to take advantage of school resources when they require assistance with their student's academic or behavioral problems.

Role of the Counselors and the Dean

Counselors, Lead teachers and the Dean are expected to communicate with all other stakeholders (students, teachers, parents/guardians and administrators) to support the academic success and social growth of students. They enforce school rules and policies at all times. They assist and support teachers when students experience academic or behavioral problems, and counsel students and parents/guardians when interventions are necessary.

Role of the Administrators

Administrators are required to implement and enforce the Discipline Plan. They monitor the classroom and campus environment in an effort to ensure a safe and positive school climate. They make suggestions and decisions that facilitate communication between stakeholders to improve the learning environment, while holding teachers and counselors accountable for implementing and enforcing the Discipline Plan.

Role of the Support Staff

Support staff are expected to consistently implement and enforce the school rules/behavioral expectations and policies in order to hold students accountable for their behavior. This especially applies to student's respectful speech and behavior toward all adults on campus.

General School Rules and Behavioral Expectations

- Teachers are encouraged to stand at their door during all passing periods to monitor and supervise student behavior in the hallways and outside the buildings.
- Students must always carry a hall pass when outside the classroom, regardless of distance or time. Service students are required to wear their vest during service periods at all times.
- Students may not leave the classroom during **the first or last ten minutes of the class** in order to minimize the number of students in the hallways. Students will be sent back to the teacher if found in the hallways during those periods of time.
- Teachers are discouraged from sending students out of class to use the bathroom or to get a drink of water or to go to their PE lockers during the instructional period.
- Students are required to have their school ID in their possession at all times.
- Out-of-classroom personnel supervise the eating areas, the Polygon and parking areas before and after school and during passing periods and lunch. Students may not remain in the classroom buildings during lunch, nor may they be released before the bell, unless a teacher supervises them in his/her classroom.
- Students may not carry markers or marking substances of any kind. This includes permanent and non-permanent markers (highlighters and crayons are acceptable), shoe polish, white out, or other similar substances. Teachers may use markers in the classroom but are responsible for collecting them from students before they leave the classroom.
- Students must walk bikes on campus.
- Play fighting or games where students hit or grab each other may be interpreted as actual fighting or harassment and are not allowed.
- Profanity and vulgar gestures in any language are forbidden.
- Inappropriate touching or verbalization may be considered sexual abuse and is forbidden.
- Possession or sharing of offensive written or pictorial material is not allowed. This includes notebooks with offensive photos, pictorials, or gang-related items on the covers.
- Inappropriate use of social media venues about any student or staff member is forbidden and may be referred to outside authorities and other actions may be determined.
- Gang signs and visual or verbal displays associated with gangs are forbidden.
- Trash must be picked up before leaving a table.
- All teachers and staff members are required to implement and enforce the school's tardy policy.

Cell Phone Policy

Cell phones may be used inside the classroom if permitted by the classroom teacher for **instructional use only**.

Phones and/or electronic devices will be confiscated and returned to the parent/guardian of the student, if students fail to abide by the classroom policies. **Cell phones are not permitted during the administration of standardized tests.** Students may use cell phones and/or electronic devices during passing periods, nutrition or lunch. Videotaping, texting, any communication of a sexual nature and taking pictures without permission, is not allowed and is considered illegal.

Inappropriate School Items

Banned items should not be brought to school. Poly High School nor LAUSD is responsible for confiscated, lost, damaged or stolen items. The owner is solely responsible and will not be reimbursed. The following items are prohibited:

1. Markers, spray paint, or any other objects associated with graffiti. (The student may be cited by School Police.)
2. Skateboards. Students can lock their skateboards or scooter at the lockers by the main gate on Arleta. Students must have a personal lock. Skateboards are not allowed to be carried around at school nor is skateboard riding permitted on campus. Students are encouraged to leave their skateboards at home.
3. Alcohol, drugs, or tobacco. (The student may be cited by School Police.)
4. Pictures or items that advertise drugs, sex, alcohol, gangs, violence, or anything illegal.
5. Firearms, knives, explosives or other dangerous objects (authentic or replica). Students may be cited, be subjected to Opportunity Transfers, or recommended for expulsion.
6. Items which endanger the health and safety of the school population or which disrupt, distract, or interfere with the orderly maintenance of the school environment.
7. No baggy jeans, no gang related attire, no slippers, and no t- shirts that display foul language or gestures, sexual images, no bare midriff, no spaghetti straps, and no unsafe footwear.

Metal Detector Scanning

Upon the recommendation of the Superintendent of Schools, the School Board has approved a plan to use random metal detector “scans” to discourage students from bringing weapons to school. Signs will be posted on this campus indicating that anyone may be subject to a metal detector search. Students found in possession of any item considered a weapon will be subjected to an immediate suspension from school and may be recommended for expulsion.

Sexual Harassment Policy

The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of sex discrimination and is a violation of state and federal laws. The District considers sexual harassment to be a major offense. Any student who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of a counselor or teacher so that appropriate action may be taken to resolve the problem. Students found to have engaged in offenses will be reported to local and central district offices as mandated by law and subjected to discipline procedures such as school suspensions, depending on the severity of the situation.

School Tardy Policy

Teachers should mark all late students tardy. The school will conduct periodic Tardy Sweeps. Students detained in tardy sweeps may be subject to random metal detector scanning. Students caught during these sweeps will follow the Tardy Policy and may be assigned detention and their parents will be contacted each time. The tardy sweep system is not linked to MISIS.

Classroom Discipline Plan

Teachers have a responsibility to establish and foster a positive, nurturing, and consistent learning environment for their students. Rules and procedures provide students with boundaries that help guide acceptable social behavior. Prevention and correction better serve our students than control and punishment. Teachers are encouraged to collaborate with their Small Learning Community.

Classroom discipline plans should also include positive rewards, incentives, and reinforcers developed in collaboration with the teacher's students. Each teacher must post the rules and consequences within the classroom and submit the classroom plan to their administrator, as part of their course syllabus.

When a student's behavior becomes consistently disruptive or egregious, the teacher should submit a discipline referral explaining the behavior in detail and send the student to the Dean's Office.

Egregious behaviors may include:

- Repeated tardies or trancies
- Profanity towards other students (consistent or unapologetic)
- Profanity towards the teacher
- Threats to other students or the teacher
- Harassment
- Name calling
- Possession of drugs, alcohol or tobacco
- Possession of a weapon
- Theft/extortion
- Graffiti/vandalism
- Suspected gang activity (send confidential note to the Dean)
- Fighting or other violence

The referring teacher will receive a copy of the referral in their mailbox, containing an explanation of what was done by the counselor, dean, and/or administrator. The teacher may also use classroom suspension upon administrative approval. In this case, students may be suspended from that teacher's class for the remainder of the day. The teacher is requested to provide relevant class work for the period of suspension and attempt to notify the student's parent/guardian that a parent-teacher conference is requested. The dean or counselor may continue to follow up with the parents and address additional consequences. Students who are at risk because of academic, behavioral, social, emotional, or family-related problems may be referred by teachers to the PSA, COST or the SLC Coordinators, who will be working with other school personnel and/or outside agencies to find comprehensive intervention strategies for those students.

[Click to go back to doc in CH1](#)

Poly High School Rules and Expectations

Common Area	Be Safe	Be Responsible	Be Respectful
Classroom	<ul style="list-style-type: none"> Keep hands and feet to yourself. Ask permission to leave assigned areas. Follow directions. Keep aisles clear. Keep food or drink outside of buildings. Be in seat before the bell rings. 	<ul style="list-style-type: none"> Electronics up to teacher discretion. Resolve attendance issues before class. Be prepared, bring appropriate materials. Participate in class activities. Actively listen to designated speaker Stay on task 	<ul style="list-style-type: none"> Use appropriate voice and language. Clean up after self. Dress and groom according to school dress code. Actively listen to designated speaker No cursing
	<div> *Follow All School Rules </div> <div> *Follow Directions the First Time Given </div>		
Hallways	<ul style="list-style-type: none"> Keep hands & feet to yourself. Open doors slowly. Keep walkways and doorways clear. Walk on the right, let others pass. 	<ul style="list-style-type: none"> Keep all food and drinks outside. Use drinking fountains appropriately Inform adults of vandalism or spills No loitering 	<ul style="list-style-type: none"> Pick up your trash Use appropriate voice and language Limit Public Displays of Affection (PDA)
Cafeteria	<ul style="list-style-type: none"> Wait in line patiently Always walk Use two hands to carry your tray Push chair in when leaving. 	<ul style="list-style-type: none"> Make choice quickly Clean up your area Exit quietly/quickly 	<ul style="list-style-type: none"> Keep all food to yourself Use appropriate voice and language Use good manners Stand in single file line, no cutting.
Polygon	<ul style="list-style-type: none"> Pick up any food/trash Resolve conflicts without violence Use appropriate verbal and non-verbal communication. If you see something, say something. 	<ul style="list-style-type: none"> Clean up after eating When bell rings walk to class. Take lost items to Room 95 Respect school property (no tagging) 	<ul style="list-style-type: none"> Take only what belongs to you. Limit Public Displays of Affection (PDA)
Restroom	<ul style="list-style-type: none"> Open doors carefully One person per stall Wash your hands 	<ul style="list-style-type: none"> Use time wisely, return to room promptly Use PHS Hall pass 	<ul style="list-style-type: none"> Dispose of all trash in the trash can Give people privacy

S	<ul style="list-style-type: none"> Keep water in sink 	<ul style="list-style-type: none"> Flush toilet after use 	<ul style="list-style-type: none"> Use appropriate voice and language
Common Area	Be Safe	Be Responsible	Be Respectful
School Offices	<ul style="list-style-type: none"> Use chairs and tables appropriately. Keep all food and drinks outside. Use computers for schoolwork 	<ul style="list-style-type: none"> Use PHS Hall Pass State your purpose politely Have school ID available. 	<ul style="list-style-type: none"> Wait patiently to be attended to Use appropriate voice and language. Do not destroy school property
Auditorium	<ul style="list-style-type: none"> Enter and exit in an orderly manner Leave food and drinks outside. Keep hands and feet to yourself Exit from the specified exits only Keep walkways and all exits clear 	<ul style="list-style-type: none"> Be on time. Applaud appropriately Sit quietly with your class Turn cell phones off Remove hats when requested Don't leave until dismissed. 	<ul style="list-style-type: none"> Be attentive, and courteous. Listen with an open mind. Use appropriate voice and language. Remind others to follow the rules. Keep your feet on the floor.
Locker Rooms	<ul style="list-style-type: none"> Leave all food and drinks outside Listen and follow directions of adults Report spills and any lost items 	<ul style="list-style-type: none"> Pick up your own trash Change at your locker not in restroom stalls Be on time entering and exiting 	<ul style="list-style-type: none"> Give people privacy Keep lockers, walls, shower /bathroom stalls free of graffiti Use appropriate voice and language
Gym	<ul style="list-style-type: none"> Leave food, drink and gum outside. Use equipment as it was designed to be used. Sit properly in bleachers. Resolve conflicts peacefully. 	<ul style="list-style-type: none"> Return equipment to the designated area. Pick up your trash. 	<ul style="list-style-type: none"> Use appropriate language. Demonstrate good sportsmanship both as a player and spectator. Be a team player, encourage and include others.
Playing Fields	<ul style="list-style-type: none"> Use equipment properly as instructed. Be aware of other activities around you Ask permission to leave assigned areas Report any injuries or unsafe equipment to adults. 	<ul style="list-style-type: none"> Be prepared to begin on time Return equipment to the designated area Turn in lost items to PE Coaches 	<ul style="list-style-type: none"> Use appropriate language Demonstrate good sportsmanship both as a player and spectator Be a team player, encourage and include others Limit Public Displays of Affection (PDA)

Staff and Student Rewards and Incentives Plan

In addition to an effective and comprehensive school discipline plan, Poly High School will implement programs and policies that help create a positive school climate which includes incentives and recognition of staff and students for positive academic achievement and citizenship.

The following recognitions will take place throughout the school year:

Monthly

- School-wide Positive Behavior system has been implemented. Students who receive a ticket will be entered into a drawing for monthly prizes
- Attendance incentives by the PSA office for classes will be ongoing.
- Staff reward system will be developed by each SLC

Quarter

- To be developed by each SLC
- Rewards and recognitions will be ongoing
- Other recognitions will be developed and announced

End of the Semester/End of the Year

- To be developed by each SLC
- Other recognitions and rewards will be developed and announced

Other Student Recognitions

- Caught Being Good– Tickets given to those students caught doing something positive in terms of citizenship or academics.
- SLC Recognitions – Done each Quarter. Teachers in SLC select students according to different academic achievements. Certificates are made by the SLC.
- Periodic Assessments Certificates – Students scoring Advanced or Proficient in Performance Assessments will receive a certificate and other perks to be determined.
- Grade Sponsored Events – Each grade has sponsors that program a variety of activities to enhance school spirit, academics, and citizenship.
- Additional incentives will be developed by students.

Poly High School

Discipline Referral Procedures

This chart is designed to provide assistance to teachers and other school personnel when confronted with student infractions to school rules and regulations. The “Responsibility” column highlights the main person expected to follow up with suggested strategies and/or administer a consequence, but is by no means the only one that can or should be involved. **To facilitate the referral procedure for teachers, please send all students to their SLC office when deemed necessary.** The counselors, deans, or coordinators will review the merits of each case and decide if someone else must get involved.

Infractions	Primary Responsibility	Suggested Strategies/Consequences
<ul style="list-style-type: none"> ♦ No classroom supplies ♦ Lack of homework ♦ Tardiness ♦ Out of seat ♦ Talking/Arguing ♦ Non-suit in PE ♦ Poor work habits ♦ Possession of toys/games ♦ Chewing gum ♦ Cheating ♦ Out of Dress Code 	<p>Teacher</p> <p>Parent</p>	<ul style="list-style-type: none"> ♦ Review Behavior Expectation Matrix ♦ Plan well and anticipate ♦ Stand at door during passing period ♦ Talk with the student ♦ Call home ♦ Send a note home ♦ Send to team members' class ♦ Void test score because of cheating ♦ Send to Parent Center to change ♦ Assign detention ♦ Class suspension
<ul style="list-style-type: none"> ♦ Use of cell phone ♦ Tardiness (4th time) ♦ Truancy ♦ Defiance ♦ Disruption in class ♦ Profanity toward other students ♦ Name calling ♦ Throwing objects in class ♦ Out of dress code 	<p>Dean</p> <p>Counselor</p> <p>Teachers</p>	<ul style="list-style-type: none"> ♦ Parent/Teacher conference ♦ Daily progress report ♦ Receive a U in cooperation ♦ Attendance checks ♦ Class/Program changes ♦ Parent visits to the classroom ♦ Referrals to outside agencies ♦ Tardy Sweeps ♦ Detention ♦ Student Behavior/Academic Contract ♦ Class suspension
<ul style="list-style-type: none"> ♦ Fighting ♦ Gang activity ♦ Graffiti/vandalism ♦ Leaving class without permission ♦ Habitual disruptive behavior ♦ Habitual vulgarity ♦ Profanity toward personnel ♦ Threats toward personnel ♦ Sexual harassment 	<p>Dean</p> <p>SLC Coordinator/ Administrator</p> <p>School Police</p>	<ul style="list-style-type: none"> ♦ Suspension from school ♦ Opportunity transfer ♦ Parent/teacher conference ♦ PSA referrals ♦ Recommend program changes ♦ Expulsions ♦ Referrals to outside agencies ♦ Daily progress reports ♦ Tardy Sweeps

		<ul style="list-style-type: none"> ♦ Student Behavior Contract ♦ Not allowed to participate in extra sponsored activities
<ul style="list-style-type: none"> ♦ Weapons ♦ Drugs/Tobacco ♦ Theft/Extortion 	<p>School Police</p> <p>Dean</p>	<ul style="list-style-type: none"> ♦ Arrests ♦ Citations
<ul style="list-style-type: none"> ♦ Habitual Truancies 	<p>PSA</p>	<ul style="list-style-type: none"> ♦ House visits ♦ SARB

Poly High School Dress Code 2016-2017

The Los Angeles Unified School District believes that appropriate student dress contributes to a productive learning environment. To maintain an effective learning environment and to keep the focus of the classroom on learning, Poly High School has set forth the following dress code which sets forth general parameters and prohibitions for certain student attire.

Poly High has established a dress code that emphasizes to the student body that this school is a place of business with high expectations where all students are expected to maintain a professional appearance at all times. Therefore, students must attend school wearing attire that is appropriate and acceptable for a professional workplace.

Any staff member who feels that a student is in violation of this dress code will refer the student to his/her dean or counselor. The Coordinator or designee will be responsible for contacting the student's parent or guardian: this contact will include the particulars of the alleged violation and will inform the parent or guardian of their rights to appeal the matter if they desire.

Students are expected to comply with the following dress code:

	Students May Wear	Students May Not Wear
Tops	Tops should be long enough to cover the midriff at all times.	Shirts that are overly revealing, (displaying the midriff or excessive cleavage), halter tops, mesh shirts over bare skin, or any tops showing underwear (including bra straps).
Shorts, Skirts and Dresses	Shorts, skirts or dresses must be long enough to extend past the student's fingertips when the student is standing. Leggings are acceptable if worn under such items.	Shorts, skirts, or dresses that expose underwear (including items with holes).
Footwear	All footwear, including shoes, boots, and sandals, must be safe and secure	Bare feet or house slippers.
Pants/J Jeans	Pants/J Jeans that are not tight and must be at waist level or hip level.	Sagging pants that do not stay at the waist without a belt, pants that expose underwear (including pants with holes).
Clothing with holes	Clothes with holes that do not expose undergarment	Clothes with holes in inappropriate places, where holes reveal skin that otherwise would sexually suggestive.

Hats /Caps	Hats or solid color headgear may be worn.	Headgear with profanity, alcohol/drug-related logo or gang affiliation, do-rags, beanies/skull caps, bandanas. No headgear worn indoors.
Chains or Jewelry	Chains or jewelry may be worn.	Chains or jewelry that could be used as a weapon or poses a safety hazard, no gang paraphernalia.
All Clothing and Personal Items	Personal items such as backpacks and book bags	Language or images that are vulgar, sexually suggestive, discriminatory, obscene, contain threats, or that promotes illegal violent activities such as: images of drugs, weapons, alcohol, tobacco, or drug paraphernalia.

Proposed Dress Code Infraction Consequences

Students May Not Wear	1 st Infraction	2 nd Infraction	3 rd Infraction & Thereafter
Revealing clothing	Warning: Contact parent/guardian regarding infraction. Student must cover revealed area. If unable, parent must come in and provide change of clothing.	Contact parent and request conference. Student must cover revealed body area.	Contact parent <u>Detention for each infraction.</u> Student must cover revealed body area. If unable, parent must come in and provide change of clothing.
Offensive or Drug Related Clothing	Warning: Contact parent/guardian regarding infraction. Student must turn garment outside in to conceal offensive image/words, or cover it up.	Contact parent/guardian and request conference. Student must change clothes.	Contact parent. <u>Detention for each infraction.</u> Student must change clothes.
Unapproved Hat	Warning: Contact parent/guardian regarding infraction. Hat sent to Dean to be picked up at the end of the day by student.	Contact parent/guardian and request conference. Hat sent to Dean to be picked up by parent.	Contact parent/guardian. <u>Detention for each infraction.</u> Hat sent to the Administrator to be picked up by parent.
Gang Affiliated	Warning: Contact parent/guardian and school police regarding infraction. Student must change clothes. If unable, a parent must come to provide clothing.	Contact parent/guardian and request conference. Student must change clothes. If unable, a parent must come to provide clothing. Conference with administrator or designee.	Contact parent/guardian. <u>Detention for each infraction.</u> Conference with Administrator or designee.

Repeated Offenses will be referred for counseling and intervention. Students may be placed on a behavior contract and/or referred to an alternative location, or their home school if enrolled by permit in the interest of the student being college and career ready at Poly High School.

[Click to go back to doc in CH1](#)

Student-Led Parent Conferences

[Go back to place in doc](#)

Examples and Templates:

In the following pages you will see examples of varying templates and forms used by our faculty during Parent Night and Open House evenings.

In order of appearance:

[“Best Work”](#)

[Grade Reflection](#)

Parent Conference Night Checklist

Parent Reflection

Parent-Teacher Conference Request

Portfolio Assessment Form

Student Led Conference Self-Assessment

Student Led Conference Strengths and Goals

Student Led Conference Checklist

Student Led Parent Notification

Also, a live link to Student Led Parent Conference PD materials

[Click here to access.](#)

Student-Led Parent Conferences “Best Work”

[Go back to place in doc](#)

MY BEST WORK

This is my favorite piece of work.

I value it most for the following reasons:



1. _____

2. _____

3. _____

Teacher's comment about my favorite piece of work:

Student-Led Parent Conferences Grade Reflection

[Go back to place in doc](#)

GRADE REFLECTION QUARTER 2

Name: _____ P1/2

STEP 1: Log in to Schoology. Pick this class and then look at the **Mastery** tab.

STEP 2: Which standards have we covered so far? Write a short description of each standard here:

READING STANDARDS	<u>RI.11-12.1</u>	WRITING STANDARDS	W.11-12.1.b
	RI.11-12.3		<u>W.11-12.1.e</u>
	<u>RI.11-12.6</u>		<u>W.11-12.2.b</u>
	RI.11-12.7		W.11-12.2.e
	<u>RI.11-12.8</u>		<u>W.11-12.4</u>
	<u>RI.11-12.10a</u>		W.11-12.5
LISTENING/ SPEAKING	<u>SL.11-12.1.a</u>	LANGUAGE	<u>L.11-12.4.a</u>
	SL.11-12.1.c		L.11-12.6
	SL.11-12.2		

STEP 3: List your grades on the standards we've covered more than once.

Standard	My Grades
RI.11-12.1	
RI.11-12.6	
RI.11-12.8	
RI.11-12.10a	
W.11-12.1.b	
W.11-12.2.b	
W.11-12.4	
SL.11-12.1.a	
L.11-12.4.a	

STEP 4: For these standards, did you improve on subsequent attempts? Why or why not?

Parent Conference Night Checklist – Mr. Rios – Networking Basics



Welcome Parents and Students to Parent Conference night.

Today you, the student, will be in charge of showing your parents around the classroom and explaining in your words what we do here. Below is a list of the items you will speak about today.

Please make sure your son/daughter talks about each item and initial next to the topics being covered:

- Explain what the CISCO Academy is about.
- Show your parents where you sit. Log into the computer. Log into netacad.com.
 - Show your parents your current grade.
- Show and explain the last assignment you worked on.
- Tell or show your parents about your Notebook for this class.
- Show and explain the Hands On Project we just completed.

Please make sure you covered all of the items and get a signature for each item from your parent.

Student Name: _____ Period: _____

Parent Name: _____

If you have any questions I would me more than happy to answer them at this time.

Thank you for coming and good night.

Parent Conference Night Checklist – Mr. Rios – Networking Basics



Bienvenidos Padres y Estudiantes .

Hoy , el estudiante, será el encargado de mostrar a sus padres y explicar con sus propias palabras lo que hacemos aquí .

A continuación se muestra una lista de los temas que están siendo cubiertos.

Por favor, asegúrese de que su hijo/a habla de cada elemento y a los temas que están siendo cubiertos :

- Explicar lo que la Academia CISCO se trata.
- Muestre a sus padres donde usted se sienta . Inicie sesión y acceda a Netacad.com .
 - Muestre a sus padres que es su grado actual.
 - Mostrar y explicar la última asignación que ha trabajado.
- Dígale o mostrar a sus padres acerca de su Cuaderno para esta clase.
 - Muestre y explique el proyecto de asamblea.

Por favor, asegúrese de que usted a cubierto todos los elementos y obtener una firma para cada elemento de la matriz .

Nombre del estudiante: _____ Período: _____

Nombre del Padre: _____

Si usted tiene cualquier pregunta yo más que feliz de responder a ellos en este momento .

Gracias por venir y que pase una buena noche .

Student-Led Conference Parent Reflection

Parent Reflection: Conference Night
Erin Sopapunta, English, Polytechnic High School

Student's Name: _____ Period: _____

Parent's Name: _____

Parent's Email: _____ Phone: _____

I Came Expecting ... Yo vine esperando...	I Saw ... Yo ví...
I Liked ... Me gustó...	I Would Like to See ... Yo quería ver...

Student-Led Conference Self-Assessment

Name _____

Sub./Per. _____

Date _____

Self-Assessment of Work Habits and Behavior

Expectations	Never 1	Seldom 2	Usually 3	Often 4	Always 5
I check the agenda and write down my homework.					
I do my assigned work and stay on task in class.					
I follow directions on assignments and do them as instructed.					
I come to class with all the materials I need to work.					
I finish my homework and turn it in on time.					
I participate in class discussions.					
I keep my backpack, folder, and belongings clean and organized.					
My work reflects care and effort.					
I am a good listener. I pay attention in class when the teacher is talking.					
I raise my hand and wait to be called on before I speak.					
I don't bother people when they are working.					
I stay seated until given permission.					
I speak to others respectfully.					
I treat others respectfully.					
I respect the property of others					
I know what the Expected Schoolwide Learning Results are and do my best to demonstrate them in class.					
I am a critical thinker who can critique and construct new ideas from the information I learn in class.					
I am a conscientious member of society who contributes to a positive learning experience in class					
I am an effective communicator who can express ideas using academic language in my speech and writing					
I am a lifelong learner who sets high standards for myself and strives to improve myself.					
<p>This is what I will do to improve the weakest areas of my work habits and behavior:</p> <ol style="list-style-type: none"> 1. 2. 3. 					

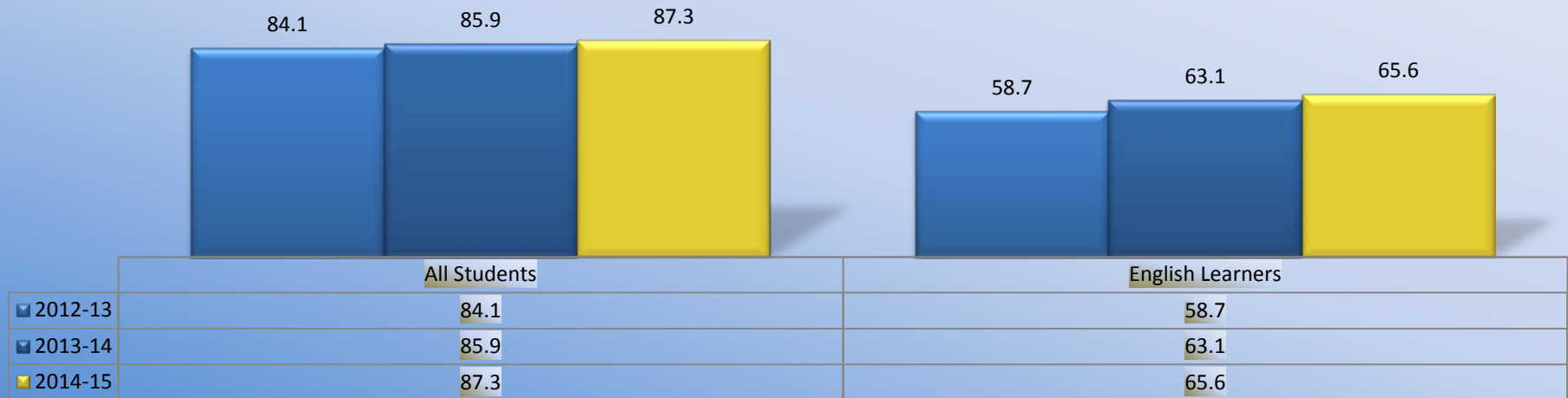
Student Led Conference Checklist

- ___1. Introduce your parent(s) to your teacher and have them sign in.
- ___2. Give your parents a tour of the classroom. (Show them Agenda/Homework board, Bulletin boards with student work, etc. Explain what they are and how they work.)
- ___3. Show your parent(s) your textbook and explain what we are currently doing in class. Demonstrate what you have learned by explaining something you learned.
- ___4. Share your grade (posted on the board or the printed progress report). Explain what the percentage and codes mean.
- ___5. Get your portfolio and show your parent(s) where you sit.
- ___6. Show your parent(s) your backpack and folder and how you organize it. Explain each component, notes, handouts, graded work, etc.
- ___7. Share your portfolio with them. Show your parent(s) your best pieces of work from your portfolio and explain why you chose them. Give your parents time to look at your work.
- ___8. Discuss your self-assessment and reflections for this semester. Write your goals based on what you need to improve and ask your parents how *they* will help you to improve.
- ___9. Ask your parents if they have specific questions to ask your teacher. See your teacher for final remarks before leaving.
- ___10. Return your portfolio and materials properly and thank your parents for coming. Complete and sign your Strengths and Goals sheet for homework.

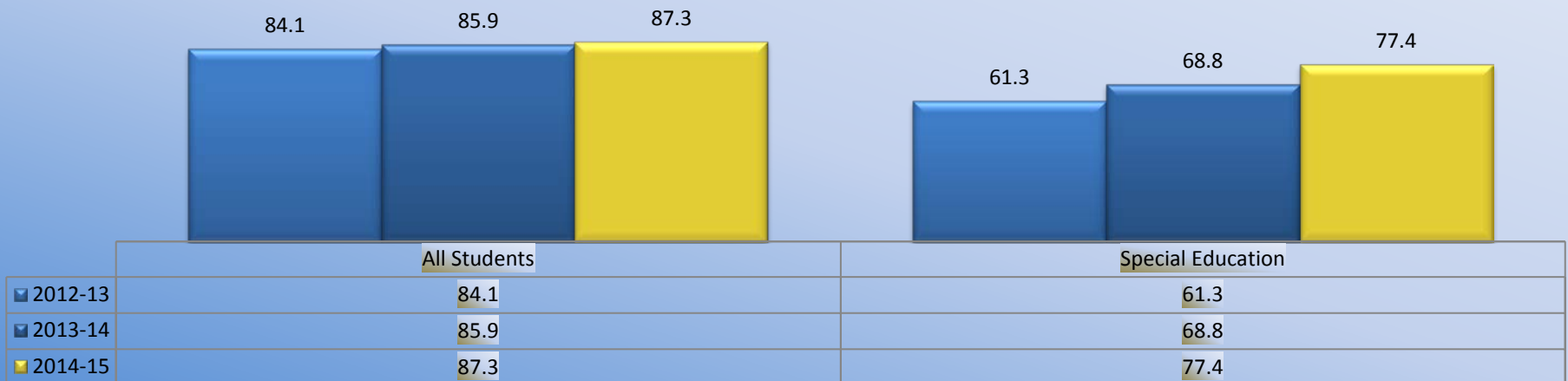
Questions/Comments

GRADUATION RATES - EL AND SPED

Graduation Percentages for English Learners compared w/Student Population

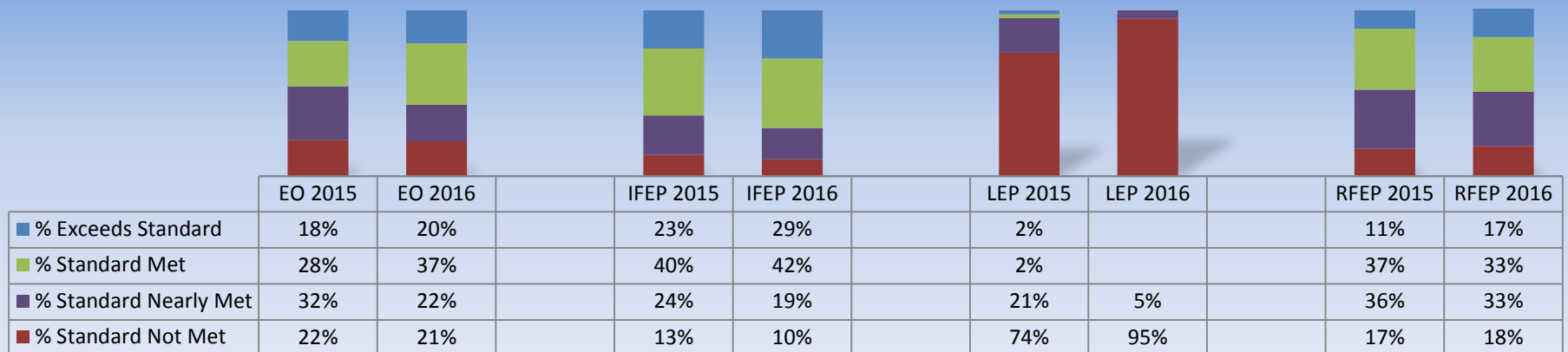


Graduation Percentages for Special Education compared w/ Student Population

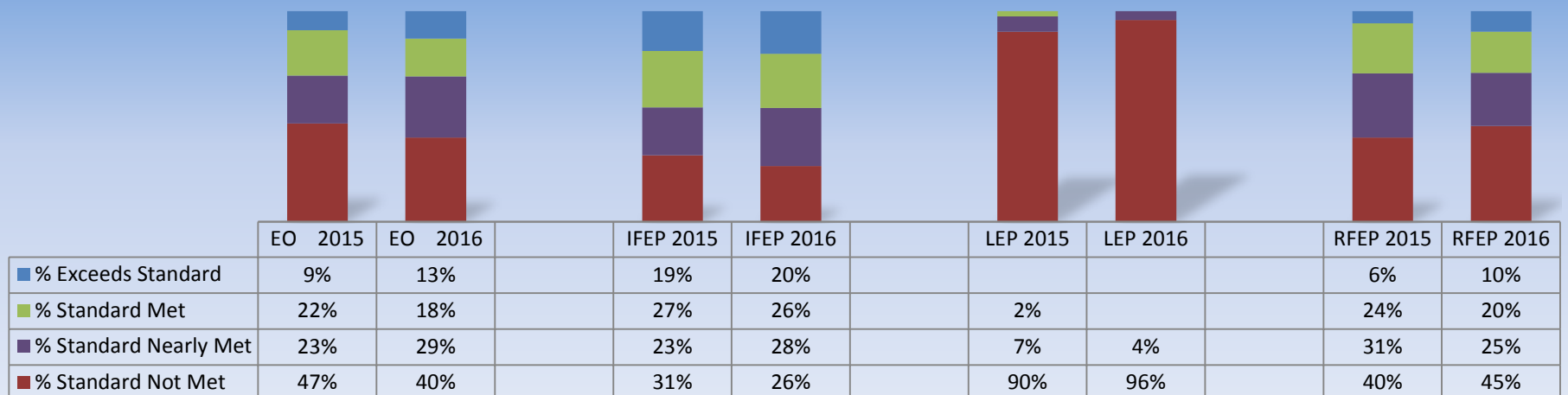


Smarter Balanced Score Trends for English Learners

ELA Smarter Balanced Score Trends for EL Students



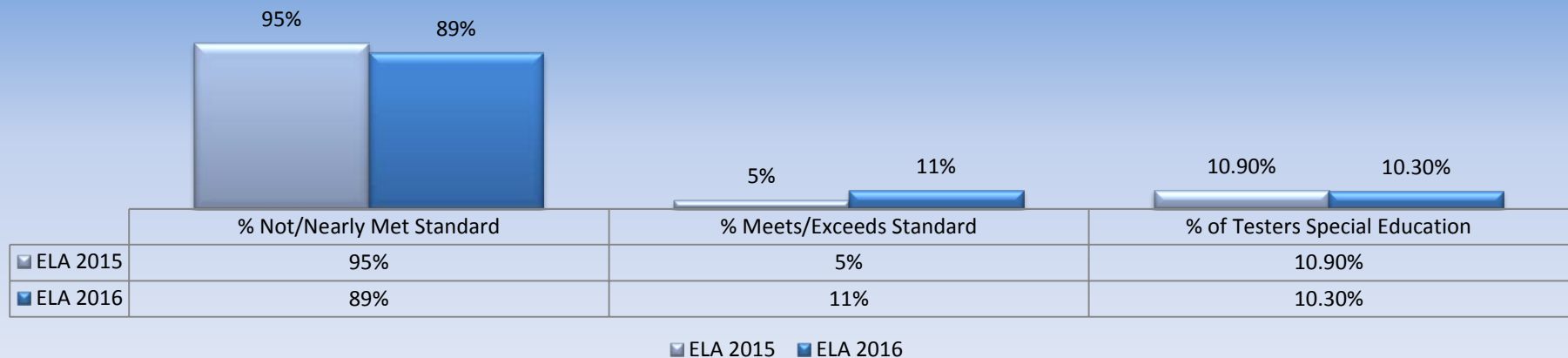
MATH Smarter Balanced Score Trends for EL Students



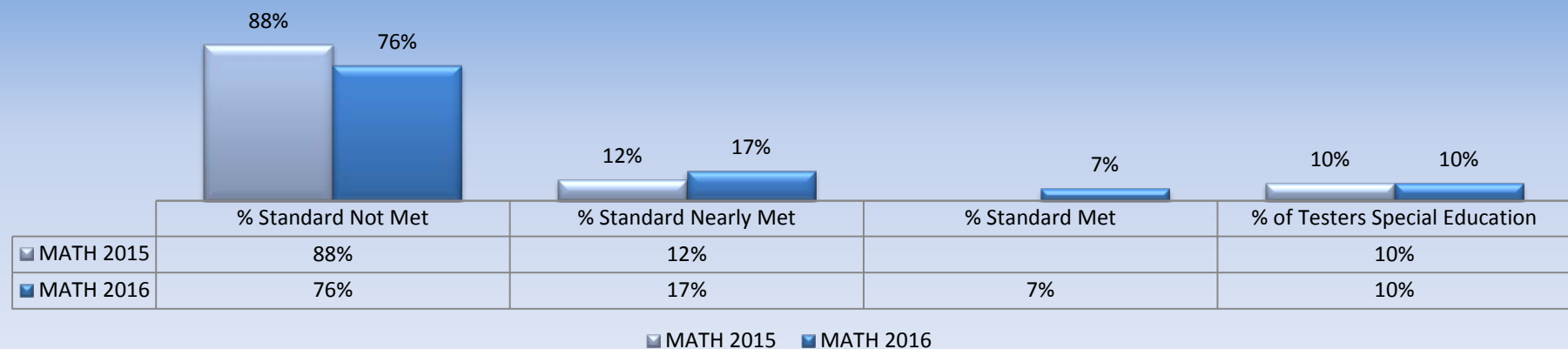
https://getdata.lausd.net/analytics/saw.dll?Dashboard&PortalPath=%2Fshared%2FMyData%2F_portal%2FSchool%2FSmarter%20Balanced%20Assessment&Page=Achievement%20Levels%20by%20Subgroup

Smarter Balanced Score Trends for Special Education

Smarter Balanced Special Education ELA Score Trends



Smarter Balanced Special Education MATH Score Trends



https://getdata.lausd.net/analytics/saw.dll?Dashboard&PortalPath=%2Fshared%2FMyData%2F_portal%2FSchool%2FSmarter%20Balanced%20Assessment&Page=Achievement%20Levels%20by%20Subgroup

Polytechnic High School Technology Purchases 2014-2017

Technology Equipment At Polytechnic High School

	Teacher	Make	Model	Quantity	Total	Year
Mobile Laptops						
Apple Laptops						
Main Campus	Nellon	Apple	Macbook Air 11 "	40 Laptops with Cart	40	11/2/2015
Main Campus	Bolita	Apple	Macbook Pro 13"	37 Laptops with Cart	37	7/11/2014
Main Campus	Madrigal	Apple	Macbook Pro 13"	20 Laptops with Cart	20	7/11/2014
Main Campus	Grigsby	Apple	Macbook Pro 13"	20 Laptops with Cart	20	7/11/2014
				Apple Devices	117	
Windows Laptops						
Main Campus	Garcia	Dell	Latitude E7450	40 Laptops with Cart	40	3/9/2016
Main Campus	Brooks	Dell	Latitude E7450	40 Laptops with Cart	40	3/9/2016
Main Campus	Ancrile/Rabins	Lenovo	L540	40 Laptops with Cart	40	10/30/2014
Main Campus	Technology Use	Lenovo	L540	20 Laptops with Cart	20	10/30/2014
Main Campus	Library	Lenovo	L540	20 Laptops with Cart	20	10/30/2014
Main Campus	Pham/Zeiler	Lenovo	L540	40 Laptops with Cart	40	10/30/2014
Main Campus	College Center	Lenovo	L540	40 Laptops with Cart	40	10/30/2014
Main Campus	Technology Use	Lenovo	Thinkpads	48 Laptops with Cart	48	9/16/2013
Main Campus	Ovenessian	Lenovo	L540	36 Laptops with Cart	36	4/7/2015
Main Campus	Maliwan	Lenovo	L560	40 Laptops with Cart	40	3/2/2016
Main Campus	Bonar	Lenovo	L560	40 Laptops with Cart	40	3/2/2016
Main Campus	Felix	Microsoft	Surface Pros	40 Laptops with Cart	40	3/17/2016
Main Campus	Cooper	Microsoft	Surface Pros	40 Laptops with Cart	40	12/16/2016
Main Campus	Navarette	Lenovo	L540	35 Laptops with Cart	35	1/16/2016
Main Campus	Parent Center	HP	Mini 1104	5 Laptops with Cart	5	5/31/2012
Main Campus	Parent Center	Lenovo	Thinkpads	15 Laptops with Cart	15	2012
Main Campus	Parent Center	Lenovo	X131e	12 laptops with Cart	12	2012
Main Campus	Parent Center	Lenovo	11e	8 Laptops	8	4/29/2015
Main Campus	Parent Center	Lenovo	11e	9 Laptops	9	4/29/2015
Main Campus	Technology	Lenovo	T460	36 Laptops with Cart	36	10/5/2016
				Windows Devices	604	

Chromebooks						
Main Campus	Casillas	Dell	Chromebook 11	40 Laptops with Cart	40	8/11/2015
Main Campus	Kerymeyer/Sopa College	Dell	Chromebook 11	40 Laptops with Cart	40	8/11/2015
Main Campus	Center/Technology	Dell	Chromebook 11	40 Laptops with Cart	40	8/11/2015
Main Campus	Harris and Bilovsky	Dell	Chromebook 11	40 Laptops with Cart	40	3/2/2016
Main Campus	Elam and Hampton	Dell	Chromebook 11	40 Laptops with Cart	40	3/2/2016
Main Campus	Harold and Brown	Dell	Chromebook 11	40 Laptops with Cart	40	3/2/2016
Main Campus	Batiste and Urciola	Dell	Chromebook 11	40 Laptops with Cart	40	3/2/2016
Main Campus	Bilingual	Dell	Chromebook 11	40 Laptops with Cart	40	3/29/2016
Main Campus	Technology-G	HP	Chromebook 11	40 Laptops with Cart	40	10/5/2016
Main Campus	Technology-H	HP	Chromebook 11	40 Laptops with Cart	40	10/5/2016
Main Campus	Showalter	HP	Chromebook 11	320 Laptops with Carts	320	To be determined
				Chromebooks	720	
ios Devices						
						(6)8/26/2014,(5)
Main Campus	Special Needs	Apple	Ipad Air 32 Gb	6 Ipads+ 5 ipads	11	9/18/15
Main Campus	Security/Technology	Apple	Ipad Mini	3 Ipads	3	4/7/2015
Main Campus	Special Needs	Apple	Ipad Air 32 Gb	18	18	8/24/2015
Teacher Purchased Laptops						
Teachers	User based	Apple	Macbook Pro	122 Laptops	(50)9/5/2014	(13)1/12/2015
Teachers						9/30/2014
Teachers	User based		Dell	Latitudes E7440	68 Laptops	(50)10/17/2014
Teachers	User based	Dell	Latitudes E5470	12 Laptops	12	7/22/2016
Teachers	User based	Dell	E7450	5 Laptops	5	(5) 9/23/15
				Teacher Laptops	Apple (122)	
				Teacher Laptops	Windows (85)	
	Teacher	Make	Model	Quantity	Total	Year
Desktop Computers						
Apple Desktops						
Main Campus	Madrigal	Apple	iMac 21.5	9	9	8/25/2014
Main Campus	Madrigal		Apple	Mac Mini	1	1

Main Campus	Madrigal/M3	Apple	Macbook Pro	5	5	2/13/2014
Main Campus	Bolita	Apple	Mac Mini		1 1	10/6/2014
Main Campus	Technology	Apple	Mac Pro		1 1	4/7/2015
Main Campus	Nellon	Apple	iMac 27"		1 1	8/25/2014
Main Campus	Rios	HP	Elite Desktop		16 16	10/1/2014
Main Campus	Admin	Lenovo	M73		14 14	12/19/2014
					Apple Desktops	48
Windows Desktops						
Main Campus	Classroom	HP	ProDesk		40 40	4/27/2015
Main Campus	Classroom/Office	Lenovo	M83	12		12 9/23/2015
Main Campus	Classroom/Office	Lenovo	M83	11	11	2015
Main Campus	Classroom/Office	Lenovo	M83		9 9	2015
Main Campus	Classroom/Office	Lenovo	M83		18 18	2/20/2014
Main Campus	Classroom	Lenovo	M83		22 22	3/24/2015
Main Campus	Elias	Lenovo	M900		30 30	6/9/2016
Main Campus	Classroom	Lenovo	M900		21 21	3/19/2016
Main Campus	Classroom	Lenovo	M83		23 23	4/30/2015
Main Campus	Classroom	Lenovo	M83		26 26	4/30/2015
					Windows Desktops	212
Windows Laptops						
Freshmen Center	Gilliand	Lenovo	L540	39 Laptops with Cart	39	5/26/15-9/15/2015
Freshmen Center	Technology Use	Dell	Latitude E3470	40 Laptops with Cart	40	To be Determined
Freshmen Center	Technology Use	HP	3115	24 Laptops with Cart	24	2013-2014
Freshmen Center	Technology Use	Lenovo	X131e	24 Laptops with Cart	24	9/16/2013
Freshmen Center	Technology Use	Dell	E7450	40 Laptops with Cart	40	to be determined
					Windows Freshmen Center	167
Chromebooks Laptops						
Freshmen Center	Technology Use	HP	Chromebooks 11 G5	80 Laptops with Cart	80	to be determined
Freshmen Center						
					Chromebooks Freshmen	80
Printers, Doc Readers,						

Projectors

Printers	Classroom/Carts	HP	M506dn	7	7	10/22/2015
Printers	Classroom/Carts			Lexmark	MS415dn	20
Printers	Michelson	Samsung CLI-6260	FW	1	1	9/5/2014
Printers	Classroom/Office	HP	M575	2	2	9/16/2013
Printers	Classroom	HP	M402dn	20	20	2/16/2016
Printers	Classroom	HP	LJ M553dn	1	1	4/29/2016
Printers	Classroom	HP		LJ M577	1	1
Printers	Blackwell	HP	M575	1	1	2/5/2016
Printers	Title 1	Hasler	HJ930 Adresser	1	1	5/19/2014
Scanner	Title 1	Scantron Scanner	888P	1	1	8/1/2014

Printers/Scanners

55

Doc Readers	User based	Elmo	TT-12	8	8	5/8/2015
Doc Readers	User Based	Elmo	P10`	1	1	5/8/2015
Doc Readers	User based	Hover Cam		Solo 8	20	20

Doc Readers

29

Projectos	User Based	Vue				
Projectos	User Based	Sonic	PJD5134	15	15	7/10/2014
Projectos	User based	Star	SP-2	15	15	7/23/2014
Projectos	User Based	Epson	97H	10	10	9/22/2016
Projectos	Brooks	Epson	585Wi	1	1	10/7/2016

Projectors

41

MOBILE DEVICES

Chromebooks Freshmen	80
Windows Freshmen Center	167
Ipads for SPED	32
Apple Devices	117
Windows Devices	604

800 Chromebooks

300 apple devices, including desktops, laptops, and iPads

over 1000 (1067) windows devices including laptops, notebooks, and desktops

over 125 peripherals including scanners, document readers, and projectors

Chromebooks	720
Teacher Laptops Apple	122
Teacher Laptops	85
Windows	
	1927

DESKTOPS

Windows Desktops	212
Apple Desktops	48
	260

Pritners/Scanners	55
Doc Readers	29
Projectors	41

[Go back to place in doc](#)



TECHNOLOGY RESPONSIBLE USE POLICY

[Go back to place in doc](#)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE:	Responsible Use Policy (RUP) For District Computer and Network Systems	ROUTING All Employees All Locations
NUMBER:	BUL- 999.11	
ISSUER:	Shahryar Khazei, Chief Information Officer Information Technology Division	
DATE:	August 20, 2015	
POLICY:	Teachers, students, administrators and other District and school personnel shall ensure District data systems are used in a responsible, efficient, ethical, and legal manner, and that such use is in support of the District's business and education objectives.	
MAJOR CHANGES:	This revision replaces BUL-999.10, dated November 18, 2014, renaming the policy from "Responsible and Acceptable Use Policy" to "Responsible Use Policy" (RUP) and placing a greater emphasis on digital citizenship.	
BACKGROUND:	On January 8, 2002, the Los Angeles Unified School District Board of Education established Board Rule 1254 as the "Acceptable Use Policy," pursuant to the Children's Internet Protection Act (CIPA), a federal law affecting the educational use of digital media. All uses of District computer and network systems by students, employees, contractors, and consultants are subject to this policy. This bulletin will undergo periodic review to ensure it reflects current laws and regulations.	
PROCEDURES:	Users of District computer systems, networks, or the Internet must adhere to the Responsible Use Policy. Site administrators must annually distribute, collect, and keep on file the completed attached forms prior to authorizing access to the Internet or the District's network: ATTACHMENT A: RUP information and sign-off form for Students and Parents ATTACHMENT B: RUP information and sign-off form for Employees Employees will confirm their assent to the RUP both in writing and electronically when they activate their District account and/or change passwords.	
ASSISTANCE:	For further information, please contact the IT Helpdesk on the web http://helpdesk.lausd.net or by telephone at (213) 241-5200.	

BUL- 999.11
Office of the Superintendent

Page 1 of 12

August 20, 2015

FIRST PAGE ONLY

To see entire document "Responsible Use Policy" [CLICK HERE](#)

[BACK TO STEM IN CH2](#)

Meet the incredible women engineers and
scientists from NASA's Jet Propulsion Laboratory



PRESENTS

WOMEN in STEM

Explore space and STEM careers and interact with real NASA equipment such as rovers, spaceflight hardware and more!

JOHN H. FRANCIS POLYTECHNIC HIGH SCHOOL

12431 Roscoe Blvd., Sun Valley, CA 91352

SATURDAY, MARCH 11, 2017, 8:00 AM – 12:00 PM

Schools are encouraged to send female students, transportation will be provided (schools registering must fill a bus to capacity (60 students)). Space is very limited, registration is on a first come, first serve basis. To register, please go to www.bit.ly/LAUSD-NASA. For questions, please contact Ramon Mella, Division of Instruction, ramoncito.mella@lausd.net.

This event is limited to secondary schools only

