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

John H Francis Polytechnic High School

TABLE OF CONTENTS

John H Francis Polytechnic High School

SCHOOL IDENTIFICATION

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

CDS	County		District				School					
Code	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

5/28/16

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	4/7/16
[Typed name of Local District PACE Administrator]	Date

☒ Approved by Local District Title I Coordinator:

Sue Florindez	4/7/16
[Typed name of Local District Title I Coordinator]	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	4/7/16
[Typed name of Local District Director]	Date

John H Francis Polytechnic High School

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.

_____4/5/16_____
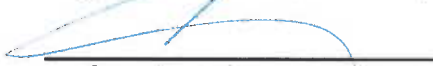Date

Attested:

Avi Espinoza		4-5-2016
Typed name of SSC chairperson	Signature of SSC chairperson	Date
Ari Bennett		4/-/16
Typed name of school principal	Signature of school principal	Date

3

John H Francis Polytechnic High School
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

John H Francis Polytechnic High School

District Mission Statement

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

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

John H Francis Polytechnic High School

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.

John H Francis Polytechnic High School

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 date: 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

John H Francis Polytechnic High School

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)	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.

[x] Title I Schoolwide Program (SWP)

[ ] Title I Targeted Assistance School (TAS)

[x] Title III English Language Acquisition, Language Enhancement, and Academic Achievement

[ ] School Improvement Grant

[ ] Extended School-Based Management Model (ESBMM)

[ ] Local Initiative School (LIS)

[x] Pilot School

[ ] Public School Choice (PSC)

[ ] L.A.'s Promise

[ ] Partnership for Los Angeles Schools (PLAS)

[ ] Reed

[ ] Professional Learning Community

[x] Small Learning Community

[ ] 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.

John H Francis Polytechnic High 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:

John H Francis Polytechnic High 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?	|x| **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.

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?	|x| **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.

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?	|x| **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.

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.

John H Francis Polytechnic High School

English Learner Programs – Did the school meet the School's Goal last year?	x	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.

22% of our English learns 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?	x	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?	x	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.

John H Francis Polytechnic High School

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.

John H Francis Polytechnic High School

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

John H Francis Polytechnic High School

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)
[x] School Site Council	Analysis of data and review of goals	12/17/15&1/28/16;2/25/16
[x] Departments	Analysis of data and review intervention results	11/10/2015&12/01/2015
[ ] English Learner Advisory Committee		
[ ] Grade Level Teams		
[ ] Professional Learning Community (PLC)		
[x] Small Learning Community (SLC)	Review Intervention results- Created goals and examine research based strategies	11/03/2015&11/17/2015
[ ] Vertical Teams		
[ ] WASC Focus Groups		
[ ] Other: Parents	Analysis of data and review intervention results	12/17/15 &1/21/16

John H Francis Polytechnic High School

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:

	[x] Student Grades	[x] School Accountability Report Card (SARC)	[ ] Interim Assessment Blocks (IAB)
[x] CELDT / AMAOs	[ ] IEP Goals Data	[ ] School Quality Improvement Index Report Card	[ ] School Experience Survey
[x] School Report Card	[ ] DIBELS Math	[x] Smarter Balanced Assessment Criteria (SBAC)	[ ] Publisher's Assessments
[x] MyData	[ ] DIBELS	[ ] Interim Comprehensive Assessment (ICA)	[ ] Scholastic Reading Inventory (SRI)
[ ] Other(s):			

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%*

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.* [mm/dd/yy to mm/dd/yy]	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	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; 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 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. 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.	July 01, 2016 - June 30, 2017 July 01, 2016-June 30, 2017	Administrator will measure effectiveness by the results of the school experience survey Administrator will ensured that teachers are sharing the data base on their findings. Administrator will evaluate training evaluations or increase computer use.	PD Teacher X X-time Staff training rate CSR teacher SS and HSS + Benef. Abs. / 8 Days Teacher X time Micro computer support Assistant	10371 13643 13579 10562 25689	$109,447 $109,447 $2,736	1.0 1.0	7S046 7S046 7S046
Effective Classroom Instruction	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. 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. Microcomputer Support Assistant ensures that technology is functioning properly in the computer lab and classrooms in addition to supporting student use. Teacher Assistants provide our students with additional support in the core content areas, provide primary language	July 1, 2016 June 30, 2017 August 1, 2016 to June 30, 2017	Administrator will evaluate training evaluations or increase computer use. Administrator will evaluate training evaluations or increase computer use. Administrator will evaluate training evaluations or	Attendance Dean SIM Microcomp uter support Teacher Assistants	107762	$81,265	5.0	7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

17

John H Francis Polytechnic High School

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). *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.*	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?
	support, reinforcement of the standards base lessons, and work with small groups of students to focus on improving their literacy and writing skills. Under the supervision of a highly qualified teacher. 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. 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.		increase computer use.	Teacher Auxiliaries Library Aide				
Interventions Beyond the Regular School Day and Other Supports	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. 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.	August 1, 2016 to June 30, 2017	Administrator will evaluate training evaluations or increase computer use. Administrator will evaluate training evaluations or increase computer use.	PSA Counselor Secondary Counselor	12103 110118	$118,449	1.0	7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.*	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?
	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)			Tutor Teacher X-time	10376	**$5,770**		7S046
Building Parent Capacity and Partnership to Support the Academic Goal	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 Conduct after school meetings with parents of students at-risk of not meeting grade level requirements and are in danger of not graduating 6.Facilitate parent education workshops regarding high school requirements for matriculation and graduation		Administrator will evaluate training evaluations or increase computer use.	Secondary Counselor	110118			
	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		Administrator will evaluate training evaluations or increase computer use.	Community Rep	290004	**$17,670**		7E046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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:			
	[x] Student Grades	[x] School Accountability Report Card (SARC)	[ ] Interim Assessment Blocks (IAB)
[ ] CELDT / AMAOs	[ ] IEP Goals Data	[ ] School Quality Improvement Index Report Card	[x] School Experience Survey
[x] School Report Card	[ ] DIBELS Math	[x] Smarter Balanced Assessment Criteria (SBAC)	[ ] Publisher's Assessments
[x] MyData	[ ] DIBELS	[ ] Interim Comprehensive Assessment (ICA)	[ ] Scholastic Reading Inventory (SRI)
[ ] Other(s):			

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).** *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.*	**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	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.	August 1, 2016 to June 30, 2017	Administrator will evaluate by collecting data on staff participation,					

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). 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.	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?
Development	We will provide the instructional staff with continuing professional development in school-wide and/or SpringBoard 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: • 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 We will also provide ongoing opportunities for common planning among ELA teachers to do the following after school and/or Saturdays to: • 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 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.	August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	3x3 observations to see classroom implementation. Administrator will evaluate through teachers lesson demonstrations on Department PD Days.	PD x time Teacher Release Days				
Effective	The Instructional Coach and Categorical Program Advisor will	August 1,	Administrator will	Categorical	117360	$113,405	1.0	7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

21

John H Francis Polytechnic High School

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). *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.*	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?
Classroom Instruction	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. • Will conduct, design lessons and professional development during or beyond the regular assignment The Problem Solving Data Coordinator will facilitate the analysis of data and work that reflects the problem-solving approach • 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 In order to provide an effective and meaningful instructional program, • 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	2016 to June 30, 2017 August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	collect data and sign in from teacher's participation. *Administrator will collect data: Grades, test results and A-G completion* *Peer Lead Observations on 3x3 practices in classroom.*	Program Advisor w/ differential Instructional Coach w/ differential Problem Solving Data Coordinator + Differential				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). 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.	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?
	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. Auxiliary classes will funded to target struggling students (e.g., 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 9th and 10th grade	August 1, 2016 to June 30, 2017	Administrator will collect data and sign in from teacher's participation.	Class-size reduction teacher w/ benefitted absences-16 days Teacher Auxiliaries	13579 10562	$437,788 $5,472	4.0	7S046 7S046
Interventions Beyond the Regular School Day and Other Supports	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. • 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.	August 1, 2016 to June 30, 2017	Administrator will collect data: such as roster of students receiving services, grades, passing rate, tutoring sign ins, etc.	Tutor Teacher X-Time				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.*	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?
	Before and After school tutoring will be provided to at-risk students in core Subject areas on both campus to facilitate student access.	August 1, 2016 to June 30, 2017						
Building Parent Capacity and Partnership to Support the Academic Goal	• 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 students need to succeed. • 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. 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.	August 1, 2016 to June 30, 2017	Administrator will evaluation base on parent participation, school report card	PD Contracted Instructional Service The Parent Ed. Agency, LLC	50002	$5,000		7E046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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:

	[x] Student Grades	[x] School Accountability Report Card (SARC)	[ ] Interim Assessment Blocks (IAB)
[x] CELDT / AMAOs	[ ] IEP Goals Data	[ ] School Quality Improvement Index Report Card	[ ] School Experience Survey
[x] School Report Card	[ ] DIBELS Math	[ ] Smarter Balanced Assessment Criteria (SBAC)	[ ] Publisher's Assessments
[x] MyData	[ ] DIBELS	[ ] Interim Comprehensive Assessment (ICA)	[ ] Scholastic Reading Inventory (SRI)
[ ] Other(s):			

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

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

25

John H Francis Polytechnic High School

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). *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.*	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	Provide teachers and staff access to professional 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: • 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 We will also provide ongoing opportunities for common planning among Math teachers to do the following after school and/or Saturdays to: • 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 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	August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	Administrator will monitor PD topics, agendas, and sign ins for teacher attendance Principal will monitor and review results of SpringBoard Embedded Assessments Department chair and instructional specialist will monitor and review student work Instructional Coach will meet with teachers attending conferences to plan the PD they will present	Teacher Release Days PD Teacher X-Time Staff training rate Staff conference attendance Teacher Release				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.* [mm/dd/yy to mm/dd/yy]	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?
	Administrators, California Mathematics Council and other conferences that support the key strategies			Day				
Effective Classroom Instruction	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. 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. Teachers will increase the use of technology in the classroom so students have opportunity to work math problems using technology; i.e. Chromebook.	August 1, 2016 to June 30, 2017	Administrator will monitor by using data from: Algebra I completion rate Grade level passage rate A-G completion Tutoring Sign in sheets PD staff sign ins Formative Assessment data results # of Geometry and Algebra II sections offer Master Schedule # of ALEK sections	Class size Reduction Teacher + Benefited Absences-8 Days Intervention/ Support Coordinator Teacher Auxiliary Software License Maintenance Non-Capitalized Equipment/ General Supplies Technology	13644 10562 118761	$437,788 $5,472 $115,091	4.0 1.0	7S046 7S046
Interventions Beyond the Regular School Day and Other Supports	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. Counselor will call parents as needed and set conferences to discuss their child's progress in their math. There will be credit recovery classes during the school day	August 1, 2016 to June 30, 2017	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	Tutor Teacher x Time				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). 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.	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?
	and mandatory intervention for students that have failed a math course multiple times through our Twilight program.		# of ALEK sections					
Building Parent Capacity and Partnership to Support the Academic Goal	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.

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. | August 1, 2016 to June 30, 2017 | Administrator will monitor by using data from: A-G completion Math | Teacher X-Time

Office Tech | 26288 | $64,516 | 1.0 | 7S046 |

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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:

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

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). *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.*	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								

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

29

John H Francis Polytechnic High School

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). *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.*	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?
Interventions Beyond the Regular School Day and Other Supports								
Building Parent Capacity and Partnership to Support the Academic Goal								

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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:			
☐ CELDT / AMAOs	☐ Student Grades	☐ School Accountability Report Card (SARC)	☐ Interim Assessment Blocks (IAB)
☒ School Report Card	☐ IEP Goals Data	☐ School Quality Improvement Index Report Card	☒ School Experience Survey
☐ MyData	☐ DIBELS Math	☐ Smarter Balanced Assessment Criteria (SBAC)	☐ Publisher's Assessments
☐ Other(s):	☐ DIBELS	☐ Interim Comprehensive Assessment (ICA)	☐ 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.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.*	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?
Student, Staff, Parent Engagement	Poly high School will promote an environment of collaboration and partnership with our parents. There will be training with staff and teachers on creating a welcoming environment. Teachers will receive a differential for providing parents with classes emphasizing college and career readiness. • Parents will be provided with the opportunity to attend and participate in trainings and workshops led by Parent Center Staff and other community representatives regarding community relations. • Parents will receive training on how to interpret student achievement data results and how to prepare their children for high school and college/career readiness. The school will provide parent engagement opportunities with: • Grade Level Orientations • Parent Conferences • School Site Council • Monthly Meeting to Inform parents on Activities • ELAC (English Learner Advisory Committee) meetings once a month • LTEL (Long Term English Learner) meetings twice a year Along with the common opportunities throughout the district, we will provide supplemental engagement opportunities with: • Coffee with the Principal twice a month • Tea for Ten the second Tuesday of every month for parents with Special Education students. Parenting the Adolescent with the PSA Counselor to allow parents to receive strategies to help their children through difficult teenage issues and with school achievement. Dr. Rivera our Attendance Dean is also offering once a week a parent classes for our parents to deal with the social, emotional piece. Contract Instructional Services to provide Parent instructions and support student learning. • Workshops will be held with the purpose of helping	August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	Administrator will monitor parent PD attendance Collect data from Sign in sheets, and participation. Collect Agendas, sign in sheets and handouts	Teacher X-time, direct Parent Community Rep Contracted Instructional Services Educational Aide II	 50002 24460	 $9,808	 .38	 7S046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.*	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?
	parents understand and be informed on the ways in which they can support their children's education. • 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. The Parent community representatives and Title I Coordinator, will also provide parents with: • 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	August 1, 2016 to June 30, 2017	Keep Agendas, sign in sheets, and flyers for workshops Monitor parent participation, school experience survey, school report card	Parent Conference Attendance				
Student, Staff, Parent Communication	• 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.	August 1, 2016 to June 30, 2017	Monitor parent participation, school experience survey, school report card	Clerical X time	21468	$3,000		7E046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.*	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?
	• 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 mailing we will include a monthly calendar with all events for that month in English and Spanish. • 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.	August 1, 2016 to June 30, 2017	Monitor parent participation, school experience survey, school report card	Instructional Material for parents Teacher Assistant relief Parent Community Reps Teacher X Time	40269	$654		7E046

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified)

34

John H Francis Polytechnic High School

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:

- [ ] Student Grades
- [x] School Accountability Report Card (SARC)
- [ ] Interim Assessment Blocks (IAB)
- [ ] CELDT / AMAOs
- [ ] IEP Goals Data
- [ ] School Quality Improvement Index Report Card
- [x] School Experience Survey
- [x] School Report Card
- [ ] DIBELS Math
- [ ] Smarter Balanced Assessment Criteria (SBAC)
- [ ] Publisher's Assessments
- [ ] MyData
- [ ] DIBELS
- [ ] Interim Comprehensive Assessment (ICA)
- [ ] Scholastic Reading Inventory (SRI)
- [ ] Other(s):

II. Based upon the data reviewed, summarize the issues affecting student attendance, suspension/expulsion, and non-cognitive skills:

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.

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.

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). *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.*	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	Psychiatrist social worker will provide psychoeducation to students, parents & staff about mental health & need for understanding how socio-emotional issues impact student's	August 1, 2016 to June 30,	Summary of services of PSA and Social worker.	Psychiatric Social Worker				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

35

John H Francis Polytechnic High School

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). *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.*	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?
Professional Development	ability to learn/engage in school. Psychologist will provide mental health consultation to staff to increase their ability to effectively engage with students. PSA will hold once per year an Attendance Improvement Assembly and invite the parents and students that have less than 91% attendance.	2017	-Student attendance will be monitored -Logs for home visits will be monitored by PSA Counselor	Psychologist PSA Counselor				
Social / Emotional Interventions	Psychiatrist Social Worker, PSA, Counselors, and School Psychologist will collaborate to reduce student's mental health barriers to improve overall school & social functioning 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. 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 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. School Psychologist will monitor student progress and provide the following services: •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.	August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	-PSA counselor will provide ongoing updates on the family referrals and success of incentive programs with attendance data and evaluation. Monitor Student Progress -Principal will monitor the activities of the school psychologist -Psychology's Documentation and monitor student progress -counselor will provide ongoing	Psychiatrist Social Worker PSA Psychologist				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

John H Francis Polytechnic High School

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). *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.*	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?
	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. Secondary counselors will be funded to reduce the student-to-counselor ratio once the base program has been met. Additional duties will include: -Work individually and in groups of students on their individual graduation plans(IGP) -Help students effectively utilized the educational opportunities of the school -Recommend available sources within the school, school system and community to meet the needs of individual students -Assist in making referrals and contacts to appropriate health and social agencies -Consult with parents and school personnel as to means in helping students with educational and personal problems that may interfere with their learning and success in school. School nurse will provide: - will be provided students and parents guidance and follow-up on health factors identified as potentially contributing to poor academic achievement. - Support students with health related counseling and education. -Provide Staff development in health related issues -Participate in IEP meetings and Student Success Team (SST) meetings.	August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	updates on the family referrals and success of incentive programs with attendance data and evaluation. Monitor Student Progress Nurse's Documentation and monitor student progress	Secondary Counselors Nurse				
Building Parent Capacity and Partnership to Support the Social / Emotional Goal	PSA, School Psychologist, and 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 and impact of poor attendance. Psychiatric Social Worker will provide resources & referrals to students, staff & parents and provide individual, group & family therapy to students. As well as participate/ facilitate re-entry & threat assessment meetings to maintain a safe school climate.	August 1, 2016 to June 30, 2017 August 1, 2016 to June 30, 2017	-Principal will monitor the activities of the school psychologist -Psychology's Documentation and monitor student progress	PSA PSW				

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

37

John H Francis Polytechnic High School

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:

<div align="center">

PSA

_____
(certificated position/title)

</div>

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:

John H Francis Polytechnic High School

<div align="center">

PSA
_____
(certificated position/title)

</div>

The following strategies will be utilized to meet the educational needs of American Indian Students:
- 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 align="center">

PSA
_____
(certificated position/title)

</div>

The following strategies will be utilized to meet the educational needs of Foster Youth:
- 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 align="center">

PSA
_____
(certificated position/title)

</div>

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.

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.

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.

High quality and ongoing professional development is described in Section IV of all Goal pages at the rows entitled "Professional Development."

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.

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.

6. **Strategies to increase parental involvement:** Describe strategies used to increase parental involvement in accordance with section 1118, such as family literacy services.

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.

John H Francis Polytechnic High School

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).

- 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.

Teachers are involved in the following activities that facilitate their inclusion in decisions regarding the use of academic assessments:
- 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.)

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."

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.

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.

John H Francis Polytechnic High School

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:

John H Francis Polytechnic High School

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** Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: - 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 • 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	$101,754 (10397) $107,328 (10183)	EL, RFEP, and Low Income	• Graduation Rate: 72% • Percentage of students on track to graduate:50%

42

John H Francis Polytechnic High School

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
 	
   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.
	$9,000 (10397)
	
	$84,347 (10397)
	$84,347 (10397)
	$96,054 (10397)
	$113,405 (10397)
	$113,405 (10397)
	$113,851 (10397)
		EL, RFEP, and Low Income	•Graduation Rate: 71%
			•Percentage of students on track to graduate:50%

Intervention Support Coordinator to provide intervention to at-risk students. **ASM Non classroom teacher** to support the intervention program. **General Supplies** 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.	$105,642 (10397) $68,188 (10397) $15,987 (10183) $30,000(10397)		
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.	$75,000 (10397)		
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.	$17,500 (10397)		
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.	$5,000 (10183) $2,963 (10397)		
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.	$18,000 (10397)		
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.	$12,000 (10397)		

John H Francis Polytechnic High School

Phones/Postage: To maintain open communication with parents, students and staff. Weather via mail or phone calls.	$15,000 (10397)		

Description of Services that address: **Proficiency for All** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *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)*	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 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.		EL, RFEP, Low Income, and Foster Youth	• EL reclassification rate: 49% • Rate of ELs making annual progress on CELDT: 44% • Decrease in long-term English learners: 10%
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. Credential Differentials	$1,350,661 (10397) $454,259 (10183)		
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.	$57,750 (10397) $6,860 (10183)		
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.			
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.	$35,000 (10397)		
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.	$12,000 (10397)		
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.	$124,668 (10397)		
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.	$49,051 (10397)		

John H Francis Polytechnic High School

Service Description	Amount	Targeted Student Group(s)	Related District-wide SY16-17 LCAP Targets (proposed)
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.	$47,211 (10397) $61,916 (10183)		
TA Relief	$8,147 (10183)		
Tutor Teacher Z time	$17,520 (10397)	EL, RFEP, Low Income, and Foster Youth	EL reclassification rate: 49%
Teacher X time	$35,000 (10397)		Rate of ELs making annual progress on CELDT: 62%
Tutor teacher Z-Time	$3,037 (10183)		Decrease in long-term English learners: 10%
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.	$50,000 (10397) $6,779 (10183) $5,000 (10397)		
Reprographic Services for PD	$1,000 (10397)		
Dues and Memberships	$2,032 (10397)		
Pending Distribution (Common Planning Z time, substitutes, credit recovery, technology, facility improvements (auxiliaries to lower class size)	$509,917 ((10397))		
4-9th Grade Auxiliaries to lower class size	$71,700 (10400)		
Advisor Reg. Prep	$8,672 (10400)		
Description of Services that address: 100% Attendance *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *Percentage of students with a 96% (173-180 days) attendance rate Percent of students missing 16 days or more in a school year*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY16-17 LCAP Targets (proposed)

John H Francis Polytechnic High School

Poly High School Accreditation Action Plan Goal 2: Develop and implement a comprehensive school wide intervention plan to mitigate student obstacles to learning.		EL, RFEP, Low Income, and Foster Youth	• Percentage of students with a 96% attendance rate: 74%
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	$45,362 (10397) $34,022 (10183)		• Percentage of students missing 16 days or more in a school year: 13%
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	$146,958 (10397)		
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. 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.	$118,449 (10397)		
Enrollment Z Days Clerical	$7,067 (10400)		
Enrollment Z Days Counselor	$9,174 (10400)		
Enrollment Z Days Administration	$4,027 (10400)		
Office Tech.	$64,516 (10400)		

Description of Services that address: **Parent, Community and Student Engagement** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* *- Percentage of parent participation on School Experience Survey* *- The responses from parents and students participating in the survey*	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 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. 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	$415,953 (10397)	EL, RFEP, Low Income, and Foster Youth	• Percentage of parent participation on School Experience Survey: 43%

John H Francis Polytechnic High School

Center, Gold Academy, Royal Academy, Newcomers Academy, Math/Science Magnet, Main Office			
Professional Expert Certificate: To fund a retired teacher to provide PD to teachers and parents to support common core standards	$25,000 (10397)		Percentage of parent participation on School Experience Survey: 43%
Teacher Differential: Above and beyond the school day support to the Parent center, help organize and provide workshops for parents, and staff.	$1,500 (10405)		
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.	$17,640 (10405)		
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.	$500 (10405)		
Mileage: To provide mileage reimbursement for parents and staff attending professional development from school site to PD site.	$500 (10397)		
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** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *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	• Suspension rate: .1% • Expulsion rate: .0% • Extent to which the school is implementing the Discipline Foundation Policy: 76%

John H Francis Polytechnic High School

7 TURNAROUND PRINCIPLES
[To be completed by CORE Waiver PRIORITY SCHOOLS (Non-SIG) only]

Directions: If a required component of the 7 Turnaround Principles has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., "Mathematics – Professional Development") or SPSA section (e.g., "Comprehensive Needs Assessment / Self Review Process"). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

7 Turnaround Principles	Goal and Focus Area(s) or SPSA section
Principle #1 – Provide strong leadership **(Schools do not address Principle 1. This section is to be completed by the District.)**	
A. Describe the process for the LEA's review of school leader effectiveness and replacement of leader if deemed necessary through review before the start of the 2016-17 school year.	(This section is to be completed by the District.)
B. Describe the process and evidence that the LEA developed to ensure new instructional leader hires of Non-SIG priority schools meet the following hiring criteria: (1) has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school; (2) exhibits competencies in: driving for results, problem-solving, and showing confidence to lead; (3) has a minimum of 3 years' experience as a principal; (4) has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL.	(This section is to be completed by the District.)
C. Provide LEA evidence that: (1) there is a program in place that supports the leadership team in their instructional and management skill development; (2) the new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; (3) LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.	(This section is to be completed by the District.)
Principle #2 – Ensure that teachers are effective and able to improve instruction	
A. What is the process for analyzing data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan?	Goal and Focus Area(s) or SPSA section
B. How will PD related to low-performing area(s) be provided to teachers and administrators?	Goal and Focus Area(s) or SPSA section

C. How will walk-through protocols that include teacher support be implemented?	Goal and Focus Area(s) or SPSA section
D. Describe your school's planned participation in professional learning provided by CORE.	Goal and Focus Area(s) or SPSA section
E. Describe the school's process for hiring an instructional coach to engage teachers in school-based, job-embedded professional learning.	Goal and Focus Area(s) or SPSA section
Principle #3 – Redesign the school day, week or year to include additional time for student learning and teacher collaboration	
A. Describe the plan the school is creating to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	Goal and Focus Area(s) or SPSA section
B. How will the school explore and capitalize on opportunities outside of the regular student day to enhance student learning? (could include after-school, before-school, lunch time, or extended year)	Goal and Focus Area(s) or SPSA section
C. Describe the school's process to ensure that extended learning time is available to all students.	Goal and Focus Area(s) or SPSA section
D. What steps will be taken by the school to evaluate the effectiveness of the extended learning time? How will the effectiveness of the extended learning time be evaluated?	Goal and Focus Area(s) or SPSA section
Principle #4 – Strengthen school's instructional program	
A. What actions will the school take to implement curriculum fully aligned to the Common Core Standards?	Goal and Focus Area(s) or SPSA section

B. Describe the school's process for scheduling continuous, data-based curriculum review.	Goal and Focus Area(s) or SPSA section
C. Describe the school's process for supporting instruction with pacing guides, curriculum maps and/or sample instructional strategies.	Goal and Focus Area(s) or SPSA section
Principle #5 – Use data to inform instruction and for continuous Improvement	
A. What actions will the school take to develop and implement a short-term action plan to achieve the goals in the school improvement plan?	Goal and Focus Area(s) or SPSA section
B. Describe the development of a leadership team and whether the team will meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan.	Goal and Focus Area(s) or SPSA section
C. What will be the process for designing a local data system which included multiple-levels of assessments and informed programmatic/instructional decisions?	Goal and Focus Area(s) or SPSA section
D. What will be the process for facilitating data-driven conversations in learning communities?	Goal and Focus Area(s) or SPSA section
E. What will be the process for training and supporting teachers' data use through formal and informal PD? What will be the process for differentiating PD for new teachers?	Goal and Focus Area(s) or SPSA section
Principle #6 – Establish a school environment that improves school safety and discipline and addresses other nonacademic factors that impact student achievement	
A. What will be the process for developing a sustained and shared philosophy, mission, and vision?	Goal and Focus Area(s) or SPSA section

50

B. Describe how the school will maintain facilities that support a culturally responsive and safe environment.	Goal and Focus Area(s) or SPSA section
C. Describe how the school will analyze teacher attendance and develop a plan for improvement, if needed.	Goal and Focus Area(s) or SPSA section
D. Describe how the school will analyze student attendance and develop a plan for improvement, if needed.	Goal and Focus Area(s) or SPSA section
E. What will be the process for identifying students who are at-risk of not graduating and developing a plan of action to support those students?	Goal and Focus Area(s) or SPSA section
F. What will be the process for analyzing student discipline referrals and developing a plan for improvement, if needed?	Goal and Focus Area(s) or SPSA section
Principle #7 – Provide ongoing mechanisms for family and community engagement	
A. What will be the process for developing and implementing a plan for student, family and community engagement?	Goal and Focus Area(s) or SPSA section
B. Provide evidence of efforts to increase effective parental and community involvement.	Goal and Focus Area(s) or SPSA section

John H Francis Polytechnic High School

COMMUNITIES OF PRACTICE
[To be completed by CORE Waiver FOCUS and SUPPORT SCHOOLS only]

California State AMO and School Quality Improvement Goal

School: _____

LEA: Los Angeles Unified School District

Year: _____

Current Year AMOs	Yes	No
Did the school meet this year's California attendance target?		
Did the school meet this year's testing participation target?		
Did the school meet their California graduation rate target? (if applicable)		
Did the school meet this year's School Quality Improvement Index Goal (CORE AMO)?		
Prior Year AMOs	**Yes**	**No**
Did the school meet the prior year's (2012-13) API growth target?		
Did the school meet the prior year's (2012-13) API achievement target?		
Did the school meet the prior year's (2012-13) graduation rate target? (if applicable)		
Did the school meet the prior year's School Quality Improvement Index Goal?		

John H Francis Polytechnic High School

COMMUNITIES OF PRACTICE
(To be completed by CORE Waiver FOCUS and SUPPORT SCHOOLS only)

Directions: If a required component has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., "Mathematics – Professional Development") or SPSA section (e.g., "Comprehensive Needs Assessment / Self Review Process"). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

Communities of Practice Components	Goal and Focus Area(s) or SPSA section
A. Describe the school's process for self-review and needs assessment to identify actions, strategies, and interventions to be implemented within the school improvement plan. (Data must include AMOs and the School Quality Improvement Index Report.)	
B. Describe specific interventions, training methodologies, and/or trainings that worked well, and those that did not.	
C. Describe the school's process for addressing and prioritizing the needs of the specific subgroups that caused the school to be identified as a Focus or Support school.	
D. Describe the school's process for reporting the progress of Communities of Practice work to the School Site Council.	
E. Describe your school's planned participation in three full "Plan, Do, Study, Act" (PDSA) cycles of inquiry to be provided by CORE.	

John H Francis Polytechnic High School

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of *SPSA***
  - ○ Include copies of agenda, minutes, and sign-ins verifying approval of the *SPSA*. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
  - ○ Include any written parent comments of dissatisfaction with the *SPSA* (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)
- **Electronic copy of SPSA in Microsoft Word format**

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**

LOS ANGELES UNIFIED SCHOOL DISTRICT

AGENDA FOR MEETING #7
Los Angeles Unified School District
Polytechnic High School
School Site Council
April 5, 2016

I.   Welcome/Call to Order .... Avi Espinoza

II. Flag Salute .... Andrea Gutierrez

III. Roll Call .... Manuela Harris

IV. Approval of Minutes (**ACTION**) .... Avi Espinoza

   a. Approval of Minutes from March 29, 2016

V.   **New Business** .... Yesenia Pleitez

   a. Approve New Single Plan for Student Achievement (**ACTION**)
   b. Adopt School Budget (**ACTION**)

VI. Announcements

VII. Public Comments

VIII. Agenda Item Consideration for Next Meeting

IX. Adjournment

Next meeting: <u>Thursday, May 26, 2016</u>

Los Angeles Unified School District
John H. Francis Polytechnic High School
School Site Council

Meeting Minutes
April 5, 2016

I. **Welcome/ Call to order**

Ms. Espinoza called to order the regular meeting of the School Site Council at 3:24 P.M. on April 5, 2016 in the Parent Classroom. Ms. Espinoza began the meeting by welcoming all those present. Student, Andrea Gutierrez led the pledge of allegiance.

II. **Roll Call**

Manuela Harris conducted the roll call. Quorum was established. The following guests were present: Lori Combs, Michelle Nellon, Zovig Boyajian, Sarah Stevenson, Narmeen ElFarra, Kim McEwan, Julia Keiper, Ms. Oliveros, Andy Flores Marixa Pleitez, Sara Rodriguez and members of the School Governance Council.

III. **Minutes**

Ms. Espinoza provided copies of the minutes for the meeting on March 29, 2016. Time was allowed to read the minutes. Ms. Harris made a motion to accept the minutes as written and Ms. Blackwell second the motion. The motion was passed unanimously with a count of 14.

IV. **New business**

A. **Approve New Single Plan for Student Achievement(Action)**

Mr. Grigsby motioned to approve the New Single Plan for Student Achievement and Mr.Yeganyan second the motion. The motion passed unanimously with a count of 14.

B. **Adopt Categorical School Budget(Action for School Site Council)**

Ms. Grigsby motioned to approve the Single Plan for Student Achievement Evaluation and Ana de Jesus second the motion. The motion passed unanimously with a count of 14.

C. **Mr. Bennett's comments on intervention**

i. Mr. Bennett added to the meeting by reminding the members of the Accreditation goals. The three goals are:

1. Increase percentage of Students College and Career Ready
2. Comprehensive Schoolwide Intervention
3. Increase percentage of students Matriculating to College or Career Pathways

ii. Mr. Bennett presented data that was collected from the Gold and Royal Academies that compared 9th, 10th, Special Education and Magnet; and concluded that they are a lot of similarities. This data is a good springboard to figure out how to approach the intervention of a student who is struggling. The data will be attached to the minutes.

iii. Mr. Bennett went over the WAC Goals and Data Targets sheet. This sheet will be attached to the minutes.

   1. Student attendance is important to meet our goals.
   2. This conversation will be ongoing.

iv. Lastly, Mr. Bennett went over the Out of Classroom Positions sheet. This sheet will be attached to the minutes.

V. **Announcements**

There were no announcements.

VI. **Public Comments**

There were no public comments.

VII. **Agenda Item Consideration for Next Meeting**

There are no items for consideration for the next meeting.

VIII. **Adjournment**

Ana de Jesus made a motion to adjourn the meeting and Ms. Barton seconded the motion.

The meeting was adjourned at 4:04 P.M.

Los Angeles Unified School District

John H. Francis Polytechnic High School
School Site Council Meeting
April 5, 2016 at 3:15p.m. in Parent PD Room

Sign-In List

School Site Council Members (Elected every other year) & SSC Officers (Elected every year):

PRINCIPAL:

1. Ari Bennett (Automatic member)

TEACHERS:

2. Wood Grigsby (Serving 2nd year)

3. Angelique Barton (newly elected)

4. Lisa Blackwell (Serving 2nd year)

5. Manuela Harris (newly elected)

6. Alexandra Hohmann (newly elected)

OTHER SCHOOL PERSONNEL:

7. Levon Yeganian (Serving 2nd year)

8. Avi Espinoza (newly elected)

PARENTS/COMMUNITY MEMBERS:

9. Aida Gonzalez (ELAC)

10. Jose Franco (ELAC)

11. Norma Chavez

12. Ana De Jesus (Community Representative)

STUDENTS:

13. Linda Morales

14. Andrea Gutierrez

15. Ramon Perez

16. Montserrat Madera

GUESTS:

PRINT NAME	SIGNATURE
Lori Combs	
Michelle Nellin	
Emily Bayata	
Sarah Stevenson	
Noureen Elfour	
Kim McTavin	

Los Angeles Unified School District

John H. Francis Polytechnic High School

School Site Council Meeting

April 5, 2016 at 3:15p.m. in Parent PD Room

Sign-In List

GUESTS:

PRINT NAME	SIGNATURE
Olivares	*(signature)*
Andy Flores	*(signature)*
Sara Rodriguez	*(signature)*
Gov Council	*(signature)* Heychenner
Deschenes, J	*(signature)* Heychenner
Monica Erne-Welder	*(signature)* Monica Welder
Kirk Coppin	*(signature)*