

PORT OF LOS ANGELES HIGH SCHOOL

Local Control and Accountability Plan



2016-2017

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POLAHS ADMINISTRATION

Tom Scotti, Principal

Introduction:

LEA: POLAHS Contact (Name, Title, Email, Phone Number): Gaetano "Tom" Scotti LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
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| <p>Faculty, students, parents, and community members have been involved in the development of the Port of Los Angeles LCAP in meaningful ways in an ongoing basis. In order to identify needs and to develop and refine program goals, information has been disseminated and discussed in many meeting configurations, including at the following stakeholder groups:</p> <ul style="list-style-type: none"> • Parents of POLAHS Students (POPS) meetings 2015/2016 • Fall of 2015 Board of Trustees monthly meetings • 2015-2016 department, grade level, and faculty meetings • School Site Council meetings 2015-16 • English Learner Advisory Committee meetings 2015-16 • LCAP meeting open to stakeholders in Spring 2016 <p>First Semester (Aug. – Dec. 2015)</p> | <p>Through the process of implementing and monitoring LCAP goals identified in year one, as well as refining the necessary next steps for LCAP goals in subsequent years , POLAHS has received and reviewed all feedback from its stakeholders. Feedback came largely through discussions and decisions at stakeholder groups.</p> <p>School Site Council worked to identify how stakeholder feedback might impact the LCAP, and in light of this process, POLAHS determined that:</p> <ul style="list-style-type: none"> • The career technical program was ready for refinement and enhancement • Support in career counseling is needed • Counseling support for social and emotional |

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| <p>In the first semester of the 2015-2016 school year, school administration and the POLAHS Board of Trustees prepared the school for LCAP implementation. Communication to various stakeholders was achieved via meetings, like those shared above, as well as by electronic means such as email or posting information on the POLAHS website. New positions and responsibilities were developed per LCAP implementation, and lines of communication were established between administration and those in charge of LCAP programs.</p> <p>An open public invitation was established for all POLAHS Board meetings in which the LCAP has been discussed. Through open lines of communication, POLAHS will continue to elicit feedback from stakeholders in an effort to promote student achievement in alignment with the State priorities. Board meeting minutes and agendas are posted on the school website outlining presentations, discussions and decisions pertaining to the LCAP.</p> <p>Meanwhile, members of the 2015-16 School Site Council requested and received information related to programs and goals associated with WASC and LCAP, and were able to review data related CAASPP, CAHSEE, and AP/College Board pass rates to assess the effectiveness of academic programs. Likewise, programs that serve SPED and EL students were discussed.</p> | <p>challenges facing students is needed</p> <ul style="list-style-type: none"> • An additional math teacher is needed • Expansion of a credit recovery program is warranted • Increased administrative clerical staff is needed <p>School Site Council determined that additional survey's to stakeholder groups would be useful and necessary in the next round of LCAP discussions.</p> <p>The following suggestions and concerns were considered for the final draft of the LCAP:</p> <ul style="list-style-type: none"> • Expansion of the Career/Technical Program • A full-time career counselor • A full-time social-emotional counselor or social worker • An additional full-time math teacher • Expansion of credit recovery courses • An additional administrative clerical position • A full-time Board Administrative Assistant |
| <p>Annual Update:</p> <p>Second Semester (Jan. – June 2016) In the second semester, POLAHS communicated updates on LCAP implementation to parents, teachers, faculty, and the community via meetings listed above. The School Site Council assisted in gathering and communicating information related to LCAP implementation, and began to draft the 2016-17 LCAP. The School Site Council solicited a panel of LCAP writers to assist and undertake the writing process.</p> <p>Stakeholders were invited to provide feedback via an evening presentation of the</p> | <p>Annual Update:</p> <p>Second Semester (Jan. – June 2016) Input from stakeholders was discussed and prepared for LCAP incorporation. The LCAP writing team drafted updates to the LCAP plan, shared the LCAP plan with stakeholders, and will submit the plan to the POLAHS Board of Trustees in May.</p> <p>As the school year came closer to a close, LCAP writers were able to refine budget estimates and actual figures</p> |

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| <p>LCAP plan in April.</p> <p>In our annual LCAP update, POLAHS will continue to involve and communicate with all stakeholders. Through open lines of communication, POLAHS will continue to elicit feedback from stakeholders in an effort to promote student achievement in alignment with the state priorities.</p> | <p>for the LCAP report.</p> |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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| GOAL: | #1: POLAHS will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP). | | Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | POLAHS needs to increase the amount of English Learners who earn a C or higher in their English classes and pass the CELDT to be reclassified as English Proficient. | | | |
| Goal Applies to: | Schools: POLAHS Applicable Pupil Subgroups: | English Learners, RFEP and Special Education | | |
| LCAP Year 1: 2015-2016 | | | | |
| Expected Annual Measurable Outcomes: | Current Rate of Reclassification: 20% Year One Expected Annual Outcome: 23% | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| <p>POLAHS will maintain a full-time EL Coordinator.</p> <p>POLAHS has a small, but significant, population of EL students. All students are fully immersed in the General Education English Curriculum. EL students are tracked, monitored, and supported by an EL Coordinator.</p> <p>To help support our EL population, and help promote an increase of redesignated students, the new EL Coordinator will push into English classrooms and team-teach alongside the General Education teacher. The EL Coordinator will also conduct "pull-aside" sessions as extra support within the classroom setting.</p> <p>The EL Coordinator will monitor grades and advocate for the students.</p> <p>With the assistance of the EL Coordinator, students will be</p> | POLAHS | <p>_ALL</p> <hr/> <p>OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | | |

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| <p>able to RFEP more efficiently (students who did not qualify for redesignation 1st semester will have another opportunity second semester). The EL Coordinator has created a second process that will allow POLAHS students to RFEP twice a year.</p> <p>The EL Coordinator will create an English Learner Review Team (ELRT) to track the progress of potential RFEP students and write intervention plans to ensure they are monitored closely and tested as needed.</p> <p>POLAHS will maintain an English Learner Advisory Committee (consisting of the EL Coordinator, parents and staff members) who will be responsible for advising the principal and staff on services for English Learners.</p> <p>The EL Coordinator will provide outreach to staff and parents by hosting professional development opportunities and providing frequent communication in the form of progress reports and informational material sent home with students (in both English and Spanish).</p> | | | |
| <p>The EL Coordinator will continue the monitoring of RFEP students and their progress towards proficiency.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>The EL Coordinator will be an active member of a student's IEP team when the EL student is also receiving Special Education services. He/she will communicate with the student's case carrier and attend IEP meetings to provide present levels of performance in the area of English Learner.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p> | |

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- 63.5% of POLAHS EL students will reach their AMAO 1 target (progress in English as measured by the CELDT) and 54.7% of POLAHS EL students will reach their AMAO 2 target (proficiency in English as measured by the CELDT.)
- 25% of EL students will achieve the necessary criteria for reclassification to Reclassified Fluent English Proficient (RFEP).

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| <p>The state of California enjoys a diverse, linguistically rich population. To facilitate access to course curriculum in every endeavor, POLAHS must be attentive to the EL students in our care. To best support the EL student, POLAHS presents the following actions and services.</p> <p>POLAHS has a small, but significant, population of EL students. All students are fully immersed in the General Education English Curriculum. EL students are tracked, monitored, and supported by an EL Coordinator.</p> <p>POLAHS will maintain a full-time EL Coordinator.</p> <p>To help support the EL population and promote an increase of redesignated students, the EL Coordinator will push into English classrooms and team-teach alongside the General Education teacher. The EL Coordinator will also conduct “pull-aside” sessions as extra support within the classroom setting.</p> <p>The EL Coordinator will monitor grades and advocate for the students.</p> <p>The EL Coordinator has created a CELDT monitoring system that will allow POLAHS students an opportunity to be resisgnated in both fall and spring semester.</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p align="center">\$83,953. (salary & benefits) 100% LCAP</p> |

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| <p>The EL Coordinator will lead the English Learner Review Team (ELRT) to track the progress of potential RFEP students and write intervention plans to ensure these students are monitored closely and tested as needed.</p> <p>POLAHS will maintain an English Learner Advisory Committee (consisting of the EL Coordinator, parents and staff members) who will be responsible for advising the principal and staff on services for English Learners.</p> <p>The EL Coordinator will communicate with staff regarding the progress of EL students. The EL Coordinator will provide outreach to staff by hosting professional development workshops that target specific EL topics, such as supporting instruction in general education classes through academic vocabulary.</p> <p>The EL Coordinator will provide frequent communication in the form of progress reports and informational material sent home with students.</p> | | | |
| <p>The EL Coordinator will continue to monitor the progress of RFEP students by hosting meetings with these students and continuing to connect RFEP students to campus resources as necessary.</p> | POLAHS | <input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <p>The EL Coordinator will be an active member of a student's IEP team when the EL student is also receiving Special Education services. He/she will communicate with the student's SPED case carrier and attend IEP meetings to provide present levels of performance in the area of English Learner.</p> | POLAHS | <input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u> | |
| LCAP Year 3: 2017-2018 | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • POLAHS EL students will reach their AMAO 1 and 2 targets per Title III requirements received for that year. • 25% of EL students will achieve the necessary criteria for reclassification to Reclassified Fluent English Proficient (RFEP). | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>POLAHS has a small, but significant, population of EL students. All students are fully immersed in the General Education English Curriculum. EL students are tracked, monitored, and supported by an EL Coordinator.</p> <p>POLAHS will maintain a full-time EL Coordinator.</p> <p>To help support our EL population, and help promote an increase of redesignated students, the EL Coordinator will push into English classrooms and team-teach alongside the General Education teacher. The EL Coordinator will also conduct “pull-aside” sessions as extra support within the classroom setting.</p> <p>The EL Coordinator will monitor grades and advocate for the students.</p> <p>The EL Coordinator has created a CELDT monitoring system that will allow POLAHS students an opportunity to be resisgnated in both fall and spring semester.</p> <p>The EL Coordinator will lead an English Learner Review Team (ELRT) to track the progress of potential RFEP students and write intervention plans to ensure they are monitored closely and tested as needed.</p> <p>POLAHS will maintain an English Learner Advisory Committee (consisting of the EL Coordinator, parents and staff members) who will be responsible for advising the principal and staff on services for English Learners.</p> <p>The EL Coordinator will communicate with staff regarding the progress of EL students. The EL Coordinator will provide outreach to staff by hosting professional development workshops that target specific EL topics, such as building academic vocabulary.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| <p>The EL Coordinator will provide frequent communication in the form of progress reports and informational material sent home with students.</p> | | | |
| <p>The EL Coordinator will continue to monitor the progress of RFEP students by hosting meetings with these students and continuing to connect RFEP students to campus resources as necessary.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>The EL Coordinator will be an active member of a student's IEP team when the EL student is also receiving Special Education services. He/she will communicate with the student's case carrier and attend IEP meetings to provide present levels of performance in the area of English Learner.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |

| <p align="center">LCAP Year 4: 2018-2019</p> | | | |
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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • POLAHS EL students will reach their AMAO 1 and 2 targets per Title III requirements received for that year. • 25% of EL students will achieve the necessary criteria for reclassification to Reclassified Fluent English Proficient (RFEP). | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>The state of California enjoys a diverse, linguistically rich population. To facilitate access to course curriculum in every endeavor, POLAHS must be attentive to the EL students in our care. To best support the EL student, POLAHS presents the following actions and services.</p> <p>POLAHS has a small, but significant, population of EL students. All students are fully immersed in the General Education English Curriculum. EL students are tracked,</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

monitored, and supported by an EL Coordinator.

POLAHS will maintain a full-time EL Coordinator.

To help support our EL population, and help promote an increase of redesignated students, the EL Coordinator will push into English classrooms and team-teach alongside the General Education teacher. The EL Coordinator will also conduct “pull-aside” sessions as extra support within the classroom setting.

The EL Coordinator will monitor grades and advocate for the students.

The EL Coordinator has created a CELDT monitoring system that will allow POLAHS students an opportunity to be redesignated in both fall and spring semester.

The EL Coordinator will lead an English Learner Review Team (ELRT) to track the progress of potential RFEP students and write intervention plans to ensure they are monitored closely and tested as needed.

POLAHS will maintain an English Learner Advisory Committee (consisting of the EL Coordinator, parents and staff members) who will be responsible for advising the principal and staff on services for English Learners.

The EL Coordinator will communicate with staff regarding the progress of EL students. The EL Coordinator will provide outreach to staff by hosting professional development workshops that target specific EL topics, such as building academic vocabulary.

The EL Coordinator will provide frequent communication in the form of progress reports and informational material sent home with students.

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| <p>The EL Coordinator will continue to monitor the progress of RFEP students by hosting meetings with these students and continuing to connect RFEP students to campus resources as necessary.</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>The EL Coordinator will be an active member of a student's IEP team when the EL student is also receiving Special Education services. He/she will communicate with the student's case carrier and attend IEP meetings to provide present levels of performance in the area of English Learner.</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |

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| <p>GOAL:</p> | <p>#2: POLAHS will increase the number of students who meet or exceed standards in English Language Arts on the CAASPP assessment.</p> | | <p>Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> | |
| <p>Identified Need :</p> | <p>POLAHS needs to identify and target support for students who nearly met or did not meet standards in English Language Arts on the CAASPP assessment.</p> | | | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>POLAHS</p> | | |
| | <p>Applicable Pupil Subgroups:</p> | <p>English Learners, Foster Youth, RFEP and Special Education</p> | | |
| <p>LCAP Year 1: 2015-2016</p> | | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Student scores on internal, universally aligned CAASPP style benchmarks will increase 3%.</p> | | | |
| | <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| | <p>POLAHS teachers will undergo extensive training and</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> | |

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| <p>professional development (both internal and external) in implementing Common Core State Standards with regard to reading and writing across the disciplines (including electives and foreign language). Professional development will commence at the start of the school year and will continue throughout the year on Mondays in departments, as a whole school, and at various grade level meetings.</p> <p>English Department will receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate CAASPP test taking strategies in the curriculum.</p> <p>POLAHS will allocate time for teacher collaboration to help facilitate the implementation of CCSS ELA standards in History/Social Science and Science.</p> <p>All grade levels and departments will receive in-house training from the Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.</p> <p>The Instructional Coordinator will assist with the development of curriculum aimed at aligning with CCSS, which will improve CAASPP assessment scores.</p> <p>The Reading Specialist will help increase the reading proficiency of students, which will improve CAASPP assessment scores.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>POLAHS will provide social-emotional counseling to Foster Students scoring basic, below basic or far below basic on the internal CAASPP benchmarks.</p> <p>POLAHS will include underperforming Foster Students on the academic watch list as a way to monitor student progress.</p> | POLAHS | <p>__ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| | POLAHS | __ALL | |

The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into ELA classrooms to assist students with CCSS aligned assignments.

POLAHS will continue to mainstream the Special Education population, but will hire one new Resource Specialist. This will help to lower caseloads for each Special Education teacher, thus allowing more opportunity for resource teachers to push into ELA classes and assist students with CCSS aligned assignments. POLAHS will also hire two additional Special education assistant to meet the needs and services of our moderate to severe special education students and provide one-on-one assistance in accessing curriculum within the general education setting.

(needs to be two separate action items)

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) Special Education

LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes: | Reduce the amount of students scoring <i>standard not met</i> or <i>standard nearly met</i> by 2% on CAASPP ELA, based on the results of data from baseline year 2014-15. | | |
|---|---|---|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| POLAHS has been anticipating and preparing for new state testing models in an ongoing manner over the course of the past few years. POLAHS participated as a pilot school for Smarter Balanced testing, school technology was upgraded to prepare for online testing, and English teachers worked together to transition instruction and assessments to prepare students for CAASPP. POLAHS' first look at test results from the new assessment model occurred in the 2014-15 school year, therefore, scores from this year form an initial baseline. While the school recognizes that a few years of data is needed to fully identify trends in order to refine future | POLAHS | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |

programs and actions, initial impressions based on testing data is underway.

CAASPP baseline scores were analyzed and showed that 84% of students met or exceeded standards and that 16% percent of students nearly met or did not meet standards in ELA. Eighty percent of Low Income pupils met or exceeded standards compared to 90% of not economically disadvantaged. Two of the three EL students in grade eleven scored in standard not met, while the third nearly met standards. Sixty percent of students with disability scored in standard not met or standard nearly met.

With this data in mind, POLAHS has created the following actions and services:

POLAHS teachers will continue to receive training and professional development in implementing Common Core State Standards.

Internally, professional development will commence at the start of the school year and continue throughout the year in departments, staff-wide, and in grade level meetings. The focus of professional development in these frequent and ongoing learning communities for English teachers will be to align benchmarks and unit tests to CAASPP, analyze data results, and use this data to readdress/reteach standards as indicated.

External professional development opportunities will be actively sought by the school administrators, in core departments, and by the Instructional Coordinator.

The English Department will receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate CAASPP test taking strategies in the curriculum.

POLAHS will allocate time for teacher collaboration to help facilitate the implementation of CCSS standards in

\$9,250
(Prof
DevelopmentEstim
ates)
100%
LCAP

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| <p>History/Social Science and Science.</p> <p>All grade levels and departments will receive in-house training from the Instructional Coordinator on how to model content specific benchmarks after CAASPP tests. (see goal #7)</p> <p>POLAHS will research, for adoption, testing programs available to support internal assessments, such as Illuminate OARS, or EADMS.</p> <p>POLAHS will expand the purchase of laptops for student use, carts for laptops, and site licenses for use in classrooms, to support CCSS standards in ELA classes.</p> <p>The Instructional Coordinator will assist with the development of curriculum aimed at aligning with CCSS, which will improve CAASPP assessment scores. (see goal #7)</p> <p>The Reading Specialist will help increase the reading proficiency of students, which will improve CAASPP assessment scores. (see goal #8)</p> | | | <p>\$10,000 (Testing software) 100% LCAP</p> <p>\$25,000 (Computer Carts) 100% LCAP</p> |
| <p>POLAHS will provide a range of services for Foster Youth who do not meet expected standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch list, and academic counseling.</p> <p>POLAHS is further prepared to provide social-emotional support for these students to ensure academic growth via the full-time POLAHS psychologist and/or via the Guidance Center (local resource for family therapy). (see goal #9)</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into ELA classrooms to assist students with CCSS aligned assignments. (see goal #1)</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)___Special Education__</p> | |

POLAHS will continue to mainstream the Special Education population, maintaining a reduced class size in ELA courses where SPED and struggling students are placed in grades 9-12. Resource Teachers will push into ELA classes and assist students with CCSS aligned assignments. General education English teachers will coordinate with the SPED team closely to support student learning.

POLAHS will hire an additional Resource Teacher, to lower the SPED caseloads and provide more support for the special education population.

\$60,000-85,000
100% LCAP

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Reduce the amount of students scoring *standard not met* or *standard nearly met* by 2% on CAASPP ELA-

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| <p>LCAP year two is the first year that the school received test data results from CAASPP for review. Therefore, scores from 2014-15 form an initial baseline for POLAHS. The school recognizes that a few years of data is needed to fully identify trends in order to refine future programs and actions. CAASPP baseline scores were analyzed and showed that 84% of students met or exceeded standards and that 16% percent of students nearly met or did not meet standards in ELA. Eighty percent of Low Income pupils met or exceeded standards compared to 90% of not economically disadvantaged. Two of the three EL students in grade eleven scored in standard not met, while the third nearly met standards. Sixty percent of students with disability scored in standard not met or standard nearly met.</p> <p>With this data in mind, POLAHS has created the following actions and services:</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

POLAHS teachers will continue to receive training and professional development in implementing Common Core State Standards. Internally, professional development will commence at the start of the school year and continue throughout the year in departments, staff-wide, and in grade level meetings.

The focus of professional development in these frequent and ongoing learning communities for English teachers will be to align benchmarks and unit tests to CAASPP, analyze data results, and use this data to readdress/reteach standards as indicated.

External professional development opportunities will be actively sought by the school, in core departments, and by the Instructional Coordinator.

English Department will receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate CAASPP test taking strategies in the curriculum.

POLAHS will allocate time for teacher collaboration to help facilitate the implementation of CCSS standards in History/Social Science and Science.

All grade levels and departments will receive in-house training from the Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.

POLAHS will purchase and adopt supplemental ELA materials and curriculum that have been vetted during the years 1 and 2.

POLAHS will research, for adoption, testing programs available to support internal assessments, such as Illuminate OARS, or EADMS.

POLAHS will expand the purchase of laptops for student use, carts for laptops, and site licenses for use in

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| <p>classrooms, to support CCSS standards in ELA classes.</p> <p>The Instructional Coordinator will assist with the development of curriculum aimed at aligning with CCSS, which will improve CAASPP assessment scores.</p> <p>The Reading Specialist will help increase the reading proficiency of students, which will improve CAASPP assessment scores.</p> | | | |
| <p>POLAHS will provide a range of services for Foster Youth who do not meet expected standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch list, and academic counseling.</p> <p>POLAHS is further prepared to provide social-emotional support for these students to ensure academic growth via the full-time POLAHS psychologist and/or via the Guidance Center (local resource for family therapy).</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>POLAHS will continue to mainstream the Special Education population, maintaining a reduced class size in ELA courses where SPED and struggling students are placed in grades 9-12. Resource Teachers will push into ELA classes and assist students with CCSS aligned assignments. General education English teachers will coordinate with the SPED team closely to support student learning.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |

LCAP Year 4: 2018-2019

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Strive to maintain low percentages in CAASPP performance categories <i>nearly met standards</i> or <i>not met standards</i>; no greater than 8% of test takers. It is believed that by this year, POLAHS will have halved the amount of students scoring <i>nearly met standards</i> or <i>not met standards</i> in 2014-15; and should endeavor to keep student performance in these categories as low as possible.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>LCAP year two is the first year that the school received test</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> | |

data results from CAASPP for review. Therefore, scores from 2014-15 form an initial baseline for POLAHS. The school recognizes that a few years of data is needed to fully identify trends in order to refine future programs and actions. CAASPP baseline scores were analyzed and showed that 84% of students met or exceeded standards and that 16% percent of students nearly met or did not meet standards in ELA. Eighty percent of Low Income pupils met or exceeded standards compared to 90% of not economically disadvantaged. Two of the three EL students in grade eleven scored in standard not met, while the third nearly met standards. Sixty percent of students with disability scored in standard not met or standard nearly met.

With this data in mind, POLAHS has created the following actions and services:

POLAHS teachers will continue to receive training and professional development in implementing Common Core State Standards. Internally, professional development will commence at the start of the school year and continue throughout the year in departments, staff-wide, and in grade level meetings.

The focus of professional development in these frequent and ongoing learning communities for English teachers will be to align benchmarks and unit tests to CAASPP, analyze data results, and use this data to readdress/reteach standards as indicated.

External professional development opportunities will be actively sought by the school, in core departments, and by the Instructional Coordinator.

English Department will receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate CAASPP test taking strategies in the curriculum.

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

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| <p>POLAHS will allocate time for teacher collaboration to help facilitate the implementation of CCSS standards in History/Social Science and Science.</p> <p>All grade levels and departments will receive in-house training from the Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.</p> <p>POLAHS will purchase and adopt supplemental ELA materials and curriculum that have been vetted during the years 1 and 2.</p> <p>POLAHS will research, for adoption, testing programs available to support internal assessments, such as Illuminate OARS, or EADMS.</p> <p>POLAHS will expand the purchase of laptops for student use, carts for laptops, and site licenses for use in classrooms, to support CCSS standards in ELA classes.</p> <p>The Instructional Coordinator will assist with the development of curriculum aimed at aligning with CCSS, which will improve CAASPP assessment scores.</p> <p>The Reading Specialist will help increase the reading proficiency of students, which will improve CAASPP assessment scores.</p> | | | |
| <p>POLAHS will provide a range of services for Foster Youth who do not meet expected standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch list, and academic counseling.</p> <p>POLAHS is further prepared to provide social-emotional support for these students to ensure academic growth via the full-time POLAHS psychologist and/or via the Guidance Center (local resource for family therapy).</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| | POLAHS | <input type="checkbox"/> ALL | |

The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into ELA classrooms to assist students with CCSS aligned assignments.

POLAHS will continue to mainstream the Special Education population, maintaining a reduced class size in ELA courses where SPED and struggling students are placed in grades 9-12. Resource Teachers will push into ELA classes and assist students with CCSS aligned assignments. General education English teachers will coordinate with the SPED team closely to support student learning.

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) Special Education

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| GOAL: | #3: POLAHS will increase the number of students who meet standards in Mathematics on the CAASPP assessment. | | Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | POLAHS needs to increase the number of students who meet standards in Mathematics on the CAASPP assessment. | | | |
| Goal Applies to: | Schools: | POLAHS | | |
| | Applicable Pupil Subgroups: | EL, Foster Youth, RFEP and Special Education | | |
| LCAP Year 1: 2015-2016 | | | | |
| Expected Annual Measurable Outcomes: | Student scores on internal, universally aligned CAASPP style benchmarks will increase 3%. | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | To help facilitate the transition into the new CCSS | POLAHS | <u><input checked="" type="checkbox"/></u> ALL | |

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| <p>Mathematics standards, the Math Department will shift their curriculum to an Integrated approach. POLAHS will allocate time for math teacher collaboration to aid in the creation and implementation of the new mathematics curricula.</p> <p>All grade levels and departments will receive in-house training from the new Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>POLAHS will recommend and provide social-emotional counseling to Foster Youth scoring basic, below basic or far below basic on the internal CAASPP benchmarks.</p> <p>POLAHS will include underperforming Foster Youth on the academic watch list as a way to monitor student progress.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into mathematics classrooms to assist students with CCSS aligned assignments that prepare students for the CAASPP assessment.</p> <p>POLAHS will continue to mainstream the Special Education population, but will hire one new Resource Specialist. This will help to lower caseloads for each Special Education teacher, thus allowing more opportunity for resource teachers to push into mathematics classes and assist with CCSS aligned assignments that prepare students for the CAASPP assessment.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u><input checked="" type="checkbox"/> Special Education</u></p> | |

LCAP Year 2: 2016-2017

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Increase the amount of students scoring <i>Meet / Exceeds Standards</i> on CAASPP assessment by 2% in mathematics, annually.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |

POLAHS has been anticipating and preparing for new state testing models in an ongoing manner over the course of the past few years. POLAHS participated as a pilot school for Smarter Balanced testing, school technology was upgraded to prepare for online testing, and math teachers worked together to transition instruction and assessments to prepare students for CAASPP. POLAHS' first look at test results from the new assessment model occurred in the 2014-15 school year, therefore, scores from this year form an initial baseline. While the school recognizes that a few years of data is needed to fully identify trends in order to refine future programs and actions, initial impressions based on testing data is underway. A transition to CCSS will continue and CAASPP data illuminates instructional and curricular needs.

CAASPP mathematics scores from 2014-15 were analyzed and showed that 46% of students met or exceeded standards and that 54% percent of students nearly met or did not meet standards. Forty-four percent of Low Income pupils met or exceeded standards compared to 49% of not economically disadvantaged. Each of the three EL students in grade eleven did not meet standards. Ninety-three percent of students with disability scored in *standard not met or standard nearly met*.

Transitioning math to CCSS is an involved process, as a complete shift from a traditional scope and sequence of courses (Algebra 1, Algebra 2, Geometry, etc.) is under reorganization towards an integrated model. POLAHS teachers and staff will need time, and data, to implement and monitor the changeover. Currently, only one year of CAASPP data is available, thus POLAHS seeks to refine and monitor progress after data from a second year of testing is available.

The math department will continue to transition instruction and curriculum towards an Integrated approach to support CCSS. POLAHS will allocate time for math teacher collaboration to aid in the creation and implementation of the new mathematics curricula.

POLAHS

_x_ALL

OR:

_Low Income pupils _English Learners

_Foster Youth _Redesignated fluent English proficient

_Other Subgroups:(Specify)_____

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| <p>POLAHS will hire a new math teacher, to lower student teacher ratios in lower level math classes.</p> <p>The Instructional Coordinator will target support for individualized instructional needs within the department as necessary and appropriate. Teachers may request assistance from the Coordinator, or the department lead teacher may make arrangements for increased instructional support.</p> <p>The department will participate in professional development, including participation in the annual conference for College Preparatory Mathematics and UCLA's Mathematics and Teaching conference.</p> <p>POLAHS will purchase and adopt new curriculum materials and electronic licenses to access teacher textbooks in Mathematics to better align with the CCSS integrated mathematics approach. These materials will continue to be vetted and purchased in the subsequent years.</p> <p>Specific purchases are necessary to support student learning and include: two laptop carts and sixty laptops with licenses and a class set of graphing calculators have been identified.</p> <p>POLAHS will research, for adoption, testing programs available to support teacher generated internal assessments, such as Illuminate, OARS, or EADMS (see goal 2).</p> | | | <p>\$60-80,000 (range based on teacher experience) 100% LCAP</p> <p>\$2,500 (Conference fees & costs) 100% LCAP</p> <p>\$1,500 (E-license for teachers) 100% LCAP</p> <p>\$25,000 (two computer carts) \$3,000 (Graphing calculators) 100% LCAP</p> |
| <p>POLAHS will provide a range of services for Foster Youth who do not meet expected standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch list, and academic counseling.</p> <p>POLAHS is further prepared to provide social-emotional support for these students to ensure academic growth via the full-time POLAHS psychologist and/or via the Guidance</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |

CAASPP mathematics scores from 2014-15 were analyzed and showed that 46% of students met or exceeded standards and that 54% percent of students nearly met or did not meet standards. Forty-four percent of Low Income pupils met or exceeded standards compared to 49% of not economically disadvantaged. Each of the three EL students in grade eleven did not meet standards. Ninety-three percent of students with disability scored in standard not met or standard nearly met.

The Math Department will continue to transition instruction and curriculum towards an Integrated approach to support CCSS. POLAHS will allocate time for math teacher collaboration to aid in the creation and implementation of the new mathematics curricula.

POLAHS will maintain the added math teacher position, to lower student teacher ratios in lower level math classes.

The Instructional Coordinator will target support for individualized instructional needs within the department as necessary and appropriate. Teachers may request assistance from the Coordinator, or the department lead teacher may make arrangements for increased instructional support.

The department will participate in professional development, including participation in the annual conference for College Preparatory Mathematics and UCLA's Mathematics and Teaching conference.

POLAHS will purchase and adopt new curriculum materials and electronic licenses to access teacher textbooks in Mathematics to better align with the CCSS integrated mathematics approach. These materials will continue to be vetted and purchased in the subsequent years.

Specific purchases are necessary to support student learning and include: two laptop carts and sixty laptops with

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| <p>licenses and a class set of graphing calculators have been identified.</p> <p>POLAHS will research, for adoption, testing programs available to support teacher generated internal assessments, such as Illuminate, OARS, or EADMS.</p> | | | |
| <p>POLAHS will provide a range of services for Foster Youth who do not meet expected standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch list, and academic counseling.</p> <p>POLAHS is further prepared to provide social-emotional support for these students to ensure academic growth via the full-time POLAHS psychologist and/or via the Guidance Center (local resource for family therapy).</p> <p>POLAHS will maintain the added math teacher position, to lower student teacher ratios in lower level math classes.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into mathematics classrooms to assist students with CCSS aligned assignments that prepare students for the CAASPP assessment.</p> <p>POLAHS will continue to mainstream the Special Education population, maintaining a reduced class size in math courses where SPED and struggling students are placed in grades 9-12. Resource Teachers will push into math classes and assist students with CCSS aligned assignments. General education math teachers will coordinate with the SPED team closely to support student learning.</p> <p>POLAHS will hire a new math teacher, to lower student teacher ratios in lower level math classes.</p> <p>An additional Resource Teacher will also be hired to reduce SPED caseloads and facilitate greater student engagement</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |

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| <p>The department will participate in professional development, including participation in the annual conference for College Preparatory Mathematics and UCLA's Mathematics and Teaching conference.</p> <p>POLAHS will purchase and adopt new curriculum materials and electronic licenses to access teacher textbooks in Mathematics to better align with the CCSS integrated mathematics approach. These materials will continue to be vetted and purchased in the subsequent years.</p> <p>Specific purchases are necessary to support student learning and include: two laptop carts and sixty laptops with licenses and a class set of graphing calculators have been identified.</p> <p>POLAHS will research, for adoption, testing programs available to support teacher generated internal assessments, such as Illuminate, OARS, or EADMS.</p> | | | |
| <p>POLAHS will provide a range of services for Foster Youth who do not meet expected standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch list, and academic counseling.</p> <p>POLAHS is further prepared to provide social-emotional support for these students to ensure academic growth via the full-time POLAHS psychologist and/or via the Guidance Center (local resource for family therapy).</p> <p>POLAHS will maintain the math teacher position, to lower student teacher ratios in lower level math classes.</p> | POLAHS | <p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> x</u> Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p> | |
| <p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into mathematics classrooms to assist students with CCSS aligned assignments that prepare students for the CAASPP assessment.</p> | POLAHS | <p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> x</u> English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> x</u> Other Subgroups:(Specify) <u> </u>Special Education</p> | |

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| <p>POLAHS will continue to mainstream the Special Education population, maintaining a reduced class size in math courses where SPED and struggling students are placed in grades 9-12. Resource Teachers will push into math classes and assist students with CCSS aligned assignments. General education math teachers will coordinate with the SPED team closely to support student learning.</p> <p>POLAHS will hire a new math teacher, to lower student teacher ratios in lower level math classes.</p> <p>An additional Resource Teacher will also be hired to reduce SPED caseloads and facilitate greater student engagement and access towards learning goals (see goal #2).</p> | | | |
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| GOAL: | #4: POLAHS will expand Career and Technical Education (CTE) course offerings and provide more support for those students attempting to be career ready upon graduation. | | Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4 <u>x</u> 5 <u>x</u> 6__ 7 <u>x</u> 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | POLAHS needs to expand course offerings to fulfill CTE requirements. | | | |
| Goal Applies to: | Schools: | POLAHS | | |
| | Applicable Pupil Subgroups: | Foster Youth, RFEP | | |
| LCAP Year 1: 2015-16 | | | | |
| Expected Annual Measurable Outcomes: | POLAHS will maintain and/or increase the number of CTE offerings. | | | |
| | Actions/Services | Scope of | Pupils to be served within identified scope of service | Budgeted |

| | Service | | Expenditures |
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| <p>POLAHS will introduce Career Technical Education (CTE) courses, in order to establish career pathways for all students. The course offerings will be Geographic Information Systems (GIS), Boat Operations, and Digital Media.</p> <p>POLAHS may receive a grant from the Port of Los Angeles, however the amount is undetermined. The amount of expenditures towards CTE services, resources, and supplies the school can provide will be based on the amount of the grant money gifted by the Port.</p> <p>Career Pathway #1: Geographic Information Systems (anticipated expenditures) a) instructor stipend (\$5000) b) GIS software/Flash Drives/20 GPS Units (\$500) Total: \$5,500</p> <p>If POLAHS receives the Port Grant, the projected expenditures for the GIS CTE pathway will be \$5250.00 Without the Port grant, POLAHS will only expend \$500.00.</p> <p>Career Pathway #2: Boat Operations (anticipated expenditures). :</p> <p>c) Instructor Stipend (\$25,000) d) Day Sails - 3 hours(36 x 1,190 = \$42,840) e) Overnight sails (2 x 3500.00 = \$7000) f) Instruction class contracted (\$10,000) g) Lab construction and equipment (\$15,000) h) Lab materials annual (\$5000) i) U.S Coastguard Basic Safety Certification (\$75,00) Total: \$107,340.00</p> <p>If POLAHS receives the Port Grant, the projected expenditures for the Boat Operations CTE pathway will be</p> | POLAHS | <input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |

\$107,340.00. Without the Port grant, POLAHS will only expend \$39,280.00 [Instructor stipend (\$25,000) and 12 Day Sails (\$14,280)]

Without the port grant, POLAHS will only purchase the following:

- c) Instructor Stipend (\$25,000)
- d) 12 Day Sails (\$14,280)

Career Pathway #3: Digital Media (anticipated expenditures)

J) Computer Lab upgrades and digital media software (\$62,000)

- Lab upgrade (37,000)
 - Adobe software (\$9000.00)
 - Adobe ACA Bundle (\$5000.00)
 - DSLR Cameras (\$4000)
 - Camera Accessories (\$1500.00)
 - 30 WACOM Tablets (\$5000.00)
 - Web Design Server built into existing network (\$500.00)
- Total: \$62,000

If POLAHS receives the Port Grant, the projected expenditures for the Digital Media CTE pathway will be \$62,000. Without the Port grant, POLAHS will only expend \$19,500

Without the port grant POLAHS will purchase the following:

- Adobe software (\$9000.00)
- Adobe ACA Bundle (\$5000.00)
- DSLR Cameras (\$4000)
- Camera Accessories (\$1500.00)

Total \$19,500.00

POLAHS will also expand its offering of A-G courses in order to increase the opportunity of students heading towards a college pathway. POLAHS will offer both AP Chemistry and AP Studio Art.

A-G Class #1: AP Chemistry (anticipated costs)

a: No additional cost for instructor

b: Chemistry textbooks (\$10,000)

A-G Class #2: AP Art Studio (anticipated costs)

a: Teacher currently employed; no additional cost for instructor

b: art studio supplies

POLAHS will also offer an on-line credit recovery program. The program will ensure greater opportunities for students to remediate courses and increase opportunities for college and career preparedness.

The anticipated cost for the adoption of a credit recovery program and instructor fee will be an estimated \$20,000.

POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.

Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.

Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.

POLAHS will maintain a full time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial aid and

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| <p>scholarships. The College Counselor will free up the three full time academic counselors to better monitor their caseloads.</p> | | | |
| <p>POLAHS will provide range of A-G, CTE and social/emotional counseling to Foster Youth to ensure success in their academic programs.</p> <p>Grade Level teacher teams, via an academic watch-list, will monitor student progress every quarter and maintain contact with both students and guardians.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>RFEP students will be provided with a range of support to ensure college and career readiness:</p> <ul style="list-style-type: none"> • The EL Coordinator will support and monitor the progress of RFEP students until graduation. • The Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students • Full-time Career and College counselors will provide students with guidance to make transitions to college or career. • Academic counselors will ensure students are meeting A-G requirements. | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |

LCAP Year 2: 2016-17

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1) POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>POLAHS will continue to offer and expand Career Technical Education (CTE) courses, in order to facilitate career pathways for all interested students. The CTE course offerings will consist of Construction, Boat Operations, Digital Media, and Criminal Justice.</p> <p><u>Career Pathways 2016-17</u></p> <p>Career Pathway #1 - Commercial and Residential Construction: Students will learn basic commercial and residential construction techniques along with job site trouble shooting skills. Student will also learn to develop blue-prints, estimate needed materials and their associated costs, and follow building code requirements. This course is designed to allow students to matriculate into the Construction Technology program at EL Camino College.</p> <p>a) Materials (\$20,000)</p> <p>Career Pathway #2 - Boat Operations 1, 2 & 3: Students will learn marine engineering, sailing, seamanship, navigation, and boat maintenance. This course is designed to help students gain practical career skills essential for employment in the local maritime industry within the Port of Los Angeles or preparation for advanced studies at maritime academies.</p> <p>a) Los Angeles Maritime Institute <i>Top Sail</i> program *Day Sails - 3 hours(80 x \$1,190 = \$95,200)</p> <p>b) Lab materials (\$5,000)</p> <p>c) U.S Coast Guard Basic Safety Certification (\$19,500 – \$1000 per student)</p> <p>d) Construction of Boat and Construction Lab (\$50,000)</p> <p>e) Los Angeles Maritime Fees (\$70,000)</p> <p>f) Dynamic Instruction Consulting Fees (\$72,000)</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>a) \$20,000 (Construction Materials - CTE grant)</p> <p>a) \$95,200 (Top Sail Program - CTE Grant)</p> <p>b) \$5,000 (Lab materials - CTE Grant)</p> <p>c) \$19,500 (Safety Certification - 100% LCAP)</p> <p>d) \$50,000 (lab construction -</p> |
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Anticipated Cost: \$331,700

Career Pathway #3 - Digital Media (Graphic Design 1 & 2, Digital Photography 1 & 2, Web Design 1 & 2): Students will learn basic computer skills and how to use a variety of software for applications in various digital media (web design, desktop publishing and video game design).

- a) Teacher salary (\$82,335)
- b) Computer Lab Upgrades to CPUs and Monitors (\$60,000)
- c) Software Licensing (\$2,500)
- d) Update of Inventory (Cameras, lights, keyboards, etc.)(17,500)
- e) Certification Licensing (\$6,500 General Funds)

Anticipated Cost: \$168,835

Career Pathway #4 - Criminal Justice: Students will learn about the justice system, legal considerations regarding arrest, search and seizure and concepts of criminal law. The program will introduce students to various career related opportunities within the field of criminal justice. This course is designed to allow students to transition into the Administration of Justice program at Harbor College.

- a) Teacher currently employed; no additional cost for instructor

- CTE Grant)
- e) **\$70,000**
(LAMI -100% LCAP)
 - f) **\$72,000**
(Instructor Fees)
-
- a) **\$82,335**
(Digital Media Teacher Salary 100% LCAP)
 - b.) **\$60,000**
(Computer Lab) (CTE Grant)
 - c.) **\$2,500**
(licensing) (100% LCAP)
 - d.) **\$17,500**
(Update inventory) (CTE Grant)
 - e.) **\$6,500**
(licensing) (100% LCAP)

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| <p>Staffing In order to provide support for students seeking career technical education, POLAHS will add 1 full-time Career Counselor to the counseling team. The Career Counselor will provide a much needed advising service to students seeking an alternative to college or higher paying jobs while in college. a)(\$95,000)</p> <p>POLAHS will hire an additional Administrative Clerical Assistant to help manage the additional demands related to managing the school's expanding CTE program. b)(\$65,000)</p> | | | <p>a) \$95,000 (Career Counselor) (100% LCAP)</p> <p>b) \$65,000 (Admin Clerk) (100% LCAP)</p> |
| <p>POLAHS will provide a range of CTE courses, career counseling, grade level academic monitoring and social/emotional counseling to Foster Youth to ensure success in their academic and career programs. Additionally, Grade Level teacher teams, via an academic watch-list, will closely monitor student progress for grades 9-12. CTE course pathways will also benefit low-income pupils by providing increased access to career counseling and future career opportunities. CTE will provide alternate opportunities and experiences beyond the traditional course curriculum.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>RFEP students will be provided with a range of support to ensure college and career readiness:</p> <ul style="list-style-type: none"> • The EL Coordinator will support and monitor the progress of RFEP students until graduation. • The Instructional Coordinator will assist teachers in developing curriculum to increase English language | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

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| <p>proficiency of RFEP students</p> <ul style="list-style-type: none"> • Full-time Career and College counselors will provide students with guidance to make transitions to college or career. • Academic counselors will ensure students are meeting A-G requirements; and provide access to career pathway courses. | | | |
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LCAP Year 3: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <p>POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>POLAHS will continue to offer and expand Career Technical Education (CTE) courses, in order to facilitate career pathways for all interested students. The CTE course offerings will consist of Construction, Boat Operations, Digital Media and Criminal Justice.</p> <p><u>Career Pathways 2016-17</u> Career Pathway #1 - Commercial and Residential Construction: Students will learn basic commercial and residential construction techniques along with job site trouble shooting skills. Student will also learn to develop blue-prints, estimate needed materials and their associated costs, and follow building code requirements. This course is designed to allow students to matriculate into the Construction Technology program at EL Camino College.</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

a) Materials (\$20,000)

Career Pathway #2 - Boat Operations 1, 2 & 3: Students will learn marine engineering, sailing, seamanship, navigation, and boat maintenance. This course is designed to help students gain practical career skills essential for employment in the local maritime industry within the Port of Los Angeles or preparation for advanced studies at maritime academies.

- a) Los Angeles Maritime Institute *Top Sail* program
*Day Sails - 3 hours(80 x \$1,190 = \$95,200)
- b) Lab materials (\$5,000)
- c) U.S Coastguard Basic Safety Certification (\$19,500 – 1000 per student)

Consulting Fees/Instructor Fees (\$72,000)

Total: \$191,700

Career Pathway #3 - Digital Media (Graphic Design 1 & 2, Digital Photography 1 & 2, Web Design 1 & 2): Students will learn basic computer skills and how to use a variety of software for applications in various digital media (web design, desktop publishing and video game design).

- a) Teacher Salary (\$82,335)
- b) Software Licensing (\$2,500)
- c) Certification Licensing (\$6,500 General Funds)

Anticipated Cost: \$91,335

Career Pathway #4 - Criminal Justice: Students will learn about the justice system, legal considerations regarding arrest, search and seizure and concepts of criminal law. The program will introduce students to various career related opportunities within the field of criminal justice. This course is designed to allow students to transition into the Administration of Justice program at Harbor College.

- a) Teacher currently employed; no additional cost for instructor

Staffing

In order to provide support for students seeking career technical education, POLAHS will maintain 1 full-time Career Counselor to the counseling team. The Career Counselor will provide a much needed advising service to students seeking an alternative to college. (\$60,000- \$80,000)

POLAHS will maintain an additional Administrative Clerical Assistant to help manage the additional demands related to managing the school's expanding CTE program. (\$45,000)

RFEP students will be provided with a range of support to ensure college and career readiness:

- The EL Coordinator will support and monitor the progress of RFEP students until graduation.
- The Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students
- Full-time Career and College counselors will provide students with guidance to make transitions to college or career.
- Academic counselors will ensure students are meeting A-G requirements.

POLAHS

__ALL

OR:

__Low Income pupils xEnglish Learners
 xFoster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify)_____

OR:

__Low Income pupils English Learners
 Foster Youth xRedesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 4: 2018-19

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| Expected Annual Measurable Outcomes: | POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways). |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| <p>POLAHS will continue to offer and expand Career Technical Education (CTE) courses, in order to facilitate career pathways for all interested students. The CTE course offerings will consist of Construction, Boat Operations, Digital Media and Criminal Justice.</p> <p><u>Career Pathways 2016-17</u> Career Pathway #1 - Commercial and Residential Construction: Students will learn basic commercial and residential construction techniques along with job site trouble shooting skills. Student will also learn to develop blue-prints, estimate needed materials and their associated costs, and follow building code requirements. This course is designed to allow students to matriculate into the Construction Technology program at EL Camino College.</p> <p>a) Materials (\$20,000)</p> <p>Career Pathway #2 - Boat Operations 1, 2 & 3: Students will learn marine engineering, sailing, seamanship, navigation, and boat maintenance. This course is designed to help students gain practical career skills essential for employment in the local maritime industry within the Port of Los Angeles or preparation for advanced studies at maritime academies.</p> <p>a) Los Angeles Maritime Institute <i>Top Sail</i> program *Day Sails - 3 hours(80 x \$1,190 = \$95,200) b) Lab materials (\$5,000)</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

- c) U.S Coastguard Basic Safety Certification (\$19,500 – 1000 per student)

Consulting Fees/Instructor Fees (\$50,000)

Total: \$169,700

Career Pathway #3 - Digital Media (Graphic Design 1 & 2, Digital Photography 1 & 2, Web Design 1 & 2): Students will learn basic computer skills and how to use a variety of software for applications in various digital media (web design, desktop publishing and video game design).

- a) Teacher Salary (\$82,335)
- b) Software Licensing (\$2,500)
- c) Certification Licensing (\$6,500 General Funds)

Anticipated Cost: \$91,335

Career Pathway #4 - Criminal Justice: Students will learn about the justice system, legal considerations regarding arrest, search and seizure and concepts of criminal law. The program will introduce students to various career related opportunities within the field of criminal justice. This course is designed to allow students to transition into the Administration of Justice program at Harbor College.

- a) Teacher currently employed; no additional cost for instructor

Staffing

In order to provide support for students seeking career technical education, POLAHS will maintain 1 full-time Career Counselor to the counseling team. The Career Counselor will provide a much needed advising service to students seeking an alternative to college. (\$60,000- \$80,000)

POLAHS will maintain an additional Administrative Clerical

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| <p>Assistant to help manage the additional demands related to managing the school's expanding CTE program. (\$45,000)</p> | | | |
| <p>POLAHS will provide a range of CTE courses, career counseling, grade level academic monitoring and social/emotional counseling to Foster Youth to ensure success in their academic and career programs. Additionally, Grade Level teacher teams, via an academic watch-list, will closely monitor student progress for grades 9-12.</p> <p>CTE course pathways will also benefit low-income pupils by providing increased access to career counseling and future career opportunities. CTE will provide alternate opportunities and experiences beyond the traditional course curriculum.</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>RFEP students will be provided with a range of support to ensure college and career readiness:</p> <ul style="list-style-type: none"> • The EL Coordinator will support and monitor the progress of RFEP students until graduation. • The Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students • Full-time Career and College counselors will provide students with guidance to make transitions to college or career. • Academic counselors will ensure students are meeting A-G requirements. | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

achievement gap between low-income and non- low income students.

- POLAHS will maintain smaller class sizes in integrated mathematics level-one course.
- POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.
- Department Leads will continue to facilitate teachers' understanding of CCSS, and will help teachers create a pacing and teaching plan with built in elements of differentiation to make learning accessible for all students.
- POLAHS will continue to offer Summer School opportunities, which will offer both enrichment and credit recovery options for core classes.
- POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.
- POLAHS will continue to offer Saturday School for students who need an inviting place to work, study, and complete assignments. Saturday School instructor will have access to all textbooks and technology.
- Grade Level teacher teams will continue organizing an academic watch-list as a way to monitor student progress. Low-income status is one component for review on the watch-list.

OR:

Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

| | | | |
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| <p>The EL Coordinator will continue to support and monitor progress of RFEP students until graduation.</p> <p>POLAHS will hire Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
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LCAP Year 2: 2016-17

| <p>Expected Annual Measurable Outcomes:</p> | <p>POLAHS will monitor student achievement through performance on the CAASPP. POLAHS will increase the amount of low-income students populating Achievement Level 3 – <i>Standard Met</i>, in both ELA and Math by 2%.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Low Income</u></th> <th style="text-align: center;">ELA</th> <th style="text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td>2015 - 16 (Year 1)</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2016 - 17 (Year 2)</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">32%</td> </tr> <tr> <td>2017 - 18 (Year 3)</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">34%</td> </tr> <tr> <td>2018 - 19 (Year 4)</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">36%</td> </tr> </tbody> </table> | | | <u>Low Income</u> | ELA | Math | 2015 - 16 (Year 1) | 48% | 30% | 2016 - 17 (Year 2) | 50% | 32% | 2017 - 18 (Year 3) | 52% | 34% | 2018 - 19 (Year 4) | 54% | 36% |
|---|---|------|--|-------------------|-----|------|--------------------|-----|-----|--------------------|-----|-----|--------------------|-----|-----|--------------------|-----|-----|
| <u>Low Income</u> | ELA | Math | | | | | | | | | | | | | | | | |
| 2015 - 16 (Year 1) | 48% | 30% | | | | | | | | | | | | | | | | |
| 2016 - 17 (Year 2) | 50% | 32% | | | | | | | | | | | | | | | | |
| 2017 - 18 (Year 3) | 52% | 34% | | | | | | | | | | | | | | | | |
| 2018 - 19 (Year 4) | 54% | 36% | | | | | | | | | | | | | | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| <p>POLAHS will provide a range of support services to Foster Youth: individualized academic support, grade level academic monitoring and social/emotional counseling to ensure success in their academic programs. Additionally, Grade Level teacher teams, via an academic watch-list, will closely monitor student progress for grades 9-12.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>POLAHS will initiate the following actions to close the achievement gap between low-income and non- low income students.</p> <ul style="list-style-type: none"> POLAHS will maintain smaller class sizes in | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |

| | | | |
|---|---------------|--|--|
| <p>integrated mathematics level-one course. (see goal 3)</p> <ul style="list-style-type: none"> • POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. (See goal 7) • Department Leads will continue to facilitate teachers' understanding of CCSS, and will help teachers create a pacing and teaching plan with built in elements of differentiation to make learning accessible for all students. • POLAHS will continue to offer Summer School opportunities, which will offer both enrichment and credit recovery options for core classes. (see Goal 6) • POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day. • POLAHS will continue to offer Saturday School for students who need an inviting place to work, study, and complete assignments. Saturday School instructor will have access to all textbooks and technology. • Grade Level teacher teams will continue organizing an academic watch-list as a way to monitor student progress. Low-income status is one component for review on the watch-list. | | | |
| <p>The EL Coordinator will continue to support the current EL team in its continued monitoring of RFEP students. The EL team will monitor progress of RFEP students until graduation. (see Goal 1)</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> | |

POLAHS will maintain an instructional coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. (see Goal 7)

__ Other Subgroups:(Specify) _____

LCAP Year 3: 2017-18

POLAHS will monitor student achievement through performance on the CAASPP. POLAHS will increase the amount of low-income students populating Achievement Level 3 – *Standard Met*, in both ELA and Math by 2%.

Expected Annual Measurable Outcomes:

Low Income

| | ELA | Math |
|--------------------|-----|------|
| 2015 - 16 (Year 1) | 48% | 30% |
| 2016 - 17 (Year 2) | 50% | 32% |
| 2017 - 18 (Year 3) | 52% | 34% |
| 2018 - 19 (Year 4) | 54% | 36% |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|-----------------------|
| POLAHS will provide a range of support services to Foster Youth: individualized academic support, grade level academic monitoring and social/emotional counseling to ensure success in their academic programs. Additionally, Grade Level teacher teams, via an academic watch-list, will closely monitor student progress for grades 9-12. | POLAHS | <p>__ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>__ Other Subgroups: (Specify) _____</p> | |
| <p>POLAHS will initiate the following actions to close the achievement gap between low-income and non- low income students.</p> <ul style="list-style-type: none"> POLAHS will maintain smaller class sizes in integrated mathematics level-one course. POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. | POLAHS | <p>__ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>__ Other Subgroups: (Specify) _____</p> | |

| | | | |
|--|--------|---|--|
| <ul style="list-style-type: none"> • Department Leads will continue to facilitate teachers' understanding of CCSS, and will help teachers create a pacing and teaching plan with built in elements of differentiation to make learning accessible for all students. • POLAHS will continue to offer Summer School opportunities, which will offer both enrichment and credit recovery options for core classes. • POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day. • POLAHS will continue to offer Saturday School for students who need an inviting place to work, study, and complete assignments. Saturday School instructor will have access to all textbooks and technology. • Grade Level teacher teams will continue organizing an academic watch-list as a way to monitor student progress. Low-income status is one component for review on the watch-list. | | | |
| <p>The EL Coordinator will continue to support the current EL team in its continued monitoring of RFEP students. The EL team will monitor progress of RFEP students until graduation. (see Goal 1)</p> <p>POLAHS will maintain an instructional coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. (see Goal 7)</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> <hr/> | |

LCAP Year 4: 2018-19

| | | | |
|--------------------------------------|--|-----|------|
| Expected Annual Measurable Outcomes: | POLAHS will monitor student achievement through performance on the CAASPP. POLAHS will increase the amount of low-income students populating Achievement Level 3 – <i>Standard Met</i> , in both ELA and Math by 2%. | | |
| | Low Income | | |
| | | ELA | Math |
| | 2015 - 16 (Year 1) | 48% | 30% |
| | 2016 - 17 (Year 2) | 50% | 32% |
| 2017 - 18 (Year 3) | 52% | 34% | |
| 2018 - 19 (Year 4) | 54% | 36% | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| POLAHS will provide a range of support services to Foster Youth: individualized academic support, grade level academic monitoring and social/emotional counseling to ensure success in their academic programs. Additionally, Grade Level teacher teams, via an academic watch-list, will closely monitor student progress for grades 9-12. | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |
| POLAHS will initiate the following actions to close the achievement gap between low-income and non- low income students. <ul style="list-style-type: none"> • POLAHS will maintain smaller class sizes in integrated mathematics level-one course. • POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. • Department Leads will continue to facilitate teachers' understanding of CCSS, and will help teachers create a pacing and teaching plan with built in elements of differentiation to make learning | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | |

| | | | |
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| <p>accessible for all students.</p> <ul style="list-style-type: none"> • POLAHS will continue to offer Summer School opportunities, which will offer both enrichment and credit recovery options for core classes. • POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day. • POLAHS will continue to offer Saturday School for students who need an inviting place to work, study, and complete assignments. Saturday School instructor will have access to all textbooks and technology. • Grade Level teacher teams will continue organizing an academic watch-list as a way to monitor student progress. Low-income status is one component for review on the watch-list. | | | |
| <p>The EL Coordinator will continue to support the current EL team in its continued monitoring of RFEP students. The EL team will monitor progress of RFEP students until graduation. (see Goal 1)</p> <p>POLAHS will maintain an instructional coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. (see Goal 7)</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| <p>GOAL:</p> | <p>#6: POLAHS will increase the amount of students who are accepted to four-year universities upon graduation.</p> | <p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_x 4_x 5__ 6__ 7_x 8_x</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p> |
|--------------|---|---|

| Identified Need : | POLAHS needs to refine the pathway to college by providing both academic counseling and college counseling | | |
|---|--|--|-----------------------|
| Goal Applies to: | Schools: | POLAHS | |
| | Applicable Pupil Subgroups: | Low-income, Redesignated Fluent English proficient | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | <p>Current rate of students accepted to four-year universities will increase after one year of LCAP funding. The current rate of acceptance is 44%.</p> <p>Year 1: 47%</p> <p>Year 2: 50%</p> <p>Year 3: 53%</p> | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> <p>Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial Aid and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads. (\$72,000)</p> <p>POLAHS will continue to purchase the subscription to the NAVIANCE college and career readiness software (\$5,500).</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |

| | | | |
|---|--------|--|--|
| <p>POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS teachers will undergo extensive training and professional development to enhance instruction that targets low income students.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | | | |
| <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> <p>Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track</p> | POLAHS | <p><u> </u>ALL</p> <hr/> <p>OR: <u> </u>x Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p> | |

| | | | |
|--|--------|--|--|
| <p>credits, and conduct grad checks.</p> <p>POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS teachers will undergo extensive training and professional development to enhance instruction that targets low income students.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | | | |
| <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> <p>Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will meet with students multiple times</p> | POLAHS | <p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> x </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p> | |

a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.

POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.

POLAHS teachers will undergo extensive training and professional development to enhance instruction that targets low income students.

POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.

POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.

POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

The rate of students accepted to four-year universities will increase to 47 percent.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| POLAHS students receive a rigorous high school education that serves to prepare graduates for entry to college or future career. Students may opt to pursue a career technical program or a college bound pathway at POLAHS. For the college bound students in our care, POLAHS is dedicated to providing the academic framework and counseling necessary to facilitate student towards college. To accomplish this endeavor, POLAHS presents the following | POLAHS | <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | |

actions and services.

POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships opportunities.

The College Counselor will provide workshops designed to aid students in their college search as well as to help students prepare for their college experience.

The College Counselor will coordinate with other community organizations (like South Central Scholars) who can also provide workshops on academic and financial aid counseling.

The College Counselor will coordinate field trips to local colleges and universities.

POLAHS will continue to purchase a subscription to the NAVIANCE college and career readiness software.

Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.

POLAHS will sustain the current AP course offerings, monitoring enrollment and pass rates.

POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.

POLAHS will continue to maintain its current offerings of A-G courses to ensure student eligibility to all colleges.

POLAHS will develop an Elective Lab in order to increase the amount and variety of courses available to the student population. POLAHS will purchase a computer cart to support students in the Elective lab. POLAHS will renew and expand upon the Grad Point license to increase

\$72,000
(Salary & benefits)
100% LCAP

\$5,500
(Naviance
licensing)
100% LCAP

\$13,000
(computer Cart)
100% LCAP

| | | | |
|---|--------|---|---|
| <p>opportunities to diversify student learning and improve college and career preparedness. Grad Point licensing will be utilized for credit recovery classes and expansion of elective course in both Fall and Spring semesters</p> <p>POLAHS will hire a full-time credentialed teacher/ instructor to assist and support students with both credit recovery and elective course selections utilizing Grad Point (expanding from 2 to 5 sections in 2016-17).</p> <p>POLAHS will offer summer school classes, running from June 14 to July 13, 2016, and to include courses such as integrated math 1 and 2, biology, English 9, world history, two freshmen bridge courses and one enrichment course.</p> <ul style="list-style-type: none"> • 10 classroom teachers (4 wks) / \$51,000 • 4 part-time SPED staff (4 wks) / \$16,000 • 1 full-time office staff (4 wks) / \$5,000 • 3 instructional aides (4 wks) / \$3,600 • Biology/credit recovery licensing (Grad Point) / \$17,500* <p>*Included are one hundred credit recovery modules, allowing 75 students to complete their biology requirement and 25 of the most credit deficient upper classmen to take courses necessary for graduation.</p> | | | <p>\$44,000 (GradPoint license fee) 100% LCAP</p> <p>\$60,000- \$80,000 (Salary & benefits) 100% LCAP</p> <p>\$75,600 (Salaries) \$17,500 (Licensing fees for Grad Point) 100% LCAP</p> |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial Aid and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

| | | | |
|---|--------|--|--|
| <p>credits, and conduct grad checks.</p> <p>POLAHS will maintain an Instructional Coordinator position to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes. Additionally, POLAHS will expand credit recovery courses available in the regular school day.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | | | |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> <p>POLAHS will maintain an Instructional Coordinator position to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS will maintain a school year longer than the local</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |

school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources. Additionally, POLAHS will expand credit recover courses available in the regular school day.

POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.

POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Current rate of students accepted to four-year universities will increase to 50 percent.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| <p>POLAHS students receive a rigorous high school education that serves to prepare graduates for entry to college or future career. Students may opt to pursue a career technical program or a college bound pathway at POLAHS. For the college bound students in our care, POLAHS is dedicated to providing the academic framework and counseling necessary to facilitate student towards college. To accomplish this endeavor, POLAHS presents the following actions and services.</p> <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships opportunities.</p> <p>The College Counselor will provide workshops designed to aid students in their college search as well as to help students prepare for their college experience.</p> <p>The College Counselor will coordinate with other community organizations (like South Central Scholars) who can also</p> | POLAHS | <p><u> x </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p> | |

provide workshops on academic and financial aid counseling.

The College Counselor will coordinate field trips to local colleges and universities.

POLAHS will continue to purchase a subscription to the NAVIANCE college and career readiness software.

Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.

POLAHS will sustain the current AP course offerings, monitoring enrollment and pass rates.

POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.

POLAHS will continue to maintain its current offerings of A-G courses to ensure student eligibility to all colleges.

POLAHS will develop an Elective Lab in order to increase the amount and variety of courses available to the student population. POLAHS will purchase a computer cart to support students in the Elective lab. POLAHS will renew and expand upon the Grad Point license to increase opportunities to diversify student learning and improve college and career preparedness. Grad Point licensing will be utilized for credit recovery classes and expansion of elective course in both Fall and Spring semesters

POLAHS will hire a full-time credentialed teacher/ instructor to assist and support students with both credit recovery and elective course selections utilizing Grad Point (expanding from 2 to 5 sections in 2016-17).

POLAHS will offer summer school classes, running from June 14 to July 13, 2016, and to include courses such as integrated math 1 and 2, biology, English 9, world history,

| | | | |
|---|---------------|--|--|
| <p>two freshmen bridge courses and one enrichment course.</p> <ul style="list-style-type: none"> • 10 classroom teachers (4 wks) / \$51,000 • 4 part-time SPED staff (4 wks) / \$16,000 • 1 full-time office staff (4 wks) / \$5,000 • 3 instructional aides (4 wks) / \$3,600 • Biology/credit recovery licensing (Grad Point) / \$17,500* <p>*Included are one hundred credit recovery modules, allowing 75 students to complete their biology requirement and 25 of the most credit deficient upper classmen to take courses necessary for graduation.</p> | | | |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial Aid and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> <p>POLAHS will maintain an Instructional Coordinator position to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> | <p>POLAHS</p> | <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p> | |

| | | | |
|---|--------|---|--|
| <p>Additionally, POLAHS will expand credit recover courses available in the regular school day.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | | | |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> <p>POLAHS will maintain an Instructional Coordinator position to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources. Additionally, POLAHS will expand credit recover courses available in the regular school day.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

LCAP Year 4: 2018-19

Expected Annual Measurable Outcomes:

Current rate of students accepted to four-year universities will increase to 53 percent.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| <p>POLAHS students receive a rigorous high school education that serves to prepare graduates for entry to college or future career. Students may opt to pursue a career technical program or a college bound pathway at POLAHS. For the college bound students in our care, POLAHS is dedicated to providing the academic framework and counseling necessary to facilitate student towards college. To accomplish this endeavor, POLAHS presents the following actions and services.</p> <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships opportunities.</p> <p>The College Counselor will provide workshops designed to aid students in their college search as well as to help students prepare for their college experience.</p> <p>The College Counselor will coordinate with other community organizations (like South Central Scholars) who can also provide workshops on academic and financial aid counseling.</p> <p>The College Counselor will coordinate field trips to local colleges and universities.</p> <p>POLAHS will continue to purchase a subscription to the</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

NAVIANCE college and career readiness software.

Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.

POLAHS will sustain the current AP course offerings, monitoring enrollment and pass rates.

POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.

POLAHS will continue to maintain its current offerings of A-G courses to ensure student eligibility to all colleges.

POLAHS will develop an Elective Lab in order to increase the amount and variety of courses available to the student population. POLAHS will purchase a computer cart to support students in the Elective lab. POLAHS will renew and expand upon the Grad Point license to increase opportunities to diversify student learning and improve college and career preparedness. Grad Point licensing will be utilized for credit recovery classes and expansion of elective course in both Fall and Spring semesters

POLAHS will hire a full-time credentialed teacher/ instructor to assist and support students with both credit recovery and elective course selections utilizing Grad Point (expanding from 2 to 5 sections in 2016-17).

POLAHS will offer summer school classes, running from June 14 to July 13, 2016, and to include courses such as integrated math 1 and 2, biology, English 9, world history, two freshmen bridge courses and one enrichment course.

- 10 classroom teachers (4 wks) / \$51,000
- 4 part-time SPED staff (4 wks) / \$16,000
- 1 full-time office staff (4 wks) / \$5,000
- 3 instructional aides (4 wks) / \$3,600
- Biology/credit recovery licensing (Grad Point) / \$17,500*

| | | | |
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| <p>*Included are one hundred credit recovery modules, allowing 75 students to complete their biology requirement and 25 of the most credit deficient upper classmen to take courses necessary for graduation.</p> | | | |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial Aid and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> <p>POLAHS will maintain an Instructional Coordinator position to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes. Additionally, POLAHS will expand credit recover courses available in the regular school day.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>POLAHS will maintain a full-time College Counselor. This</p> | POLAHS | <p><input type="checkbox"/> ALL</p> | |

counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.

Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.

Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.

POLAHS will maintain an Instructional Coordinator position to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.

POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources. Additionally, POLAHS will expand credit recover courses available in the regular school day.

POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.

POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups: (Specify) _____

Goal

#7: POLAHS will provide teachers with continuous professional development and classroom observations to ensure the development of effective research-

Related State and/or Local Priorities:

1 2__ 3__ 4 5__ 6 7
8

based instructional strategies that align with CCSS.

COE only: 9__ 10__
Local : Specify _____

| | | | |
|-------------------|--|--------|--|
| Identified Need : | POLAHS needs to maintain alignment of instruction and curriculum in mathematics and ELA to CCSS. | | |
| Goal Applies to: | Schools: | POLAHS | |
| | Applicable Pupil Subgroups: | SpEd | |

LCAP Year 1: 2015-2016

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Internal universally aligned CAASP style benchmarks will increase 3% |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|-----------------------|
| <p>POLAHS will hire an onsite Instructional Coordinator to provide ample opportunities for professional development in curriculum development and teaching strategies that will ensure proper alignment with CCSS.</p> <p>Instructional Coordinator will host parent informational evenings, answer questions and provide material that will inform parents on CCSS.</p> <p>The use of an Instructional Coordinator will promote frequent and effective classroom observations and provide teachers with constructive criticism and feedback.</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>The Instructional Coordinator will assist teachers in accommodating and modifying curriculum for students with special needs, as well as ensuring proper alignment with CCSS. The Instructional Coordinator will work collaboratively with resource teachers.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ SPED</p> | |

LCAP Year 2: 2016-2017

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | The Instructional Coordinator will increase the number of teachers he/she coaches by 50 percent. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|----------------------------------|
| <p>POLAHS strives to deliver quality and rigor in academic instruction, thus it is a priority to support the teachers to their fullest potential while transitioning to the CCSS and promoting new career standards currently under adoption by the school. POLAHS seeks to provide instructional leadership as well as opportunities for teacher collaboration, and as such will maintain a full-time teacher devoted to act as an Instructional Coordinator for the school.</p> <p>The Instructional Coordinator will assist teachers in curriculum development and teaching strategies to ensure proper alignment with CCSS, facilitate student engagement, and promote greater teacher effectiveness. The Instructional Coordinator individualizes mentoring and coaching opportunities for teachers. Teachers may directly request support from the Instructional Coordinator and/or a POLAHS department lead teacher may request increased mentoring for teacher(s) within their department.</p> <p>The Instructional Coordinator will attend professional development workshops related to pedagogy in order to assist teachers on campus with new ideas and strategies that support a transition to CCSS and promote sound pedagogy.</p> <p>POLAHS will continue to utilize professional development days embedded in the academic calendar in 2015-2016. Workshops and activities for professional development are identified with input from the principal, Instructional Coordinator, department and grade level leads. Also, input is derived from CAASPP data, discipline records, graduation and attendance data, and classroom observations.</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$98,400</p> <p>100% LCAP</p> |
| <p>The Instructional Coordinator will assist general teachers in accommodating and modifying curriculum for students with special needs, as well as ensuring proper alignment with CCSS. The Instructional Coordinator will work collaboratively with resource teachers.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> | |

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| | | <u> </u> <u> </u> Other Subgroups:(Specify) <u> </u> <u> </u> Special Education |
| The Instructional Coordinator will assist teachers in their development of instructional practices that support EL students, ensuring learning is supported during the transition to CCSS. The Instructional Coordinator will work collaboratively with the EL Coordinator. | POLAHS | <u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____ |

LCAP Year 3: 2017-2018

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | The Instructional Coordinator will increase the number of teachers he/she coaches by 50 percent. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| <p>POLAHS strives to deliver quality and rigor in academic instruction, thus it is a priority to support the teachers to their fullest potential while transitioning to the CCSS and promoting new career standards currently under adoption by the school. POLAHS seeks to provide instructional leadership as well as opportunities for teacher collaboration, and as such will maintain a full-time teacher devoted to act as an Instructional Coordinator for the school.</p> <p>The Instructional Coordinator will assist teachers in curriculum development and teaching strategies to ensure proper alignment with CCSS, facilitate student engagement, and promote greater teacher effectiveness. The Instructional Coordinator individualizes mentoring and coaching opportunities for teachers. Teachers may directly request support from the Instructional Coordinator and/or a POLAHS department lead teacher may request increased mentoring for teacher(s) within their department.</p> <p>The Instructional Coordinator will attend professional development workshops related to pedagogy in order to assist teachers on campus with new ideas and strategies that support a transition to CCSS and promote sound</p> | POLAHS | <u> </u> X ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____ | |

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| <p>pedagogy.</p> <p>The Instructional Coordinator provided individualized instructional coaching and mentoring to eleven teachers in the 2015-2016 school year and seeks to expand services by 50 percent in LCAP year 2.</p> <p>POLAHS will continue to utilize professional development days embedded in the academic calendar in 2015-2016. Workshops and activities for professional development are identified with input from the principal, Instructional Coordinator, department and grade level leads. Also, input is derived from CAASPP data, discipline records, graduation and attendance data, and classroom observations.</p> | | | |
| <p>The Instructional Coordinator will assist teacher in accommodating and modifying curriculum for students with special needs, as well as ensuring proper alignment with CCSS. The Instructional Coordinator will work collaboratively with resource teachers.</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |
| <p>The Instructional Coordinator will assist teacher in their development of instructional practices that support EL students, ensuring learning is supported during the transition to CCSS. The Instructional Coordinator will work collaboratively with the EL Coordinator.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

LCAP Year 4: 2018-2019

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|--|---|--|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>The Instructional Coordinator will increase the number of teachers he/she mentors by 50 percent.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>POLAHS strives to deliver quality and rigor in academic</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> | |

instruction, thus it is a priority to support the teachers to their fullest potential while transitioning to the CCSS and promoting new career standards currently under adoption by the school. POLAHS seeks to provide instructional leadership as well as opportunities for teacher collaboration, and as such will maintain a full-time teacher devoted to act as an Instructional Coordinator for the school.

The Instructional Coordinator will assist teachers in curriculum development and teaching strategies to ensure proper alignment with CCSS, facilitate student engagement, and promote greater teacher effectiveness. The Instructional Coordinator individualizes mentoring and coaching opportunities for teachers. Teachers may directly request support from the Instructional Coordinator and/or a POLAHS department lead teacher may request increased mentoring for teacher(s) within their department.

The Instructional Coordinator will attend professional development workshops related to pedagogy in order to assist teachers on campus with new ideas and strategies that support a transition to CCSS and promote sound pedagogy.

The Instructional Coordinator provided individualized instructional coaching and mentoring to eleven teachers in the 2015-2016 school year and seeks to expand services by 50 percent in LCAP year 2.

POLAHS will continue to utilize professional development days embedded in the academic calendar in 2015-2016. Workshops and activities for professional development are identified with input from the principal, Instructional Coordinator, department and grade level leads. Also, input is derived from CAASPP data, discipline records, graduation and attendance data, and classroom observations.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups: (Specify) _____

The Instructional Coordinator will assist teacher in

POLAHS

ALL

| | | | |
|---|---------------|---|--|
| <p>accommodating and modifying curriculum for students with special needs, as well as ensuring proper alignment with CCSS. The Instructional Coordinator will work collaboratively with resource teachers.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |
| <p>The Instructional Coordinator will assist teacher in their development of instructional practices that support EL students, ensuring learning is supported during the transition to CCSS. The Instructional Coordinator will work collaboratively with the EL Coordinator.</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| <p>GOAL:</p> | <p>#8: POLAHS will increase the reading level of 9th grade students who are currently scoring 500 or below on the Achieve 3000 reading assessment (far below their designated Lexile).</p> | | <p>Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ <input checked="" type="checkbox"/> 5__ <input checked="" type="checkbox"/> 6__ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Improve 9th grade student's reading level when scoring below their designated Lexile.</p> | | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>POLAHS Applicable Pupil Subgroups: English Learners, Low income students, SpEd students</p> | |
| <p>LCAP Year 1: 2015-16</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Student's individual Lexile score will increase by 25%.</p> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>POLAHS will purchase the Achieve 3000 software to be used for teaching students at their individual reading levels. POLAHS received a grant to cover the cost of the program. POLAHS will hire one part-time Reading Specialist to</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> | |

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| <p>provide direct instruction using the Achieve 3000 program (\$13,000 LCAP)</p> <p>POLAHS will place eligible students in a Reading Intervention class during the school day.</p> | | <p>__ Other Subgroups:(Specify) _____</p> | |
| <p>EL Coordinator will use the Achieve 3000 with EL students during pull-aside sessions.</p> | POLAHS | <p>__ ALL</p> <p>OR:</p> <p>__ Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p> | |
| <p>Low income students who struggle with performing on standardized tests because of a low Lexile reading level, may not have access to outside educational resources. A Reading Specialist and the program Achieve 3000 will offer them the support they need to boost testing confidence and consequentially boost their overall achievement.</p> <p>Achieve 3000 has a SpEd component therefore, an additional SpEd teacher will be used to administer the program to SpEd students during the Academic Support class.</p> | POLAHS | <p>__ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p> | |

LCAP Year 2: 2016-17

| | | | |
|--|--|--|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Ninety percent of freshmen identified to use Achieve 3000 will improve upon their Lexile score by at least one grade level.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>Freshmen teachers alerted administrators that an increasing</p> | POLAHS | <p><input checked="" type="checkbox"/> ALL</p> | |

| | | | |
|---|---------------|---|---|
| <p>amount of students demonstrated low reading skills over the course of the past few years. Perhaps a result of larger class sizes in elementary and middle schools during the Great Recession, many students arrived to POLAHS with alarmingly low comprehension and fluency in reading. As reading is fundamental to all courses and areas of study, POLAHS decided to identify struggling freshmen readers for targeted intervention in reading. Achieve 3000 was adopted in 2015-16 and POLAHS launched a reading intervention class.</p> <p>POLAHS will maintain the Achieve 3000 software, used for improving student reading levels.</p> <p>POLAHS will maintain a reading intervention class during the school day, placing eligible freshmen in the course first and second semester based upon diagnostic testing data, first semester grades, and improvement rates in Achieve 3000. POLAHS will maintain a part-time Reading Specialist to provide direct instruction using the Achieve 3000 program for this class. The teacher is already staffed by POLAHS.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$20,500.00 (Achieve 3000) 100% LCAP</p> |
| <p>The EL Coordinator will use the Achieve 3000 with EL students during pull-aside sessions, as necessary. The EL Coordinator will coordinate with the 9th grade ELA teachers and Reading Specialist to monitor progress of EL students.</p> | <p>POLAHS</p> | <p>__ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Often low income students struggle with performing on standardized tests, because of a low Lexile reading level, and may not have access to outside educational resources aimed at improving their academic success. A Reading Specialist and the program Achieve 3000 will offer these students the support they need to boost skills and testing confidence and consequentially boost their overall achievement.</p> | <p>POLAHS</p> | <p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)___SPED_____</p> | |

Achieve 3000 has a SPED component facilitating the use of this software by Resource Teachers to support their student caseloads.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Ninety percent of freshmen targeted to use Achieve 3000 will improve upon their Lexile score by at least one grade level.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| <p>Freshmen teachers alerted administrators that an increasing amount of students demonstrated low reading skills over the course of the past few years. Perhaps a result of larger class sizes in elementary and middle schools during the Great Recession, many students arrived to POLAHS with alarmingly low comprehension and fluency in reading. As reading is fundamental to all courses and areas of study, POLAHS decided to identify struggling freshmen readers for targeted intervention in reading. Achieve 3000 was adopted in 2015-16 and POLAHS launched a reading intervention class.</p> <p>POLAHS will maintain the Achieve 3000 software, used for improving student reading levels.</p> <p>POLAHS will maintain a reading intervention class during the school day, placing eligible freshmen in the course first and second semester based upon diagnostic testing data, first semester grades, and improvement rates in Achieve 3000. POLAHS will maintain a part-time Reading Specialist to provide direct instruction using the Achieve 3000 program for this class. The teacher is already staffed by POLAHS.</p> | POLAHS | <p><u> </u>x_ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups: (Specify)_____</p> | |
| | POLAHS | <u> </u> ALL | |

| | | | |
|--|---------------|---|--|
| <p>EL Coordinator will use the Achieve 3000 with EL students during pull-aside sessions</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>Low income students, who struggle with performing on standardized tests because of a low Lexile reading level, may not have access to outside educational resources. A Reading Specialist and the program Achieve 3000 will offer them the support they need to boost testing confidence and consequentially boost their overall achievement.</p> <p>Achieve 3000 has a SPED component facilitating the use of this software by Resource Teachers to support their student caseloads.</p> | <p>POLAHS</p> | <p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

| <p align="center">LCAP Year 4: 2018-19</p> | | | |
|--|--|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Ninety percent of freshmen targeted to use Achieve 3000 will improve upon their Lexile score by at least one grade level.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>Freshmen teachers alerted administrators that an increasing amount of students demonstrated low reading skills over the course of the past few years. Perhaps a result of larger class sizes in elementary and middle schools during the Great Recession, many students arrived to POLAHS with alarmingly low comprehension and fluency in reading. As reading is fundamental to all courses and areas of study, POLAHS decided to identify struggling freshmen readers for targeted intervention in reading. Achieve 3000 was adopted in 2015-16 and POLAHS launched a reading intervention class.</p> | <p>POLAHS</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| <p>POLAHS will maintain the Achieve 3000 software, used for improving student reading levels.</p> <p>POLAHS will maintain a reading intervention class during the school day, placing eligible freshmen in the course first and second semester based upon diagnostic testing data, first semester grades, and improvement rates in Achieve 3000. POLAHS will maintain a part-time Reading Specialist to provide direct instruction using the Achieve 3000 program for this class. The teacher is already staffed by POLAHS.</p> | | | |
| <p>EL Coordinator will use the Achieve 3000 with EL students during pull-aside sessions</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>Low income students, who struggle with performing on standardized tests because of a low Lexile reading level, may not have access to outside educational resources. A Reading Specialist and the program Achieve 3000 will offer them the support they need to boost testing confidence and consequentially boost their overall achievement.</p> <p>Achieve 3000 has a SPED component facilitating the use of this software by Resource Teachers to support their student caseloads.</p> | POLAHS | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| GOAL: | #9: POLAHS will provide social/emotional support to students and their families. | <p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify _____</p> |
| Identified Need : | POLAHS needs to better connect students and their families to social support services and community outreach | |

| | | programs. | |
|---|---|--|-----------------------|
| Goal Applies to: | | Schools: | |
| | | Applicable Pupil Subgroups: | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | POLAHS will measure the amount of students seen and referred to community programs. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>POLAHS' school psychologist will expand hours, from part-time to full-time, in order to satisfy the growing demand, by students, for social/emotional counseling (\$23,750).</p> <p>Additionally, POLAHS, will acquire a community liaison to connect students and their families to available support services within the community.(\$15,000-\$20,000)</p> <p>The psychologist and community liaison will identify community outreach programs available to POLAHS students and connect eligible students to those programs.</p> <p>POLAHS will employ a full-time Operations Manager who will ensure the school climate and safety needs of students are of utmost priority. The Primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean and hazard-free learning environment for all students.</p> | | <p><u> x </u> ALL</p> <hr/> <p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p> | |

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| <p>Incoming foster students and families will be identified and offered additional support in order to ensure student achievement.</p> <p>The psychologist and community liaison will identify community outreach programs available to POLAHS students and connect eligible students to those programs.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

LCAP Year 2: 2016-17

| <p>Expected Annual Measurable Outcomes:</p> | <p>POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist and community outreach programs.</p> | | |
|---|---|---|---|
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <p>POLAHS recognizes that building a successful learning environment in which students thrive requires attention to the social and emotional well-being of students. Simply, students are not able to achieve their full academic potential if they are coping with social or emotional issues that may sidetrack learning. POLAHS is committed to serving the whole child, and as such POLAHS will need to monitor the amount and types of services rendered in social-emotional care in order to determine that students are well cared for.</p> <p>POLAHS' school psychologist will maintain full-time</p> | | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p align="right">\$103,445 (Salary & benefits)</p> |

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| <p>hours to best support the needs of the POLAHS students.</p> <p>POLAHS will add and maintain a full-time social-emotional counselor to provide support to students experiencing hardship(s) that may undermine their academic success.</p> <p>Additionally, POLAHS developed a working relationship with The Guidance Center, a local community counseling center one block from campus. POLAHS can refer families to treatment at the center, and in some cases, as appropriate, students are assisted on campus by center therapists.</p> <p>The school psychologist will maintain records of POLAHS students receiving social-emotional support on campus as well as those referred to off campus programs.</p> <p>POLAHS will employ a full-time Operations Manager who will ensure the school climate and safety needs of students are of utmost priority. The Primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean and hazard-free learning environment for all students.</p> | | | <p>100% LCAP</p> <p>\$95,000 (Salary & benefits) 100% LCAP</p> <p>\$77,000 (Salary) 100% LCAP</p> |
| <p>Incoming foster students and families will be identified and offered support in order to ensure student achievement. Support may be provided by the school psychologist, social-emotional counselor or community resource as needed.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>EL students and their families will be identified and receive social-emotional support in order to ensure student achievement.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> | |

SPED students and their families are identified and receive social-emotional support in order to ensure student achievement.

Support may be provided by the school psychologist or community resource as needed.

Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) Special Education

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist and community outreach programs.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| <p>POLAHS recognizes that building a successful learning environment in which students thrive requires attention to the social and emotional well-being of students. Simply, students are not able to achieve their full academic potential if they are coping with social or emotional issues that may sidetrack learning. POLAHS is committed to serving the whole child, and as such POLAHS will need to monitor the amount and types of services rendered in social-emotional care in order to determine that students are well cared for. POLAHS' school psychologist will maintain full-time hours to best support the needs of the POLAHS students.</p> <p>POLAHS will add and maintain a full-time social-emotional counselor to provide support to students experiencing hardship(s) that may undermine their academic success.</p> <p>Additionally, POLAHS developed a working relationship with The Guidance Center, a local community counseling center one block from campus.</p> | | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| <p>POLAHS can refer families to treatment at the center, and in some cases, as appropriate, students are assisted on campus by center therapists.</p> <p>The school psychologist will maintain records of POLAHS students receiving social-emotional support on campus as well as those referred to off campus programs.</p> <p>POLAHS will employ a full-time Operations Manager who will ensure the school climate and safety needs of students are of utmost priority. The Primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean and hazard-free learning environment for all students.</p> | | | |
| <p>Incoming foster students and families will be identified and offered support in order to ensure student achievement. Support may be provided by the school psychologist , social-emotional counselor, or community resource as needed.</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>EL students and their families will be identified and receive social-emotional support in order to ensure student achievement.</p> <p>SPED students and their families are identified and receive social-emotional support in order to ensure student achievement.</p> <p>Support may be provided by the school psychologist or community resource as needed.</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |

| LCAP Year 4: 2018-19 | |
|----------------------|---|
| Expected Annual | POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the |

| Measurable Outcomes: | school psychologist and community outreach programs. | | |
|---|--|---|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>POLAHS recognizes that building a successful learning environment in which students thrive requires attention to the social and emotional well-being of students. Simply, students are not able to achieve their full academic potential if they are coping with social or emotional issues that may sidetrack learning. POLAHS is committed to serving the whole child, and as such POLAHS will need to monitor the amount and types of services rendered in social-emotional care in order to determine that students are well cared for. POLAHS' school psychologist will maintain full-time hours to best support the needs of the POLAHS students.</p> <p>POLAHS will add and maintain a full-time social-emotional counselor to provide support to students experiencing hardship(s) that may undermine their academic success.</p> <p>Additionally, POLAHS developed a working relationship with The Guidance Center, a local community counseling center one block from campus. POLAHS can refer families to treatment at the center, and in some cases, as appropriate, students are assisted on campus by center therapists.</p> <p>The school psychologist will maintain records of POLAHS students receiving social-emotional support on campus as well as those referred to off campus programs.</p> <p>POLAHS will employ a full-time Operations Manager</p> | | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |

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| <p>who will ensure the school climate and safety needs of students are of utmost priority. The Primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean and hazard-free learning environment for all students.</p> | | | |
| <p>Incoming foster students and families will be identified and offered support in order to ensure student achievement. Support may be provided by the school psychologist, social-emotional counselor or community resource as needed.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> | |
| <p>EL students and their families will be identified and receive social-emotional support in order to ensure student achievement.</p> <p>SPED students and their families are identified and receive social-emotional support in order to ensure student achievement.</p> <p>Support may be provided by the school psychologist or community resource as needed.</p> | | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | |

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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| Original GOAL from prior year LCAP: | #1: POLAHS will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP) | | Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | POLAHS Applicable Pupil Subgroups: English Learners, RFEP, and Special Education | | |
| Expected Annual Measurable Outcomes: | Increase RFEP rate by 3% current rate 20% Year 1: 23% Year 2: 25% Year 3: 25% Year 4: 25% | Actual Annual Measurable Outcomes: | POLAHS estimates 25% RFEP rate will be reached by years end. | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| POLAHS will maintain a full-time EL Coordinator. The EL Coordinator will monitor grades and advocate for the students. The EL Coordinator will continue the monitoring | \$97,000.00 \$1,000.00 - | POLAHS maintained the employment of one full-time EL Coordinator, and this employee performed the duties and roles outlined in the LCAP and POLAHS Master Plan for English Learners. | \$83,952.72 (salary & benefits) 100% LCAP - | |

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| <p>of RFEP students and their progress towards proficiency.</p> <p>The EL Coordinator will be an active member of a student's IEP team when the EL student is also receiving Special Education services. He/she will communicate with the student's case carrier and attend IEP meetings to provide present levels of performance in the area of English Learner.</p> | - | <p>The EL Coordinator did not use the stipend for supplies needed to sponsor ELAC meetings.</p> | |
| <p>Scope of service: POLAHS</p> | | <p>Scope of service: POLAHS</p> | |
| <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| | | | |
| <p>Scope of service: POLAHS</p> | | <p>Scope of service: POLAHS</p> | |
| <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>The expected annual measurable outcome rates have been adjusted from an estimated 3% growth rate per year, to a steady redesignation rate of 25% annually. This is a more appropriate target and measurement to assess RFEP rates. Additionally, AMAO targets were added as a unit of measurement for projecting expected annual measurable outcomes.</p> | | |

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| Original GOAL from prior year LCAP: | #2: POLAHS will increase the number of students who score proficient or above in English on the CAASPP and/or common core aligned benchmark assessment. | Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|-------------------------------------|--|--|

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| Goal Applies to: | Schools: POLAHS | Applicable Pupil Subgroups: English Learners, Foster Youth, RFEP and Special Education |
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| Expected Annual Measurable Outcomes: | Increase Proficient or Above scores on the CAASPP and/or common core aligned benchmark Year 1: TBD Year 2: 6% Year 3: 9% | Actual Annual Measurable Outcomes: | CAASPP baseline data established 2014-15. ELA Met or Exceeded standards: 84% |
|--------------------------------------|---|------------------------------------|---|

LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|--|-------------------------------------|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>POLAHS teachers will undergo extensive training and professional development (both internal and external) in implementing Common Core State Standards with regard to reading and writing across the disciplines (including electives and foreign language).</p> <p>English Department will receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate CAASPP test taking strategies in the curriculum.</p> <p>POLAHS will allocate time for teacher collaboration to help facilitate the implementation of CCSS ELA standards in History/Social Science and Science.</p> <p>All grade levels and departments will receive in-house training from the Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.</p> | <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>POLAHS ELA teachers have met as professional learning communities to refine curriculum maps, assessments, and units/lessons to accommodate changes as CAASPP results have been forthcoming. Teachers have meet with their ELA grade level counterpart(s) and as a department to use CAASPP data to hone pedagogy.</p> <p>POLAHS hired two SPED assistants to push into ELA (and math) courses.</p> <p>A reading intervention course opened, and a part time reading specialist used Achieve 3000 to raise student reading comprehension and fluency (see goal #8).</p> | <p>\$39,000 (Two SPED assistant salaries/19,500 each) 100% LCAP</p> |

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| <p>The Instructional Coordinator will assist with the development of curriculum aimed at aligning with CCSS, which will improve CAASPP assessment scores.</p> <p>The Reading Specialist will help increase the reading proficiency of students, which will improve CAASPP assessment scores.</p> <p>POLAHS will provide social-emotional counseling to Foster Students scoring basic, below basic or far below basic on the internal CAASPP benchmarks.</p> <p>POLAHS will include underperforming Foster Students on the academic watch list as a way to monitor student progress.</p> <p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into ELA classrooms to assist students with CCSS aligned assignments.</p> <p>POLAHS will continue to mainstream the Special Education population, but will hire one new Resource Specialist.</p> <p>POLAHS will also hire two additional Special education assistant to meet the needs and services of our moderate to severe special education students and provide one-on-one assistance in accessing curriculum within the general education setting.</p> | <ul style="list-style-type: none"> - - - - <p>\$78,000.00 90% LCAP 10% Title I</p> <p>\$35,000.00 100% LCAP</p> | <p>POLAHS maintained the employment of a full – time EL Coordinator to support EL Learners (see goal #1).</p> <p>The Instructional Coordinator supported teachers in ELA by providing mentoring to specifically identified teachers and joining ELA teachers in a series of workshops designed to use data to drive decision making (see goal #7).</p> <p>Social-emotional support was extended to students, via coordinated efforts of the campus school psychologist (shifted to full-time employment), a part-time intern, and local resources (see goal #9)</p> | | | | | |
| <table border="1"> <tr> <td data-bbox="86 1149 344 1226">Scope of service:</td> <td data-bbox="344 1149 806 1226">POLAHS</td> </tr> </table> | Scope of service: | POLAHS | | <table border="1"> <tr> <td data-bbox="1039 1149 1297 1226">Scope of service:</td> <td data-bbox="1297 1149 1780 1226">POLAHS</td> </tr> </table> | Scope of service: | POLAHS | |
| Scope of service: | POLAHS | | | | | | |
| Scope of service: | POLAHS | | | | | | |
| <table border="1"> <tr> <td data-bbox="86 1226 806 1268"> <input checked="" type="checkbox"/> ALL </td> </tr> </table> | <input checked="" type="checkbox"/> ALL | | <table border="1"> <tr> <td data-bbox="1039 1226 1780 1268"> <input type="checkbox"/> ALL </td> </tr> </table> | <input type="checkbox"/> ALL | | | |
| <input checked="" type="checkbox"/> ALL | | | | | | | |
| <input type="checkbox"/> ALL | | | | | | | |
| <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | | | | |

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| Scope of service: POLAHS | | Scope of service: POLAHS | |
| __ALL | | __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) __Special Education | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Rather than use internal benchmarks in ELA, POLAHS CAASPP scores in ELA will be used to establish future academic goals as this data is now available. As 84% of students met or exceeded standards; a focus upon students in the not met or nearly met standards is warranted. Next steps include an examination of the 2015-16 CAASPP scores to refine and target future program successes and needs. | |

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| Original GOAL from prior year LCAP: | #3: POLAHS will increase the number of students who score proficient or above in Mathematics on the CAASPP and/or common core aligned benchmark assessment. | | Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: POLAHS | Applicable Pupil Subgroups: EL, Foster Youth, RFEP and Special Education | |
| Expected Annual Measurable Outcomes: | Increase Proficient or Above scores in Mathematics on the CASPP and/or common core aligned benchmark assessment. Year 1: TBD Year 2: 6% Year 3: 9% | Actual Annual Measurable Outcomes: | CAASPP baseline data established 2014-15. ELA Met or Exceeded standards: 46% |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted | | Estimated |

| | | Expenditures | | | Actual Annual Expenditures |
|--|--------|--|---|--------|----------------------------|
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| <p>To help facilitate the transition into the new CCSS Mathematics standards, the Math Department planned and implemented a shift to their curriculum to an Integrated approach. POLAHS will allocate time for math teacher collaboration to aid in the creation and implementation of the new mathematics curricula as necessary.</p> <p>All grade levels and departments will receive in-house training from the new Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.</p> <p>POLAHS will recommend and provide social-emotional counseling to Foster Youth scoring basic, below basic or far below basic on the internal CAASPP benchmarks.</p> <p>POLAHS will include underperforming Foster Youth on the academic watch list as a way to monitor student progress.</p> <p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as push into mathematics classrooms to assist students with CCSS aligned assignments that prepare students for the CAASPP assessment.</p> <p>POLAHS will continue to mainstream the Special Education population, but will hire one new Resource Specialist.</p> | | <ul style="list-style-type: none"> - - - - - - | <p>POLAHS initiated a transition to an integrated math approach. Courses in the campus master schedule reflect the new approach. POLAHS math teachers have met as professional learning communities to refine curriculum maps, assessments, and units/lessons to accommodate changes as CAASPP results have been forthcoming and to support transition to integrated math. Teachers have meet with their grade level counterpart(s) and as a department to use CAASPP data to hone pedagogy.</p> <p>POLAHS hired two SPED assistants to push into math (and ELA) courses (see goal #2).</p> <p>POLAHS maintained the employment of a full – time EL Coordinator to support EL Learners (see goal #1).</p> <p>The Instructional Coordinator supported teachers in math by providing mentoring to specifically identified teachers in the department (see goal #7).</p> <p>Social-emotional support was extended to students, via coordinated efforts of the campus school psychologist (shifted to full-time employment), a part-time intern, and local resources (see goal #9).</p> | | |
| Scope of | POLAHS | | Scope of | POLAHS | |

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| service: | | | service: | | |
| <input checked="" type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| | | | | | |
| Scope of service: | POLAHS | | Scope of service: | POLAHS | |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>POLAHS CAASPP scores in math will be used to establish goals, rather than student performance on internal benchmarks delivered by math teachers. 46% of students met or exceeded standards, establishing a benchmark year. An additional math teacher to lower student to teacher ratios in lower level courses was identified as a need. Transition to an integrated math approach continues. Next steps include an examination of the 2015-16 CAASPP scores to refine and target future program successes and needs.</p> |
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| <p>Original GOAL from prior year LCAP:</p> | <p>#4: POLAHS will expand its A-G and Career and Technical Education (CTE) course offerings for all students in order to facilitate a pathway to college and/or career.</p> | <p>Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__x__ 6__ 7__x__ 8__x__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Goal Applies to:</p> | <p>Schools: POLAHS Applicable Pupil Subgroups: Foster Youth, RFEP</p> | |

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| Expected Annual Measurable Outcomes: | POLAHS will increase the number of A-G courses by 2 and the number of CTE offerings by 3. | Actual Annual Measurable Outcomes: | POLAHS increased the number of A-G courses by 2 and the number of CTE offerings by 3. |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>POLAHS will introduce Career Technical Education (CTE) courses, in order to establish career pathways for all students. The course offerings will be Geographic Information Systems (GIS), Boat Operations, and Digital Media.</p> <p>POLAHS may receive a grant from the Port of Los Angeles, however the amount is undetermined. The amount of expenditures towards CTE services, resources, and supplies the school can provide will be based on the amount of the grant money gifted by the Port.</p> <p><u>Career Pathway #1: Geographic Information Systems</u> (anticipated expenditures) a) instructor stipend (\$5000) b) GIS software/Flash Drives/20 GPS Units (\$500) Total: \$5,500</p> <p>If POLAHS receives the Port Grant, the projected expenditures for the GIS CTE pathway will be \$5250.00 Without the Port grant, POLAHS will only expend \$500.00.</p> <p><u>Career Pathway #2: Boat Operations (anticipated expenditures):</u> a) Instructor Stipend (\$25,000) b) Los Angeles Maritime Institute <i>Top Sail</i> Day Sails - 3 hours(36 x 1,190 = \$42,840)</p> | <p>-</p> <p>-</p> <p>a) \$5,000.00 100% LCAP b) \$500.00 100% LCAP</p> <p>-</p> <p>-</p> | <p>POLAHS introduced Career Technical Education (CTE) courses. The courses offered consisted of Geographic Information Systems (GIS), Boat Operations, and Digital Media. POLAHS received a grant from the Port of Los Angeles, for \$50,000, which allowed POLAHS to purchase the required materials for its CTE programs.</p> <p><u>Career Pathway #1: Geographic Information Systems</u> Instructor Stipend (\$5000) GIS software/flash drives/20 gps units (\$500) Total: (\$5,500)</p> <p><u>Career Pathway #2: Boat Operations</u> a)Instructor Stipend (\$16,000) b) & c) Los Angeles Maritime Institute Day/Night Sails (\$66,000) f)Lab materials (\$3000) Total: (\$85,000)</p> | <p>GIS</p> <p>a) \$5000.00 (Instructor Stipend 100% LCAP b) \$500.00 (Supplies - 100% LCAP)</p> <p>\$16,000 (Instructor Stipend - 100% LCAP)</p> <p>\$66,000 (LAMI – 100% LCAP)</p> |

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| <p>c) Los Angeles Maritime Institute <i>Top Sail</i> Overnight sails (2 x 3500.00 = \$7000) d) Instruction class contracted (\$10,000) e) Lab construction and equipment (\$15,000) f) Lab materials annual (\$5000) g) U.S Coastguard Basic Safety Certification (\$75,00) Total: \$107,340.00</p> <p>If POLAHS receives the Port Grant, the projected expenditures for the Boat Operations CTE pathway will be \$107, 340.00. Without the Port grant, POLAHS will only expend \$39,280.00 [Instructor stipend (\$25,000) and 12 Day Sails (\$14,280)]</p> <p>Without the port grant, POLAHS will only purchase the following:</p> <ul style="list-style-type: none"> - c)Instructor Stipend (\$25,000) - d)12 Day Sails (\$14,280) <p>Career Pathway #3: Digital Media (anticipated expenditures)</p> <p>J) Computer Lab upgrades and digital media software (\$62,000)</p> <ul style="list-style-type: none"> - Lab upgrade (37,000) - Adobe software (\$9000.00) - Adobe ACA Bundle (\$5000.00) - DSLR Cameras (\$4000) - Camera Accessories (\$1500.00) - 30 WACOM Tablets (\$5000.00) - Web Design Server built into existing network (\$500.00) <p>Total: \$62,000</p> <p>If POLAHS receives the Port Grant, the projected expenditures for the Digital Media CTE pathway will be \$62,000. Without the Port grant, POLAHS will only expend \$19,500</p> | <p>-</p> <p>-</p> <p>c) \$25,000.00 100% LCAP d) \$14,280.00 100% LCAP</p> <p>-</p> <p>-</p> <p>j) \$19,500.00 100% LCAP</p> | <p>Career Pathway #3: Digital Media Computer Lab upgrades and digital media software (\$62,000)</p> <ul style="list-style-type: none"> - Lab upgrade (\$37,000) - Adobe software (\$9000.00) - Adobe ACA Bundle (\$5000.00) - DSLR Cameras (\$4000) - Camera Accessories (\$1500.00) - 30 WACOM Tablets (\$5000.00) - Web Design Server built into existing network (\$500.00) <p>Total: \$62,000</p> | <p>\$3000 (Lab materials – Port Grant)</p> <p>Digital Media \$62,000 100% LCAP</p> |
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| Without the port grant POLAHS will purchase the following: <ul style="list-style-type: none"> - Adobe software (\$9000.00) - Adobe ACA Bundle (\$5000.00) - DSLR Cameras (\$4000) - Camera Accessories (\$1500.00) Total \$19,500.00 <u>A-G Actions/Services</u> (See Goal #6) | | - | | | |
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| Scope of service: POLAHS | | | Scope of service: POLAHS | | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Scope of service: POLAHS | | | Scope of service: POLAHS | | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | | |

| LCAP Year: 2015-2016 | | | |
|--|-----------------------|---|--------------------------------------|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| POLAHS will provide social/emotional counseling as needed. Should the number of Foster Youth increase at POLAHS, the School Psychologist will create a support group. | | POLAHS expanded its psychological counseling services at the school (expenditures listed in Goal #9). | |
| Grade Level teacher teams create an academic watch-list as a way to monitor student progress. Underperforming Foster Youth will be included on the watch-list. | \$0 | Grade Level teacher teams organized an academic watch-list as a way to monitor student progress. | \$0 |
| POLAHS will maintain smaller class sizes in integrated mathematics level-one course. | - | POLAHS scheduled smaller class sizes in integrated mathematics level-one courses | |
| POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness. | - | POLAHS hired an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness (expenditures listed in Goal #7). | |
| Department Leads will continue to facilitate teachers' understanding of CCSS, and will help teachers create a pacing and teaching plan with built in elements of differentiation to make learning accessible for all students. . | - | In department meetings, Department Leads worked with teachers to facilitate the understanding of CCSS. | |
| POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources. | - | POLAHS maintained a 187 day academic calendar. | |
| POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes. | - | POLAHS offered Summer School, which offered credit recovery opportunities. | |
| POLAHS teachers will continue to create a tutoring | | POLAHS teachers offered a tutoring schedule that made a | |

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| <p>schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> <p>POLAHS will continue to offer Saturday School for students who need an inviting place to work, study, and complete assignments. Saturday School instructor will have access to all textbooks and technology.</p> <p>The EL Coordinator will continue to support and monitor progress of RFEP students until graduation.</p> <p>Low Income students who struggle with performing on standardized tests—CAHSEE or CAASPP—will take part in pull-out test prep classes and extra sessions to help create more practice time, thus boosting testing confidence, and creating opportunities to re-teach content</p> | <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> | <p>minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> <p>POLAHS continued to offer Saturday school for students who need an inviting place to work, study, and complete assignments.</p> <p>The EL Coordinator supported and monitored progress of RFEP students until graduation (expenditures listed in Goal #1).</p> | | |
| <p>Scope of service:</p> | <p>POLAHS</p> | <p>Scope of service:</p> | <p>POLAHS</p> | |
| <p><input type="checkbox"/> ALL</p> | | <p><input type="checkbox"/> ALL</p> | | |
| <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | |

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| Scope of service: | POLAHS | | Scope of service: | POLAHS | |
| __ALL | | | __ALL | | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | With the cancellation of the Standardized Testing and Reporting (STAR) exam, in 2013, and the CAHSEE, in 2015, POLAHS needed to adjust its measurable outcomes to align with the current source of student data. As a result, POLAHS will change the expected annual measurable outcomes to align with student performance on the CAASPP. In the summer of 2015, POLAHS received its first set of CAASPP data scores which will be used as a baseline for future performance projections. The expected annual measurable outcomes for 2016-17 reflect these new changes along with student performance goals for the upcoming year. | | | |

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| Original GOAL from prior year LCAP: | #6: POLAHS will increase the amount of students who are accepted to four-year universities upon graduation. | Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: POLAHS Applicable Pupil Subgroups: Low-Income, RFEP | |

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Acceptance rate will increase by 3% after one year of LCAP funding (if current acceptance rate is 44%). Year 1: 47% Year 2: 50% Year 3: 53%</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>2015-16 acceptance rate increase: 1%</p> |
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LCAP Year: 2015-2016

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial Aid and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>POLAHS will continue to purchase the subscription to the NAVIANCE college and career readiness software (\$5,500).</p> <p>Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> <p>POLAHS will hire an Instructional Coordinator to assist</p> | <p>\$72,000.00 100% LCAP -</p> <p>\$5,500.00 100% LCAP -</p> <p>-</p> | <p>POLAHS added a full-time college counselor position to provide targeted college guidance to students. The college counselor initiated the program as planned, providing services documented in POLAHS LCAP.</p> <p>POLAHS utilized Naviance software to assist students in their college needs.</p> <p>POLAHS expanded AP course offerings; AP Chemistry and AP Studio Art are now part of the POLAHS master schedule. (expansion of A-G courses previously documented in goal #4)</p> | <p>\$67,888.36 (salary & benefits) 100% LCAP</p> <p>\$5,036.00 100% LCAP</p> <p>\$9,212.00 (textbooks for APCHEM)</p> |

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| <p>teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> <p>POLAHS teachers will undergo extensive training and professional development to enhance instruction that targets low income students.</p> <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> <p>Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> | <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> | | |
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| <p>POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> | - | | |
| <p>POLAHS teachers will undergo extensive training and professional development to enhance instruction that targets low income students.</p> | - | | |
| <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> | - | | |
| <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> | - | | |
| <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | - | | |
| <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> | - | | |
| <p>Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> | - | | |
| <p>POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships. College Counselor will also free up the three full time academic counselors to better monitor their caseloads.</p> | - | | |

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| <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> | | | |
| <p>POLAHS will hire an Instructional Coordinator to assist teachers with curriculum development to target sub-groups and ensure college and career readiness.</p> | - | | |
| <p>POLAHS teachers will undergo extensive training and professional development to enhance instruction that targets low income students.</p> | - | | |
| <p>POLAHS will maintain a school year longer than the local school district by 5 instructional days. These extra days will help benefit all students, especially low income, who many not have access to outside educational resources.</p> | - | | |
| <p>POLAHS will continue to offer Summer School opportunities, which offer credit recovery options for core classes.</p> | - | | |
| <p>POLAHS teachers will continue to create a tutoring schedule that will make a minimum of one teacher, from each subject, available to all students for tutoring after school each day.</p> | - | | |
| <p><u>A-G Course Offerings</u></p> | - | | |
| <p>POLAHS will also expand its offering of A-G courses in order to increase the opportunity of students heading towards a college pathway. POLAHS will offer both AP Chemistry and AP Studio Art.</p> | | | |
| <p>A-G Class #1: AP Chemistry (anticipated costs) a: No additional cost for instructor b: Chemistry textbooks (\$10,000)</p> | | | |
| <p>A-G Class #2: AP Art Studio (anticipated costs) a: Teacher currently employed; no additional cost for instructor</p> | \$10,000 | | |

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| <p>b: art studio supplies</p> <p>POLAHS will also offer an on-line credit recovery program. The program will ensure greater opportunities for students to remediate courses and increase opportunities for college and career preparedness.</p> <p>The anticipated cost for the adoption of a credit recovery program and instructor fee will be an estimated \$20,000.</p> <p>POLAHS maintains a very rigorous curriculum. POLAHS will maintain the same level of rigor, but will support students by continuing to employ fully credentialed and highly effective teachers in all subject areas.</p> <p>Academic Counselors will focus on academic counseling and will create and maintain an Individualized Graduation Plan (the 4-Year Plan) for each student. Counselors will promote and enroll students in A-G approved courses.</p> <p>Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grad checks.</p> <p>POLAHS will maintain a full time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, and financial aid and scholarships. The College Counselor will free up the three full time academic counselors to better monitor their caseloads.</p> <p>POLAHS will provide social/emotional counseling as needed. Should the number of Foster Youth increase at POLAHS, the School Psychologist will create a support group.</p> <p>Grade Level teacher teams, via an academic watch list, will monitor student progress every quarter and maintain contact with both students and guardians.</p> | <p>\$20,000</p> | | |
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| <p>The EL Coordinator will support and monitor the progress of RFEP students until graduation.</p> <p>The Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students and ensure college and career readiness.</p> | | | | |
| Scope of service: | POLAHS | | Scope of service: | POLAHS |
| <input checked="" type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Scope of service: | POLAHS | | Scope of service: | POLAHS |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | | <p>Expansion of A-G courses as an LCAP goal was moved from goal #4 (2015-16) to goal #6 (2016-17) as POLAHS determined that the expansion of the CTE program (goal 4) is extensive and should be purposefully tracked and monitored as its own goal/program. Folding A-G course monitoring made better sense as part of POLAHS drive to create pathways to four year universities (goal #6).</p> <p>Despite the fact that support for college bound students increased, the targeted growth of students expected to enter a four year university for this year (47%) was not met. Upon reflection, POLAHS recognized that perhaps the expected measurable outcomes anticipated for the first year of the program (the first year POLAHS had a College Counselor) needed revision. POLAHS remains committed to maintaining the actions, services, and expenditures related to the goal, but revised the annual measurable outcomes and will continue to measure results.</p> | | |

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| Scope of service: | POLAHS | Scope of service: | POLAHS |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Scope of service: | POLAHS | Scope of service: | POLAHS |
| <input type="checkbox"/> ALL | | <input type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | POLAHS will continue to utilize an Instructional Coordinator. Initially, LCAP writers envisioned utilizing improvements in benchmark scores to assess how support from the Instructional Coordinator translated to increased academic success of students. However, benchmark development is in flux as departments shift to CCSS and hone new strategies that pinpoint CAASPP testing support, thus are not a reliable source of data. In the future, teacher efficacy surveys and student CAASPP data may be used to correlate and measure the effectiveness of the Instructional Coordinator position. | | |

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| Original GOAL from prior year LCAP: | #8: POLAHS will increase the reading level of 9th grade students who are currently scoring 500 or below on the Achieve 3000 reading assessment (far below their designated Lexile). | Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
|-------------------------------------|---|---|

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|---|---|------------------------------------|--|--|
| Goal Applies to: | | Schools: POLAHS | | |
| | | Applicable Pupil Subgroups: | English Learners, Low Income Students, Special Education | |
| Expected Annual Measurable Outcomes: | Student's individual Lexile score will increase by 25%. | Actual Annual Measurable Outcomes: | Ninety-two percent of students enrolled in the reading intervention class with the reading specialist improved Lexile scores by at least one Lexile level. | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| POLAHS will purchase the Achieve 3000 software to be used for teaching students at their individual reading levels. POLAHS received a grant to cover the cost of the program. | - | | POLAHS obtained Achieve 3000 and a part-time reading specialist provided direct instruction in reading recovery courses. The part-time specialist taught one section of Reading recovery | |
| POLAHS will hire one part-time Reading Specialist to provide direct instruction using the Achieve 3000 program (\$13,000 LCAP) | \$13,000.00 100% LCAP | | | |
| POLAHS will place eligible students in a Reading Intervention class during the school day. | - | | | |
| EL Coordinator will use the Achieve 3000 with EL students during pull-aside sessions. | - | | | |
| Low income students, who struggle with performing on standardized tests because of a low Lexile reading level, may not have access to outside educational resources. A Reading Specialist and the program Achieve 3000 will offer them the support they need to boost testing confidence and consequentially boost their overall achievement. | - | | | |
| Achieve 3000 has a SpEd component therefore, an additional SpEd teacher will be used to administer the program to SpEd students during the Academic Support class. | - | | | |
| | | | \$20,495.63 (license-Achieve 3000) 100% LCAP | |
| | | | \$7,500 (part-time reading specialist) 100% LCAP | |
| | | | - | |

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|---|--------|---|---|--------|--|
| Scope of service: | POLAHS | | Scope of service: | POLAHS | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Scope of service: | POLAHS | | Scope of service: | POLAHS | |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | POLAHS will continue to maintain a part-time reading specialist, and Achieve 3000 software, to support student growth in reading. Student Lexile growth will be measured by increases in Lexile level rather than as a percentage of Lexile growth over time. | | | |

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| Original GOAL from prior year LCAP: | #9: POLAHS will provide social/emotional support to students and their families. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: POLAHS Applicable Pupil Subgroups: | | |
| Expected Annual | POLAHS will measure the amount of students seen and referred to community programs. | Actual Annual | The school psychologist maintains records related to student support and services. |

| Measurable Outcomes: | | Measurable Outcomes: | |
|--|---|---|---|
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>POLAHS' school psychologist will expand hours, from part-time to full-time, in order to satisfy the growing demand, by students, for social/emotional counseling (\$23,750.00).</p> <p>Additionally, POLAHS will acquire a community liaison to connect students and their families to available support services within the community (\$15,000.00 - \$20,000.00).</p> <p>The psychologist and community liaison will identify community outreach programs available to POLAHS students and connect eligible students to those programs.</p> <p>POLAHS will employ a full-time Operations Manager who will ensure the school climate and safety needs of students are of utmost priority. The primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean, and hazard-free learning environment for all students.</p> <p>Incoming foster students and families will be identified and offered additional support in order to ensure student achievement.</p> <p>The psychologist and community liaison will identify community outreach programs available to POLAHS students and connect eligible students to those programs,</p> | <p>\$23,750.00 100% LCAP</p> <p>\$15,000.00 - \$20,000.00 100% LCAP</p> <p>-</p> <p>\$92,400.00 (Salary & Benefits; LCAP)</p> <p>-</p> <p>-</p> | <p>The POLAHS school psychologist became a full-time employee and was able to expand services to support more students.</p> <p>An intern assisted the school psychologist, providing additional support to students.</p> <p>POLAHS created a relationship with a local community resource, The Guidance Center. Students and families are recommended to the center as appropriate, and in some cases the therapists serve students on campus.</p> <p>The Operations Manager maintained a safe, clean campus.</p> | <p>\$34,481.00 (Salary & benefits) 100% LCAP</p> <p>\$7,500 (Salary) 100% LCAP</p> <p>\$77,00.00 (Salary) 100% LCAP</p> |
| Scope of service: | POLAHS | Scope of service: | POLAHS |
| <input checked="" type="checkbox"/> _x_ALL | | <input type="checkbox"/> _ALL | |

| | | | | | |
|--|--------|--|--|--------|--|
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| | | | | | |
| Scope of service: | POLAHS | | Scope of service: | POLAHS | |
| __ALL | | | __ALL | | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | The amount of social and emotional support for students increased as a result of increased personnel and a newly developed relationship with a community-based counseling organization. The school psychologist will continue as a full-time position. A part-time intern will be utilized to expand and enhance services further. POLAHS will continue to utilize The Guidance Center, a local therapy organization, in order to provide additional social-emotional support for students and their families. | | | |

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|-------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ <u>894,000</u> |
| EL Coordinator (\$83,953): The full-time EL Coordinator position will be maintained to provide more academic support to our students—especially in their core classes—who are not yet fully proficient in English. This added support will hopefully lead to an increasing number of English Learners who meet the requirements to reclassify as fully English proficient on an annual basis. The coordinator position is designed to provide support to the EL population in two ways: 1) By working as an advocate for EL students and serving as a liaison between the school and their parents and the students and their general education teacher, and 2) pushing directly into their core classes to directly assist English Learners as they attempt to master the new and more rigorous Common Core State Standards. The EL Coordinator will ease the challenges of Common Core and provide additional support that was not provided in previous years. | |
| Resource Teacher (\$60,000-80,000/based on experience): Student who qualify as both EL and Special Ed will benefit from the additional services provided by the new Resource Teacher. POLAHS has always believed that mainstreaming students with special needs is the most appropriate and inclusive educational approach. However, it is not necessarily the easiest approach. RSP teachers must coordinate well with the general education teachers to ensure that all students receive adequate support. By adding another RSP teacher, our goal is simply to reduce the size of each RSP teacher's case load and to add another special education teacher to the staff for the purpose of pushing into core classes to support | |

the needs of our special education students. This action will help increase the number of students who meet standards on CAASP and/or Common Core aligned benchmark assessments.

College Counselor (\$95,000): POLAHS will continue to provide Foster, EL and RFEP and their family's assistance in regards to college applications, SAT/ACT deadlines, financial aid and scholarships. The college counselor position also allows the school's three academic counselors to focus on at-risk students, better track progress toward graduation, and provide more emotional counseling. The College Counseling position was designed with the need to increase the amount of students who are accepted to four-year universities upon graduation in mind.

Reading Specialist (\$20,000): POLAHS will hire one part-time reading specialist who will use the Achieve 3000 program to improve the reading levels of all 9th grade subgroups (Foster, EL, Low Income, & RFEP) who are scoring below their designated Lexile. The goal of the Reading Intervention Program is to provide intensive remedial instruction in reading to the lowest readers in ninth grade in hope that they will improve their skills to a level sufficient enough to demonstrate mastery of the content areas required to earn a high school diploma; therefore, greatly reducing the chances of these students becoming high school dropouts. This program will help English Learners develop their reading comprehension skills, as well as their speaking and listening skills. Thus, POLAHS hopes to improve CELDT scores.

Full-Time School Psychologist (\$103,445): POLAHS will maintain a full-time school psychologist. In addition to her regular duties related to the assessment of students for the purpose of diagnosing special needs and providing counseling services to students with IEPs, the school psychologist will also provide social-emotional counseling as needed and will create support groups when necessary. In doing so, POLAHS hopes to reach students whose social-emotional status is impeding their progress in the classroom and on standardized tests. In addition to the full-time school psychologist, POLAHS will bring on in a limited capacity a community liaison to connect students and their families to available social-emotional support services with their communities. This will ensure that students are able to seek the help they need to feel safe while in school and ensure they are able to focus on their education. Historically, POLAHS' low income students have been faced with difficult situations that require counseling or therapy and often families are uncertain of the resources offered in the community.

Social Emotional Counselor (\$95,000): POLAHS will add and maintain a full-time credentialed counselor devoted to supporting the social and emotional well-being of the students in our care. Based upon the belief that students learn best when the needs of the whole child are supported and addressed, the duties of the social-emotional counselor will be to support students who experience hardship, stress, illness, depression, or other social emotional challenge and to provide counseling and support to address these challenges. The social-emotional counselor will work closely with the school psychologist, administrators, teachers as well as families and community counseling resources.

Instructional Coordinator (\$98,400): The Instructional Coordinator position will be maintained to provide teachers with continuous professional development and classroom observations to ensure the development of effective, research-based instructional strategies that align with CCSS. The Instructional Coordinator will also assist teachers in individualizing curriculum to meet the needs and learning styles of Foster, EL, Low Income & RFEP student. During the transition to Common Core, the Instructional Coordinator will work along-side the EL Coordinator to help

individualize curriculum.

Credit Recovery Program (\$55,000): POLAHS plans to offer an online credit recovery program on campus to help credit-deficient students stay on graduation track. The program will be embedded in their daily schedule and/or offered as a 7th period class. This program will offer the subgroups onsite access to free additional or make-up course work not normally offered on campus, with no cost to families. This will maintain or increase our cohort graduation rate.

Credit Recovery Teacher (\$78,000): A full-time teacher will oversee student progress in the credit recovery program.

SAT Prep Instructor (\$78,000): POLAHS will employ a full-time SAT Prep Instructor who will hold classes that prepare students to do well on exams needed to enter college. This will help POLAHS increase the amount of students who are accepted to four-year universities upon graduation. Families of POLAHS' low income students often do not have the financial support to seek private tutoring or prep classes. By providing this service during the school day, at no cost, these students are able to score higher on college entrance exams.

Operations Manager (\$77,000): POLAHS maintain a full-time Operations Manager to will ensure the school climate and safety needs of students are of utmost priority. The primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean and hazard-free learning environment for all students. The subgroups will benefit from a positive school climate.

Career and Technical Education Programs (\$252,835): POLAHS will expand the Career & Technical Education program to facilitate a pathway to either college or a career for every student. All subgroups will benefit from the opportunity to participate in career training, while also earning their high school diploma. POLAHS has procured funding revenues that combine with LCAP to provide the financial framework necessary to maintain and expand the program in the future.

Career Counselor (95,000): A Career Counselor will be added to the staff to support students as they transition from school to career. The Career Counselor will advise students in CTE career pathways, coordinate with academic counselors and the college counselor, coordinate with community businesses and community colleges, and work closely with the CTE teachers.

Administrative Clerk (\$65,000): A full-time administrative employee will be added to support the expansion of the career technical education program. This clerk will monitor grants and expenses of the program by helping coordinate requirements for grants such as the Perkins and CTE Incentive Grant.

Math Teacher: (\$60,000-80,000/based on experience): A full-time math teaching position will ensure lower student to teacher ratios, enabling all teachers to better target support to the students. The transition to Common Core and CAASPP testing models has prompted a new integrated approach to teaching math, and supporting students during the changes is a priority.

Chromebooks and Computer Carts (\$140,000): Students in core classes, SPED and EL programs, and students in need of credit recovery will benefit from access to enhanced technology in the classrooms. Chromebooks on carts act as a mobile computer lab that facilitate the research and publishing students are expected to master to demonstrate proficiency of Common Core Standards.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| | |
|-----|---|
| 7.7 | % |
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Additional Personnel:

EL Coordinator: The full-time EL Coordinator position will be maintained to provide more academic support to our students—especially in their core classes— who are not yet fully proficient in English. This added support will hopefully lead to an increasing number of English Learners who meet the requirements to reclassify as fully English proficient on an annual basis. The coordinator position is designed to provide support to the EL population in two ways: 1) By working as an advocate for EL students and serving as a liaison between the school and their parents and the students and their general education teacher, and 2) pushing directly into their core classes to directly assist English Learners as they attempt to master the new and more rigorous Common Core State Standards. The EL Coordinator will ease the challenges of Common Core and provide additional support that was not provided in previous years.

Resource Teacher: Student who qualify as both EL and Special Ed will benefit from the additional services provided by the new Resource Teacher. POLAHS has always believed that mainstreaming students with special needs is the most appropriate and inclusive educational approach. However, it is not necessarily the easiest approach. RSP teachers must coordinate well with the general education teachers to ensure that all students receive adequate support. By adding another RSP teacher, our goal is simply to reduce the size of each RSP teacher’s case load and to add another special education teacher to the staff for the purpose of pushing into core classes to support the needs of our special

education students. This action will help increase the number of students who meet standards on CAASP and/or Common Core aligned benchmark assessments.

College Counselor: POLAHS will continue to provide Foster, EL and RFEP and their family's assistance in regards to college applications, SAT/ACT deadlines, financial aid and scholarships. The college counselor position also allows the school's three academic counselors to focus on at-risk students, better track progress toward graduation, and provide more emotional counseling. The College Counseling position was designed with the need to increase the amount of students who are accepted to four-year universities upon graduation in mind.

Reading Specialist: POLAHS will hire one part-time reading specialist who will use the Achieve 3000 program to improve the reading levels of all 9th grade subgroups (Foster, EL, Low Income, & RFEP) who are scoring below their designated Lexile. The goal of the Reading Intervention Program is to provide intensive remedial instruction in reading to the lowest readers in ninth grade in hope that they will improve their skills to a level sufficient enough to demonstrate mastery of the content areas required to earn a high school diploma; therefore, greatly reducing the chances of these students becoming high school dropouts. This program will help English Learners develop their reading comprehension skills, as well as their speaking and listening skills. Thus, POLAHS hopes to improve CELDT scores.

Full-Time School Psychologist: POLAHS will maintain a full-time school psychologist. In addition to her regular duties related to the assessment of students for the purpose of diagnosing special needs and providing counseling services to students with IEPs, the school psychologist will also provide social-emotional counseling as needed and will create support groups when necessary. In doing so, POLAHS hopes to reach students whose social-emotional status is impeding their progress in the classroom and on standardized tests. In addition to the full-time school psychologist, POLAHS will bring on in a limited capacity a community liaison to connect students and their families to available social-emotional support services with their communities. This will ensure that students are able to seek the help they need to feel safe while in school and ensure they are able to focus on their education. Historically, POLAHS' low income students have been faced with difficult situations that require counseling or therapy and often families are uncertain of the resources offered in the community.

Social Emotional Counselor: POLAHS will add and maintain a full-time credentialed counselor devoted to supporting the social and emotional well-being of the students in our care. Based upon the belief that students learn best when the needs of the whole child are supported and addressed, the duties of the social-emotional counselor will be to support students who experience hardship, stress, illness, depression, or other social emotional challenge and to provide counseling and support to address these challenges. The social-emotional counselor will work closely with the school psychologist, administrators, teachers as well as families and community counseling resources.

Instructional Coordinator: The Instructional Coordinator position will be maintained to provide teachers with continuous professional development and classroom observations to ensure the development of effective, research-based instructional strategies that align with CCSS. The Instructional Coordinator will also assist teachers in individualizing curriculum to meet the needs and learning styles of Foster, EL, Low Income & RFEP student. During the transition to Common Core, the Instructional Coordinator will work along-side the EL Coordinator to help

individualize curriculum.

Credit Recovery Program: POLAHS plans to offer an online credit recovery program on campus to help credit-deficient students stay on graduation track. The program will be embedded in their daily schedule and/or offered as a 7th period class. This program will offer the subgroups onsite access to free additional or make-up course work not normally offered on campus, with no cost to families. This will maintain or increase our cohort graduation rate.

Credit Recovery Teacher: A full-time teacher will oversee student progress in the credit recovery program.

SAT Prep Instructor: POLAHS will employ a full-time SAT Prep Instructor who will hold classes that prepare students to do well on exams needed to enter college. This will help POLAHS increase the amount of students who are accepted to four-year universities upon graduation. Families of POLAHS' low income students often do not have the financial support to seek private tutoring or prep classes. By providing this service during the school day, at no cost, these students are able to score higher on college entrance exams.

Operations Manager: POLAHS maintain a full-time Operations Manager to will ensure the school climate and safety needs of students are of utmost priority. The primary responsibility of the Operations Manager will be to ensure that POLAHS is a safe, clean and hazard-free learning environment for all students. The subgroups will benefit from a positive school climate.

Career and Technical Education Programs: POLAHS will expand the Career & Technical Education program to facilitate a pathway to either college or a career for every student. All subgroups will benefit from the opportunity to participate in career training, while also earning their high school diploma. POLAHS has procured funding revenues that combine with LCAP to provide the financial framework necessary to maintain and expand the program in the future.

Career Counselor: A Career Counselor will be added to the staff to support students as they transition from school to career. The Career Counselor will advise students in CTE career pathways, coordinate with academic counselors and the college counselor, coordinate with community businesses and community colleges, and work closely with the CTE teachers.

Administrative Clerk: A full-time administrative employee will be added to support the expansion of the career technical education program. This clerk will monitor grants and expenses of the program by helping coordinate requirements for grants such as the Perkins and CTE Incentive Grant.

Math Teacher: A full-time math teaching position will ensure lower student to teacher ratios, enabling all teachers to better target support to the students. The transition to Common Core and CAASPP testing models has prompted a new integrated approach to teaching math, and supporting students during the changes is a priority.

Chromebooks and Computer Carts: Students in core classes, SPED and EL programs, and students in need of credit recovery will benefit from access to enhanced technology in the classrooms. Chromebooks on carts act as a mobile computer lab that facilitate the research and publishing students are expected to master to demonstrate proficiency of Common Core Standards.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]