

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Port of Los Angeles High School

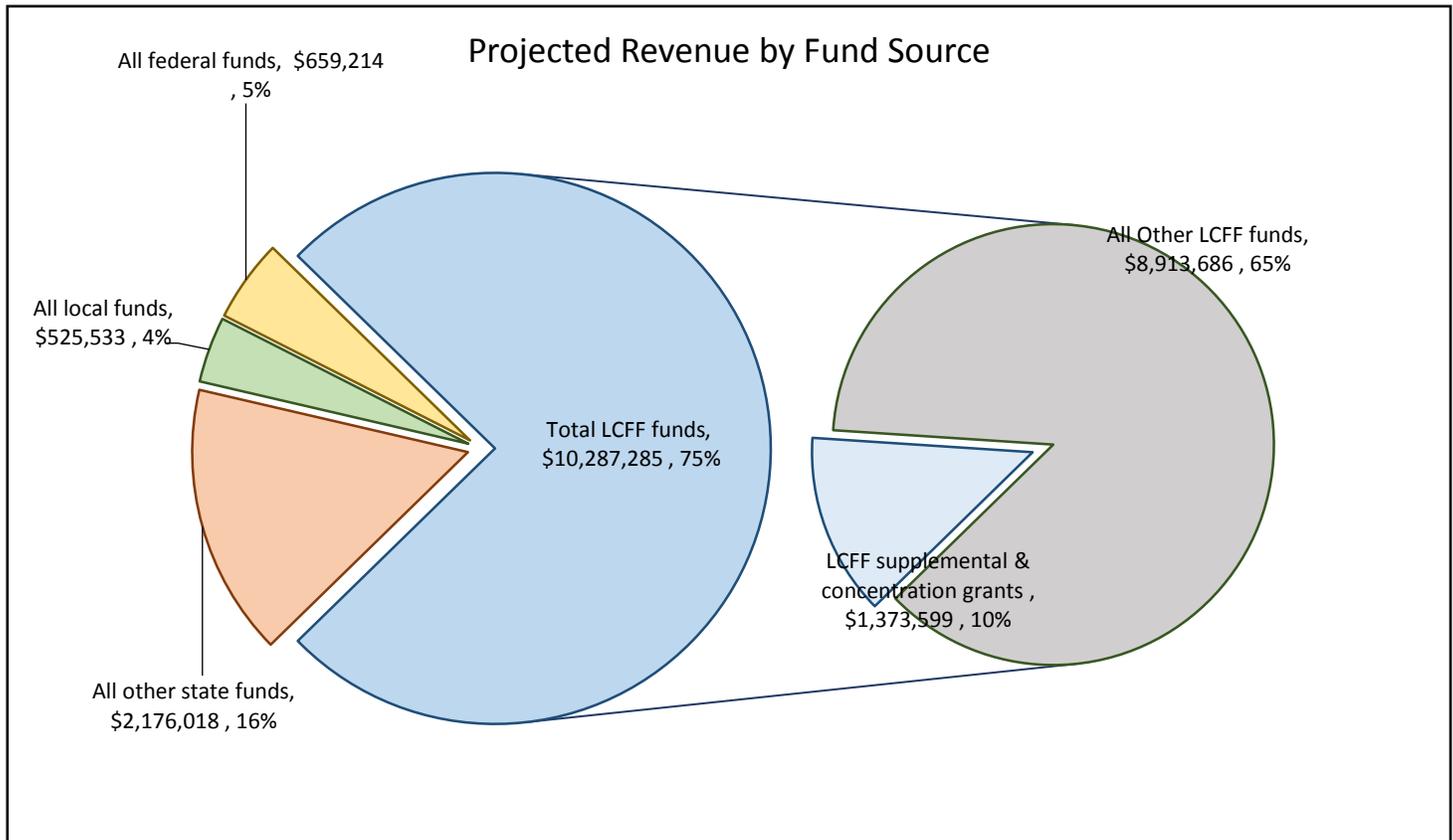
CDS Code: 19647330107755

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: George Mora, Principal, gmora@polahs.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

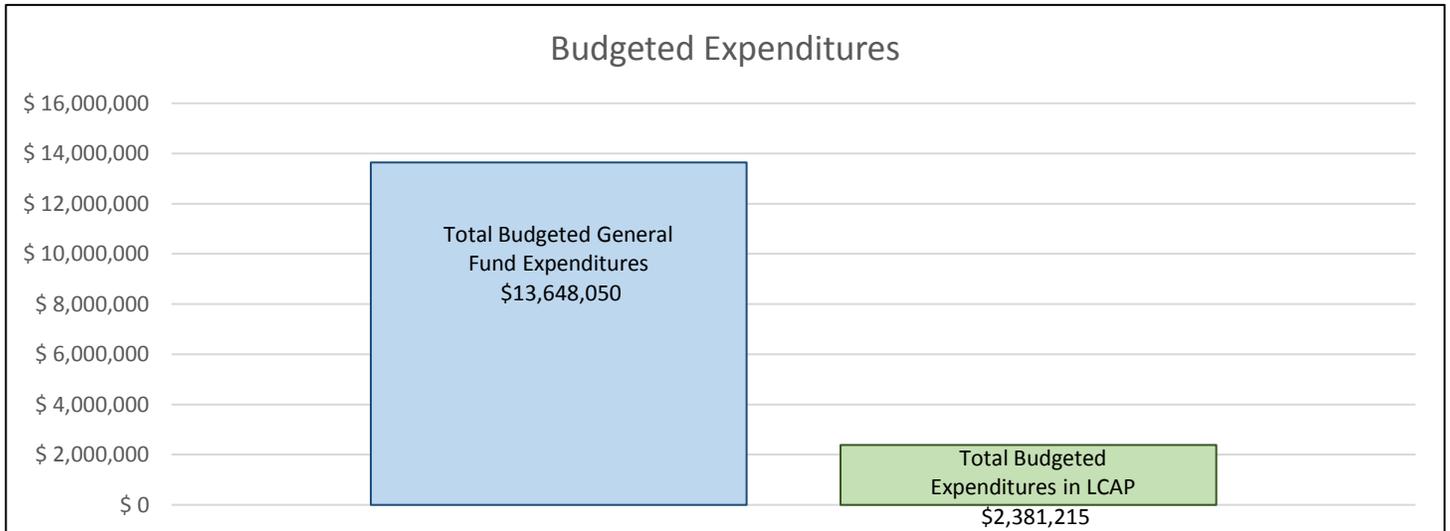


This chart shows the total general purpose revenue Port of Los Angeles High School expects to receive in the coming year from all sources.

The total revenue projected for Port of Los Angeles High School is \$13,648,049.80, of which \$10,287,285.00 is Local Control Funding Formula (LCFF), \$2,176,017.88 is other state funds, \$525,533.20 is local funds, and \$659,213.72 is federal funds. Of the \$10,287,285.00 in LCFF Funds, \$1,373,599.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Port of Los Angeles High School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Port of Los Angeles High School plans to spend \$13,648,049.81 for the 2019-2020 school year. Of that amount, \$2,381,215.00 is tied to actions/services in the LCAP and \$11,266,834.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

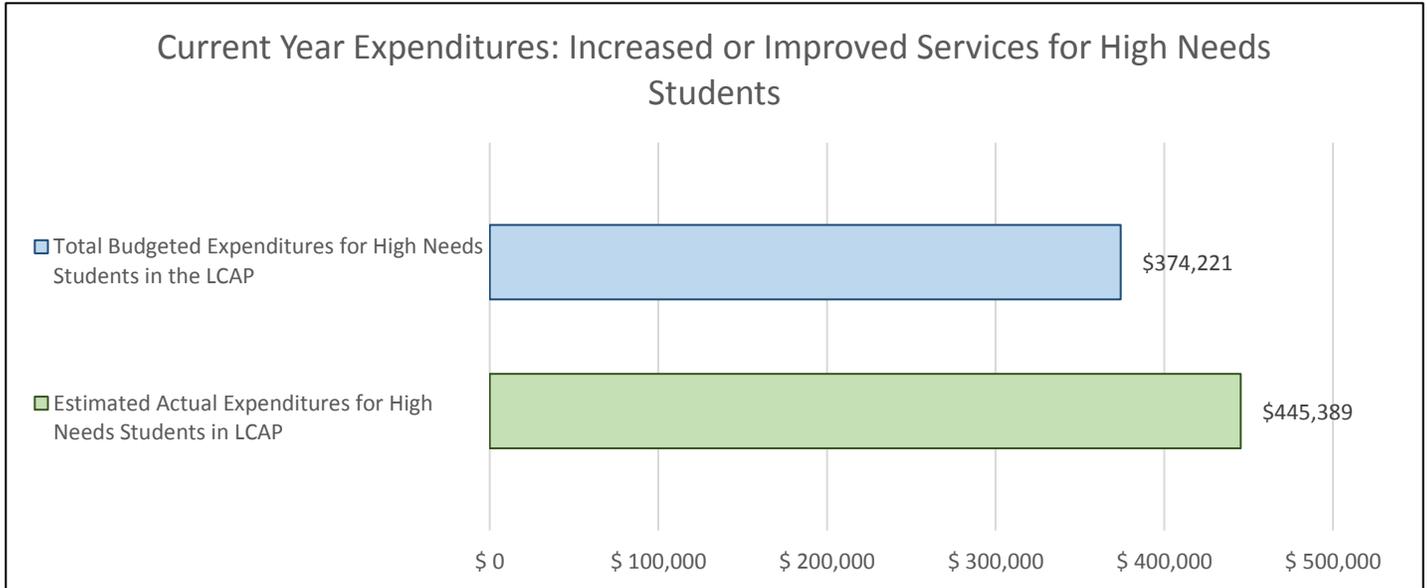
POLAHS' general expenditures can be organized into seven major categories: 1. Certificated Salaries-highly qualified, credentialed teachers. 2. Classified Salaries-office staff, custodial staff. 3. Benefits-health benefit allowance for all full-time employees on staff. 4. Books & Supplies-instructional materials and technology (online student programs). 5. Captail Outlay- facility projects (new construction, beautification, remodeling). 7. Other- Miscellaneous expenditures (IT services, maintenance, and various repair services).

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Port of Los Angeles High School is projecting it will receive \$1,373,599.00 based on the enrollment of foster youth, English learner, and low-income students. Port of Los Angeles High School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Port of Los Angeles High School plans to spend \$1,444,792.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Port of Los Angeles High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Port of Los Angeles High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Port of Los Angeles High School's LCAP budgeted \$374,221.00 for planned actions to increase or improve services for high needs students. Port of Los Angeles High School estimates that it will actually spend \$445,389.00 for actions to increase or improve services for high needs students in 2018-2019.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Port of Los Angeles High

Contact Name and Title

George Mora
Principal

Email and Phone

gmora@polahs.net
(310) 832-9201 234

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Port of Los Angeles High School (POLAHS) is an independent, public charter school located in San Pedro. In 2005, POLAHS opened as a college preparatory school with an emphasis in Maritime Studies and International Business. The school is located in San Pedro, one block away from the largest port complex in North America. San Pedro serves as a strategic destination point for international trade, more than one million cruise passengers per year, and a vibrant population of immigrants. The community is considered highly diverse ethnically, with a large population of Hispanics; Croatians; Italians; Portuguese; and African-Americans.

POLAHS draws its student population from the greater harbor area and beyond. Approximately 80 percent of POLAHS students live in San Pedro or Wilmington. Both communities have higher poverty rates, 19 percent and 39 percent respectively, than state and federal averages (US Census Bureau, 2018). Other students come to POLAHS from underserved communities such as Carson; Gardena; Harbor City/Harbor Gateway; and Lomita. LAUSD high schools including San Pedro HS; Banning HS; Narbonne HS; Carson HS; and Gardena HS represent the home schools of over ninety percent of POLAHS students. These are large, urban schools with sizeable populations of socioeconomically disadvantaged students, high dropout rates, and low academic achievement on standardized tests.

From its inception, POLAHS has served students from a wide range of communities, financial backgrounds, and ethnicities. The diversity of POLAHS' student body mirrors that of the state of California. Approximately 81 percent of the school's students are Hispanic; five percent are African American; five percent are Filipino; two percent are Asian; three percent are Caucasian; two percent are American Indian; and two percent are listed as Other. POLAHS students also represent varied socioeconomic statuses. Approximately 60 percent of the student population is considered socioeconomically disadvantaged, eligible for the federal Free and Reduced Meal Program. POLAHS students experience other academic achievement barriers such as having a parent who did not complete high school (17 percent of students), or college (76 percent of students), or a primary home language other than English (29 percent). These figures denote an average profile of the past several years at POLAHS.

POLAHS' Board of Trustees and its faculty and staff are committed to providing the highest quality educational experience to each and every student. Over the past 14 years, POLAHS has maintained small class sizes, credentialed teachers, individualized instruction, and a safe learning environment. POLAHS has committed to linked learning by providing high school CTE courses that allow students to seamlessly matriculate into community trade programs, through articulation agreements with local junior colleges. Through the process of renewing the school's charter document and Western Association of Schools and Colleges (WASC) accreditation in 2018, POLAHS' mission statement was modified to reflect the current philosophy and vision of the Board, administrators, and teachers. As a result, POLAHS' mission states, "Port of Los Angeles High School inspires and educates all students by integrating a maritime theme into a rigorous academic curriculum, with optional pathways in Career Technical Education."

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Key features of the 2018-2019 LCAP include:

In 2017-18, POLAHS had a 37.9% reclassification rate with an approximate 24% reclassification rate in 2018-19. These EL reclassification rates are due to the frequent monitoring of EL students by the EL coordinator and the intentional use of effective strategies implemented by their teachers.

POLAHS English Department administered two CAASPP-aligned assessments per grade level to monitor student progress. These assessment were created with Illuminate and were formatted similar to the SBAC/CAASPP exam. Specialized support was offered to EL, RFEP, Foster, Low Income & special needs populations. For example, POLAHS offered a "focus" English class at each grade level. These classes offered English instruction in the least restrictive environment where resource teachers and resource aids collaborate closely with teachers to provide classroom support.

POLAHS will align 2019-2020 LCAP Actions for Goal 4 to meet the California State Plan for Career Technical Education (CTE), which establishes the vision, goals, and essential elements of a world-class career technical education system through its "Elements of a High-Quality CTE Program." The elements will be modified to include appropriate strategies for EL; RFEP; Foster; Low Income; and Special Needs populations.

From August 2018 through April 2019, the College Counselor conducted 34 workshops which provided information and support to students and families in both English and Spanish, covering topics such as FAFSA; DREAM, college applications; scholarships; financial aid; and dual-enrollment. As of April 2019, 33% of Seniors have applied to and declared their intent to enroll in a four-year university during the Fall 2019 term, and 60% of Seniors have applied to and declared their intent to enroll in a community college during the Fall 2019 term.

POLAHS recognizes a need to support teachers with specific and timely professional development. In the 2018-19 Healthy Kids Survey, 92 percent of teachers surveyed strongly agreed or agreed that POLAHS "provides the materials, resources, and training to do the job effectively." Data from the 2018-19 School Site Council survey indicates that 72% of teachers indicated a perceived need for professional development that would support "meeting the social, emotional, and developmental needs of youth." Considering the data, POLAHS sees a priority in delivering teacher training related to reducing student risk behaviors and supporting student social-emotional needs, which will be addressed through the Instructional Coordinator position for 2019-20.

In order to support all students' socioemotional well-being, POLAHS' School Psychologist and Social Emotional Counselor worked in conjunction to provide awareness and counseling, through a school-wide tiered system of support and intervention. An increased number of students being served by the Social Emotional Counselor can be attributed to the on-going school-wide awareness campaigns, which have decrease stigma around receiving mental health counseling, and have increased student and staff knowledge of the services available to POLAHS students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment

Greatest Progress

Pupil Achievement:

Standardized Tests:

- 2017-2018 ELA

Student Group	Color	Status	Change	Distance
All Students	Green	High	Declined Significantly	52.3
EL	None	*	*	*
Low Income	Green	High	Declined	49.3
SPED	None	Low	Declined Significantly	-21.8

POLAHS current ELA proficiency rate is 70.56%. Although our change levels have declined, POLAHS continues to maintain green, high status levels for all students, including our socioeconomically disadvantaged students.

- 2017-2018 Math

Student Group	Color	Status	Change	Distance
All Students	Yellow	Med	Maintained	-24.3
EL	None	*	*	*
Low Income	Green	Med	Increased	-31
SPED	None	Low	Increased Significantly	-96.8

POLAHS current Math proficiency rate is 38.3%. Our change level for all students has maintained, but continues to reflect a yellow, medium status. Our socioeconomically challenged students remain green in color.

College/Career Indicator:

Student Group	Color	Sts Lvl	Chng Lvl	Status	Chng Diff	# 16-17	# 17-18
All Students	Yellow	High	Declined	55.3%	-3.4%	240 seniors	226 seniors
English Learners	None	*	*	*	*	*	*
Foster Youth	None	*	*	*	*	*	*
Socioeconomically Disadvantaged	Orange	Medium	Declined	52.2%	-4.6%	160 seniors	157 seniors
Students with Disabilities	None	Very Low	Declined	81.8%	-8.8%	28 seniors	22 seniors

POLAHS has identified a need in the area of College and Career Readiness, as change levels have declined in multiple student groups. POLAHS plans to address this through its goal related to A-G completion rates and other College and Career Readiness indicators.

Completion of CTE Courses 2017-2018

Industry Sector - Arts, Media and Entertainment

Digital Photography

Concentrator (Year One): 53

Capstone (Year Two): 30

Completed Adobe certification: 0

Total students enrolled: 83

Graphic Design

Concentrator (Year One): 17

Capstone (Year Two): 19

Completed Adobe certification: 19 (Photoshop)

Total students enrolled: 36

Video Production

Concentrator (Year One): 24

Capstone (Year Two): 0

Completed Adobe certification: 0

Total students enrolled: 24

Industry Sector - Transportation

Boat Operations

Concentrator (Year One): 12

Capstone (Year Two): 8

Completed STCW certification: 7

Total students enrolled: 20

Industry Sector - Building and

Construction Trades

Residential Construction

Concentrator (Year One): 13

Capstone (Year Two): 12

Completed NCCER certification: 0

Total students enrolled: 25

CTE total enrollment: 188

EL RFEP and Proficiency Rates:

Redesignation rate for 2017-2018 school year was 37.9%.

English Learner Progress Indicator Report:

Color Status: No Performance Color

Level 4 (Well Developed): 37.5%

Level 3 (Moderately Developed): 33.3%

Level 2 (Somewhat Developed): 20.8%

Level 1 (Beginning Stage): 8.3%

Pupil Engagement:

POLAHS has identified engagement as an area of need through surveys; however, in terms of state accountability reports, POLAHS students continue to excel in the area of attendance and graduation. Overall, POLAHS students continue to be proud of their roles on campus and take value in their education.

- School Attendance Rates: 96.72%
- Chronic Absenteeism Rates: N/A for high schools

School Climate:

Through the efforts of implementing positive behavior support and the Social Emotional Services offered on campus, POLAHS has maintained a high graduation rate and low suspension and expulsion rates.

- Graduation Rates:

Student Group	Color	Sts Lvl	Chg Lvl	Status	Chg Diff	# in 16-17	# in 17-18
All Students	Green	High	Increased	94.2%	1.7%%	222/240	213/226
English Learners	None	*	*	*	*	*	*
Foster Youth	None	*	*	*	*	*	*
Socioeconomically Disadvantaged	Green	High	Increased	94.3%	3.0%	146/160	148/157
Students with Disabilities	None	Medium	Increased	81.8%	3.2%	22/28	18/22

In 2017-2018, POLAHS graduated 222/240 seniors. Of these students, 146 were socioeconomically disadvantaged and 18 were students with special needs. POLAHS continues to maintain medium-high, green, status levels in graduation rate. Our EL and Foster n-size was not significant enough to meet the criteria for subgrouping, and therefore, did not receive a color or status level.

Suspension Rates:

Student Group	Color	Sts Lvl	Chg Lvl	Status	Chg Diff	# in 16-17	# in 17-18
All Students	Green	Low	Declined	1.5%	-0.5%	20	15
English Learners	None	Very Low	Declined	0%	-3.1%	1	0
Foster Youth	None	*	*	*	*	*	*
Socioeconomically Disadvantaged	Green	Medium	Declined	1.7%	-0.7%	16	11
Students with Disabilities	Orange	Medium	Increased	3.1%	0.3%	3	3

In 2017-2018, POLAHS housed a total of 1,029 students, which included students who disenrolled before the end of the school year. Of these students, a total of 15 students were suspended. In regards to our high needs populations, 11 socioeconomically disadvantaged students and 3 students with disabilities were suspended. The increase in suspension rate for students with disabilities is due to a decrease in enrollment of students with IEPs. There were 3 students suspended in 2016-2017 and 3 students suspended in 2017-2018. Our EL and Foster groups were not significant in n-size for color.

- 2017-2018 Pupil Expulsion Rate: 1.5%

Parental Involvement:

POLAHS seeks parental involvement through a student portal, parent organization membership, committees, and surveys.

*The use of Aeries Student Portal for communication method regarding grades, attendance and behavior

*Monthly calendar distributed in hard copy format, as well as available on school’s website

*Invitations to POPS (Parents of POLAHS Students) events and volunteering opportunities

*Opportunity to participation in School Site Council

*LOOP announcements

*Open House (01/23/18)

*Back to School Night ((Department/# of Visitors):

- ELA/159, Math/114, 93/History, 152/Science, 42/Foreign Language, 67/Fine Art, 42/CTE, 49/Electives, 73/PE, SPED/5

*Parent Conferences

- Fall Dates: 10/22/18, 10/23/18, # of parents in attendance: 242 (25% of enrolled students)
- Spring Dates: 4/2/18, 4/3/18, # of parents in attendance: 225 (25% of enrolled students)

*Special Education Parent Night for Incoming Freshmen 05/30/18, # of parents in attendance: 11

*College and Career Workshops (please see Goal 5 for dates and meeting agendas)

*Healthy Kids Parent Survey Online Availability: 2/5/19-2/22/19

*School Site Council Parent Survey Online Availability: 3/11/19-4/3/19

Basic Services:

POLAHS continues to hire highly qualified personnel and maintains a clean, hazard-free facility.

- Fully Credentialed Teachers: 67 faculty members, 0 teacher misplacements, 35/52 teachers hold Master’s Degrees
- Access to Aligned Instructional Materials: POLAHS ensures access to updated textbooks and curriculum associated with Common Core Standards. Students are given an additional set of textbooks to keep at home for homework and studying purposes. All departments are equipped with Chromebook carts and all students are assigned a school gmail accounts, which allows access to google classroom and other google apps that promote learning and participation.
- Facilities: All school facilities are compliant with city and state regulations.
- Implemented Academic Content: POLAHS continues to implement State Board of Education-adopted academic content and performance standards for all pupils in the areas of English, Math, History and Science.

Course Access:

POLAHS’ Mission Minded Courses

High Needs Enrollment (EL, Foster, SPED, Low Income)

Math 9 Accelerated All Students	# of EL students enrolled: 0 # of SPED students enrolled: 2 # of Low Income students enrolled: 20
FTS (Functions, Trig, Statistics) All Students	# of EL students enrolled: 0 # of SPED students enrolled: 0 # of Low Income students enrolled: 15
FEM (Functions, Models, Equations) All Students	# of EL students enrolled: 1 # of SPED students enrolled: 4 # of Low Income students enrolled: 83
Marine Biology All Students	# of EL students enrolled: 0 # of SPED students enrolled: 0 # of Low Income students enrolled: 0
Aquaculture All Students	# of EL students enrolled: 1 # of SPED students enrolled: 5 # of Low Income students enrolled: 23
World Around Us 12th grade students	# of EL students enrolled: 1 # of SPED students enrolled: 7 # of Low Income students enrolled: 44
Environmental Engineering All Students	# of EL students enrolled: 3 # of SPED students enrolled: 5 # of Low Income students enrolled: 50

CERT Science	# of EL students enrolled: 3
Students with special needs on a modified curriculum only	# of SPED students enrolled: 8
	# of Low Income students enrolled: 5
Weight Lifting	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 3
	# of Low Income students enrolled: 25
Crossfit	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 0
Kickboxing	# of EL students enrolled: 2
All Students	# of SPED students enrolled: 2
	# of Low Income students enrolled: 13
Dance	# of EL students enrolled: 4
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 11
Advanced Dance	# of EL students enrolled: 1
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 18
Art	# of EL students enrolled: 3
All Students	# of SPED students enrolled: 14
	# of Low Income students enrolled: 82
Drama	# of EL students enrolled: 3
All Students	# of SPED students enrolled: 7
	# of Low Income students enrolled: 82
Personal Finance	# of EL students enrolled: 2
All Students	# of SPED students enrolled: 11
	# of Low Income students enrolled: 104
SAT Prep	# of EL students enrolled: 1
All Students	# of SPED students enrolled: 3
	# of Low Income students enrolled: 40
Horticulture	# of EL students enrolled: 1
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 13
Academic Success-	# of EL students enrolled: 7
New Class 2018-2019	# of SPED students enrolled: 22
9th grade students	# of Low Income students enrolled: 133

Academic Support	# of EL students enrolled: 5
RSP Students Only	# of SPED students enrolled: 14
	# of Low Income students enrolled: 11
Reading Intervention	# of EL students enrolled: 1
Student identified through placement testing and SST processes.	# of SPED students enrolled: 0
	# of Low Income students enrolled: 17
Creative Writing	# of EL students enrolled: 1
All Students	# of SPED students enrolled: 3
	# of Low Income students enrolled: 24
Credit Recovery	# of EL students enrolled: 6
All Students	# of SPED students enrolled: 15
	# of Low Income students enrolled: 112
Elective Lab	# of EL students enrolled: 2
All Students	# of SPED students enrolled: 5
	# of Low Income students enrolled: 49
Journalism	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 27
Journalism II	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 6
PE Interscholastic Sports	# of EL students enrolled: 1
All students who are on a school sports team	# of SPED students enrolled: 3
	# of Low Income students enrolled: 54
P.A.S.S.	# of EL students enrolled: 7
Intervention class for students meeting criteria for enrollment, based on GPA	# of SPED students enrolled: 7
	# of Low Income students enrolled: 36
Freshmen Bridge-Summer Class	# of EL students enrolled: 6
All Students	# of SPED students enrolled: 10
	# of Low Income students enrolled: 23
AP Courses	
AP Environmental Science	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 17
AP Human Geography	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 1

	# of Low Income students enrolled: 9
AP Calculus	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 14
AP World History	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 10
AP US History	# of EL students enrolled: 2
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 16
AP Gov/Econ	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 11
AP English Lang & Comp 11	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 13
AP English Lit & Comp 12	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 13
AP Calculus AB	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 8
Honors Courses	
Honors US Government	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 15
Honors English 9	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 1
	# of Low Income students enrolled: 13
Honors English 10	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 20
Honors English American Literature	# of EL students enrolled: 0
All Students	# of SPED students enrolled: 0
	# of Low Income students enrolled: 16

Honors Chemistry # of EL students enrolled: 0
 All Students # of SPED students enrolled: 0
 # of Low Income students enrolled:-: 11

CTE Pathway Courses

Intro to CTE All 9th grade students	# of EL students enrolled: 7 # of SPED students enrolled: 26 # of Low Income students enrolled: 30
Marine Boat Operations Students working towards Transportation Worker Identification Credential (TWIC); U.S. Merchant Marine Mariner Document; and Welding certification	# of EL students enrolled: 0 # of SPED students enrolled : 2 # of Low Income students enrolled: 6
Adv Marine Boat Operations Students working towards Transportation Worker Identification Credential (TWIC); U.S. Merchant Marine Mariner Document; and Welding certification	# of EL students enrolled: 0 # of SPED students enrolled: 2 # of Low Income students enrolled: 6
Intro to Construction Students working towards certification	# of EL students enrolled: 0 # of SPED students enrolled: 3 # of Low Income students enrolled: 13
Advanced Construction Students working towards Adobe Certification Associate exam in Photoshop.	# of EL students enrolled: 0 # of SPED students enrolled: 0 # of Low Income students enrolled: 9
Graphic Design 2, 2018-19 Students working towards Adobe Certification Associate exam in Photoshop.	# of EL students enrolled: 0 # of SPED students enrolled: 1 # of Low Income students enrolled: 12
Digital Photography 1 Students working towards Adobe Certification Associate exam in Photoshop.	# of EL students enrolled: 0 # of SPED students enrolled: 5 # of Low Income students enrolled: 37
VP & BM 1 Students working towards certification in Adobe Premiere	# of EL students enrolled: 1 # of SPED students enrolled:1 # of Low Income students enrolled: 21

Other Pupil Outcomes:

The following data indicates pupil performance in various areas of study.

Advanced Placement 2017-2018

Score	Eng Lang	Eng Lit	Hum Geo	Gov/Pol	US His	Wor Hist	Calc AB	Env Sci	Spanish	Total Exams
5		2	8	3	1	5		7		26
4	5	2	3	5	5	5	5	11	11	52
3	11	8	9	6	3	7	7	6	3	60
2	2	11	4		7	6	3	5	1	39
1	1	1	4		3	1	1	2		13
Total	19	22	22	19	21	20	21	24	22	190
Pass Rate	84.2%	45.4%	63.6%	100%	52.3%	65%	80.9%	70.8%	95.4%	

For the 2017-2018 school year, POLAHS' AP students had an overall passing rate of 72.6%. POLAHS exceeds the national average passing rate in all AP offerings, except for English Literature (national average is 47.3%).

2018-2019 PSAT:

Grade Level: 11

- Number of test takers: 130
- Average Total Score: 991
- Average ERW Score: 495
- Average Math Score: 496

PSAT scores range from 320-1520. The national average PSAT score is 920 (460 in math and 460 ERW). POLAHS' 11th grade students exceeded the national average in total scores.

2017-2018 California Physical Fitness Test Results:

Grade Level: 9

- Met 4 of 6 Fitness Standards: 15.6%
- Met 5 of 6 Fitness Standards: 21.3%
- Met 6 of 6 Fitness Standards: 39.5%

Strength in Priorities:

POLAHS stakeholders have reflected on the school's progress in the areas of Basic Services and Conditions, Implementation of Standards, School Climate and Access to a Broad Course of Study. POLAHS met standards in all Dashboard Indicators and continues to shine in proficiency rates, graduation rate, and suspension rate, as well the school's ability to provide basic services for all of its students.

Basic Services: POLAHS takes pride in providing a well-rounded faculty and facility. All POLAHS faculty are fully credentialed in their disciplines and POLAHS maintains a zero teacher misplacement percentage. POLAHS stakeholders continue to rave about the condition of the campus and safety it provides. Based on California School Staff Survey results, 100% of teachers feel POLAHS is a supportive and inviting place for students to learn. 96% of parents report they feel the school is a safe place for students and 100% of parents feel the school is clean and well maintained. POLAHS students and faculty are provided with the environment, materials and resources to both teach and learn effectively.

Implementation of Standards: POLAHS has fully implemented Common Core State Standards, Next Generation Science Standards, and History Standards, as well as software to ensure internal benchmarking aligns with Common Core State Standards and state testing.

School Climate: As mentioned above, school safety and school connectedness are pillars in POLAHS' culture. Stakeholders feel a sense of pride as members of the POLAHS community and visitors feel that pride as soon as they enter the doors. In regards to working environment, POLAHS teachers report that there is trust and collegiality among staff. 97% of teachers have close relationships with one another and feel a responsibility to improve the school. 100% of the staff reports that they work hard to ensure a safe and supportive environment for students. 97% of POLAHS parents report that they would recommend POLAHS as a high school. 94% of parents feel their

parent-school relationship includes enough opportunities for honest feedback and 83% feel their child has a good relationship with faculty. Students report the same satisfaction with the climate of their school. 86% of students feel they are respected by their staff and 94% of students report they have adequate supplies to succeed in school.

Access to a Broad Course of Study: POLAHS students have access to, and are enrolled in, a broad course of study specified in the California Education Code for grades 7-12. In addition, all POLAHS students have access to a robust Career Tech Education program. POLAHS students with moderate to severe special needs have access to courses specially designed to meet their unique learning needs.

Strengths in Dashboard Data:

POLAHS Dashboard indicators are used by stakeholders to identify strengths in each area of accountability. In the area of English Language Arts, POLAHS continues to remain in green status for all students as a whole, reaching a proficiency rate of 70.56% in 2017-2018. Although POLAHS' overall color is yellow in math, our students who are socioeconomically disadvantaged remain in green status, and our overall proficiency rate surpasses local and national averages, at 38.3%. Additionally, POLAHS' 2017-2018 redesignation rate for EL students was 37.8%.

POLAHS students work diligently at rigorous content that is fully aligned with Common Core State Standards and Next Generation Science Standards. POLAHS students continue to have access to a wide range of study and POLAHS continues to be innovative with course offerings. POLAHS graduation rates continue to remain at peak level, reaching 94.2% in 2017-2018. Socioeconomically disadvantaged students change level increased, reaching a graduation rate of 94.3%, and 18/22 students with special needs graduated, increasing that population's rate to 81.8%.

POLAHS discipline measures continue to be overall effective, as our suspension rate declined to 1.5% in 2017-2018.

Strengths in Programs/Services:

Meeting the requirements for a high school diploma is the minimum expectancy for POLAHS students. Our mission and vision leads students to post-secondary goals, including the completion of CTE pathways and certification that leads to internships in our local communities. In the 2017-2018 school year, 26 POLAHS students graduated with CTE certifications, along with their high school diplomas. These students will go on to work in Maritime, Film, Photography, and Construction industries. Additionally, through the use of LCAP funding, POLAHS provides all students with a College and Career Center, equipped with technology for college and career exploration and application processes, as well as a full-time College Counselor and full-time Career Tech Education Advisor. Students are able to explore post-secondary goals with the assistance of counselors and partnership with the local Boys and Girls Club and surrounding colleges and universities.

POLAHS also takes pride in its ability to provide mental health services to students and their families. Through LCAP funding, POLAHS students continue to benefit from an on-campus Social-Emotional Counselor and full-time School Psychologist. Students are able to seek assistance with mental health needs during their school day, and are often connected with local mental health agencies who serve our students and their families outside school hours.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In regards to the LCFF Evaluation Rubrics, POLAHS did not receive any overall performance identification in the "Red" or "Orange" categories.

However, with the use of Dashboard, California School Survey data, and School Site Council survey data, POLAHS has identified areas of need in the following areas:

Needs in Dashboard:

- **Mathematics Indicator for All Students**
- **College/Career Indicator for All students, and especially socioeconomically disadvantaged students.**
- **Suspension rates for students with disabilities and African Americans**

Needs in Priorities:

- **Parent Engagement**
- **Student Engagement/Motivation**

Needs in Programs/Services:

- **Stakeholder education in the area of student risk behavior**
- **Positive Behavior Interventions and Supports**

Steps to address these needs are aligned with our current LCAP goals. With the assistance of a part-time Instructional Coordinator, POLAHS will continue to use internal benchmarking that is aligned with Common Core State Standards and establish more effective policies that ensure data driven instructional strategy in the area of Mathematics.

POLAHS will also work towards strengthening our parents' school-home relationships by providing more timely and strategic parent engagement opportunities based off survey needs. POLAHS will work towards improving on-campus activities in order to address student motivation and engagement needs.

POLAHS staff will continue to build relationships with local agencies and participate in professional development, in order to educate our stakeholders in student risk behavior and positive behavior strategies. Additionally, POLAHS will create a School Safety Committee that will assist with the implementation of educational opportunities and policies on campus.

POLAHS counseling staff and teaching staff will work towards improving multi-tiered levels of support that identify students who may need more intervention in academics or mental health.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

POLAHS' n-size in English Learners, Foster Youth, and Homeless students do not meet the criteria for performance levels. POLAHS does not serve any foster or homeless youth.

Socioeconomically Disadvantaged:

- **College and Career Indicator (Orange)**

Special Education

- **College and Career Indicator (Orange)**
- **ELA and Math Indicators (Average Distance From Standard)**
- **Suspension Rate (Orange)**

Hispanic

- **College and Career Indicator (Yellow)**

African-American

- **Suspension Rate (Orange)**

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any

resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1
POLAHS will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP).

State and/or Local Priorities Addressed by this goal:
State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
RFEP rate	2018-19 20% of EL students will achieve the necessary criteria for reclassification to be Reclassified Fluent English Proficient (RFEP).	In 2018-2019, 8 out of 26 students RFEP'd. The reclassification rate was 30.7%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator will monitor grades, student progress and provide tutorial support to EL students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>POLAHS EL students are enrolled in General Education English classrooms, where they are working to meet the ELA Common Core Standards. EL Coordinator monitored student progress on a regular basis and provided tutorial support within the instructional period as well as during lunch and after school.</p>	<p>\$0 (repeated expenditure)</p>	<p>\$0</p>
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Goal 1, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>POLAHS will maintain a full-time EL Coordinator.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>POLAHS maintained a full-time EL Coordinator for the 2018-2019 school year.</p>	<p>\$100,600 - LCFF - 1000-1999 Certificated Salaries - Maintain an EL Coordinator. (repeated expenditure)</p>	<p>\$88,010 - LCFF - 1000-1999 Certificated Salaries - EL Coordinator Salary</p>

Goal 1, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>To help support our EL population, and help promote an increase of re-designated students, the EL Coordinator will meet bi-monthly with the EL students and check on their progress, as measured by student sign in documentation.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator monitors grades on a bi-monthly basis and meets with students who are endanger of failing to provide support and tutoring. Coordinator also met with students to discuss grades, missing and upcoming assignments, and review material that student needs clarification and/or help with.</p> <p>At the 10 week mark of each semester, EL Coordinator conducts Data Chats with students where students are asked to reflect on their grades and their study skills. Students formulate study goals to help them end the semester successfully. This builds students metacognitive skills, which aids them in self-assessing and self-correcting study habits</p> <p>EL services time is a time, during lunch and after school, in which students can attend voluntarily to receive homework help, as well as just a quiet space to study and ask questions when students need help.</p>	<p>\$0 - No expenditure tied to this goal. (repeated expenditure)</p>	<p>\$0</p>

Goal 1, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator will maintain a ELPAC monitoring system that will allow POLAHS students an opportunity to be re-designated in both fall and spring.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator works with the teachers to provide students with the resources they need to access the material in class. When students are challenged as a result of their language skills, the EL coordinator and the teacher collaborate to find ways to meet the specific learning needs of the EL student. At times, the support provided by the EL Coordinator can be effectively provided in the classroom with push-in services and at other times it is optimal to provide the services outside the classroom with pull-out services.</p>	<p>\$0 - No expenditure tied to this goal. (repeated expenditure)</p>	<p>\$0</p>
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Goal 1, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator will maintain a ELPAC monitoring system that will allow POLAHS</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator maintains an</p>	<p>\$0 - No expenditure tied to this goal. (repeated expenditure)</p>	<p>\$0</p>

students an opportunity to be re-designated in both fall and spring.

ELPAC monitoring system in order to Redesignated students in both fall and spring. For instance, when a student meets the threshold of proficiency on their ELPAC assessment yet, has not met the requirement of receiving a C or better on their ELA course, the Coordinator will have a discussion with the ELA teacher. The teacher and EL Coordinator will work together to determine what supports are needed to help the student meet the challenges of the class.

In addition, an English Learner Review Team has been established to track students on their road to redesignation. The team consist of a parent, an administrator, an academic counselor, a SPED case carrier (if the student has special needs) and the students English teacher. The EL coordinator facilitates the communication between the team and schedules meetings when needed.

Goal 1, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</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</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The English Learner Advisory Committee meets two times a semester; four times a school year. The meetings are to inform parents of the ELPAC and</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>principal. The ELAC team will host a minimum of two family nights per school year to discuss EL services and the importance of regular school attendance.</p>	<p>any policies and regulations that will affect EL learners.</p> <p>The advisory committee also convenes with the purpose of providing information to the principal and staff of the different programs and services that are beneficial for EL services.</p>		
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Goal 1, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</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. EL Coordinator will host/initiate a minimum of two professional development opportunities for staff members.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator did not conduct any school-wide development workshops in 2018-2019, but rather worked with individual teachers targeting their specific needs based on content area as well specific students needs.</p> <p>EL Coordinator attended various workshops with LACOE specifically focused on meeting the needs of EL students and shared that information with teachers on a regular basis. The EL Coordinator communicated with staff on the best practices and strategies to meet the specific learning needs of the students</p>	<p>\$2,000 - LCFF - 1000-1999 Certificated Salaries - Professional Development for teachers. (repeated expenditure)</p>	<p>\$1,500 - LCFF - 7000-7499 Other</p>

Goal 1, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator will provide frequent communication in the form of progress reports and informational material sent home with students. The EL Coordinator will use multiple modes (Illuminate, Aeries, Classroom Observations) to progress monitor and send findings to parents and staff on a monthly basis.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator frequently monitored students' grades by accessing AERIES portal , communicating with teachers and providing teachers a student evaluation form to fill out and provide feedback on student's academic progress. This information was communicated to parents via progress reports that were mailed home, as well as during ELAC meetings and through phone conversations with parents. Informational materials about testing, EL services and other EL resources were sent home with students, mailed to parents and/or given to parents during ELAC meetings.</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 1, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Scope of Service:</p> <p>Location:</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. The EL Coordinator will send resources to RFEP families at a minimum of once a semester.</p>	<p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator maintained communication with RFEP students by inviting them to tutoring and checking on their progress on a regular basis. Parents of RFEP students were also invited to continue to attend ELAC meetings and received student evaluations which were filled out by their teachers.</p>		
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Goal 1, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator will be an active member of a students IEP team when the student is also receiving Special Education services. He/she will communicate with the students case carrier and attend IEP meetings to provide present levels of performance in the area of EL. The EL Coordinator will attend/provide feedback for all IEP meetings.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator served as an active member of a students IEP teams by collaborating with case carriers in the writing of IEP goals, specific to the English language development needs of the EL student. The EL Coordinator also attended the IEP meetings, as well as any SST meetings. The students needs were communicated to parents and teachers via a document that serves as a snapshot of a students current progress.</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 1, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The EL Coordinator will also provide tutorial support, as needed, throughout the instructional day, as measured by student sign in documentation.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator worked with the teachers to provide students with the resources they needed to access the material in class. When students were challenged as a result of their language skills, the EL coordinator and the teacher collaborated to find ways to meet the specific learning needs of the EL student. At times, the support provided by the EL Coordinator was provided in the classroom with push-in services and at other times it was more optimal to provide the services outside the classroom with pull-out services</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 1, Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The EL Coordinator will collaborate with English Learner teachers on supplemental lesson plans and evaluate student progress.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Limited to</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

	<p>Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator worked closely with content area teachers to develop supplemental lesson plans for EL students, especially for the newcomer students who were enrolled 2018-2019 school year. EL Coordinator collaborated with teachers to make learning accessible to students by providing supplemental bilingual lesson supports which included the use of videos in Spanish, using translation apps and other resources in Spanish.</p>		
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Goal 1, Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The EL Coordinator will work with classroom teachers to implement English Language Arts/English Language Development Framework.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>The EL Coordinator worked closely with teachers to inform them of each students current level of English proficiency, in order to determine their ELD level to better support their individual learning needs. This information was also used to make sure students were placed in classes which offered extra support based on their language learning needs. The EL Coordinator worked closely with</p>	<p>\$0 - No expenditures tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

POLAHS EL students were enrolled in General Education English classrooms where they worked on meeting the ELA Common Core Standards. EL Coordinator monitored students progress on a twice a month and held Data Chats with students once each semester to help them self-assess their progress on meeting the reclassification criteria. Tutorial support was provided with the instructional period as well as during lunch and after-school tutoring.

There was frequent communication between the EL Coordinator and the teachers to monitor students progress and collaboration on ways to better meet the needs of individual students. The students were consistently being visited by the EL Coordinator to motivate them to continue doing well or to give them that pep talk when they were feeling overwhelmed and losing motivation to stay focused and keep working. When a students grades began to fall, the EL Coordinator met with the student and made a plan of action, which may have consisted of tutoring and/or an agreement to turn in missing assignments. Also, the communication with parents was consistent either through a phone call, the ELAC meetings, or through the dissemination of student evaluation forms, which were filled out by the teachers, twice a semester, so that parents were also kept abreast of their students progress.

EL Services time is a time during lunch and after school where students could voluntarily go to the English Language Learner office to receive assistance with assignments. Additionally, at the request of the General Education teacher, the EL Coordinator conducts pull out sessions with students in order to assist with assignments and /or testing.

The EL Coordinator maintains and ELPAC monitoring system in order to Redesignate students in both fall and spring. When a student meet the threshold of proficiency on their ELPAC assessment but has not yet met the other criteria EL Coordinator will meet with the student to make a plan on steps the student needs to take to meet the criteria.

An English Learner Review Team (ELRT) has been established to track students on their road to redesignation. The team consist of a parent, an administrator, an academic counselor and SPED case carrier (when applicable).

The EL Coordinator facilitates the communication between the team and schedules meetings when needed.

Through English Learner Advisory Committee (ELAC) meetings, parents were given information on school events and policies as well as the importance of regular attendance at school. Parents were also shown how to access AERIES to monitor their students grades, missing assignments and overall performance in their students classes.

Although the EL Coordinator did not conduct a school-wide development workshop this school year, there was Instructional support given to individual teachers targeting their specific needs based on content area as well as students specific language learning needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In 2017-18, POLAHS had a 37.9% reclassification rate and expects an approximate 24% reclassification rate in 2018-2019. These EL

reclassification rates are due to the frequent monitoring of EL students by the EL coordinator and the intentional use of effective strategies implemented by the teachers and the increase in monitoring students. In addition, there was an increase in communication between EL Coordinator and teachers to monitor student achievement in order to take more proactive steps in addressing missing assignments and assessments with low scores. There was an emphasis put on monitoring students progress in their English classes to assist students in maintaining a C or higher.

The EL Coordinator was able to meet with the ELRT to discuss, homework, assessments and other students needs to better ensure a students academic success.

EL Coordinator was able to work closely with the English Lead Teacher to find ways to meet the instructional needs of English Learners as well as Redesignated students. EL Coordinator worked in the Focus classroom to assist English Learners in the classroom.

EL Coordinator worked closely with individual teachers to provide instructional supports targeting their specific needs based on their content area as well as students specific language learning needs. Teachers were also given strategies on how to create assessments that took into consideration a students limited English language proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Expenditures:

Expense	Budgeted Exp	Actual Exp	Difference
EL Coordinator Salary	\$100,600.00	\$88,010.00	-\$12,590
Professional Development	\$2,000.00	\$1,500.00	-\$500.00

Goal 1 Totals:

Budgeted Expenditure	\$102,600.00
Actual Expenditure	\$89,510.00

Material Difference:

EL Coordinator new hire. New EL Coordinator's salary was less than previous EL Coordinator.

POLAHS anticipated the cost of professional development to be higher than actual cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

In 2017-18, POLAHS had a 37.9% reclassification rate and expects an approximate 24% reclassification rate in 2018-2019. These EL reclassification rates are due to the frequent monitoring of EL students by the EL coordinator and the intentional use of effective strategies implemented by their teachers.

It is anticipated that the 2019-2020 reclassification rate may fall back within the baseline figures established as a result of some adjustments that have been made to the ELPAC in its second year of inception. Those changes are expected to make the subsequent assessments more rigorous therefore it is expected that there may be a decline in reclassification nonetheless we expect to meet the established baseline metrics.

CDE has established new criteria for redesignation, requiring students to meet an Overall 4 on the ELPAC to be considered for redesignation. POLAHS had already adopted a Level 4 criteria for the 2018-2019 school year, therefore this criteria will continue in all subsequent years.

The EL Coordinator will increase opportunities for collaboration with teachers in regards to ELD curriculum and supplemental planning in order to assist EL students with meeting RFEP requirements.

The baseline metrics will remain the same in spite of higher reclassification rates in 2017-2018 and 2018-2019 school years. Since the ELPAC is in its second year of inception, it is expected to have some adjustments made to the assessment which may make it more rigorous than the first years assessment. A new baseline metric will be established in 2019-2020 actions.

Goal 2

POLAHS will expand the use of CAASPP style ELA internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting standards met or exceeding standards on the CAASPP.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Internal ELA CCSS and CAASPP aligned cohort assessments.</p> <p>2018-19 Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.</p>	<p>Grade level cohorts increased by at least 2% for grades 9-11. 12th grade cohort averaged about the same. With illuminate in full force, POLAHS will be changing the assessments. The data is currently based on 2 different assessments; however, next year the data will be based on the same assessment.</p>

Actions / Services

Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 11th Grade</p> <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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS teachers received training and professional development in implementing Common Core State Standards. This training took place in all department meetings as well as in full-day professional development sessions.</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - To cover for substitute expense for teacher professional development. (repeated expenditure)</p>	<p>\$0 - No off-campus PD</p>

Goal 2, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service:</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Professional development was frequent</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Location: Specific Grade Spans: 11</p> <p>Professional development will be frequent and ongoing for English teachers with an emphasis on crafting assessments and data driven instruction.</p>	<p>and ongoing for English teachers. There were 6 common planning days for each English teacher. The purpose was to complete the assessment analysis forms for each assessments, then create the next unit assessment and backward plan from there.</p>		
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Goal 2, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service:</p> <p>Location: Specific Grade Spans: 11</p> <p>External professional development opportunities will continue to be actively sought by the school, in core departments, and by the instructional coordinator. The instructional coach/lead teachers will continue to seek out and attend professional growth opportunities in each of the 4 core subject matters.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>English teachers were not able to attend external professional development opportunities since they were focusing on internal professional development. Teachers were able to have frequent and ongoing professional development, in-house, with 6 common planning days.</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries - To cover for substitute expense for teacher professional development.</p>	<p>\$3,915 - LCFF - 1000-1999 Certificated Salaries</p>

Goal 2, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>While the English Instructional Coach position was created for only one year, the English Department will continue to receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate test taking strategies into the curriculum, and a heavy emphasis on data driven instruction. To accomplish this, POLAHS will continue to allow at least 6 days of release time so that grade level pairs can plan curriculum, create assessments, and analyze data.</p>	<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>The English Department continued to receive professional development and training during common planning time for the purpose of assessment analysis and reteaching. This training also included the teaching of test taking strategies into the curriculum as well as an emphasis on data instruction.</p>		
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Goal 2, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS will continue to allocate time for History/Social Science and Science teacher collaboration to help facilitate the implementation of CCSS standards, design and administer of benchmarks and</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS allocated collaboration time for History/Social Science and Science teachers. Teachers in these content areas were able to use common planning time to collaborate in creating benchmarks and assessments</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

assessments, and incorporate more data driven instructional practices.	in order implement instructions practices that were responsive to the analysis of the data.		
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Goal 2, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>The instructional coach and/or lead teachers will shift focus training focus to data driven instruction. The instructional coordinator and/or lead teachers will support teachers, through one-on-one coaching and in-house training, regarding how to generate and analyze assessment data to drive instruction. Data driven instruction will be a PD topic once a semester via instructional coach and once a month via departments</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>The lead teachers shifted focus on training to data driven instruction. The lead teachers and instructional coach supported teachers through one-one coaching and in house training. Teachers generated and analyzed assessments to inform instruction.</p>	\$0 - No expenditure tied to this action. (repeated expenditure)	\$0

Goal 2, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	\$10,500 - LCFF - 7000-7499 Other - Benchmark Program	\$0 - Repeated Expenditure - See Action 8

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS will continue to use online programs and supplemental materials as they are vetted by teachers and the department lead.</p>	<p>Students to be Served: All</p> <p>Location:</p> <p>Teachers at POLAHS used online programs like Achieve3000, NoRedInk and supplemental materials that were vetted by teachers and the department lead.</p>		
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Goal 2, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to use Illuminate and will provide ongoing training for the teachers as it relates to Illuminates features and software.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS continued to use Illuminate and provided ongoing training for teachers.</p> <p>All assessments are on illuminate in the English department. Also, Lead Teacher wrote 8 tests on illuminate that are CAASPP aligned and used as an internal assessment to monitor progress. And the Department gave one assessment semester 1 and then the second assessment semester 2 to track progress. Each grade level has 2 tests that the Lead Teacher wrote and used illuminate to track the data from these assessments.</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Renewal Fee. (repeated expenditure)</p>	<p>\$8,565 - LCFF - 7000-7499 Other - Illuminate Renewal Fee</p>

Goal 2, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Continue to update and manage/replace chrome books and carts as teachers use them daily.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS updated and managed/replaces chromebooks and carts as teachers used them daily.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$33,380 - LCFF - 4000-4999 Books and Supplies - ELA Dept Replacement Chromebooks</p>

Goal 2, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The instructional coach/lead teachers will shift professional development focus to data driven instruction. The instructional coordinator will support teachers, through one-on-one coaching and in-house training, with how to generate and analyze assessment data to drive instruction.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The shift to data driven instruction and teacher support was conducted by the Lead Teachers during the 2018-2019 school year.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 2, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: Specific Grade Spans: 9th Grade</p> <p>POLAHS will continue to assess all incoming 9th graders and will continue to program students with lexile scores at/below 700 into a reading intervention class. POLAHS will expand the use of Achieve 3000 to regular use in Focus English classes and in the academic support classes.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS assessed all incoming 9th graders and will continue to program students with lexile scores at/below 700 into a reading intervention class.</p> <p>All 9th graders used Achieve 3000 for a semester in their Academic Success class . Therefore, the use of the program was expanded to include all students in the 9th grade and not just those in Focus English classes.</p>	<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries - Part- Time Teacher Salary (repeated expenditure)</p>	<p>\$0 - Part-Time position was not filled</p>
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Goal 2, Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service:</p> <p>Location:</p> <p>POLAHS will provide a range of services for Foster Youth who do not meet standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch-list, and academic counseling.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Counselors implemented the Why Try program, an academic resilience, program to meet motivate students to better their academic performance. This program ran for ten weeks during the first semester to work with those students that had been retained or are on the verge of being retained.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 2, Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to provide social emotional support for EL and SED students to ensure academic growth via the full-time POLAHS psychologist.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The Social-Emotional Counselor provided social emotional support to General Education students and the school psychologist provided support to students with special needs.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 2, Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as provide academic support to ELA classrooms and assist students with CCSS aligned assignments.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator assisted with aligning the curriculum CCSS for EL and RFEP students. EL Coordinator provided academic support to ELA classrooms and assisted EL and RFEP students with CCSS aligned assignments.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 2, Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</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> <p>At each grade level, POLAHS offers a focus English class. POLAHS offers English instruction in a less restrictive environment, where the English teachers collaborate closely with a specific resource teachers and resource aids at each grade level and receive classroom support.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>POLAHS mainstreamed the special education population, maintaining a reduced class size in ELA courses where SPED and struggling students were placed in grades 9-12. Resource teachers pushed into ELA classes at least 2 hours a week and assisted students with CCSS aligned assignments. Close collaboration between SPED team and English teachers occurred regularly to support student learning.</p> <p>Each grade level at POLAHS offered a focus English class. These classes offered English instruction in a less restrictive environment where resource teachers and resource aids collaborates closely with teachers to provide classroom support.</p>	<p>\$63,426 - LCFF - 1000-1999 Certificated Salaries - Resource Specialist Salary (repeated expenditure)</p>	<p>\$59,816 - LCFF - 1000-1999 Certificated Salaries - Resource Specialist Salary</p>

Goal 2, Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The academic counselors will continue to vet the Why Try, academic resilience</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

program.	Students to be Served: All Location: The Academic Counselors used the Why Try program with students during the 2018-2019 school year, with the intent to improve outcomes for struggling students.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

POLAHS teachers continued to receive training and professional development in implementing Common Core Standards. In the 2018-2019 school year all the professional development training took place internally. It took place during all the department meeting as well as in the professional development sessions. There were 6 common planning days for each English teachers. The purpose was to complete the assessment analysis forms for each assessments and then create the next unit assessments and do backwards planning.

Although, teachers were not able to attend external professional development opportunities this year since the focus was on internal professional development the 6 common planning days per English teacher were effective in providing teachers the opportunities to craft assessments and analyze data.

English teachers also focused their professional development on the teaching of test taking strategies into the curriculum as well as an emphasis on data driven instruction.

POLAHS History/Social Science teachers were also able to use common planning time to collaborate in creating benchmarks and assessments that were responsive to the analysis of data. The teachers in this department had 2 common planning days each in addition to their department meetings. Senior English teachers also met with the History/Social Science senior teachers for common planning purposes in preparation for the senior research paper.

The lead teachers also focused on the shift to data driven instruction in their approach to supporting teachers. In department meetings, the leads and their departments generated and analyzed assessments with the purpose of informing instruction.

Illuminate training for teachers continued on an ongoing basis. The Lead Teacher wrote 8 tests on Illuminate that were CAASPP aligned and were used as internal assessments to monitor progress. The English Department gave one assessment per semester to track progress. Therefore, each grade level has 2 tests that the Lead Teacher wrote and used Illuminate to track the data from those assessments.

Supplemental resources such as Achieve3000 and NoRedInk were used.

The Chromebooks and computer carts continued to be updated and managed so that the teachers could use them effectively on a daily basis.

POLAHS assessed all incoming 9th graders and will continue to program students with lexile scores at/below 700 into a reading intervention class. In addition, all

9th graders used Achieve 3000 in their Academic Success class as well as those students in the Focus English classes.

Counselors implemented the Why Try program, an academic resilience curriculum, to motivate students to better their academic performance. The program ran for 10 weeks to work with those students that had been retained or are on the verge of being retained.

POLAHS mainstreamed the special education populations, maintaining a reduced class size in ELA courses where SPED and struggling students were placed in grades 9-12. Resource teachers pushed into ELA classes at least twice a week and assisted students with CCSS aligned assignments. Close collaboration between SPED team and English teachers occurred regularly to support student learning.

POLAHS EL population is currently 26 students ranging from 9-12th grade. All students are immersed in General Education English classrooms, working towards the ELA Common Core State Standards. The EL coordinator meets with students regularly to discuss grades and assist with CCSS aligned assignments as requested by ELA teachers. EL Coordinator conducted pull-out sessions with students to assist with assignments and/or testing.

Additionally, the EL Coordinator met with the English Lead teacher to provide academic support to the ELA classrooms and assist EL and RFEP students. EL Coordinated and English Lead Teacher worked together to create course material that was CCSS aligned and accessible to EL students at different levels of language proficiency. EL Coordinator worked in the Focus English classroom at least twice a week to offer assistance to students.

At each grade level, POLAHS offered a focus English class. These classes offered English instruction in the least restrictive environment where resource teachers and resource aids collaborate closely with teachers to provide classroom support.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

POLAHS English Department has administered 2 CAASPP aligned assessments per grade level to monitor student progress. One assessment per semester administered during the 15 week mark of each semester. These assessment were created with Illuminate and were formatted similar to the SBAC/CAASPP exam.

The data from the 2 assessments for 2018/2019 school years shows that 9th grade students demonstrated an increase in learning achievement from the first assessment during Fall semester to the 2nd assessment during Spring semester In the Fall, 22% of ninth grade students showed mastery in the ELA benchmarks in comparison to 48% of students who showed mastery in the Spring semester.

The reports that compare data from one administration during the 2017/2018 school year and two administrations from the 2018/2019 school year show progress between the two years of the same group of students. However, it is important to note that the formative assessments have been changed in the 2018/2019 school year. Beginning in the 2019/2020 school year, POLAHS will have comparative data among the same assessments.

With next years administration, POLAHS can begin to look at the data between years and be able to note trends. As students are enrolled in POLAHS, the data can be gathered by the English department and students. performance can be tracked from year to year to better plan for interventions for struggling students. The data will inform teachers and administration on the progress being made by students as well as use it in decision making for future professional development and curriculum development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Expenditures:

Expense	Budgeted	Actual	Difference
RSP Salary	\$63,426.00	\$59,816.00	-\$3,610.00
Part Time Teacher Salary	\$20,000.00	\$0.00	+\$20,000.00
Benchmark Program	\$5,000.00	\$8, 564.50	+\$3,564.50
Professional Development	\$4,500.00	\$3,915.18	-\$584.82
Chromebooks	\$0	\$33,380.00	-\$33,380.00

Goal 2 Totals:

Budgeted Expenditure	\$92,926.00
Actual Expenditure	\$105,675.68

Material Difference:

POLAHS did not hire a part time teacher.

RSP Salary was less than anticipated due to medical benefit estimate.

POLAHS expanded the use of Illuminate to include History and Science, thus increasing benchmark program expense.

POLAHS anticipated the cost of professional development to be higher than actual cost.

POLAHS replaced 124 chromebooks in the English Department. Expected replacement was 2019-2020, but the Tech Dept stated the updated needed to be done sooner.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The English Department will continue to receive professional development and training on the implementation of CAASPP testing. This training will continue to be internal as well as being complimented with external professional development opportunities. The focus will

remain on data driven instruction as well as incorporating data driven instruction.

The Lead Teacher and ELA teachers will continue to use data derived from the standardized benchmark assessments that were created on Illuminate.

The benchmarks will be used to track progress of each student in one year and from year-to-year in order to adjust and /or modify instructional practices based on the results data.

The instructional coach and the Lead Teacher will support teachers through one-on-one coaching and in-house training on the use of Illuminate to generate and analyze assessment data. The findings of the analysis will continue to inform and support instructional practices.

POLAHS will continue to use Achieve 3000 for all 9th grade students in Academic Success, as well as for students enrolled in Focus English classes.

Goal 3

POLAHS will expand the use of CAASPP style mathematics internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting or exceeding standards on the CAASPP.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Student grade level cohort scores on internal, universally aligned CCSS and CAASPP style benchmarks will be established in 2017-18.	2018-19 Gradel level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.	Integrated 1 and 2 scores on internal benchmarking did decline in 2018-2019; however, scores in Math 9 increased 3% and scores in Intergrated 3 increased 10%.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The math department will continue to monitor instruction and curriculum as they continue to analyze and refine the new integrated mathematics approach. POLAHS will continue allocate time for math teacher collaboration to aid in the creation, refinement and implementation of the new mathematics curricula.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>This year the Integrated Math 2 team has met several times throughout the school year (during school, as well as on the weekend).</p> <p>Integrated Math 1 and 3 did not collaborate on campus; however, collaboration happens with google docs and emails.</p> <p>All teachers meet during Monday department meetings, throughout the school year. All day PD time is also used for collaboration.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 3, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to maintain the added math teacher position to lower student teacher ratios in lower level math classes. This will also free up space in the master schedule to allow for the Mathematics Test writing and data evaluator.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Because POLAHS has maintained the added math teacher, the Integrated 1 classes are still approximately 20 students per class. POLAHS Basic Math and PreAlgebra classes are still approximately 16 per class.</p>	<p>\$64,426 - LCFF - 1000-1999 Certificated Salaries - Math Instructor Salary (repeated expenditure)</p>	<p>\$59,853 - LCFF - 1000-1999 Certificated Salaries</p>

Goal 3, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The instructional coordinator will continue to target support for individualized instructional needs. Teachers may request assistance from the coordinator, or the department lead teacher may make arrangements for increased instructional support.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Instructional support was provided through department meetings, grade level meetings and full-faculty professional development days.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 3, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The department will continue to participate in professional development, including participation in the the annual conference for College Preparatory Mathematics and the California Mathematics Council Conference.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>In the 2018-2019 school year, three teachers participated in the California Mathematics Council Conference. Teachers did not attend the annual conference for College Preparatory Mathematics.</p>	<p>\$2,500 - LCFF - 1000-1999 Certificated Salaries - To cover substitute expense To cover substitute expense for teacher professional development for teacher PD. (repeated expenditure) \$3,000 - Math PD (repeated expenditure)</p>	<p>\$0 - No internal PD coverage in 2018-2019 \$3,131 - Math Conference Expenses</p>

Goal 3, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to 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, as needed.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Teachers have access to the online books used in Integrated 1, 2, 3. Books were purchased for Integrated 1. Integrated 2 and 3 are currently using supplemental materials.</p>		<p>\$2,138 - LCFF - 4000-4999 Books and Supplies</p>

Goal 3, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will purchase 2 new chrome book carts with 32 chrome books each. This will better facilitate the use of CPM courses Integrated courses and CAASPP Test Preparation. The math department will Continue to vet and purchase programs and after market kits and supplemental materials as needed.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS completed new cart purchases for the math department, ensuring each classroom has one cart.</p>	<p>\$28,000 - LCFF - 4000-4999 Books and Supplies - Purchase of two computer carts.</p>	<p>\$9,899 - LCFF - 4000-4999 Books and Supplies - Math Computer Carts</p>

Goal 3, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>To better ensure the assessment and skills progress of students, POLAHS will provide 1 math teacher with 2 extra conference periods. This teacher will work with the testing coordinator to develop 2 skills based benchmarks assessments for integrated 1-3 and Math 9 and 10. This teacher will facilitate the test creation of these assessments and then work with testing coordinator to complete a data analysis of these tests, which can then be reported back to teachers and the department. This data will be used to better drive instruction and will allow the department to monitor student progress toward meeting standards.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>A POLAHS math teacher has developed 10 week benchmarks that are given in both Fall and Spring semesters. This teacher has also matched standards to Integrated 1-3 final exams, as well as math 9 and 10 fall final exams. A post-test was developed to see which standards have been mastered, but in the future, a pre-test should also be developed. Other tests were made by the teacher based on specific teacher needs. Teachers sought assistance on specific tests, standards and data analysis.</p>	<p>\$15,500 - LCFF - 7000-7499 Other - Benchmark Program</p>	<p>\$8,565 - LCFF - 7000-7499 Other - Illuminate Renewal Program</p>

Goal 3, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Schoolwide</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

<p>Location:</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>To help ensure all students succeed, POLAHS analyzes the quarterly grades of students. A watch list is generated at each grade level to identify the students who are struggling the most. In grade level meetings, teachers discuss students and make a plan to call home, refer to counseling, or start the SST process. At this time, POLAHS does not have any Foster students.</p>		
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Goal 3, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to provide social emotional support for students to ensure academic growth via the full-time POLAHS psychologist.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The School Psychologist and Social Emotional Counselor aid with Tier 2 intervention by offering individual counseling, group counseling, bringing in an on-site therapists, and facilitating conflict mediation to help ease behavior issues. These interventions ensure that students needs are being met so that they can do well in school.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 3, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>\$0 - No expenditure tied to this expense. (repeated</p>	<p>\$0</p>

<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will maintain the math teacher position, to lower student teacher ratios in lower level math classes.</p>	<p>Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Action repeated (see action 2)</p>	<p>expenditure)</p>	
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Goal 3, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS offers math instruction in the least restrictive environment, where Math teachers and resource teachers collaborate closely. In Basic, Pre-Algebra, Integrated 1, FEM, and Integrated 2 courses, students with special needs are clustered amongst Gen Ed students, so that a resource teacher or aid can push in 40-60 minutes a week and assist students, as determined by Individualized Education Programs.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 3, Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>\$0 - No expenditure tied to this expense. (repeated</p>	<p>\$0 - Expense found in Goal 2 (repeated expenditure)</p>

<p>Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>POLAHS will continue to maintain the Additional Resource Teacher, which will continue to reduce SPED Caseloads and facilitate great student engagement and access toward learning goals.</p>	<p>Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>An additional resource Teacher reduced SPED Caseloads and facilitated greater student engagement and access toward learning goals in the area of Mathematics.</p>	<p>expenditure)</p>	
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Now that POLAHS Math Department has an Integrated structure in place and have seen a full 4 year cycle, the Math Department continues to fine tune the Integrated 1- 3 classes and the Accelerated Math 9 and 10 classes to better meet the needs of our students. To continue this transition, the math department meets to discuss current classes, during department meetings, as well as during all day Professional Development opportunities.

Internally, the specific math teachers collaborate on their own, or via email, to discuss pacing of their classes, test creation, curriculum changes and homework policy. The math test writer has also met with several math teachers to help instruct how to create Illuminate tests, how to analyze the data and how to use the data the better serve their classes.

Three teachers attended the annual California Mathematics Conference and were able to implement the new ideas they learned into their classes. Two teachers continue to refine homework policy that the department will be able to use in the future.

Additionally, a teacher was given 2 extra conference periods to help develop benchmarks for Integrated 1- 3 classes, as well as math 9, 10. This teacher created the 10 week benchmark for both semesters and a post test that was given at the end of April. The teacher is currently developing a pretest to be given in the fall of 2019 school year. This teacher has analyzed the data for specific classes and given this information to the department chair, as well as the specific classes, to help improve classroom instruction.

Over the past 3 years, POLAHS has maintained the extra math teacher to help lower the class sizes in Basic, Pre-Algebra, and Integrated 1 and 2.

POLAHS bought more Integrated 1 textbooks to ensure there is a classroom set for all Integrated 1 classes. No books were purchased for the other Integrated classes. An additional computer cart was purchased to help with the integration of technology into classes.

POLAHS continues to use the Illuminate software to create benchmarks. Math teachers are also using the feature to help capture data for all finals and multiple choice tests. The new math test writer has helped to facilitate the involvement of Illuminate into all classes. This teacher helped create 5 benchmarks per semester for Integrated 1 -3 , Math 9 and 10, as well as a Post Test. This teacher also has attached

standards to fall finals to better capture the end of the semester data.

To help ensure all students, socioeconomically disadvantaged subgroups and high need populations, POLAHS analyzes the quarterly grades of students. A watch list is generated at each grade level to identify the students who are struggling the most. In grade level meetings, teachers discuss students and make a plan to call home, refer to counseling, or start the SST process.

POLAHS offers math instruction in the General Education setting. Resource teachers and aides assist with curriculum accommodations and modifications, as well as assist students in small group and individual settings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The POLAHS math department has now had a full year to implement Illuminate into the curriculum. The new position for the math test writer helped with creating the 5 benchmarks per semester for the Integrated 1 - 3 and Math 9 and 10. Measuring all the data was difficult using only two benchmarks because the benchmarks did not contain the same standards on each one, which measuring the growth from one to the other challenging. A post test was created, and given at the end of April, with the hopes that next year a pretest will be given with the same standards and growth will be seen.

Along with the creation of these tests, standards were also aligned to finals as well as certain chapter tests. Most of the department now uses illuminate to collect data on multiple choice tests as well as certain tests. Some levels have even created their own Illuminate based test using the itembank.

Next year, the teacher in the writing position will fine tune the created 10 week benchmarks and create the pretest and monitor data and help the department drive instruction using the data from illuminate. As we continue to use this program, we will get long term data from all levels of the math classes. This will be the driving force of future professional development days.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Expenditures:

Expense	Budgeted	Actual	Difference
RSP Salary	\$63,426.00	\$59,816.00	-\$3,610.00
Part Time Teacher Salary	\$20,000.00	\$0.00	-\$20,000.00
Benchmark Program	\$5,000.00	\$8,564.50	+\$3,564.50

Professional Development	\$4,500.00	\$3,915.18	-\$584.82
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Goal 3 Totals:

Budgeted Expenditure	\$92,926.00
Actual Expenditure	\$72, 295.68

Material Difference:

RSP Salary was less than anticipated due to medical benefit estimate.

POLAHS did not hire a part time teacher.

POLAHS anticipated the cost of renewing Illuminate for math purposes.

POLAHS anticipated the cost of professional development to be higher than actual cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

POLAHS will continue to maintain the temporary math writer position to help with the pretest, as well as create professional development to better drive curriculum changes. The math department will also work on new curriculum for a focus Integrated 2 class that will help SPED and general education populations to become eligible for A-G requirements. We will see this class implemented in the fall as a trial class. The focus Integrated 2 class will be a mixture of the SPED and Gen Ed population, who have been identified as needing more support in accessing curriculum. This class is in response to the decline in College and Career readiness, specifically in meeting A-G requirements (Change found in Goal 3, Action 16). POLAHS math department will also be conducting a self-study to identify factors that are leading to a decline of A-G requirements and to identify needs for all student populations (Change found in Goal 3, Action 15).

The math department sees a need for a math lab that will be extra help for our SPED population. This course will most likely be offered as an elective course to 9th and 10th graders with special needs (Change found in Goal 3, Action 14).

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>2018-19 POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).</p>	<p>POLAHS maintained the number of CTE offerings.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 4, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS will continue to offer and expand Career Technical Education (CTE) pathways in Boat Operations; Construction; Graphic Design; Digital Photography; and Video Production. The pathways will prepare students to be college and career-ready by providing core academic skills, employability skills, and</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>POLAHS maintained existing, coherent sequences of CTE courses for 211 students in five pathways: Digital Photography; Graphic Design; Construction; Boat Operations; and Video Production. There are 26 students with special needs and 8 504 students enrolled in pathways.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

technical, job-specific skills. POLAHS CTE program will feature postsecondary, and industry partnerships, enabling clear pathways to certifications and degrees.

POLAHS expanded its Video Production pathway by offering Advanced classes beginning fall 2018. The pathway now serves 60 students in three class periods. One hundred percent of students from the introductory 2017-2018 year of Video Production continued into the Advanced classes.

All CTE courses were aligned to the California CTE Model Curriculum Standards, ensuring that students learned core academic skills, employability skills, and technical, job-specific skills.

Goal 4, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Career Pathway #1 - Commercial and Residential Construction: Students will learn basic commercial and residential construction techniques along with job site troubleshooting 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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>The Construction pathway served 27 students for the 2018-2019 school year. The pathway allowed students to matriculate into the Construction Technology program at EL Camino College. As of spring 2019, Construction students will also be certified through the National Center for Construction Education Research (NCCER), with POLAHS approved as an Accredited Training Education Facility. NCCER is</p>	<p>\$20,500 - LCFF - 4000-4999 Books and Supplies - Construction Pathway Materials \$100,000 - LCFF - 1000-1999 Certificated Salaries - Commercial & Residential Construction Instructor Salary- 100% (repeated expenditure)</p>	<p>\$66,450 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 1000-1999 Certificated Salaries - Construction Salary covered under materials (consultant cost)</p>

recognized by the Los Angeles County Office of Education (LACOE) and the California Department of Education (CDE).

Goal 4, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Career Pathway #2 - Boat Operations 1 and 2: Students will learn marine engineering, sailing, seamanship, navigation, welding, and boat building. 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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Boat Operations served 17 students in two sequential courses, which included classroom instruction and experiential sail training through the Los Angeles Maritime Institute (LAMI). Through an agreement with El Camino College, students completed coursework for the Transportation Worker Identification Credential (TWIC); U.S. Merchant Marine Mariner Document; and Welding certification (spring 2019). Students also earned First-Aid and Red Cross CPR Certification. In April 2019, Advanced Boat Operations students visited the Northwest School of Boatbuilding in Washington, in preparation for maritime industry employment.</p>	<p>\$95,700 - LCFF - 5000-5999 Services and Other Operating Expenses - Boat Operations Pathway Cost \$20,000 - LCFF - 7000-7499 Other - Boat Operations Pathway - US Coastguard Certification</p>	<p>\$86,758 - LCFF - 5000-5999 Services and Other Operating Expenses - Boat Operations Pathway Cost \$6,840 - LCFF - 7000-7499 Other - US Coastguard Certification</p>

Goal 4, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Career Pathway #3 - Digital Photography 1 and 2 and Graphic Design 1 and 2. Students learn computer and photography skills, and receive certification through the Adobe Certification Associate exam and the Adobe Certification Associate exam in Photoshop.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Digital Photography served 77 students in two sequential courses, which included certification through the Adobe Certification Associate exam in Photoshop (100% pass-rate).</p> <p>Graphic Design served 30 students in two sequential courses, which included certification through Adobe Certification Associate exam in illustrator and photoshop (100% pass-rate).</p>	<p>\$88,235 - LCFF - 1000-1999 Certificated Salaries - Digital Media Pathway Instructor Salary (repeated expenditure)</p>	<p>\$97,221 - LCFF - 1000-1999 Certificated Salaries - Digital Media Pathway Instructor Salary</p>
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Goal 4, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Career Path #4 Video Production: Introductory and Advanced courses will be offered. The pathway will provide students with a basic understanding of all the aspects of the</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Video Production served 60 students in two sequential courses. Video Production instructor participated in numerous professional development conferences such as International</p>	<p>\$63,061 - LCFF - 1000-1999 Certificated Salaries - Film Pathway Instructor Salary - 100% (repeated expenditure)</p>	<p>\$13,977 - LCFF - 1000-1999 Certificated Salaries - Film Pathway Instructor Salary - 20%</p>

film and television industry as well as learning how to produce videos. Students will be trained in the use of cameras, editing equipment and software, script writing, story boarding, and voice-overs. Students will learn the basic steps involved in producing their own videos as they use equipment to produce commercials, public service announcements, short films, and music videos. Students will also learn the more advanced techniques of video production in preparation for career placement and be instructed in the use of HD cameras, green-screen effects, and lighting.

Society for Technology in Education; Adobe Max; Educating for Careers; and XRDC, through a California Department of Education (CDE) grant.

Licenses for Final Draft Pro, an industry-standard screenwriting software, were purchased for student use. Students may access all Adobe software under a student license agreement, encouraging them to work in a variety of locations and on a variety of systems.

Goal 4, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>In order to provide support for students seeking career technical education, POLAHS will maintain 1 full-time Career Counselor and lead CTE teacher. The Career Counselor will work closely with the CTE Department to ensure that students receive guidance in their areas of interest; that course sequences are appropriate; and that students are supported in seeking employment or furthering their area of study in college. The CTE lead will ensure</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>CTE Counselor has primary focus of the students who are enrolled in each pathway. That responsibility begins with interviewing all students who are interested in pursuing a CTE pathway, to gauge their level of interest and populating classes with the students who are best fit to excel in these curricula. While students are enrolled in their pathways, the Counselor visits their classes regularly, and communicates with them via email to</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure) \$0 - LCFF - 1000-1999 Certificated Salaries - CTE Lead Salary (repeated expenditure)</p>	<p>\$0 \$94,920 - CTE Lead Salary</p>

that the requirements for the pathways are met.

remind them about career workshops on campus, opportunities within the community (The Boys and Girls Clubs new Career Bound Program), upcoming internships, etc.

For our 12th grade students, the Career Counselor works closely with the College Counselor to make sure all CTE students have completed a FAFSA, and have fulfilled all of the requirements for matriculation to whatever continuing education program they have chosen after graduation. Secondly, the CTE Counselor works to support the CTE teachers on campus by organizing work-based learning projects, chaperoning trips for all of the different pathway students, participating in the master scheduling process to ensure CTE classes are offered at optimum times for both teachers and students, and offering support to teachers who are exploring the idea of creating a CTE pathway, helping them through the credentialing process as well as providing them with CTE standards and support in creating courses that meet those standards.

Goal 4, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p>	<p>\$70,571 - LCFF - 2000-2999 Classified Salaries - Federal & State Programs Compliance Coordinator Salary</p>	<p>\$71,128 - LCFF - 2000-2999 Classified Salaries - Federal & State Programs Compliance Coordinator Salary</p>

<p>Location:</p> <p>POLAHS will maintain a Federal & State Programs Compliance Coordinator to help manage the additional demands related to managing the schools expanding CTE program. (\$45,000)</p>	<p>Location:</p> <p>POLAHS Federal & State Programs Compliance Coordinator assisted in establishing a CTE budget; managed CTE purchases; and tracked all expenditures for internal and external reporting purposes.</p>		
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Goal 4, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</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 Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>Instructional Coordinator position was eliminated for 2018-2019.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

<p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>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.</p>	<p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>EL and RFEP students are supported on a continuous basis to ensure college and career readiness. The EL Coordinator offers academic support with tutoring during lunch and after school. In addition, support is offered in the classroom in a variety of ways such as helping students with writing assignments, practicing oral presentations, or giving students strategies to understand complex text. The EL Coordinator also serves as another source of information when students are contemplating college and career options. Students are assisted in exploring colleges or career choices that they may be contemplating. EL Coordinator also encourages students to make contact with the career and college counselors in order to get a more detailed response to questions they have about post-graduation plans.</p>		
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Goal 4, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p>	<p>Repeated Action. See Action 11.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

POLAHS will offer RFEP students with a range of support to ensure college and career readiness.

Goal 4, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>RFEP students will be provided with a range of support to ensure college and career readiness. Academic counselors will ensure students are meeting A-G requirements.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>Due to the fact that registration is no longer done one-on-one, all students, through English classrooms, were addressed about registration, graduation requirements, and A-G courses.</p> <p>Based on an individual student's plan, some students are meeting A-G course requirements, while others chose to meet basic graduation/diploma requirements.</p> <p>Counselors enrolled students in the proper classes and at times pursued them to take more rigorous classes such as our Honors and Advance Placement classes.</p> <p>Counselors promoted the importance of taking the SAT Prep class as their elective junior year.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Internship partners will be identified for students in the Construction pathway.	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Internship partners were identified for students in the pathway, such as Rafael Gonzalez, General Contractor and Jim Paul, General Contractor. Students did not participate in internships due to scheduling conflicts with providers.</p>	\$0 - No expenditure tied to this expense. (repeated expenditure)	\$0

Goal 4, Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
POLAHS will establish UC course recognition through UC Regents for Boat Operations. The CTE instructor will submit each course for UC A-G approval.	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Boat Operations courses will be submitted for A-G approval during the 2019-2020 school year.</p>	\$0 - No expenditure tied to this expense. (repeated expenditure)	\$0

Goal 4, Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Digital Photography 2 will be submitted for UC course recognition with A-G approval.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Digital Photography courses received A-G recognition.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>
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Goal 4, Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Internship partners will be identified for students in Digital Photography.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Work-based learning projects were adopted in favor of internships. In the Photography pathway, students worked under an agreement with Cal State University Dominguez Hills, photographing sporting events and providing content for both the university's web and social media.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Internship partners will be identified for students in Boat Operations.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Work-based learning was adopted in favor of internships. For example, hands-on sail training and mentorship was provided through LAMI. POLAHS has contracted the services of Dynamic Education, a firm that serves the needs of running POLAHS Boat Operations and Construction pathways. In addition to supplying materials and instructors, Dynamic Education coordinates with industry professionals to enhance instruction with guest speakers (e.g. electrical engineer and El Camino professor works with POLAHS Advanced Boat Operations students on marine electrical systems).</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>
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Goal 4, Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS Video Production pathway will further the stages of project creation to include experiential learning through three key elements of innovation including: a.) virtual reality (VR), b.) augmented reality (AR), and c.) 360-degree filmmaking. POLAHS original curriculum, multimedia laboratory, and work-based learning partners will allow all students to access</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

innovative developments in the industry. Students will be inspired to pursue the field through postsecondary education and career pathways.

POLAHS began to offer curriculum in AR, VR, and 360-degree filmmaking. Equipment and technology purchases will allow students to complete projects utilizing these elements for the 2019-2020 school year.

A comprehensive final portfolio was considered a final Video Production assessment, and included the following: a screenwriting/television script sample; a script broken down for production; and a film reel that includes projects that have been complete (e.g. PSA, Sample commercial, Youtube video/music video). Students were introduced to postsecondary options and career opportunities in Cinematic Arts; Entertainment Law; Broadcast Journalism; Computer Science, and Engineering. A pathway club was established.

Goal 4, Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students enrolled in the Advanced Course will receive training and certification in Adobe Premiere.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Students enrolled in Advanced Video Production received training and certification in Adobe Premiere.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Internship partners will be identified for students in Video Production.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Alternative work-based learning opportunities were adopted in favor of internships. For example, students secured rights for Stephen King stories and learned screenplay adaptations with professional mentorship.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will establish UC course recognition through UC CMP for pathway courses. The CTE instructor will submit the courses for UC A-G approval.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS has established UC course recognition with A-G approval for Digital Photography and Graphic Design.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Beyond continuing the current programs, the CTE Counselor will explore opportunities to expand partnerships and tours of local city colleges and programs. The local community college district offers several continuing education programs which directly correlate to POLAHS CTE pathways.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>The CTE Counselor developed relationships with LA Trade Tech College and El Camino college. This relationship, so far, has led to a scheduled tour of the construction trades, machining tools, and welding tracks at both campuses, as well as presentations from teachers and alumni from each of those departments. These campus visits are for students enrolled in both the construction and boat operations pathways and are in addition to the matriculation trips where students complete their counselor visits and placement testing. These trips are specifically designed for students who are continuing in these CTE pathways. Additionally, the Counselor completed and submitted all of the paperwork for all of the construction students to receive credit at El Camino College for POLAHS existing articulation agreement. Lastly, the Counselor provided a list of contacts so that other pathway instructors could begin to create articulation agreements with instructors at El Camino College.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will provide students with the online OSHA training and upon completion students will take the OSHA Safety certification test, where they can earn lifetime certification in workplace safety.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>All 212 CTE students are enrolled in an online OSHA 10-hour workplace safety course. 65% of students have completed the OSHA General 10-hour certification, and 20% of students have complete the OSHA 10-hour residential / commercial construction safety certification as of April 27, 2019. Students have until the end of June 2019 to complete the coursework.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During English Learner Advisory Committee (ELAC) meetings, parents will explore post-graduation options for their children with the EL Coordinator.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Post-graduation options are discussed</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

	<p>with parents during ELAC meetings on a regular basis. Parents are informed on their students academic progress and discussions are had about the career options that are available in the CTE pathways as well as college choices.</p> <p>The EL Coordinator serves as a liaison between parents and the college and career counselors as well as the academic counselors. Frequently, EL and RFEP students' parents will initiate conversations about post-graduation during ELPAC meeting and the EL Coordinator will make contact with the different counselors to help the parent find answers to their questions. The EL Coordinator serves as another resource to help students and parents explore their post-secondary options.</p>		
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Goal 4, Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The College and Career Counselors will work with the Academic Counselors and EL Coordinator to offer a Family Night for RFEP and SPED Families, with information provided relating to college and career readiness.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Three college planning workshops were offered for parents of Senior students, and two college planning additional workshops were offered for parents of students in grades 9-11. Workshops were offered to families in both English and Spanish, and included information on how to apply</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

for and access accommodations and services for qualifying through the college's Disabled Student Programs and Services or Special Programs and Services offices, along with information for AB 540 students. 95 total parents attended these workshops from September 2018 through April 2019.

130 Juniors and 4 Sophomores completed the October 2019 PSAT. The College Counselor provided workshops for students to understand their scores and how they could access free resources to help them improve their scores.

ASVAB Career Exploration:

Fall 2018 (Oct 20 test date)

64 students tested *offered to all 11th and 12th graders

All students participated in a guided results interpretation after school either

Jan. 29th or Feb. 6.

Spring 2019 (March 23)

32 students participated *offered to all 10th, 11th, and 12th graders

All students will be invited to participate in a guided results interpretation after school

mid May 2019

Career Readiness Workshops

Reading a Job Description and Writing your Resume

	<p>March 18 - 3:30pm - 5:30pm</p> <p>11 students attended</p> <p>Conquering the Job Interview</p> <p>March 25 - 3:30pm - 5:30pm</p> <p>7 students attended</p> <p>Success in the workplace - starting a new job</p> <p>April 8 - 3:30pm - 5:30pm</p> <p>9 students attended</p>		
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Goal 4, Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The Career Counselor will run a quarterly report of students in a career pathway and identify all EL and REFP students who have Ds or Fails in one or more classes. The career counselor will then work with the EL coordinator to develop and plan interventions.</p>	<p>At the beginning of the school year, the CTE Counselor provides printed rosters to all of Resource Teachers, School Psychologist, and EL coordinator to identify students they have in common. When completing grade checks, the CTE Counselor has found that making an action plan with other support staff helps to not overwhelm the student. Without outlining individual student plans, in broad strokes, most of POLAHS EL and SPED students in a CTE pathway work well when it comes to the hard skills or classroom projects within their chosen pathway. They mainly require support when it comes to the soft skills of work-based learning: writing emails, processing feedback, meeting</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

deadlines, etc. Rather than singling students out, the Counselor makes all SPED teachers, our School Psychologist, and EL Coordinator aware of what is happening in the CTE classrooms, so that they can offer help within the already established support system for intervention.

Goal 4, Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will offer SPED students with a range of support to ensure college and career readiness. The Career Counselor will run a quarterly report of students in a career pathway and identify SPED students who have Ds or Fails in one or more classes. The career counselor will then meet with each student individually to develop a support plan.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>At the beginning of the school year, the CTE Counselor provides printed rosters to all of Resource Teachers, School Psychologist, and EL coordinator to identify students they have in common. When completing grade checks, the CTE Counselor has found that making an action plan with other support staff helps to not overwhelm the student. Without outlining individual student plans, in broad strokes, most of POLAHS EL and SPED students in a CTE pathway work well when it comes to the hard skills or classroom projects within their chosen pathway. They mainly require support when it comes to the soft skills of work-based learning: writing emails, processing feedback, meeting deadlines, etc. Rather than singling</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

students out, the Counselor makes all SPED teachers, our School Psychologist, and EL coordinator aware of what is happening in the CTE classrooms, so that they can offer help within the already established support system for intervention.

Goal 4, Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Counselors will encourage the RFEP students and families to attend college meetings where counselors explain the process of applying to college.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Seven FAFSA and DREAM application financial aid workshops were offered to students and their families in both Spanish and English. As of April 2019, 72% of graduating seniors have submitted their FAFSA or DREAM application.</p> <p>Three college planning workshops were offered for parents of Senior students, and two college planning additional workshops were offered for parents of students in grades 9-11. Workshops were offered to families in both English and Spanish, and included information on how to apply for and access accommodations and services for qualifying through the college's Disabled Student Programs and Services or Special Programs and Services offices, along with information for AB 540 students. 95</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

total parents attended these workshops from September 2018 through April 2019.

Goal 4, Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Counselors will offer additional counseling appointments for RFEP students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Students and parents have walk-in times during break, lunch, or after school to speak with their Academic Counselors. Therefore this is on as-need-basis.</p> <p>Academic Recovery Plan meetings addressed tutoring, or self-evaluation (end of semester review), and RFEP students were encouraged to attend.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Goal 4, Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Counselors will host alumni speakers (first generation RFEP graduates or first-generation to attend college) to share their experience with current students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

	<p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>For the last three years, Ellen Chase has hosted an alumni panel for recent graduates on campus to answer questions for the new senior class. This May, an NHS and RFEP student has orchestrated POLAHS first-ever spring alumni panel, slated to take place on Wednesday, May 15, 2019. She has already reached out to alumni who will be returning to San Pedro from various colleges and universities, and will begin advertising it to seniors in the coming weeks. RFEP students are encouraged to participate.</p>		
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Goal 4, Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The College and Career Counselors will work with the Academic Counselors and EL Coordinator to offer a Family Night for RFEP and SPED Families, with information provided relating to college and career readiness.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>College and Career Counselors spoke at Special Education Family Night and provided information about CTE Pathways and A-G requirements. Families of EL students were included in general College and Career informational seminars on campus.</p>	<p>\$0 - No expenditure tied to this expense. (repeated expenditure)</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

POLAHS was able to implement nearly all of the actions/services planned in order to achieve the goal of expanding Career Technical Education (CTE) course offerings and ensuring that all students were both college and career ready upon graduation.

POLAHS offered pathways in Construction; Boat Operations; Graphic Design; Digital Photography; and Video Production. Advanced Video Production courses were offered for the first time, with certification exams scheduled for June 2019. The Video Production instructor participated in numerous professional development conferences such as International Society for Technology in Education; Adobe Max; Educating for Careers; and XRDC, through the Specialized Secondary Programs (SSP) planning grant from the California Department of Education (CDE). POLAHS was one of 13 schools selected for the award throughout the state.

Capital improvements were completed for students in the Boat Operations and Construction laboratories, with additional overhead canopies and perimeter fencing built to secure the work areas.

POLAHS maintained its existing CTE industry and postsecondary partnerships, and expanded its CTE Advisory Committee to include an additional Graphic Design representative. Students participated in experiential opportunities such as field trips and college visits. Support staff included a full-time Career Counselor, who coordinated guest speakers and professional mentorships. Intervention was a team effort amongst the schools Academic Counselors, Career Counselor, Resource Teachers, School Psychologist, College Counselor, and EL Coordinator, to ensure that all student populations were on track for graduation and college enrollment.

Through the College Counseling office, college planning and FAFSA/DREAM workshops were offered for parents and students from November through May. Workshops were offered to families in both English and Spanish, and included information on how to apply for and access accommodations and services for qualifying through the college Disabled Student Programs and Services or Special Programs and Services offices, along with information for AB 540 students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

POLAHS achieved the goal of expanding its CTE course offerings and providing more support for students attempting to be college and career-ready upon graduation.

The majority of POLAHS students passed the industry certification exams for their respective pathways. The results are as follows: Photography (100% pass-rate); Graphic Design (98% pass-rate); Construction (100% pass-rate); and Boat Operations (100% pass-rate anticipated, May 2019). Similarly, grade reports show highly successful results for the fall 2018 semester. The results for students passing the class with a grade of C or higher are as follows: Photography 1 (100%); Photography 2 (98%); Graphic Design 1 (100%); Graphic Design 2 (100%); Video Production 1 (96.4%); Video Production 2 (100%); Boat Operations 1 (100%); Boat Operations 2 (100%); Construction 1 (100%); and Construction 2 (100%). In total, 211 students participated in CTE courses for the 2018-2019 school year. 100% of senior students in the program are on track to graduate in June 2019.

While the POLAHS Academic Counselors, Career Counselor, College Counselor, Resource Teachers, School Psychologist, and EL Coordinator worked to provide RFEP students with college and career readiness support, increased collaboration throughout the 2019-2020 school year will allow staff to better monitor students and their progress throughout all aspects of the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures:

Expense	Budgeted	Actual	Difference
Instructor Salary	\$96,419.00	\$94,920.00	-\$1,499.00
Instructor Salary	\$88,235.00	\$97,221.00	+\$8,986.00
Video Production Instructor	\$63,061.00	\$13,977.00	-\$49,084.00
Compliance Coordinator	\$70,571.00	\$71,128.00	+\$557.00
Construction Materials	\$20,500.00	\$66,450.00	+\$45,950.00
Construction & Boat Operations Instructor	\$100,000.00	\$86,758.24	-\$13,241.76
US Coast Guard Certification	\$20,000.00	\$6,840.00	-\$13,160.00
Video Production	\$0.00	\$0	\$0

Total Expenditures:

Budgeted Expenditure	\$458,786.00
Actual Expenditure	\$437,294.24

Material Difference:

Instructor/Contractor Salaries are estimated based off experience and benefits. Video production salary was reallocated at 20% LCAP.

Construction materials were underestimated.

US Coast Guard Certification was completed for less students than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The California State Plan for Career Technical Education establishes the vision, goals, and essential elements of a world-class career technical education system. CTE with its focus on rigorous and engaging curricula, supportive relationships, and demonstrated outcomes has become critical to the preparation of all students for career and academic success, postsecondary education, and adult roles and responsibilities. The vision, mission, guiding principles, and goals of an ideal statewide CTE system, as well as the characteristics of an effective, high-quality CTE system, are embedded within the Elements of a High-Quality CTE Program. POLAHS will align the 2019-2020 LCAP Actions to meet these elements, with appropriate strategies for EL, RFEP, Foster, Low Income & SPED populations.

Existing Actions #1 - 5 will be found in the 2019-20 Action #1, POLAHS will create new, or maintain existing, coherent sequences of CTE courses that are aligned to the California CTE Model Curriculum Standards. Pathways will prepare students to be college and career-ready by providing core academic skills, employability skills, and technical, job-specific skills.

Existing Actions #6 and 12 will be found in the 2019-20 Action #2, POLAHS will continue to develop quality career exploration and guidance programs for all CTE pathways.

Existing Actions #8 - 11, and 23 - 28 will be found in the 2019-20 Action #3, POLAHS will provide pupil support services, including academic and college counseling, and leadership development. Activities will include: a.) CTE clubs; b.) leadership activities embedded into curriculum; c.) academic counseling tailored for EL, RFEP, Foster, Low Income & SPED inclusion; d.) college counseling tailored for EL, RFEP, Foster, Low Income & SPED inclusion.

Existing Actions # 20 and 21 will be found in the 2019-20 Action #4, POLAHS will develop or enhance system alignment, coherence, and articulation, including regional and local partnerships with postsecondary educational institutions. Activities will include: a.) identification of inclusion strategies for EL, RFEP, Foster, Low Income & SPED populations within postsecondary institutions.

2019-20 Action #5 is new, POLAHS will form ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on CTE advisory committees.

Existing Action #12, 15, 16, 17, and 19 will be found in the 2019-20 Action #6, POLAHS will provide opportunities for students to participate in after-school, out-of-school internships, competitions, or other work based learning opportunities. Activities will include: a.) Work-based learning access for EL, RFEP, Foster, Low Income & SPED populations.

2019-20 Action #7 is new, POLAHS will ensure that all pathways reflect regional or labor market demands, and career pathways will focus on current or emerging high-skill, high-wage, or high-demand occupations.

Existing Actions #18 and 22 will be found in the 2019-20 Action #8, All POLAHS CTE pathways will lead to industry credentials, certification, appropriate postsecondary training, or employment. Activities will include: a.) Support for EL, RFEP, Foster, Low Income & SPED populations pursuing industry credentials, certifications, etc. through instructor modifications; EL Coordinator and Resource Teacher meetings.

2019-20 Action #9 is new, All POLAHS CTE courses will be staffed by skilled teachers (CTE Credentialed Teachers) or faculty, and teachers will participate in comprehensive professional development opportunities. Activities will include: a.) Faculty professional development

for EL, RFEP, Foster, Low Income & SPED modifications/appropriate support strategies.

Existing Actions #23 - 29 will be found in the 2019-20 Action #10, POLAHS will promote full-inclusion and program access for EL, RFEP, Foster, Low Income & SPED populations through activities such as: a.) Academic, College, and Career Counseling workshops; c.) Open House, Back-to-School Nights, Parent Conferences; d.) newsletters, social media, website communications; e.) alumni forums; f.) CTE Showcase.

Existing Action #7 will be found in the 2019-20 Action #11, POLAHS will maintain administrative support staff to assist with CTE Program fundraising; data tracking; and accountability reporting. Positions include: a.) Federal & State Programs Compliance Coordinator; b.) Development Director; c.) Business Manager.

Goal 5

POLAHS counseling department (academic, college and career) will increase awareness of college and career readiness by providing workshops and seminars for all students and parents.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Monitor college awareness and readiness based on LCFF rubrics and state indicators.</p> <p>2018-19 POLAHS will monitor college and career awareness and readiness and continue to use LCFF rubrics to monitor 12th graders by providing workshops and seminars for all students and parents and measuring College and Career Readiness.</p>	<p>POLAHS continues to monitor college and career readiness and adapts programs according to LCFF rubric results. POLAHS continues to provide workshops and seminars, to parents and students, throughout the school year.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 5, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained a full-time College Counselor. This counselor worked with students regarding college applications SAT / ACT deadlines, FAFSA, and scholarship opportunities. Having designated College Counselor allowed the the three full time Academic Counselors to better monitor their caseloads to ensure that students were on track to graduate within 4 years.</p>	<p>\$102,639 - LCFF - 1000-1999 Certificated Salaries - College Counselor Salary</p>	<p>\$130,196 - LCFF - 1000-1999 Certificated Salaries - College Counselor Salary</p>

Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The College Counselor will continue to provide workshops designed to aid student in their college search as well as to help students prepare for their college experience. The College Counselor will work with the EL coordinator and Special Education department to offer targeted workshops that support students specific needs in transitioning into college,</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The College Counselor collaborated with Academic Counselors, CTE Counselor, EL Coordinator, and Special Education Department to provide workshops that supported all students and families in the college search, college and financial aid application, and college matriculation process. Workshops were provided through school workshops which</p>	<p>\$20,000 - LCFF - 7000-7499 Other - College Search (Workshops & Fieldtrips) (repeated expenditure)</p>	<p>\$7,106 - LCFF - 7000-7499 Other - College Search (Workshops & Fieldtrips)</p>

receiving support services in college.

In order to support students on a more regular basis without interrupting teachers instructional time, the College Counselor will offer a Monday only College Support Class for Senior students during the 2018-2019 academic year. This class will meet in a designated classroom each Monday, when students attend class periods 1-6. During Tuesday-Fridays, when students move through the block schedule, the students will attend their regularly scheduled TA period, free period, or self-paced elective course. The class will offer the College Counselor an opportunity to work closely and continuously with students and families during the college and financial aid application process. This class will be open to all interested Seniors, and support them through their individual matriculation process.

provided support with specific steps in the application process and / or student population need (i.e. FAFSA application for financial aid for U.S. citizens and eligible non-citizens and DREAM application for financial aid for AB 540 students). Grade level specific workshops were also delivered during the school day in English and / or History classes so that all students were able to receive accurate and timely information in their college search, admission, and matriculation process.

Goal 5, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The College Counselor will continue to coordinate with other community organizations such as South Central Scholars and a weekly series with the local Boys and Girls Club; these workshops supported students in college planning and</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The College Counselor coordinated with other community organizations, such as South Central Scholars, and a weekly series with the local Boys and Girls Club; these workshops supported students in college planning and financial aid counseling.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

financial aid counseling.			
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Goal 5, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The College Counselor will continue to coordinate field trip to local colleges and universities for students in grades 9-12.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Field trips to local universities and colleges were provided to students in grades 10-12.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$7,106 - Field Trip costs - grades 10-12</p>

Goal 5, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will not continue to purchase NAVIANCE college and career ready software subscription for the 2018-2019 academic year. Instead the College Counselor will provide training to the teaches and Academic Counselors regarding the college counseling framework, lessons, and free online resources, which include: use of college</p>	<p>A 9th grade college field trip was funded for all 9th grade students through a one time grant.</p>	<p>\$6,000 - LCFF - 7000-7499 Other - Field Trip for 9th graders. 100%- LCAP (repeated expenditure)</p>	<p>\$0 - A grant covered the cost of the 9th grade field trip in 2018-2019.</p>

preparation / search / information for each graduating year through google classroom; student facing 4- year grad plan on google docs which can be shared with Academic Counselors, teaching staff, parents, and partner organizations like the Boys and Girls Club; CollegeBoards BigFuture and CollegeBoards Roadmap to Careers for exploring careers, related, majors, and colleges that offer those majors. The money used to purchase the yearly subscription to NAVIANCE will be used to support an annual 9th Grade-Wide College Trip with follow-up workshop reviewing college entrance requirements and different college systems.

Goal 5, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Academic Counselors will continue to monitor student progress multiple times a semester through tracking individual students transcripts and 4-Year Plans, track credits, and conduct grade checks.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Academic Counselors met with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grade checks. Academic Counselors meet with all Senior students once per semester to review each students individual graduation requirements; based on this personalized plan, a letter requiring parent signature is sent home with the student each semester. Each graduation year cohort</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

	<p>meets with their Academic Counselor each Spring semester to plan for which courses they will enroll in for the following year. While incoming 9th grade students meet with their Academic Counselor during the summer to enroll in their Fall courses. Additionally, students who are failing a course(s) at the 5-10-15-20 week grade-reporting period meet with their Academic Counselor weekly in order to address their academic performance and how they can improve their grades.</p>		
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Goal 5, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will close AP English Literature for the 2018-2019 school year due to low enrollment. During the 2018-2019 school year the AP English Literature teacher and English Department Chair will collaborate to revamp the course in order to support student need.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS provided three periods of Elective Lab, which allowed students who are on-track to graduate greater access to the amount and variety of elective courses available to them.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 5, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to offer Summer School opportunities including credit recovery options. POLAHS will strongly recommend summer school to students who fail or earn a D grade in one or two semesters of Biology and Chemistry, in order to support CAST testing new State college and career ready indicators.</p>	<p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS continued to offer Summer School opportunities, which included credit recovery options for core classes, Biology, and Chemistry.</p>		
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Goal 5, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will continue to offer three periods of Elective Lab in order to increase the amount and variety of courses available to the student population.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS provided three periods of Elective Lab, which allowed students who are on-track to graduate greater access to the amount and variety of elective courses available to them.</p>	<p>\$35,000 - Strong Mind. (repeated expenditure)</p>	<p>\$5,750 - LCFF - 7000-7499 Other - Strong Mind</p>

Goal 5, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English</p>	<p>\$18,500 - LCFF - 7000-7499 Other - GradPoint Licensing \$20,000 - LCFF - 7000-7499 Other - Expand</p>	<p>\$9,590 - LCFF - 7000-7499 Other - GradPoint Licensing \$0 - No expansion expensed</p>

<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS will continue to offer students online and self-paced courses options that allow for remediation of a-g requirements and four-year graduation. POLAHS will explore various online platforms in order to find a platform that offers a diverse array of required a-g courses and electives. If POLAHS changes providers from Grad Point to another entity, POLAHS will ensure the online course provider is registered and the courses are a-g approved through UC Regents.</p>	<p>Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>GradPoint license to increase opportunities to diversify learning and improve college and career preparedness through increasing the number of students who completed a-g coursework and / or courses need for graduation.</p>	<p>GradPoint Licensing (repeated expenditure)</p>	
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Goal 5, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will maintain a full-time credentialed teacher / instructor to assist and support students with both credit recovery and elective course selections utilizing Grad Point.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained a full-time credentialed teacher / instructor to assist and support students with both credit recovery and elective course selections utilizing GradPoint.</p>	<p>\$64,137 - LCFF - 1000-1999 Certificated Salaries - Full Time Credential Teacher Salary</p>	<p>\$64,149 - LCFF - 1000-1999 Certificated Salaries - Full Time Credit Recovery Instructor Salary</p>

Goal 5, Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to offer students online and self-paced courses options that allow for remediation of a-g requirements and four-year graduation. POLAHS will explore various online platforms in order to find a platform that offers a diverse array of required a-g courses and electives. If POLAHS changes providers from Grad Point to another entity, POLAHS will ensure the online course provider is registered and the courses are a-g approved through UC Regents.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained a full-time credentialed teacher/instructor to assist and support students with both credit recovery and elective course selections utilizing GradPoint.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>
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Goal 5, Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will maintain a Career Counselor who will oversee the placement of students into the CTE pathways on campus, as well as assist with internship placement.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained a Career Counselor who will oversee the placement of students into the CTE pathways on campus, as well as assisted with internship placement.</p>	<p>\$99,539 - LCFF - 1000-1999 Certificated Salaries - Career Counselor Salary (repeated expenditure)</p>	<p>\$97,233 - LCFF - 1000-1999 Certificated Salaries - Career Counselor Salary</p>

Goal 5, Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will maintain a full time College Counselor. The College Counselor will provide workshops to support students completion of college applications, awareness of SAT / ACT deadlines, and Financial Aid and scholarships.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained a full time College Counselor, who provided workshops to support post secondary application processes.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 5, Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Academic Counselors will continue to focus on academic counseling and maintain each students Individualized Academic Plan within Aeries student information system for each student on their caseload. This IAP will be maintained and updated yearly during registration by the Academic Counselor within the Aeries system. Counselors will continue to meet with students to promote and enroll students in A-G approved courses each year.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Repeated Action: See Actions 5 and 6</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 5, Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS Academic Counselors will use teacher recommendations and Illuminate data from 9-12 English and Integrated Math 1-3 Math benchmarks to identify students who have scored Below Basic - Far Below Basic in English and / or Math and are EL, Special Education, and / or Socioeconomically Disadvantaged students. Academic Counselors will then meet students and document student meetings in order to track student progress. Academic Counselors will also collaborate with students and staff so that the Academic Counselors may provide effective interventions for these students. Academic Counselors will refer identified low performing EL, Special Education, and low income students to the SEC or school psychologist when appropriate through POLAHSs RTI / SST process.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Although counselors play an important role in scheduling students, most referral processes are done by teachers and support services providers (SPED, EL, Social Emotional Counselors). Academic Counselors are members of student teams and are represented in RTI and SST processes.</p> <p>This action will be removed for 2019-2020.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 5, Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to maintain an Instructional Coordinator position to assist teachers with curriculum development effective teaching strategies that support target subgroups and ensure college and career readiness.</p>	<p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will maintain an Instructional Coordinator. This position is addressed in Goal 6.</p> <p>This action will be removed for 2019-2020.</p>		
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Goal 5, Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</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 maintained 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 may not have access to outside educational services.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 5, Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Location: 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.	Location: POLAHS teachers continued to offer tutoring which provided a minimum of one teacher, from each subject, available to all students for tutoring after school each day.		
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Goal 5, Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>POLAHS will maintained a part time teacher for the additional classes.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Duplicate Action</p> <p>Action will be removed for 2019-2020.</p>	<p>\$81,687 - LCFF - 1000-1999 Certificated Salaries - Part-time Elective Lab Teacher Salary (repeated expenditure)</p>	<p>\$59,178 - LCFF - 1000-1999 Certificated Salaries - Part Time Elective Lab Instructor Salary</p>

Goal 5, Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 9-12</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>As mentioned in Action 16, Academic Counselors collaborate with Social</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

The Academic Counselors will collaborate with Social Emotional Counselor (SEC) in order to address how SEL and supports can be embedded within their academic supports and meetings in order to help address issues that may be negatively impacting a students academic learning and achievement.

Emotional Counselors to provide support to address issues that may be impacting their education. This is also addressed in Goal 8.

Action will be removed for 2018-2019.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

From August 2018 through April 2019 the College Counselor has conducted 34 workshops which provided information and support to students and families in both English and Spanish.

Workshops covered a variety of topics and grade-level specific support, including:

- **7 FAFSA and DREAM application support events where students submitted the FAFSA or DREAM application for financial aid;**
- **5 workshops in which the College Counselor pushed in to 12th grade English classes to support students as they completed and submitted college applications through the CSU, UC, and Common App platforms;**
- **3 workshops that provided application support to Seniors matriculating into community college during the Fall 2019 semester.**
- **4 meetings with community partners included a weekly series with the local Boys and Girls Club representative to deliver support to Seniors through the college application process;**
- **3 Senior parent meeting regarding college application and scholarship information;**
- **2 parents meetings for all parents regarding college application process, transfer from community college to 4-year university, 4-year college entrance requirements, and financial aid.**
- **2 workshops to support dual enrollment students submitting community college applications in order to enroll in dual enrollment courses;**

The Career Counselor provided 3 after school workshops which focused developing students resume writing and job interview skills. The Career Counselor also pushed into Career Technical Education pathway courses to provide workshops on professionalism and working with clients in order to create a satisfactory product.

The College Counselor coordinated 7 field trips to 17 local two and four-year colleges and universities. The College Counselor coordinated with the 9th grade level team to provide one 9th grade-wide college field trip that took all first-time Freshmen students to two different college campuses, which was followed up with a review about the different college systems and their entrance requirements. These day-trips were offered to students in grades 9-12 and did not require any charge from the student. In addition, the

college counselor coordinated with local college representatives to provide 10 information sessions / workshops conducted by university representatives about their university.

The College Counselor coordinated with two local community colleges, El Camino College and Los Angeles Harbor College, in order to provide placement testing and an opportunity for students to complete their Ed Plan with a community college counselor at POLAHS. The College Counselor also coordinated with POLAHS Special Education Department, POLAHS School Psychologist, and the various offices on each campus to help students with IEPs and 504 Plans begin the process of applying for accommodations at the college campus. This coordination, testing, and trips aimed at reducing barriers to transitioning from POLAHS and to enrolling in the community college.

POLAHS continued to offer UC approved A-G courses and AP courses. POLAHS received a-g approval for newly submitted career technical education pathway courses: Construction Technology 1, and several elective courses for g credit, along with receiving Honors designation for Honors Marine Biology. In addition to continuing to offer more access to A-G approved courses for all students, POLAHS offered direct instruction and online course through summer school; this provided students an opportunity to remediate A-G coursework necessary for graduation and A-G eligibility.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As of April 2019, 72% (147 out of 202) senior students have submitted a FAFSA or DREAM application for financial aid. Approximately 8 students have not submitted a FAFSA or DREAM application because they are entering a branch of the armed services or entering the workforce after graduating from POLAHS.

As of April 2019, 33% of Seniors have applied to and declared their intent to enroll in a four-year university during the Fall 2019 term, and 60% of Seniors have applied to and declared their intent to enroll in a community college during the Fall 2019 term.

Seniors attended the weekly college application collaborative lunchtime series between POLAHS and Boys and Girls Club offering additional support to students in exploring college options and college applications.

95 parents attended the College Application / Information and Scholarship Nights.

113 Students in grades 10-12 successfully earned college credit through completing the concurrent enrollment courses offered at POLAHS after school through Los Angeles Harbor College.

POLAHS contributes its success and progress towards meeting the goal to the following actions / services:

- **Continued implementation of the College and Career Center**
- **College trips, and financial aid and college application workshops**
- **Parent engagement through informational workshops and counseling**
- **Online Credit Recovery and Elective courses offered during the school day to ensure students have a wide access to A-G approved courses for remediation and acceleration**
- **Counseling Department Meeting which bring together Academic Counselors, College Counselor, Career Counselor, and Social Emotional Counselor around common goals and planning**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures:

Expense	Budgeted	Actual	Difference
College Counselor	\$102,639.00	\$103,196.00	+\$557.00
Career Counselor	\$99,539.00	\$97,233.00	-\$2,306.00
Credit Recovery Teacher	\$64,092.00	\$64,149.00	+\$57.00
Part-time Elec Lab Teacher	\$81,687.00	\$59,178.06	-\$22,509.00
GradPoint	\$18,500.00	\$5,195.00	-\$13,305.00
Expansion Licensing	\$2,000.00	\$4,395.00	+\$2,395.00
Workshops & Field trips	\$20,000.00	\$7,105.78	-\$12,894.22

Total Expenditures:

Budgeted Expenditures	\$429,457.00
Actual Expenditures	\$340,451.81

Material Difference:

College Counselor Salary was more than anticipated due to medical benefit estimate.

Career Counselor Salary was less than anticipated due to medical benefit estimate.

Credit Recovery Salary was more than anticipated due to medical benefit estimate.

Elective Lab Salary was less than anticipated due to hiring changes.

POLAHS' expenditures included 100 licenses for credit recovery, as determined need in beginning of the school year.

POLAHS expanded (additional licensing) from NCS Pearson, based on need in Spring 2019.

POLAHS anticipated the cost of workshops and field trips to be higher than actual cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

POLAHS will continue to build cohesiveness within the Counseling Department in order to streamline practices to support student needs and achievement. POLAHS will work towards the collaboration of the Counseling Department in ensuring both students and parents are well-informed of the multiple post secondary options POLAHS academic and career programs provide for students.

Actions 16, 17, 18, 20 and 21 will be removed, as they are addressed within other goals in the LCAP. Please see Actual Action boxes for locations.

Goal 6

In an effort to establish school wide practice, the instructional coordinator and/or lead teacher program will provide coaching sessions for classroom teachers, with the intent to establish individual/department goals and support curriculum.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Number of teachers IC meets with annually

POLAHS will maintain an instructional coordinator/lead teacher program who are devoted to act as an instructional specialists for the school. These specialists will meet with each teacher annually.

POLAHS maintained the lead teacher program, ensuring all departments were equipped with instructional specialists and leadership support.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 6, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <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 teacher and lead teacher program who are devoted to act as an instructional specialists for the school.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained an Instructional Coordinator position. The Instructional Coordinator is a veteran teacher whose responsibilities include assisting staff members in the development of their instructional and curricular proficiency.</p> <p>POLAHS maintained the Lead Teacher program. Lead Teachers are veteran teachers who provide pedagogical support for teachers in their department/core area by conducting classroom observations, delivering professional development, and participating in evaluations with the POLAHS administrative team. The POLAHS Lead Teacher program is</p>	<p>\$98,090 - LCFF - 1000-1999 Certificated Salaries - Instructional Coordinator Salary (repeated expenditure)</p>	<p>\$96,683 - LCFF - 1000-1999 Certificated Salaries</p>

	<p>comprised of a Lead Teacher from the four core academic subjects, Special Education, and the EL Coordinator. This year, POLAHS added a Lead Teacher position to represent the Career Technical program.</p> <p>To provide ongoing instructional leadership, Lead Teachers met weekly with POLAHS administration, and bimonthly with their departments to support instructional and curricular collaboration.</p>		
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Goal 6, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The Instructional Coordinator and/or lead teacher will assist teachers in curriculum development and teaching strategies to ensure proper alignment with CCSS, facilitate student engagement, and promote greater teacher effectiveness.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Lead Teachers and the Instructional Coordinator assisted the POLAHS administration in providing instructional leadership. Lead Teachers in core subjects led professional development in the area of CCSS summative assessments (benchmarks) this year. POLAHS adopted Illuminate and trained Leads to utilize the system. Leads coordinated a strategy to train teachers in benchmark development and a strategy to report benchmark data.</p> <p>Teachers in the core department use Illuminate data to make curricular and instructional decisions.</p> <p>POLAHS also launched professional</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

development based on the practice of instructional rounds, which will be discussed next in Action 3.

Goal 6, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The Instructional Coordinator and/or lead teacher will individualize mentoring and coaching opportunities for teachers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS sponsored instructional rounds for teachers in the fall semester, and the success and popularity of the practice continued in the spring. Teachers were placed into small professional learning communities of four or five, diverse by department and grade level, and teamed with an administrator or Lead Teacher. Together, instructional round teams observed classes, collected evidence of instructional practices, and debriefed findings. Teachers could adopt practices of their choice at the conclusion of the activity.</p> <p>In the fall instructional rounds, Leads and administrators identified three instructional practices for observation; establishing daily objectives, executing meaningful directions, and checking for understanding. In the spring rounds, the teacher teams determined what instructional practices they wanted to examine during rounds.</p> <p>POLAHS planned for the Instructional Coordinator to provide individualized</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

mentoring to faculty, upon request, but circumstances changed that. The transition to Next Generation Science Standards and the failure rates of students in courses like biology, coupled with incoming freshmen diagnostic scores that indicated low academic skills, led POLAHS to conclude that students would need science remediation. The Instructional Coordinators talents were perfect for designing and executing a remediated biology curriculum.

Teams of teachers, Leads, and administrators via instructional rounds observed the Instructional Coach model instruction during instructional rounds. Teams gathered evidence and discussed the effectiveness of the observed teaching techniques with the aim of adopting practices for their own classrooms.

In order to mentor teachers, Lead Teachers in the core academic departments, Spanish, and Career Technology completed at least two unannounced classroom observations and post-observation conferences during the year. Lead teachers increased mentor opportunities for new teachers, upon teacher requests, or for teachers identified for more support during Lead meetings.

Goal 6, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Location:</p> <p>Teachers will be allowed to directly request support from the Instructional Coordinator and/or a POLAHS department lead teacher.</p>	<p>Location:</p> <p>Teachers were able to discuss specific pedagogical aims and seek support from their Lead Teacher, who is a master teacher within their department.</p> <p>Between the fall and spring semester, teachers completed a self-evaluation that identified performance strengths and areas for growth, and this information, coupled with classroom observations and teacher self-requests served as reference for offering individualized pedagogical support.</p> <p>Also, via instructional rounds, POLAHS teachers were able to focus on pedagogical areas entirely of their choice.</p>		
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Goal 6, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to utilize professional development days embedded in the academic calendar. 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>POLAHS interspersed professional development in the academic calendar, sponsoring professional development opportunities in a summer institute prior to the school year, supplemented with a day of professional development in the fall semester and a day of professional development in the spring semester.</p> <p>In addition, with guidance from Lead Teachers, core academic teachers planned two pupil free days with their grade-level counterpart. On these days, teachers could decide to curriculum map, develop individual lessons, or align assessments/design benchmarks..</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - Full-Faculty professional development cost (repeated expenditure)</p>	<p>\$0 - Full-Faculty PD was covered through general funding</p>

	<p>The majority of POLAHS teachers voluntarily participated in instructional rounds, as described in Action 4.</p> <p>Professional development opportunities with external agencies, such as LACOE, College Board, the California Mathematics Council, and the CTE Symposium were also pursued as appropriate in order to offer training for AP courses, math instruction, and the POLAHS career pathways.</p> <p>Professional development, both internally or externally delivered, was identified and/or designed purposefully with input from administrators, Lead Teachers, and the Instructional Coach and reflected the thoughtful consideration of classroom observations coupled with California Dashboard data, and information gleaned from School Site Council Survey and the Healthy Kids Survey.</p>		
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Goal 6, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>The Instructional Coordinator/lead teachers will assist teacher in accommodating and modifying curriculum for students with special needs, as well as ensuring proper alignment with CCSS. The Instructional</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>The Instructional Coordinator provided a model for accommodating and modifying curriculum by designing and executing a biology curriculum that utilized campus biology course material, aligned with</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Coordinator and/or lead teachers will work collaboratively with resource teachers.</p>	<p>NGSS and CCSS, but provided further intensified scaffolding and adjusted instructional pacing to engage and educate students with special needs. The pedagogical approaches used in biology curriculum were modeled for other teachers in instructional rounds, so that they could be replicated in other courses.</p> <p>The Special Education Lead Teacher met with the other Lead Teachers and administrators bimonthly, to discuss and coordinate the proper execution of modifications and accommodations. The meetings indicated a need to provide teachers with enhanced guidance on completing IEPs so the SPED Lead and the SPED team provided professional development for the faculty in the spring.</p>		
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Goal 6, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The Instructional Coordinator and/or lead teacher 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 and/or lead teachers will work collaboratively with the EL Coordinator.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location:</p> <p>The EL Coordinator met with the other Lead Teachers and administrators bimonthly to support learning for the POLAHS EL population. Specific actions of the EL Coordinator may be viewed in Goal 1.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

POLAHS was able to successfully support teacher growth and development this school year, which is also the final LCAP round in a three year cycle. However the pedagogical support from the Instructional Coordinator did not unfold as planned. Rather than meet individually with teachers to provide support sessions, the Instructional Coordinator designed and executed biology curriculum and teachers via instructional rounds observed the Instructional Coordinator. Teams then discussed/evaluated teaching practices with their instructional rounds team.

Administrators and Lead Teachers were able to provide specific feedback to teachers about pedagogy, and used data that included classroom observations, CAASP scores, and teacher survey results to provide professional development.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

POLAHS recognizes a need to support teachers with specific and timely professional development. POLAHS utilizes veteran teachers strategically to coordinate professional development, and recognizes the importance of delivering meaningful support to teachers so that they are effective in engaging students and delivering standards-based, rigorous instruction.

In the 2018-19 Healthy Kids Survey, 92 percent of teachers surveyed strongly agreed or agreed that POLAHS provides the materials, resources, and training to do the job effectively.

Additionally, 91 percent of the teachers strongly agreed or agreed that POLAHS emphasizes teaching lessons in ways relevant to students and 99 percent of teachers strongly agreed or agreed that POLAHS emphasizes helping students academically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures:

Expense	Budgeted	Actual	Difference
Instructional Coordinator	\$96,090.00	\$96,683.00	+\$593.00
PD Sub Pay	\$5,000.00	\$0.00	-\$5,000.00

Total Expenditures:

Budgeted Expenditures	\$103,090.00
Actual Expenditures	\$96,683.00

Material Differences:

Instructional Coordinator Salary was less than anticipated due to medical benefit estimate.

Instructional Coordinator position did not include opportunity for sub pay expenditures or costly professional development on campus.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

POLAHS Lead Teachers and the Instructional Coordinator supported the professional growth of the faculty, as expected in the LCAP report. As indicated in this section, the Instructional Coordinator did not formally host individual conferences or sessions with teachers to discuss instructional practices, rather a shift to the development of science curriculum that would support students with special needs occurred.

An analysis of data this year yields interesting results. POLAHS information and data indicates POLAHS should maintain an Instructional Coordinator position and the Lead Teacher program as an instrumental component of the schools continued success.

However, data from the 2018-19 School Site Council survey indicates that teachers professional development needs are shifting.

Seventy-two percent of teachers surveyed indicated a perceived need for professional development that would support meeting the social, emotional, and developmental needs of youth. while 38 percent requested professional development that would help them in meeting academic standards. The 2018-19 Healthy Kids survey supports this shift, as it indicates that 67 percent of teachers strongly agree or agree that depression or mental health issues is a moderate - severe problem at POLAHS.

Parent data likewise indicates a new direction for faculty professional development that focuses on the wellbeing of students. In the 2018-19 School Site Council Survey 94 percent of parents responded they feel my child is in a safe environment when at school but data from the 2018-19 Healthy Kids Survey also shows that parents are increasingly concerned with student tobacco and alcohol use.

Anecdotally POLAHS school suspension data indicates in increase in suspensions related to these risk behaviors. Student mental and emotional health, and risk behavior has become a concern deserving of attention.

Considering the data, POLAHS sees a priority in delivering teacher training related to reducing student risk behaviors and supporting student social-emotional needs.

POLAHS would like to reduce the full-time Instructional Coordinator to a part-time position. The Instructional Coordinator would still be a veteran teacher, but that teacher would teach 80 percent of their day, and coach 20 percent. The Instructional Coordinator would aid in the identification of professional development to support student wellbeing, but would not be executing the trainings. The Instructional Coordinator would support the Lead Teachers and administration in executing academically leaning professional development .

To accomodate this shift, funds previously used to support a part-time English teacher who co-taught a focused English class will be used to fund the part-time Instructional Coordinator position in the next school year (previously Goal 2, Action 15).

Lead Teachers will continue to provide individualized pedagogical support and will continue to coordinate with the Instructional

Goal 7

POLAHS will expand the use of the Achieve 3000 program to include all freshmen, in order to increase the amount of students meeting the on track criteria on the college and career readiness lexile rubric.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Students individual Lexile score 2018-19 will increase by 25%.</p> <p>Students individual Lexile score will increase by 25% on a monthly basis as indicated by the progress monitoring every 4 weeks.</p>	<p>On average, students who used the Achieve 3000 program in Fall 2018 showed "some" Lexile growth (under +49L). POLAHS did not meet its annual goal of increasing lexile scores by 25% each month.</p>
<p>Students individual Lexile score 2018-19 will increase by 25% on a monthly basis as indicated by progress monitoring every 4 weeks.</p> <p>65% of all freshmen will be "on track" by meeting or exceeding standards based on the Achieve 3000 College and Career Readiness Rubric.</p>	<p>The Achieve 3000 program was not used for all freshmen in the 2018-2019 school year.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 7, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>POLAHS will maintain consistent administration of the software Empower3000, used for improving student lexile reading levels for the 2018-2019 school year. Reading Intervention class structure will involve the following: modeling one lesson/article and providing an opportunity for a second lesson/article in the same week. Achieve3000 will be expanded into Academic Support to grant access to the Special Education Population with a similar model to the Reading Intervention class. Ninth grade English classes will utilize the software supplementally throughout the year as a way to vet students into the 10th grade English classes.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained consistent use of the Achieve program in the reading intervention course and the Academic Success course. The program was used both semesters. Instructors followed protocol suggested by the Empower program. The program was expanded and used in the 9th grade Academic Support class, as a means for intervention for 13 identified Special Education population students. These students IEP teams determined basic reading skills could be addressed with enrollment in this course, in addition to basic writing and math skills.</p> <p>Ninth grade classes did not use the program.</p>	<p>\$21,000 - LCFF - 7000-7499 Other - Achieve 3000 Renewal Software</p>	<p>\$12,958 - LCFF - 7000-7499 Other - Achieve 3000 Software Renewal</p>
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Goal 7, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>\$15,790 - LCFF - 1000-1999 Certificated Salaries - Part-time Reading Specialist Salary - 20%</p>	<p>\$15 - LCFF - 1000-1999 Certificated Salaries</p>

<p>POLAHS will implement the Achieve3000/Empower3000 software in the 9thgrade English Focus, Academic Support (Sp. Ed), and Reading Intervention classes. Freshmen will be placed in the Reading Intervention course first and second semester based upon diagnostic Freshmen testing results. POLAHS will maintain a part-time Reading Specialist, current POLAHS staff, to provide direct instruction using the Achieve 3000 program for the Reading Intervention class, which is three classes/periods weekly.</p>	<p>POLAHS maintained a part-time Reading Specialist, who holds clear Multiple Subject Credential.</p> <p>Achieve 3000 is also utilized by two full-time faculty members who are credentialed in Social Science and Special Education respectively.</p> <p>Students were placed into classes through collaboration meetings between students, parents, academic counselors and teachers.</p> <p>Reading Intervention class was conducted during 2nd period, which took place on Mondays from 9:30-10:25, and Tuesdays and Thursdays from 10:25-12:25, allowing identified students to receive 290 minutes of reading intervention per week.</p>		
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Goal 7, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>POLAHS will implement a Reading Specialist to administer the Achieve 3000/Empower 3000 software, which will offer Low Income Students, who typically do not have access to outside educational resources, the remediation and support needed in order to improve reading skills; (& Lexile scores), skills that are needed to</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>POLAHS students who used Achieve 3000 were subjected to comprehensive English language support and extra scaffolding to address struggling readers, in alignment with the Common Core State Standards for English language arts, as well as literacy and content areas.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

gain access to academic curriculum, specifically, required grade-level literature and assessments associated with the curriculum.

Goal 7, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>For the 2018/2019 school year, POLAHS will ensure administration of the Achieve3000/Empower3000 software for all students receiving special education services who are enrolled in the Academic Support class taught by a Resource Specialist.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Achieve 3000 was used by one Resource Specialist for the Fall 2018 semester.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 7, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the 2018/2019 school year, POLAHS will provide bi-annual Professional Development through an Achieve 3000 trainer in order to provide updated information on any changes made to the software, ensure appropriate working knowledge, and provide consistent training on general appropriate usage.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS provided professional development, hosted by Achieve 3000</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

personnel, to three teachers, on August 30th, at 9:00am, at POLAHS. This training provided information on how to use the program effectively and how to run progress reports for effective data tracking.

Goal 7, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will utilize Achieve3000/Empower3000 in order to retrieve 2018/2019 incoming freshmen lexile reading scores via the diagnostic component of the software during the Freshmen Testing Day prior to the start of the school year.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will utilized Achieve3000/Empower3000 in order to retrieve 2018/2019 incoming freshmen lexile reading scores. POLAHS determined a reading intervention course was still necessary to address the achievement gap.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 7, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the 2018/2019 school year, on a monthly basis, POLAHS will implement meetings with Achieve3000 involved/trained personnel to discuss administration, assessment of the software and student progress within the 9th grade Focus and Academic Support classes.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS staff determined that monthly meetings were not necessary and</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	

	<p>communicated, when necessary, through email and department meetings.</p> <p>The Reading Specialist did collaborate with the EL Coordinator on a monthly basis to discuss English Learner progress in the course.</p>		
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Goal 7, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the 2018/2019 school year, POLAHS will investigate a roll-out plan which will bleed use of software into grade levels beyond ninth grade, which should incorporate professional development for English teachers and discussion of gradually integrating the software into curricula across all grade levels.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The English Department Lead Teacher and English staff decided that Achieve 3000 will not be used in all grade levels, due to the time demands of common core curriculum. The focus will remain on the identified 9th grade population in need of additional support.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 7, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the 2018/2019 school year, POLAHS will ensure appropriate identification of Low Income, English Learner and Special Education students in order to intentionally enroll students in specific periods for the purpose of</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>providing additional support in accordance with Federal Education Law. In addition, POLAHS staff will cross reference using the illuminate software.</p>	<p>POLAHS intentionally used Achieve 3000 in Academic Support class to target a high needs population (Special Education).</p> <p>Additional measures were not taken to identify students beyond the use of diagnostic testing.</p>		
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Goal 7, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>POLAHS will ensure progress monitoring of Low Income Students using Achieve3000 specifically and separately every 4 weeks throughout the 2018-2019 school year.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>Progress monitoring of Low Income students was completed, in conjunction with full class progress monitoring, using Achieve 3000 data progress reports.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 7, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>During the 2018-2019 school year, the RSP on record for the Academic Support class will report to the meetings mentioned in Action 1 in order to discuss progress monitoring and appropriate administration of Achieve3000/Empower3000. POLAHS</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>As mentioned in Action 1, monthly</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

teachers utilizing the software will teach 80 lessons/yr to sped students.

meetings were determined to be unnecessary; however, the Resource Specialist reported progress of students with special needs to Resource Specialists through Special Education Department meetings and IEP input.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

POLAHS maintained consistent use of the Achieve program in the Reading Intervention course. The program was used both semesters of the 2018-2019 school year. Instructors attended professional development to ensure proper use of the program. Instructors followed protocol suggested by the Empower program.

The Reading Intervention class addressed lexile score needs of 27 students in the fall semester and ___ students in the spring semester.

The Academic Success class addressed the lexile score needs of 119 students in the fall semester and ___ students in the spring semester.

Students were placed into classes through collaboration between students, parents, academic counselors and teachers.

Reading Intervention class was conducted during 2nd period, which took place on Mondays from 9:30-10:25, and Tuesdays and Thursdays from 10:25-12:25, allowing identified students to receive 290 minutes of reading intervention per week.

Achieve 3000 was used in conjunction with other academic content presented in Academic Success and Academic Support. The program was used by students for approximately 1 hour per week in these courses.

The program expanded in 2018-2019 and was utilized in the 9th grade Academic Success class, as a means for intervention.

Likewise, the program was used in the Academic Support class with 13 identified Special Education population students. These students IEP teams determined basic reading skills could be addressed with enrollment in this course, in addition to basic writing and math skills.

The instructor of the 9th grade English focus class, a general education class designed to be a slower pace and address essential/power standards, noted that the students enrolled in this course were also enrolled in either the Academic Success class, Reading Intervention or the Academic Support class, and, therefore, did not need double exposure to the program. The instructor did utilize the materials that are available in Spanish with three identified EL students in the class.

Additionally, the program was used for incoming student diagnostic testing. In 2018, 265 incoming 9th grade students were accepted via the lottery system. Those that decided to enroll completed Freshmen Diagnostic Testing on 5/24/18 and 6/2/18. Testing included identifying lexile scores with the use of the Achieve 3000 program. This allowed staff to identify students who would benefit from a more supported English class, and/or enrollment in the reading intervention course.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Progress

Reading Intervention Class

17 students

Growth: +18 Lexile

Academic Success Classes

Period 1: 28 students

Growth: 0L

Period 2: 19 students

Growth: +19L

Period 3: 26 students

Growth: +2L

Period 4: 22 students

Growth: +22L

Period 6: 24 students

Growth: +2L

Academic Support Class

13 students

Growth: -17L

Effectiveness of Professional Development and Collaboration:

POLAHS staff participated in one Achieve 3000 professional development opportunity. This presentation gave instruction on best practices in the usage of the program, in order to ensure growth and motivation in students. The training also provided instruction on reporting and opportunities for collaboration between teachers. Teachers reported that they feel trained and are able to implement the program effectively. Teachers report that they continue to face challenges in student engagement and motivation when using the program.

The reporting processes learned did allow the Reading Specialist and Academic Support teacher to collaborate with the EL Coordinator and Resource Specialist on the growth of English Learners and students with special needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures:

Expense	Budgeted	Actual	Difference
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Reading Specialist	\$15,681.2	\$15,392.60	-\$288.60
Achieve 3000 Renewal	\$21,000.00	\$12,957.81	-\$8,042.19

Actual Expenditures:

Budgeted Expenditures	\$36,681.20
Actual Expenditures	\$28,350.41

Material Differences:

Reading Specialist Salary was less than anticipated due to medical benefit estimate.

The cost of the Achieve 3000 Renewal was less than anticipated, as it was not used in English 9 courses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

POLAHS stakeholders have identified a need for intervention in the areas of engagement, motivation and foundational skills, through the use of Dashboard data, School Site Council Surveys, and Healthy Kids Surveys.

Reading intervention continues to be an area of need, in regards to academics; however, the LCAP team has determined Achieve 3000 may prove to be more effective when utilized as a single tool in an umbrella of intervention strategies to address deficits in skill and engagement, rather than the primary response.

In order to do so, POLAHS has decided to forgo a goal focusing solely on lexile growth of a small percentage of the student population and adopt new strategies with existing goals that address academic achievement and the degree of attention, interest, optimism, and passion students have towards learning throughout the LCAP.

The use of Achieve 3000 and collaboration practices associated with the program will remain as actions associated with Goal 3, which addresses the English Language Arts

Goal 8

POLAHS will aim to provide an ideal learning environment and increase the support provided to students and their families by implementing data collection processes and increasing the amount of campus activities designed to support the mental health of our

students and maintaining a safe campus.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>POLAHS will measure the amount 2018-19 of students seen and referred to community programs.</p> <p>POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist, dean and community outreach programs.</p>	<p>POLAHS continues to monitor the number of students receiving services, and the types of services rendered, through the use of sign in rosters indicating date of service, type and demographic.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Goal 8, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS implemented the CA Health Kids Survey and the SEC analyzed the survey data in order to provide a Tier 1 universal screening for at-risk</p>	<p>\$112,950 - LCFF - 1000-1999 Certificated Salaries - School Psychologist Salary</p>	<p>\$113,007 - LCFF - 1000-1999 Certificated Salaries</p>

During the 2018-2019 academic year and beyond, the CA Healthy Kids Survey data will provide a Tier 1 universal screening for at-risk students. This data will be used to drive and design Tiered interventions and supports.

During the 2018-2019 academic year and beyond, POLAHS school psychologist will support students who have an IEP and 504 plans. This will provide added continuity as the school psychologist will have the full understanding of each students history. The social emotional counselor (SEC) will provide support for all general education students.

students. This data was used to create Awareness Ambassadors - student leaders who promoted mental health awareness through daily announcements and activities during Mental Health Awareness Week. Additionally, the SEC hosted 6 campus-wide activities for students to heighten awareness and increase the social emotional support of students (i.e. Hope Month; Red Ribbon Month; Kindness Month; Self Care Month; Student Well-being / Mental Health Month; and Character Building). SEC offered multiple professional development opportunities to staff, in an effort to collaborate in order to increase the social emotional support of students (i.e. drug abuse awareness and prevention, suicide prevention and awareness).

Goal 8, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to maintain a full-time social-emotional counselor to provide support to students experiencing hardship(s) that may undermine their academic success.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS maintained a full-time social-emotional counselor to provide support to students experiencing hardship(s) that may undermine their academic success. From August- April, the SEC provided individual counseling to 299 students; completed 11 suicide risk assessments; ran 4 ongoing counseling groups with 37 participating students.</p>	<p>\$96,090 - LCFF - 1000-1999 Certificated Salaries - Social & Emotional Counselor Salary (repeated expenditure)</p>	<p>\$95,582 - LCFF - 1000-1999 Certificated Salaries - Social Emotional Counselor Salary</p>

Goal 8, Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will maintain 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. Based on the relationships and communication established by SEC in 2017-2018, the SEC will implement Tier 2 and 3 supports with outside therapists and resources for identified students referred (i.e. Epiphany; Freedom 4 U; Vanessa Volpicelli, LMFT; Casa Youth Shelter; South Bay Families Connected).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS continued to leverage local resources to provide additional and more extensive support to tier 2 and 3 students and / or families. POLAHS school psychologist and social emotional counselor complete referrals and provides Guidance Center pamphlets to students and families; communicate with Guidance Center therapists regarding particular students (with parent permission). SEC leveraged resources at Freedom 4 U for group counseling on POLAHSs campus; and referred students with MediCAL to additional counseling services to Counseling 4 Kids; and Epiphany for additional individual counseling.</p>	<p>\$20,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Dr. Allen Events - Guidance Counselor</p>	<p>\$0 - POLAHS did not host a Dr. Iven Event in 2018-2019</p>

Goal 8, Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

The school psychologist and SEC will continue to maintain separate (by case-load) and confidential records of POLAHS students for students receiving social-emotional support on campus as well as those referred to off campus programs.

The school psychologist and SEC maintained separate (by case-load) and confidential records of POLAHS students for students receiving social-emotional support on campus as well as those referred to off campus programs.

Goal 8, Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to to monitor and identify incoming foster students and families in order to offer support that promotes student achievement. Support may be provided by the school psychologist , social-emotional counselor, or community resource as needed.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to to monitor and identify incoming foster students and families in order to offer support that promotes student achievement. POLAHS did not have any Foster students in 2018-2019. Support may be provided by the school psychologist, social-emotional counselor, or community resource, as needed.</p>	<p>\$10,500 - LCFF - 1000-1999 Certificated Salaries - Awareness & Activity Budget</p>	<p>\$0 - POLAHS awareness activities were paid for through a grant.</p>

Goal 8, Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

<p>Location:</p> <p>EL students with IEPs will continue to be identified and receive social-emotional support in order to ensure student achievement from the school psychologist; while, EL students in general education will continue to be identified and receive social-emotional support in order to ensure student achievement from the SEC.</p>	<p>Location:</p> <p>As students must have a verified IEP on record with the school and agree to receive services from the Special Education department, there are a limited number of EL students on the school psychologists caseload. As of April during the 2018 - 2019 academic year, the school psychologist provided counseling support for 4 EL students.</p> <p>As students must be screened to ensure that their needs will be best met by receiving support from SEC and students must agree to receive counseling from the SEC, there are a limited number of EL students on the SEC caseload. As of April during the 2018 - 2019 academic year, the SEC provided counseling support for 5 EL students and 146 low income students.</p>		
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Goal 8, Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>The SEC will screen identified and referred General Education students and families for counseling from SEC. The school psychologist will screen identified and referred students with IEPs and 504 plans for counseling from the school psychologist.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The SEC screened identified students and referred General Education students and their families for counseling on campus or through local agencies. The School Psychologist provided on site services to students with special needs and 504 plans.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 8, Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS will continue to maintain a full-time Dean of Students who will ensure the school climate and safety needs of students are of utmost priority.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>POLAHS continued to maintain a full-time Dean of Students who ensured a safe school climate and met the safety needs of students.</p>	<p>\$100,200 - LCFF - 1000-1999 Certificated Salaries - Dean of Students Salary</p>	<p>\$87,392 - LCFF - 1000-1999 Certificated Salaries - Dean of Students Salary</p>

Goal 8, Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The SEC will continue to collect data through surveys, and campus activities including the data from the California Healthy Kids Survey as a universal screening to determine supports.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Action similar to Action 1.</p> <p>Action will be deleted for 2018-2019.</p>	<p>\$5,500 - LCFF - 7000-7499 Other - Healthy Kids Survey</p> <p>\$4,900 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development for faculty & Staff - Julie Adams</p>	<p>\$1,241 - LCFF - 7000-7499 Other - WestEd Healthy Kids Survey</p> <p>\$0 - POLAHS did not host a Julie Adams PD in 2018-2019</p>

Goal 8, Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 9-12</p> <p>The SEC will continue to host activities for students in order to heighten awareness and increase the social emotional support of students (i.e. Hope Month; Red Ribbon Month; Kindness Month; Self Care Month; Student Well-being / Mental Health Month; and Character Building).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The SEC hosted 6 campus-wide activities for students to heighten awareness and increase the social emotional support of students (i.e. Hope Month; Red Ribbon Month; Kindness Month; Self Care Month; Student Well-being / Mental Health Month; and Character Building). SEC offered multiple professional development opportunities to staff, in an effort to collaborate in order to increase the social emotional support of students (i.e. drug abuse awareness and prevention, suicide prevention and awareness).</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>
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Goal 8, Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 9-12</p> <p>SEC will provide professional development to staff on crisis intervention and school-wide activities, in an effort to collaborate in order to increase the social</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The SEC provided online material for staff in a effort to increase the social emotional support of students. Online material included suicide awareness and building self-worth in teens.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

emotional support of students.			
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Goal 8, Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 9-12</p> <p>The school psychologist will be an active participant in POLAHS crisis management team.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>The School Psychologist is consulted during student crisis situations. The School Psychologist is knowledgeable in emergency protocols, but school wide, and district wide.</p>	\$0 - No expenditure tied to this action. (repeated expenditure)	\$0

Goal 8, Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 9-12</p> <p>The school psychologist will continue to consult with parents, staff, the SpEd team as needed regarding each individual students IEPs or 504 plans accommodations to support each studnets</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>The School Psychologist is an active member of IEP teams when deemed necessary by Resource Specialists or IEP services. IEP and 504 teams benefit from expertise in social emotional needs and formal psych assessments.</p>	\$0 - No expenditure tied to this action. (repeated expenditure)	\$0

academic, social emotional needs, and to provide effective student assessment and service.

Goal 8, Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>The school psychologist will timely relevant records of services provided to students with IEPs, and will records will be updated via Welligent in a timely manner.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>The School Psychologist provided services as prescribed in IEPs, as well as maintained updated records of services provided through LAUSD's Welligent Report System.</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

Goal 8, Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans: 9-12</p> <p>The school psychologist will disseminate 504 accommodations to teachers at the</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>The School Psychologist disseminated 504 accommodations to teachers at the beginning of the semester and updated plans when needed. The School</p>	<p>\$0 - No expenditure tied to this action. (repeated expenditure)</p>	<p>\$0</p>

beginning of each semester, updating plans when needed, and facilitating meetings when needed to review, and conduct initial evaluations and reevaluations.	Psychologist facilitated 15 504 meetings, 11 504 evaluations, and 29 SPED evaluations.		
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Goal 8, Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Grade Spans:</p> <p>The school psychologist will attend all IEP meetings that involve students who have been recently assessed and / or receive or are likely to receive services through an IEP and / or 504 plan.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Repeated Action. Information found in Actions 13 and 14.</p> <p>Action will be deleted for 2019-2020.</p>	\$0 - No expenditure tied to this action. (repeated expenditure)	\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to support all students socioemotional well-being, POLAHS school psychologist and social emotional counselor worked in conjunction to provide awareness and counseling, through a school-wide tiered system of support and intervention. The social emotional counselor and school psychologist have created a well-rounded program which supports all students through tier 1 school-wide activities (i.e. Hope Week for suicide prevention and awareness, Red Ribbon Week for drug abuse prevention and awareness, Kindness Week for anti bullying) and through tier 2 targeted supports (i.e. individual and group counseling; conflict mediation; Meditation group; and outside therapists who provide on-campus therapy in group setting for students who do not have medical insurance).

During the 2018-2019 academic year POLAHSs Dean has worked with POLAHS teachers and staff to revamp the assertive discipline process

to provide tiered intervention that does not immediately send the student to the Dean for minor infractions. This has allowed the teachers to become more involved in providing interventions for students in an effort to de-escalate situations, and free up the Deans time so that the Dean may focus on more threatening student actions. In the revised assertive discipline process, the teacher(s) who witness the offense are the first to record the issue. If the issue continues to further develops after the teacher has spoken to the student and parent, made in-class adjustments to correct student behavior, and assigned detention, then the Dean is involved in the discipline process. Teachers are encouraged to record discipline issues in the SIS so that additional teachers and staff, including the Dean and counselors, can be made aware of any ongoing issues, so that any one individual from POLAHS may be able to provide more thorough response and support for a student in the midst of a socioemotional, attendance, or disciplinary issue.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

POLAHS 2018-2019 daily attendance rate for all students is 93.4% students attending school regularly. Individual rates for student subgroups include: 92.5% daily attendance for socioeconomically disadvantaged student subgroup; 96.2% daily attendance for LEP student subgroup; and 91.6% for students who have IEPs. These numbers have increased from the previous academic year indicating the positive impact the SEC, school psychologist, and Dean have had on creating a safe learning environment for all students through the school-wide tiered system of support and interventions.

During the 2018-2019 academic year there have been 207 recorded instances of Assertive Discipline logged in POLAHS student information system. While this number is higher than last years, this is to be expected as assertive discipline process now engages teachers more than in previous years. The disciplinary action with the highest number of recorded instances was Habitually Tardy. POLAHS has identified this issue as a possible connection to a lack of student motivation and has identified new actions that will provide more student involvement and engagement in an effort to increase student motivation.

During the 2018-2019 there has been a increase in the number of students served by the SEC through an increase in the number of individual, drop-in counseling, and and increase in the number of counseling groups and an increase in members participating the on-going group counseling. The increased number of students being served by the SEC can be attributed to the on-going school-wide awareness campaigns which have decrease stigma around receiving mental health counseling, and have increased students and staffs knowledge of the services provided to POLAHS students from the SEC.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures:

Expense	Budgeted	Actual	Difference
Social Emotional Counselor	\$96,090.00	\$95,582.00	-\$508.00
School Psychologist	\$112,950.0	\$113,007.00	+\$57.00
Healthy Kids Survey	\$5,500.00	\$1,240.80	-\$4,259.20

Dean of Students	\$100,200.00	\$87,391.93	-\$12,808.07
Awareness + Activity	\$10,500.00	\$0.00	-\$10,500.00
Professional Development	\$4,400.00	\$0.00	-\$4,400.00

Total Expenditures:

Budgeted Expenditures	\$329,640.00
Actual Expenditures	\$297,221.73

Material Differences:

Social Emotional Counselor salary was less than anticipated due to medical benefit estimate.

School Psychologist salary was less than anticipated due to medical benefit estimate.

Healthy Kids Survey was less than expected. POLAHS surveyed all students, but only purchased one additional subtest to address social emotional topics.

Dean of Students salary was less than anticipated, as POLAHS promoted within and hired a new administrator with less experience.

Social Emotional Counselor's awareness activities and professional development were expensed through an unexpected grant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

POLAHS accountability processes led to the identification of a prevalent need for social-emotional intervention in 2017. The schools goal was to implement a social-emotional program that educated students and their families on mental health and provided community relations that would address the social-emotional needs of our students. Accountability data continues to show a need for social-emotional services. In addition, POLAHS has identified a serious need in student motivation. Spring 2019 survey data suggests that only 59% of students felt motivated to come to school. In an effort to address student motivation and engagement on a more thorough scale, POLAHS will aim to provide a more well-rounded intervention in students physiological, safety, social-emotional, and self-actualization needs.

Based on Dashboard data, attendance rates and dropout rates continue to remain as green, high status levels. POLAHS is proud of these statistics and will continue to strive towards green and blue color levels in rubrics associated with pupil engagement. POLAHS finds importance in surveying our stakeholders on a more intimate level, as well as providing a response to perceived needs identified by

students, staff and parents through the use of surveys. Spring 2019 School Site Council and Healthy Kids Survey data indicates a need to address student safety, student risk behaviors, peer conflict and resolution strategies, and campus activities.

Safety and Student Risk Behavior:

According to the School Site Council Survey, students, staff and parents feel an overall sense of safety on campus. 92% of students reported they feel safe at school. 98% of staff members feel POLAHS is a safe place to work. 94% of parents feel their child is safe when at school. In addition, 86% of students reported they feel respected by the staff. There is an overall sense of safety and positive culture at POLAHS. POLAHS takes great pride in the facility and provides a clean, supervised, and ideal environment for learning and although stakeholders do feel safe, data also shows that there are risk behaviors prevalent on campus. As with many high schools across the country, POLAHS has been challenged with the increase of student risk behaviors associated with substance abuse. Healthy Kids Staff Survey data shows a perceived need in the area of alcohol or drug use prevention and tobacco use prevention. When asked if students have used alcohol, marijuana, inhalants and/or drugs, the following was reported: 31% of 9th graders, 37% of 10th graders, 41% of 11 graders and 55% of 12th graders reported use. AOD use is noted mostly in alcohol and marijuana. Parents of POLAHS students reported concerns with tobacco, electronic cigarettes, and drug and alcohol usage. In an effort to address these needs, POLAHS will establish a School Safety Committee in the 2018-2019 school year. This committee will evaluate the data and begin to implement prevention strategies that include campus supervision measures, professional development opportunities for teachers in the area of student risk behavior, and student and parent educational opportunities as a means to address these needs for all stakeholders.

Found in Goal 8:

New Action 9: POLAHS will establish a School Safety Committee

New Action 15: POLAHS will provide professional development to staff in the area of student risk behavior.

New Action 19: POLAHS will provide parents with workshops in mental health awareness and student risk behavior.

Peer Conflict and Resolution Strategies:

Dashboard data indicates that school climate continues to be very positive at POLAHS. Although slightly higher than the local district, POLAHS all student suspension rate continues to remain low and has declined .5%. POLAHS has identified a need to address suspension rates in African American students and students with special need. However, it is important to note that the number of students suspended for both student groups did not increase, but the group population decreased, causing an increase in rates. POLAHS administration has had discussion regarding the implementation of strategies similar to Positive Behavior Intervention and Supports, in order to improve academic success, respect amongst students, and engagement/motivation. POLAHS administration plans to explore peer conflict resolution strategies that encourage student engagement and promote positive behavior. POLAHS administration has elected to explore these strategies during the fall semester and will begin experimenting with strategies with our special needs population in the spring.

Found in Goal 8:

New Action 16: POLAHS will explore PBIS like strategies in the fall and experiment with targeted populations in the spring.

Engagement as it relates to campus activities:

POLAHS campus is unique in structure and culture. POLAHS stakeholders and visitors to the campus rave about the sense of pride they feel when walking through the campus. The size of POLAHS campus helps create the tight knit family feel, but it also presents many challenges in providing traditional high school experiences related to campus activities and events. The student School Site Council Survey reports that 55% of students feel POLAHS does not have enough activities on campus. POLAHS strongly believes that extracurricular activities and opportunities for socialization outside the classroom correlate with student motivation and engagement. POLAHS seeks to provide more opportunities for students to develop social skills and obtain the skills needed to interact adaptively in our cultural environment.

POLAHS will work towards adopting more student led activities on campus by utilizing the Student Council to analyze student feedback on desired activities, as well as play a more active role in the development and promotion of activities on campus. In addition, POLAHS will continue to utilize the social emotional program to provide engagement opportunities for students.

Found in Goal 8:

New Action 17: POLAHS Student Council will develop student requested and student led activities on campus.

POLAHS will implement a brand new lunch program in 2019-2020. POLAHS is committed to providing healthy lunches to its students and meeting all standards and regulations relating to the National School Lunch program, as well as California health and school rules and regulations. In the fall, students will be served a hot or cold lunch daily at free or reduced price. In addition to being adhering to state law, POLAHS also recognizes the need to provide a meal to students based on survey data. Based on California School Survey data, only 45% of POLAHS staff and 62% of parents feel the school provides healthy food choices for students. The implementation of the School Meal Program is the first step in addressing students physiological needs.

Found in Goal 8:

New Action 18: POLAHS will implement a School Lunch Program that provides one meal per day to all students on campus

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

POLAHS recognizes the importance of stakeholder engagement and its impact on trust, transparency, and innovation when shaping policy and procedures on campus. POLAHS promotes collaboration by including input from board members, staff, students, and parents in the creation and implementation of the Local Control Accountability Plan. POLAHS uses various committees, events on campus, and surveys to strategically seek input from all stakeholders. In the 2018-2019 school year, POLAHS conducted two stakeholder engagement surveys for staff, students and parents through the use of the California School Surveys and School Site Council created surveys. Below is a calendar of scheduled committee meetings involving various stakeholder groups:

Date (s)	Stakeholder Type	Involvement Method
08/08/18	School Board and Community	School Board Meeting
08/18/18	Parents	POPS Committee Meeting
09/12/18	School Board and Community	School Board Meeting
09/04/18	Faculty and Board	Finance Committee
09/26/18	Faculty and Parents	ELAC Meeting
10/02/18	Faculty and Board	Finance Committee
10/03/18	Admin, staff, parents	School Site Council
10/08/18	Staff and Board	Facilities and Operation

10/10/18	School Board and Community	School Board Meeting
10/17/18	Parents	POPS Committee Meeting
10/31/18	Staff and Board	Facilities and Operation
11/05/18	Admin, Faculty, Board Member	Curriculum Committee
11/06/18	Faculty and Board	Finance Committee
11/07/18	Admin, Staff, Parents	School Site Council
11/14/18	School Board and Community	School Board Meeting
11/21/18	Parents	POPS Committee Meeting
11/28/18	Faculty and Parents	ELAC Meeting
12/04/18	Faculty and Board	Finance Committee
12/05/18	Admin, Staff, Parents	School Site Council
12/12/18	School Board and Community	School Board Meeting
12/19/18	Parents	POPS Committee Meeting
01/09/19	Faculty and Board	Finance Committee
01/16/19	Parents	POPS Committee Meeting
01/16/19	School Board and Community	School Board Meeting

02/05/19	Faculty and Board	Finance Committee
02/06/19	Admin, staff, parents	School Site Council
02/13/19	School Board and Community	School Board Meeting
02/20/19	Parents	POPS Committee Meeting
02/27/19	Faculty and Parents	ELAC Meeting
03/05/19	Faculty and Board	Finance Committee
03/13/19	School Board and Community	School Board Meeting
03/20/19	Parents	POPS Committee Meeting
04/02/19	Faculty and Board	Finance Committee
04/04/19	Admin, staff, parents	School Site Council
04/10/19	School Board and Community	School Board Meeting
04/17/19	Parents	POPS Committee Meeting
04/30/19	Faculty and Board	Finance Committee
05/01/19	Faculty and Parents	ELAC Meeting
04/04/19	Admin, staff, parents	School Site Council
05/06/19	Staff and Board	Facilities and Operation

05/08/19	School Board and Community	School Board Meeting
05/15/19	Parents	POPS Committee Meeting
06/12/19	School Board and Community	School Board Meeting

LCAP Development

The LCAP team is comprised of 8 people on staff: The Accountability Coordinator (who is also a Resource Specialist), the Development Director, the Federal and State Programs Compliance Coordinator, two Lead Teachers, the EL Coordinator, the College Counselor, and the Testing & Data Coordinator. Below is a timeline of events that shaped the 2019-2020 LCAP:

Date (s)	Stakeholder Type	Involvement Method
03/27/19	Accountability Coord. And Principal	LCAP Discussion
04/26/19	LCAP Team	LCAP Development Meeting
04/08/19	Special Education Dept	LCAP Discussion
04/09/19	LCAP Team	LCAP Development Meeting
04/26/19	LCAP Team	LCAP Development Meeting
04/23/19	Accountability Coord. And Principal	LCAP Discussion
04/29/19	Accountability Coord. And Principal	LCAP Discussion
04/04/19	SSC LCAP Approval	School Site Council Meeting

05/09/19	Accountability Coord. And Principal	LCAP Discussion
05/22/19	Staff	School Survey Data + LCAP Goals Debrief
06/12/19	Board LCAP Approval	School Board Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

POLAHS established an LCAP team with representatives from key sectors of the school. The LCAP team members represented the following departments: Special Education, Mathematics, English, Career Technology Education, English, Data and Testing, College Counseling, Business Affairs, English Language Development, and Administration. The team members divided the LCAP document and researched the nine stated goals and related action items from the previous year. The LCAP team reviewed data and the services provided students in the 2018-19 school year. As part of the community engagement process, the LCAP team also conducted the Healthy Kids Survey and a School Site Council generated survey and reviewed data with the School Site Council. With the collected feedback from stakeholders, the LCAP was revised and edited for the 2019-20 school year. The LCAP was also formally presented to the public at a parent meeting and to the Board of Trustees for approval, allowing parents and community members to review and comment on proposed goals.

The planning of the 2018-19 LCAP coincided with the budget planning for the 2018-19 school year. The Principal, Business Affairs Managers, Federal and State Programs Compliance Coordinator and Accountability Coordinator coordinate to ensure the budget can support the LCAP's proposed services and programs. The principal oversees the communication and the implementation of new programs and services and throughout the school year the Federals and State Compliance Coordinator tracks expenditures to ensure the stated funding allocations coincide with actual expenditures. The Accountability Coordinator is an additional facilitator to connect school data to the school's expenditures.

A positive change to the LCAP writing process involved the incorporation of key staff members as a reference point for data and student progress. For two consecutive years the LCAP team has included members from core academic departments, special education, and finance. The collaboration between the team members contributes to an ever evolving document that is responsive to school needs. Another positive change involves the addition of multiple sources of stakeholder data. Both the Healthy Kids Survey and School Site Council have been critical in the gathering of perception data for the school. The survey data also allows the school to be timely, responsive and provide academic and/or intervention supports based on identified needs of stakeholders.

An area of growth for our LCAP includes increasing parent participation. There is small percentage of parent involvement and feedback the school receives to develop the LCAP. Over the past several years the school has expanded its communication to parents by making phone calls home, sending emails, posting on school calendars, establishing a school site council, and using the Healthy Kids Survey. The school also needs more consecutive checkpoints in the year to ensure all proposed actions are tracked by staff members in a timely manner. The development of the LCAP Evidence Tracker is a new approach to help establish accountability and is still being refined to help the school be accountable to its established goals.

Lastly, the Accountability Coordinator met with the Special Education Department to review Dashboard data and discuss the progress of students

with special needs. In the meeting, the team members addressed how SPED students performed last year and where they are now. The team discussed strategies and programs that were implemented to improve outcomes and how support will be continued in the upcoming school year. The SPED team and Accountability Coordinator were able to draft proposed actions in response to Dashboard data.

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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)
Unchanged Goal
Goal 1
POLAHS will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP).

State and/or Local Priorities Addressed by this goal:
State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement Local Priorities:

Identified Need:
POLAHS needs maintain or increase the amount of English Learners who earn a C or higher in their English classes and meet English language proficiency on the ELPAC in order to be reclassified as English Proficient.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
RFEP rate	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	25% of EL students will achieve the necessary criteria for reclassification to Reclassified Fluent English Proficient (RFEP).	20% of EL students will achieve the necessary criteria for reclassification to be Reclassified Fluent English Proficient (RFEP).	21% of EL students will achieve the necessary criteria for reclassification to be Reclassified Fluent English Proficient (RFEP).

to Reclassified Fluent English Proficient (RFEP).

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 1, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
POLAHS will maintain a full-time EL Coordinator.	POLAHS will maintain a full-time EL Coordinator.	POLAHS will continue to maintain a full-time, credentialed, EL Coordinator will

continue to monitor grades, student progress and provide tutorial support to EL students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$96,559	\$100,600 (repeat expenditure)	\$101,440
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Maintain an EL Coordinator.	1000-1999 Certificated Salaries; Maintain an EL Coordinator.	1000-1999 Certificated Salaries; Maintain an EL Coordinator

Goal 1, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
To help support our EL population, and help promote an increase of redesignated students, the EL Coordinator will meet bi-monthly with EL students and check on their progress. The EL Coordinator will also provide tutorial support, as needed, throughout the instructional day.	To help support our EL population, and help promote an increase of re-designated students, the EL Coordinator will meet bi-monthly with the EL students and check on their progress, as measured by student sign in documentation.	The EL Coordinator will continue to support POLAHS EL population and help promote an increase of redesignated students. The EL Coordinator will meet bi-monthly with EL students and check on their progress, as measured by student sign in documentation. In addition, Data Chats will be conducted once each semester to have student self-assess their steps in meeting English language proficiency. Students will make a plan on how they can have growth in their language development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this goal.	; No expenditure tied to this goal.	; No expenditure tied to this goal.

Goal 1, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
The EL Coordinator will maintain a CELDT monitoring system that will allow POLAHS students an opportunity to be redesignated in both fall and spring semester.	The EL Coordinator will maintain a ELPAC monitoring system that will allow POLAHS students an opportunity to be re-designated in both fall and spring.	The EL Coordinator will continue to provide tutorial support, as needed , throughout the instructional day. EL Coordinator will maintain a record of the student and/ or classroom visited.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this goal.	; No expenditure tied to this goal.	; No expenditure tied to this goal.

Goal 1, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	The EL Coordinator will maintain a ELPAC monitoring system that will allow POLAHS students an opportunity to be re-designated in both fall and spring.	The EL Coordinator will continue to maintain a ELPAC monitoring system that will allow POLAHS students an opportunity to be redesignated in both fall and spring.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			

Budget Reference	; No expenditure tied to this goal.	; No expenditure tied to this goal.	; No expenditure tied to this goal.
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Goal 1, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	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. The ELAC team will host a minimum of two family nights per school year to discuss EL services and the importance of regular school attendance.	POLAHS will continue to maintain an English Learner Advisory Committee (consisting of the EL Coordinator, parents and staff members) who will be responsible for advising the principal. The ELAC team will host a minimum of two family nights per school year to discuss EL services and the importance of regular school attendance.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditures tied to this action.	; No expenditures tied to this action.	; No expenditures tied to this action.

Goal 1, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
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Unchanged Action	Modified Action	Modified Action
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 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. EL Coordinator will host/initiate a minimum of two professional development opportunities for staff members.	<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. EL Coordinator will host/initiate a minimum of one professional development opportunity staff-wide as well as work with individual teachers in helping them meet the learning needs of EL students.</p> <p>EL Coordinator will also seek out professional development opportunities from outside sources such as LACOE to provide teachers with additional resources for teaching EL and RFEP</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000 (repeat expenditure)	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Professional Development for teachers.	1000-1999 Certificated Salaries; Professional Development for teachers.	7000-7499 Other; Professional Development for teachers

Goal 1, Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	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. The EL Coordinator will send resources to RFEP families at a minimum of once a semester.	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. The EL Coordinator will send resources to RFEP families at a minimum of once a semester.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditures tied to this action.	; No expenditures tied to this action.	; No expenditures tied to this action.

Goal 1, Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action

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.

The EL Coordinator will be an active member of a student's IEP team when the 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 EL. The EL Coordinator will attend/provide feedback for all IEP meetings.

The EL Coordinator will continue to be an active member of a student's IEP team when the 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 EL. The EL Coordinator will attend/provide feedback for all IEP meetings.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditures tied to this action.	; No expenditures tied to this action.	; No expenditures tied to this action.

Goal 1, Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	Unchanged Action
The EL Coordinator will collaborate with English Learner teachers on supplemental lesson plans and evaluate student progress.	The EL Coordinator will collaborate with English Learner teachers on supplemental lesson plans and evaluate student progress.	The EL Coordinator will continue to work with classroom teachers to implement English Language Arts/English Language Development Framework.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditures tied to this action.	; No expenditures tied to this action.	; No expenditures tied to this action.

Goal 1, Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	Modified Action
The EL Coordinator will work with classroom teachers to implement English Language Arts/English Language Development Framework.	The EL Coordinator will work with classroom teachers to implement English Language Arts/English Language Development Framework.	The EL Coordinator will collaborate with English Learner teachers on supplemental lesson plans and evaluate student progress.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditures tied to this action.	; No expenditures tied to this action.	; No expenditures tied to this action.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

POLAHS will expand the use of CAASPP style ELA internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting standards met or exceeding standards on the CAASPP.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Identified Need:

POLAHS needs to generate internal assessments, aligned to ELA CCSS, in order to routinely create data and trends for grade level cohorts 9-11, to better inform teacher instruction and to improve student assessment results on the CAASPP.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal ELA CCSS and CAASPP aligned cohort assessments.	In the 2017-18 school year, the English department will adopt CCSS and CAASPP aligned internal benchmarks and baseline scores will be established for grade level cohorts.	Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.	Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.	Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 2, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 11th Grade

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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.	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.	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. ELA teacher will also continue to meet on campus for collaboration.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,500 (repeat expenditure)	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; To cover for substitute expense for teacher professional development.	1000-1999 Certificated Salaries; To cover for substitute expense for teacher professional development.	7000-7499 Other; Sub Coverage for ELA Teacher Collaboration

Goal 2, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 11

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action

Professional development will be frequent and ongoing for English teachers and the goal will be to align benchmarks and unit tests to the CAASPP, analyze data results, and use this data to readdress/reteach standards as indicated.

Professional development will be frequent and ongoing for English teachers with an emphasis on crafting assessments and data driven instruction.

Professional development will be frequent and ongoing for English teachers. ELA teachers will continue to emphasize crafting assessments and data driven instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 2, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
External professional development opportunities will be actively sought by the school, in core departments, and by the Instructional Coordinator.	External professional development opportunities will continue to be actively sought by the school, in core departments, and by the instructional coordinator. The instructional coach/lead teachers will continue to seek out and attend professional growth opportunities in each of the 4 core subject matters.	External professional development opportunities will continue to be actively sought by the school, in core departments, and by the instructional coordinator. The instructional coach/lead teachers will continue to seek out and attend professional growth opportunities in each of the 4 core subject matters.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,500	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; To cover for substitute expense for teacher professional development.	1000-1999 Certificated Salaries; To cover for substitute expense for teacher professional development.	1000-1999 Certificated Salaries; To cover for substitute expense for teacher professional development.

Goal 2, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	While the English Instructional Coach position was created for only one year, the English Department will continue to receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate test taking strategies into the curriculum, and a heavy emphasis on data driven instruction. To accomplish this, POLAHS will continue to allow at least 6 days of release time so that grade level pairs can plan curriculum, create assessments, and analyze data.	The English Department will continue to receive professional development and training on the implementation of CAASPP testing, as well as ways to incorporate test taking strategies into the curriculum, and a heavy emphasis on data driven instruction. The Lead Teacher will continue to host professional development trainings during department time as well as through one-on-one coaching.

Budgeted Expenditures

	2017-18	2018-19	2019-20
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Amount	\$2,000	\$0 (repeat expenditure)	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; To cover for substitute expense for teacher professional development.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 2, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
POLAHS will allocate time for teacher collaboration to help facilitate the	POLAHS will continue to allocate time for History/Social Science and Science teacher collaboration to help facilitate the	POLAHS will continue to allocate time for

implementation of CCSS standards in History/Social Science and Science.	implementation of CCSS standards, design and administer of benchmarks and assessments, and incorporate more data driven instructional practices.	History/Social Science and Science teacher collaboration to help facilitate the implementation of CCSS standards, design and administer of benchmarks and assessments, and incorporate more data driven instructional practice
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 2, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
All grade levels and departments will receive in-house training from the Instructional Coordinator on how to model content specific benchmarks after CAASPP tests.	The instructional coach and/or lead teachers will shift focus training focus to data driven instruction. The instructional coordinator and/or lead teachers will support teachers, through one-on-one coaching and in-house training, regarding how to generate and analyze assessment data to drive instruction. Data driven instruction will be a PD topic once a semester via instructional coach and once a month via departments	The instructional coach and/or lead teachers will shift focus training focus to data driven instruction. The instructional coordinator and/or lead teachers will support teachers, through one-on-one coaching and in-house training, regarding how to generate and analyze assessment data to drive instruction. Data driven instruction will be a PD topic once a semester, via instructional coach/lead teachers, and once a month via departments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 2, Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will purchase and adopt supplemental ELA materials and curriculum that have been vetted during the years 1 and 2.	POLAHS will continue to use online programs and supplemental materials as they are vetted by teachers and the department lead.	POLAHS will continue to use Illuminate and will provide ongoing training for the teachers as it relates to Illuminates features and software.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,500	\$5,500
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Benchmark Program	7000-7499 Other; Benchmark Program	7000-7499 Other; Benchmark Program

Goal 2, Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will research, for adoption, testing programs available to support internal assessments, such as Illuminate OARS, or EADMS.	POLAHS will continue to use Illuminate and will provide ongoing training for the teachers as it relates to Illuminates features and software.	POLAHS will continue to use Illuminate and will provide ongoing training for the teachers as it relates to Illuminates features and software.

Budgeted Expenditures

	2017-18	2018-19	2019-20
--	---------	---------	---------

Amount	\$0 (repeat expenditure)	\$10,000 (repeat expenditure)	\$10,000 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference	; No expenditure tied to this action.	4000-4999 Books and Supplies; Renewal Fee.	4000-4999 Books and Supplies; Renewal Fee.

Goal 2, Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	Continue to update and manage/replace chrome books and carts as teachers use them daily.	POLAHS will continue to update and manage/replace Chromebooks and carts, as teachers use them daily. ELA chromebooks were managed with 2018-2019 expenditures.

POLAHS does not foresee any replacements needed in 2019-2020, but will adjust if the need arises.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 2, Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 9th Grade

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
The Reading Specialist will work with students, identified as low performing, in grades 9-11 and help increase the reading proficiency of students in order to improve CAASPP assessment scores.	POLAHS will continue to assess all incoming 9th graders and will continue to program students with lexile scores at/below 700 into a reading intervention class. POLAHS will expand the use of Achieve 3000 to regular use in Focus English classes and in the academic support classes.	<p>POLAHS will continue to assess all incoming 9th graders and will continue to program students with lexile scores at/below 700 into a reading intervention class.</p> <p>All 9th graders will continue to use Achieve 3000 in their Academic Success class for a duration of one semester.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000 (repeat expenditure)	\$20,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Part- Time Teacher Salary	1000-1999 Certificated Salaries; Part- Time Teacher Salary	1000-1999 Certificated Salaries; Part- Time Teacher Salary

Goal 2, Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as provide academic support to ELA classrooms and assist students with CCSS aligned assignments.	The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as provide academic support to ELA classrooms and assist students with CCSS aligned assignments.	The full time EL Coordinator will assist with aligning curriculum with CCSS for EL students and RFEP students, as well as provide academic support to ELA classrooms and assist students with CCSS aligned assignments.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 2, Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
<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>	<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> <p>At each grade level, POLAHS offers a focus English class. POLAHS offers English instruction in a less restrictive environment, where the English teachers collaborate closely</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> <p>At each grade level, POLAHS offers a focus English class. POLAHS offers English instruction in a less restrictive environment, where the English teachers collaborate closely with a specific resource</p>

with a specific resource teachers and resource aids at each grade level and receive classroom support.

teachers and resource aids at each grade level and receive classroom support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$57,460	\$63,426 (repeat expenditure)	\$70,667
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Resource Specialist Salary	1000-1999 Certificated Salaries; Resource Specialist Salary	1000-1999 Certificated Salaries; Resource Specialist Salary

Goal 2, Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
<p>POLAHS will continue to provide a range of services for Foster Youth who do not meet standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch-list, and academic counseling.</p>	<p>POLAHS will continue to provide a range of services for Foster Youth who do not meet standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch-list, and academic counseling.</p>	<p>POLAHS will continue to provide a range of services for Foster Youth who do not meet standards on CAASPP exams, including additional tutoring, monitoring on the grade level academic watch-list, and academic counseling.</p> <p>(Accidentally deleted, moved to Action 13 in 2019-2020)</p>

Goal 2, Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		POLAHS will purchase and maintain consistent use of the Achieve 3000 program in the Reading Intervention and Academic Success classes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$25,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Achieve 3000 Subscription

Goal 2, Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		The Reading Intervention Specialist will collaborate monthly with the Academic Success teacher, English teachers, and the EL Coordinator to review Achieve 3000 data and discuss student progress.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expense

Goal 2, Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		<p>POLAHS will utilize Achieve3000/Empower3000 in order to retrieve 2019/2020 incoming freshmen lexile reading scores via the diagnostic component of the software during the Freshmen Testing Day prior to the start of the school year.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expense

Goal 2, Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 All

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		POLAHS will maintain a part-time Reading Specialist to provide direct instruction using the Achieve 3000 program for the Reading Intervention class, which is three classes/periods weekly.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$16,198

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Maintain Reading Specialist (Part-time)

Goal 2, Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		During the 2019/2020 school year, POLAHS will ensure appropriate identification of Low Income, English Learner and Special Education students in order to intentionally enroll students in specific periods for the

purpose of providing additional support in accordance with Federal Education Law. In addition, POLAHS staff will cross reference using illuminate and monitor students every 4 weeks based on benchmark exams and Achieve Data.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expenditure

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

POLAHS will expand the use of CAASPP style mathematics internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting or exceeding standards on the CAASPP.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Identified Need:

POLAHS needs to revise internal assessments, aligned to mathematics standards for CCSS, and use the data to better inform teacher instruction and to improve student assessment results on the CAASPP.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student grade level cohort scores on internal, universally aligned CCSS and CAASPP style benchmarks will be established in 2017-18.	In the 2017-18 school year, the mathematics department will adopt CCSS and CAASPP aligned internal benchmarks and baseline scores will be established for grade level cohorts.	Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.	Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.	Grade level cohort scores will increase by 2% on CCSS and CAASPP aligned internal benchmarks.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 3, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
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.	The math department will continue to monitor instruction and curriculum as they continue to analyze and refine the new integrated mathematics approach. POLAHS will continue allocate time for math teacher collaboration to aid in the creation, refinement and implementation of the new mathematics curricula.	The math department will continue to monitor instruction and curriculum as they continue to analyze and refine the new integrated mathematics approach. POLAHS will continue allocate time for math teacher collaboration to aid in the creation, refinement and implementation of the new mathematics curricula.

Goal 3, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will maintain the added math teacher position, to lower student teacher ratios in lower level math classes.	POLAHS will continue to maintain the added math teacher position to lower student teacher ratios in lower level math classes. This will also free up space in the master schedule to allow for the Mathematics Test writing and data evaluator.	POLAHS will continue to maintain the added math teacher position to lower student teacher ratios in lower level math classes. This will also free up space in the master schedule to allow for the Mathematics Test writing and data evaluator.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$57,816	\$64,426 (repeat expenditure)	\$71,772
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Math Instructor Salary	1000-1999 Certificated Salaries; Math Instructor Salary	1000-1999 Certificated Salaries; Math Instructor Salary

Goal 3, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
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 instructional coordinator will continue to target support for individualized instructional needs. Teachers may request assistance from the coordinator, or the department lead teacher may make arrangements for increased instructional support.	Teachers will meet with instructional coach/Lead Teachers to support individualized instructional needs. They will also focus on the creation of prealgebra to help better align those standards to help support our integrated classes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 3, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 All

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
The department will participate in professional development, including participation in the annual conference for College Preparatory Mathematics and UCLA's Mathematics and Teaching conference.	The department will continue to participate in professional development, including participation in the the annual conference for College Preparatory Mathematics and the California Mathematics Council Conference.	The department will continue to participate in professional development, including participation in the the annual conference for College Preparatory Mathematics and the California Mathematics Council Conference. Teachers will also be allowed time on campus for collaboration.

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$2,500 (repeat expenditure)	\$3,000 (repeat expenditure)	\$5,000
Source			LCFF
Budget Reference	; Math PD	; Math PD	7000-7499 Other; Math PD and/or Sub Coverage for Math Teachers

Goal 3, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will purchase and adopt new curriculum materials and electronic licenses to access teacher textbooks in Mathematics to	POLAHS will continue to purchase and adopt new curriculum materials and electronic licenses to access teacher textbooks in Mathematics to	POLAHS will continue to purchase and adopt new curriculum materials and electronic licenses to access teacher

better align with the CCSS integrated mathematics approach. These materials will continue to be vetted and purchased in the subsequent years.

better align with the CCSS integrated mathematics approach. These materials will continue to be vetted and purchased in the subsequent years, as needed.

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, as needed.

Goal 3, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	POLAHS will purchase 2 new chrome book carts with 32 chrome books each. This will better facilitate the use of CPM courses Integrated courses and CAASPP Test Preparation. The math department will Continue to vet and	POLAHS will continue to maintain the computer carts the math department. POLAHS will purchase one new cart in the 2019-2020 school year. We will continue to vet and purchase programs and

purchase programs and after market kits and supplemental materials as needed.

supplemental materials as needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$28,000	\$9,000
Source		LCFF	
Budget Reference	; No expenditure tied to this expense.	4000-4999 Books and Supplies; Purchase of two computer carts.	; One Computer Cart

Goal 3, Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
---------	---------	---------

Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will research, for adoption, testing programs available to support teacher generated internal assessments, such as Illuminate, OARS, or EADMS.	To better ensure the assessment and skills progress of students, POLAHS will provide 1 math teacher with 2 extra conference periods. This teacher will work with the testing coordinator to develop 2 skills based benchmarks assessments for integrated 1-3 and Math 9 and 10. This teacher will facilitate the test creation of these assessments and then work with testing coordinator to complete a data analysis of these tests, which can then be reported back to teachers and the department. This data will be used to better drive instruction and will allow the department to monitor student progress toward meeting standards.	To better ensure the assessment and skills progress of students, POLAHS will provide 1 math teacher with 2 extra conference periods. This teacher will work with the testing coordinator to develop 2 skills based benchmarks assessments for integrated 1-3 and Math 9 and 10. This teacher will facilitate the test creation of these assessments and then work with testing coordinator to complete a data analysis of these tests, which can then be reported back to teachers and the department. This data will be used to better drive instruction and will allow the department to monitor student progress toward meeting standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,500	\$5,500
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Benchmark Program	7000-7499 Other; Benchmark Program	7000-7499 Other; Benchmark Program

Goal 3, Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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.	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.	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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this expense.	; No expenditure tied to this expense.	; No expenditure tied to this expense.

Goal 3, Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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).	POLAHS will continue to maintain the Additional Resource Teacher, which will continue to reduce SPED Caseloads and facilitate great student engagement and access toward learning goals.	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. POLAHS will implement a trail Focus Integrated 2 Math class for students with special needs and General Education students who may benefit from a

course designed to move at a slower pace and address essential standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this expense.	; No expenditure tied to this expense.	; No expenditure tied to this expense.

Goal 3, Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
---------	---------	---------

Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		The Special Education Dept. will implement a Math Lab as an elective class for students who need additional support in math skills.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No Expenditure

Goal 3, Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 All

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		The Math Department will conduct a self-study to analyze the decline in A-G completion rates.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference			; No expenditure

Goal 3, Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		The Math Department will implement a Focus Integrated 2 class, to address students who have been identified as needing additional support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No Expenditure

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

POLAHS will offer a high-quality CTE program, accessible to all student populations.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 7. Course access

Local Priorities:

Identified Need:

POLAHS needs to provide both Career Technical Education (CTE) course offerings and career counseling support for all students attempting to be career ready upon graduation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).	POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).	POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).	POLAHS will maintain and/or increase the number of CTE offerings (dependent upon course pathways).

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 4, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
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 Commercial Residential Construction, Boat Operations, Digital Media	POLAHS will continue to offer and expand Career Technical Education (CTE) pathways in Boat Operations; Construction; Graphic Design; Digital Photography; and Video Production. The pathways will prepare students to be college and career-ready by providing core academic	POLAHS will create new, or maintain existing, coherent sequences of CTE courses that are aligned to the California CTE Model Curriculum Standards. Pathways will prepare students to be college and career-ready by providing core academic

(Graphic Design, Digital Photo, Advanced Photoshop), Office Skills and Video Production.	skills, employability skills, and technical, job-specific skills. POLAHS CTE program will feature postsecondary, and industry partnerships, enabling clear pathways to certifications and degrees.	skills, employability skills, and technical, job-specific skills.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$100,840
Source			LCFF
Budget Reference	; No expenditure tied to this expense.	; No expenditure tied to this expense.	1000-1999 Certificated Salaries; Intro to CTE Instructor
Amount	\$0	\$0	\$110,860
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Graphic Design Instructor
Amount	\$0	\$0	\$81,562
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Video Production Instructor
Amount	\$0	\$0	\$51,500
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Construction & Boat Ops Instructor
Amount	\$0	\$0	\$80,000
Source			LCFF

Budget Reference			7000-7499 Other; Construction Expenditures
Amount	\$0	\$0	\$90,000
Source			LCFF
Budget Reference			7000-7499 Other; Video Production Expenditures
Amount	\$0	\$0	\$191,000
Source			LCFF
Budget Reference			7000-7499 Other; Graphic Design Expenditures

Goal 4, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
<p>Career Pathways 2016-17 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 #1 - Commercial and Residential Construction: Students will learn basic commercial and residential construction techniques along with job site troubleshooting 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 will continue to develop quality career exploration and guidance programs for all CTE pathways.</p>

Goal 4, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
<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 Top Sail program *Day Sails - 3 hours(80 x \$1,190 = \$95,200)</p> <p>b) Lab materials (\$5,000)</p> <p>c) U.S Coastguard Basic Safety Certification (\$19,500 – 1000 per student)</p> <p>Consulting Fees/Instructor Fees (\$72,000)</p> <p>Total: \$191,700</p>	<p>Career Pathway #2 - Boat Operations 1 and 2: Students will learn marine engineering, sailing, seamanship, navigation, welding, and boat building. 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>POLAHS will provide pupil support services, including academic and college counseling, and leadership development. Activities will include: a.) CTE clubs; b.) leadership activities embedded into curriculum; c.) academic counseling tailored for EL, RFEP, Foster, Low Income & SPED inclusion; d.) college counseling tailored for EL, RFEP, Foster, Low Income & SPED inclusion.</p>

Goal 4, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

<p>2017-18 Select from New Action, Modified Action, or Unchanged Action:</p>	<p>2018-19 Select from New Action, Modified Action, or Unchanged Action:</p>	<p>2019-20 Select from New Action, Modified Action, or Unchanged Action:</p>
<p>Unchanged Action</p>	<p>Modified Action</p>	<p>Modified Action</p>
<p>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).</p> <p>a) Teacher Salary (\$82,335)</p> <p>b) Software Licensing (\$2,500)</p> <p>c) Certification Licensing (\$6,500 General Funds)</p> <p>Anticipated Cost: \$91,335</p>	<p>Career Pathway #3 - Digital Photography 1 and 2 and Graphic Design 1 and 2. Students learn computer and photography skills, and receive certification through the Adobe Certification Associate exam and the Adobe Certification Associate exam in Photoshop.</p>	<p>POLAHS will develop or enhance system alignment, coherence, and articulation, including regional and local partnerships with postsecondary educational institutions. Activities will include: a.) identification of inclusion strategies for EL, RFEP, Foster, Low Income & SPED populations within postsecondary institutions.</p>

Goal 4, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Career Path #4 Video Production: The introductory Video Production 1A/B courses, will provide students with a basic understanding of all the aspects of the film and television industry as well as learning how to produce videos. Students will be trained in the use of cameras, editing equipment and software, script writing, storyboarding, and voice-overs. Students will learn the basic steps involved in producing their	Career Path #4 Video Production: Introductory and Advanced courses will be offered. The pathway will provide students with a basic understanding of all the aspects of the film and television industry as well as learning how to produce videos. Students will be trained in the use of cameras, editing equipment and software, script writing, storyboarding, and voice-overs. Students will learn the basic steps involved in producing their own videos as they use equipment to produce commercials, public service announcements, short films, and music videos. Students will also learn the more	<p>POLAHS will form ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on CTE advisory committees.</p>

own videos as they use equipment to produce commercials, public service announcements, short films, and music videos. Students will also learn the more advanced techniques of video production in preparation for career placement and be instructed in the use of HD cameras, green-screen effects, and lighting

advanced techniques of video production in preparation for career placement and be instructed in the use of HD cameras, green-screen effects, and lighting.

Goal 4, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

English Learners, Foster Youth, Low Income

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18
Select from New Action, Modified Action, or Unchanged Action:

2018-19
Select from New Action, Modified Action, or Unchanged Action:

2019-20
Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Modified Action
<p>Staffing</p> <p>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)</p>	<p>In order to provide support for students seeking career technical education, POLAHS will maintain 1 full-time Career Counselor and lead CTE teacher. The Career Counselor will work closely with the CTE Department to ensure that students receive guidance in their areas of interest; that course sequences are appropriate; and that students are supported in seeking employment or furthering their area of study in college. The CTE lead will ensure that the requirements for the pathways are met.</p>	<p>POLAHS will provide opportunities for students to participate in after-school, out-of-school internships, competitions, or other work based learning opportunities. Activities will include: a.) Work-based learning access for EL, RFEP, Foster, Low Income & SPED populations.</p>

Goal 4, Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
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Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
POLAHS will maintain a Federal & State Programs Compliance Coordinator to help manage the additional demands related to managing the school's expanding CTE program. (\$45,000)	POLAHS will maintain a Federal & State Programs Compliance Coordinator to help manage the additional demands related to managing the schools expanding CTE program. (\$45,000)	POLAHS will ensure that all pathways reflect regional or labor market demands, and career pathways will focus on current or emerging high-skill, high-wage, or high-demand occupations.

Goal 4, Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action

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

- The Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students

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

- The Instructional Coordinator will assist teachers in developing curriculum to increase English language proficiency of RFEP students

All POLAHS CTE pathways will lead to industry credentials, certification, appropriate postsecondary training, or employment. Activities will include: a.) Support for EL, RFEP, Foster, Low Income & SPED populations pursuing industry credentials, certifications, etc. through instructor modifications; EL Coordinator and Resource Teacher meetings.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0 (repeat expenditure)	\$20,000
Source			
Budget Reference	; No expenditure tied to this expense.	; No expenditure tied to this expense.	; U.S. Coastguard Certifications

Goal 4, Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
<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. 	<p>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.</p>	<p>All POLAHS CTE courses will be staffed by skilled teachers (CTE Credentialed Teachers) or faculty, and teachers will participate in comprehensive professional development opportunities. Activities will include: a.) Faculty professional development for EL, RFEP, Foster, Low Income & SPED modifications/appropriate support strategies.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this expense.	; No expenditure tied to this expense.	; No expenditure tied to this expense.

Goal 4, Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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

- Full-time Career and College counselors will provide students with guidance to make transitions to college or career.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

POLAHS will offer RFEP students with a range of support to ensure college and career readiness.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

POLAHS will promote full-inclusion and program access for EL, RFEP, Foster, Low Income & SPED populations through activities such as: a.) Academic, College, and Career Counseling workshops; c.) Open House, Back-to-School Nights, Parent Conferences; d.) newsletters, social media, website communications; e.) alumni forums; f.) CTE Showcase.

Goal 4, Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
RFEP students will be provided with a range of support to ensure college and career readiness: • Academic counselors will ensure students are meeting A-G requirements.	RFEP students will be provided with a range of support to ensure college and career readiness. Academic counselors will ensure students are meeting A-G requirements.	POLAHS will maintain administrative support staff to assist with CTE Program fundraising; data tracking; and accountability reporting. Positions include: a.) Federal & State Programs Compliance Coordinator; b.) Development Director; c.) Business Manager. .

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$79,716
Source			LCFF
Budget Reference	; No expenditure tied to this expense.	; No expenditure tied to this expense.	2000-2999 Classified Salaries; Compliance Coordinator

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

POLAHS counseling department (academic, college and career) will increase awareness of college and career readiness by providing workshops and seminars for all students and parents. POLAHS academic departments will provide additional student support and increase use of technology in order to increase the number of students successfully completing a-g requirements.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 8. Other pupil outcomes

Local Priorities:

Identified Need:

POLAHS will prepare students and their parents for post secondary opportunities, and increase the number of students successfully meeting a-g requirements.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monitor college awareness and readiness based on LCFF rubrics and state indicators.	<p>In the 2017-18 school year, POLAHS will establish a baseline score. based on LCFF Rubrics and state indicators, measuring College and Career readiness among twelfth grade students.</p> <p>POLAHS will also monitor college and career awareness and readiness by providing workshops and seminars for all students and parents.</p>	<p>In the 2017-18 school year, POLAHS will establish a baseline score. based on LCFF Rubrics and state indicators, measuring College and Career readiness among twelfth grade students.</p> <p>POLAHS will monitor college and career awareness and readiness by providing workshops and seminars for all students and parents.</p>	<p>POLAHS will monitor college and career awareness and readiness and continue to use LCFF rubrics to monitor 12th graders by providing workshops and seminars for all students and parents and measuring College and Career Readiness.</p>	<p>POLAHS will monitor college and career awareness and readiness, and continue to use LCFF rubrics to monitor 12th graders, by providing 10 workshops and seminars for all students and parents and measuring College and Career Readiness.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 5, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships opportunities.	POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships opportunities.	POLAHS will maintain a full-time College Counselor. This counselor will work with students regarding college applications, SAT/ACT deadlines, FAFSA and scholarships opportunities.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$98,584	\$102,639	\$108,702
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; College Counselor Salary	1000-1999 Certificated Salaries; College Counselor Salary	1000-1999 Certificated Salaries; College Counselor

Goal 5, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The College Counselor will continue to provide workshops designed to aid student in their college search as well as to help students prepare for their college experience. The College Counselor will work with the EL coordinator and Special Education department to offer targeted workshops that support students specific needs in transitioning into college, receiving support services in college.

In order to support students on a more regular basis without interrupting teachers instructional time, the College Counselor will offer a Monday only College Support Class for Senior students during the 2018-2019 academic year. This class will meet in a designated classroom each Monday, when students attend class periods 1-6. During Tuesday-Fridays, when students move through the block schedule, the students will attend their regularly scheduled TA period,

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The College Counselor will continue to provide workshops designed to aid student in their college search as well as to help students prepare for their college experience. The College Counselor will work with the EL coordinator and Special Education department to offer targeted workshops that support students specific needs in transitioning into college, receiving support services in college.

free period, or self-paced elective course. The class will offer the College Counselor an opportunity to work closely and continuously with students and families during the college and financial aid application process. This class will be open to all interested Seniors, and support them through their individual matriculation process.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000	\$20,000 (repeat expenditure)	\$6,500
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; College Search (Workshops & Fieldtrips)	7000-7499 Other; College Search (Workshops & Fieldtrips)	7000-7499 Other; College Search (Workshops & Fieldtrips Grades 10-12)

Goal 5, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
The College Counselor will coordinate field trips to local colleges and universities.	The College Counselor will continue to coordinate field trip to local colleges and universities for students in grades 9-12.	The College Counselor will continue to coordinate field trips to local colleges and universities for students in grades 9-12.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$13,000
Source			LCFF
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	7000-7499 Other; Field Trip Expenditures

Goal 5, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will continue to purchase a subscription to the NAVIANCE college and career readiness software.	POLAHS will not continue to purchase NAVIANCE college and career ready software subscription for the 2018-2019 academic year. Instead the College Counselor will provide training to the teaches and Academic Counselors regarding the college counseling framework, lessons, and free online resources, which include: use of college preparation / search / information for each graduating year through google classroom;student facing 4-year grad plan on google docs which can be shared with Academic Counselors, teaching staff, parents, and partner organizations like the Boys and Girls Club; CollegeBoards BigFuture and CollegeBoards Roadmap to Careers for exploring careers, related, majors, and colleges that offer those majors. The money used to purchase the yearly subscription to NAVIANCE will be used to support an annual 9th Grade-Wide College Trip with follow-up workshop reviewing college entrance requirements and different college systems.	Academic Counselors will continue to focus on academic counseling and maintain each students Individualized Academic Plan within Aeries student information system for each student on their caseload. This IAP will be maintained and updated yearly during registration by the Academic Counselor within the Aeries system. Counselors will continue to meet with students to

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			

Budget Reference			; No expenditure
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Goal 5, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4 -Year Plans, track credits, and conduct grade checks.	Academic Counselors will continue to monitor student progress multiple times a semester through tracking individual students transcripts and 4-Year Plans, track credits, and conduct grade checks.	Academic Counselors will continue to monitor student progress using the Why Try Curriculum in small group counseling sessions.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$600
Source			LCFF
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	7000-7499 Other; Why Try LLC.

Goal 5, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action

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

POLAHS will close AP English Literature for the 2018-2019 school year due to low enrollment. During the 2018-2019 school year the AP English Literature teacher and English Department Chair will collaborate to revamp the course in order to support student need.

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expenditure

Goal 5, Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will continue to maintain its current offerings of A -G courses to ensure student eligibility to all colleges.	POLAHS will continue to offer Summer School opportunities including credit recovery options. POLAHS will strongly recommend summer school to students who fail or earn a D grade in one or two semesters of Biology and Chemistry, in order to support CAST testing new State college and career ready indicators.	POLAHS will continue to offer Summer School opportunities including online credit recovery options. POLAHS will strongly recommend summer school to students who fail or earn a D grade in one or two semesters of Biology and Chemistry, in order to support CAST testing new State college and career ready indicators.

Goal 5, Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will develop an Elective Lab in order to increase the amount and variety of courses available to student population.	POLAHS will continue to offer three periods of Elective Lab in order to increase the amount and variety of courses available to the student population.	POLAHS will continue to offer at least two periods of Elective Lab in order to increase the amount and variety of courses available to the student population. Beginning in the 2019-2020 school year, the instructor providing Elective Lab will also be the same instructor providing Credit Recovery.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,750
Source			LCFF
Budget Reference			7000-7499 Other; Strong Mind Program

Goal 5, Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
POLAHS will renew and expand upon the Grad Point license to increase opportunities to diversify student learning and improve college and career preparedness.	POLAHS will continue to offer students online and self-paced courses options that allow for remediation of a-g requirements and four-year graduation. POLAHS will explore various online platforms in order to find a platform that offers a diverse array of required a-g courses and electives. If POLAHS changes providers from Grad Point to another entity, POLAHS will ensure the online course provider is registered and the courses are a-g approved through UC Regents.	POLAHS will continue to offer students online and self-paced courses options that allow for remediation of a-g requirements and allow students complete high school graduation within four years (Credit Recovery).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,500	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; GradPoint Licensing	7000-7499 Other; GradPoint Licensing	7000-7499 Other; GradPoint Licensing
Amount	\$20,000	\$20,000 (repeat expenditure)	\$17,000

Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Expand GradPoint Licensing	7000-7499 Other; Expand GradPoint Licensing	7000-7499 Other; Expand GradPoint Licensing

Goal 5, Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
Grad Point licensing will be utilized for credit recovery classes and expansion of elective course in both Fall and Spring semesters.	POLAHS will continue to offer students online and self-paced courses options that allow for remediation of a-g requirements and four-year graduation. POLAHS will explore various online platforms in order to find a platform that offers a diverse array of required a-g courses and	In the 2019-2020 academic year, POLAHS will maintain a full-time credentialed teacher / instructor to assist and support students with both credit recovery and elective course selections utilizing Grad Point.

electives. If POLAHS changes providers from Grad Point to another entity, POLAHS will ensure the online course provider is registered and the courses are a-g approved through UC Regents.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$65,000
Source			LCFF
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	1000-1999 Certificated Salaries; Credit Recovery + Elective Lab Instructor

Goal 5, Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Modified Action
POLAHS will maintain 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 maintain a full-time credentialed teacher / instructor to assist and support students with both credit recovery and elective course selections utilizing Grad Point.	POLAHS will maintain a Career Counselor who will oversee the placement of students into the CTE pathways on campus, as well as assist with internship placement.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$63,637	\$64,137	\$109,400
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Full Time Credential Teacher Salary	1000-1999 Certificated Salaries; Full Time Credential Teacher Salary	1000-1999 Certificated Salaries; Career Counselor

Goal 5, Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
POLAHS will maintain a Career Counselor who will oversee the placement of students into the CTE pathways on campus, as well as assist with internship placement.	POLAHS will maintain a Career Counselor who will oversee the placement of students into the CTE pathways on campus, as well as assist with internship placement.	POLAHS will continue to 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 may not have access to outside educational services.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expenditure

Goal 5, Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
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 continue to focus on academic counseling and maintain each students Individualized Academic Plan within Aeries student information system for each student on their caseload. This IAP will be maintained and updated yearly during registration by the Academic Counselor within the Aeries system. Counselors will continue to meet with students to promote and enroll students in A-G approved courses each year.	Academic Counselors will continue to focus on academic counseling and maintain each students Individualized Academic Plan within Aeries student information system for each student on their caseload. This IAP will be maintained and updated yearly during registration by the Academic Counselor within the Aeries system. Counselors will continue to meet with students to promote and enroll students in A-G approved courses each year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference			; No expenditure

Goal 5, Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Academic Counselors will meet with students multiple times a semester to monitor transcripts and 4-Year Plans, track credits, and conduct grade checks.	POLAHS Academic Counselors will use teacher recommendations and Illuminate data from 9-12 English and Integrated Math 1-3 Math benchmarks to identify students who have scored Below Basic - Far Below Basic in English and / or Math and are EL, Special Education,	POLAHS Academic Counselors will use teacher recommendations and Illuminate data from 9-12 English and Integrated Math 1-3 Math benchmarks to identify students who have scored Below Basic - Far Below Basic in English and / or Math and are EL, Special Education, and / or

and / or Socioeconomically Disadvantaged students. Academic Counselors will then meet students and document student meetings in order to track student progress. Academic Counselors will also collaborate with students and staff so that the Academic Counselors may provide effective interventions for these students. Academic Counselors will refer identified low performing EL, Special Education, and low income students to the SEC or school psychologist when appropriate through POLAHSs RTI / SST process.

Socioeconomically Disadvantaged students. Academic Counselors will then meet students and document student meetings in order to track student progress. Academic Counselors will also collaborate with students and staff so that the Academic Counselors may provide effective interventions for these students. Academic Counselors will refer identified low performing EL, Special Education, and low income students to the SEC or school psychologist when appropriate through POLAHS's RTI / SST process.

Goal 5, Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Action	New Action
		In the 2019 - 2020 academic year, POLAHS will provide a full-time credentialed Biology teacher to provide Focus Biology courses. Focus Biology will be offered to students who test below in the POLAHS Science placement exam. This course will provide remediation and targeted interventions to students in order to ensure their academic success in Chemistry and Physics.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$101,374
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Focus Biology Teacher

Goal 5, Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	New Action
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 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.	In the 2019- 2020 academic year, POLAHS will provide a full-time credentialed science teacher who will provide instruction in Marine Science and in-course support for students struggling in Chemistry. Marine Science is an a-g approved course that will allow Seniors to continue taking an additional a-g courses. In-course academic support in Chemistry courses allows the Chemistry ensures that struggling students have quick and thorough support so that they continue to succeed academically.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$85,699
Source			LCFF
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	1000-1999 Certificated Salaries; Science Instructor

Goal 5, Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 All

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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 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 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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)

Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

The POLAHS Instructional Coordinator and the Lead Teacher team will coordinate to identify and/or provide professional development opportunities that improve student academic achievement and promote social-emotional wellbeing.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Identified Need:

POLAHS needs to maintain alignment of instruction and curriculum in mathematics and ELA to CCSS.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of teachers IC meets with annually	The Instructional Coordinator will increase the number of teachers he/she coaches by 50 percent.	The Instructional Coordinator will track individual PD sessions with teachers-meeting with each teacher one time per semester.	POLAHS will maintain an instructional coordinator/lead teacher program who are devoted to act as an instructional specialists for the school. These specialists will meet with each teacher annually.	POLAHS will maintain an instructional coordinator/lead teacher program who are devoted to act as an instructional specialists for the school. These specialists will meet with each teacher annually.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 6, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
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	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	Action 1: POLAHS strives to deliver quality and rigor in academic instruction as well as support the social-emotional needs of students, thus it is a priority to support teachers to their fullest potential. POLAHS will maintain a part-time Instructional Coach position and the Lead Teacher program to assist teachers in curriculum

maintain a full-time teacher devoted to act as an Instructional Coordinator for the school.	maintain a teacher and lead teacher program who are devoted to act as an instructional specialists for the school.	development and teaching strategies that ensure proper alignment with CCSS, facilitate student engagement, support student social-emotional wellbeing, and promote greater teacher effectiveness.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$95,309	\$98,090 (repeat expenditure)	\$22,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Instructional Coordinator Salary	1000-1999 Certificated Salaries; Instructional Coordinator Salary	1000-1999 Certificated Salaries; Instructional Coordinator (Part-Time)

Goal 6, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
The Instructional Coordinator individualizes mentoring and coaching opportunities for teachers.	The Instructional Coordinator and/or lead teacher will individualize mentoring and coaching opportunities for teachers.	The Instructional Coordinator and/or lead teacher will individualize mentoring and coaching opportunities for teachers.

Goal 6, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action

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.

POLAHS will continue to utilize professional development days embedded in the academic calendar. 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.

POLAHS will continue to utilize professional development days embedded in the academic calendar. Workshops and activities for professional development are identified with input from the principal, Instructional Coordinator, department and grade level leads as well as data derived from the California school dashboard, graduation and attendance records, Healthy Kid and School Site Council surveys, and classroom observations.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$5,000 (repeat expenditure)	\$13,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Full- Faculty professional development cost	1000-1999 Certificated Salaries; Full- Faculty professional development cost	1000-1999 Certificated Salaries; Sub Coverage for Instructional Rounds

Goal 6, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
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.	The Instructional Coordinator/lead teachers will assist teacher in accommodating and modifying curriculum for students with special needs, as well as ensuring proper alignment with CCSS. The Instructional Coordinator and/or lead teachers will work collaboratively with resource teachers.	The Instructional Coordinator, Lead Teachers, SPED teachers and paraprofessionals will coordinate to assist teachers in accommodating and modifying curriculum for students with special needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source			
Budget Reference	; No expenditure tied to this action.	; No expenditure tied to this action.	; No expenditure tied to this action.

Goal 6, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

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.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The Instructional Coordinator and/or lead teacher 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 and/or lead teachers will work collaboratively with the EL Coordinator.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

The Instructional Coordinator and/or Lead Teachers will coordinate with the EL Coordinator to assist teachers in the development of instructional practices that support EL and RFEP students.

Goal 6, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		<p>The Instructional Coordinator and/or Lead Teachers will coordinate with the Social-Emotional Counselor to identify and execute professional development opportunities for faculty and staff that reduce student risk behavior and support student social-emotional well-being.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			;

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 7

POLAHS will aim to provide an ideal learning environment and increase the support provided to students and their families by providing more well-rounded intervention in students physiological, safety, social-emotional needs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

Accountability processes have led to the identification of a prevalent need for intervention in mental health, safety, and student motivation. Additionally, in compliance with state law, the school will serve nutritious meals, free or reduced price, to students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students receiving services	POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist and community outreach programs.	POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist, dean and community outreach programs.	POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist, dean and community outreach programs.	POLAHS will monitor the amount of students receiving services, and the types of services rendered, from the school psychologist, dean and community outreach programs.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 7, Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
	<p>During the 2018-2019 academic year and beyond, the CA Healthy Kids Survey data will provide a Tier 1 universal screening for at-risk students. This data will be used to drive and design Tiered interventions and supports.</p>	<p>POLAHS will continue to purchase and analyze CA Healthy Kids Survey data in order to provide a Tier 1 universal screening for at-risk students. This data will continue to be used to drive and design Tiered interventions and supports for students.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$0	\$0	\$2,000
Source			LCFF
Budget Reference			7000-7499 Other; California School Surveys (Healthy Kids)

Goal 7, Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	POLAHS will maintain a full time social emotional counselor to provide socio-emotional support to general education students at POLAHS who are experiencing hardship(s) that	POLAHS will continue to maintain a full-time social-emotional counselor to provide socio-emotional support to general education students experiencing

may undermine their academic success.

hardship(s) that may undermine their academic success.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$100,347
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Social Emotional Counselor

Goal 7, Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18	2018-19	2019-20
---------	---------	---------

Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
POLAHS will maintain a school psychologist who will support students who have an IEP and 504 plans. This will provide continuity as the school psychologist will have the full understanding of each student's history. The Social Emotional Counselor (SEC) will provide support for all general education students.	POLAHS will maintain a full-time school psychologist who will support the socio-emotional needs for students who have IEP or 504 plans.	POLAHS will maintain a full-time school psychologist who will support the socio-emotional needs for students who have IEP or 504 plans.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$117,998
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; School Psychologist

Goal 7, Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
	<p>POLAHS will maintain 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. Based on the relationships and communication established by SEC in 2017-2018, the SEC will implement Tier 2 and 3 supports with outside therapists and resources for identified students referred (i.e. Epiphany; Freedom 4 U; Vanessa Volpicelli, LMFT; Casa Youth Shelter; South Bay Families Connected).</p>	<p>POLAHS will continue to leverage local resources and community partners to provide additional and more extensive support to tier 2 and 3 students and / or families. These relationships with community partners will allow students who may not have access to mental health resources to be able to access more thorough and complete care.</p>

Goal 7, Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	<p>The school psychologist and SEC will continue to maintain separate (by case-load) and confidential records of POLAHS students for students receiving social-emotional support on campus as well as those referred to off campus programs.</p>	<p>The school psychologist and SEC will continue to maintain separate (by case-load) and confidential records of POLAHS students for students receiving social-emotional support on campus as well as those referred to off campus programs.</p>

Goal 7, Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	POLAHS will continue to to monitor and identify incoming foster students and families in order to offer support that promotes student achievement. Support may be provided by the school psychologist , social-emotional counselor, or community resource as needed.	POLAHS will continue to to monitor and identify incoming foster students and families in order to offer support that promotes student achievement. Support may be provided by the school psychologist , social-emotional counselor, or community resource as needed.

Goal 7, Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Modified Action
<p>EL students with IEPs will continue to be identified and receive social-emotional support in order to ensure student</p>	<p>EL students with IEPs will continue to be identified and receive social-emotional support in order to ensure student achievement from the school psychologist; while, EL students in general education will continue to be identified and receive social-emotional support in order to ensure student achievement from the SEC.</p>	<p>The school psychologist will continue to screen and provide social -emotional support for EL students with IEPs or 504 plans. While the SEC will continue to screen and provide social-emotional support for EL students in the general education population.</p>

Goal 7, Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
POLAHS will maintain a full-time Dean of Students who will ensure the school climate and safety needs of students are of utmost priority.	POLAHS will continue to maintain a full-time Dean of Students who will ensure the school climate and safety needs of students are of utmost priority.	POLAHS will continue to maintain a full-time Dean of Students who will ensure the school climate and safety needs of students are of utmost priority.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$109,290
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Dean of Students Salary

Goal 7, Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		<p>POLAHS will establish a School Safety Committee</p>

Goal 7, Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Modified Action
		The SEC will continue to host activities for students to heighten awareness and increase the social emotional support of students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expenditure

Goal 7, Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The school psychologist will be an active participant in POLAHS crisis team.

The school psychologist will be an active participant in POLAHS crisis team.

Goal 7, Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	The school psychologist will continue to consult with parents, staff, the SPED teams as needed regarding each individual students IEPs or 504 plan accommodations to support each students academic, social emotional needs, and to provide effective student assessment and service.	The school psychologist will continue to consult with parents, staff, the SPED teams as needed regarding each individual students IEPs or 504 plan accommodations to support each students academic, social emotional needs, and to provide effective student assessment and service.

Goal 7, Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	The School Psychologist will complete timely records of services provided to students with IEPs, and records will be updated via Welligent in a timely manner.	The School Psychologist will complete timely records of services provided to students with IEPs, and records will be updated via Welligent in a timely manner.

Goal 7, Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	The School Psychologist will disseminate 504 accommodations to teachers at the beginning of each semester, updating plans when needed, and facilitating meetings when needed to review, and conduct initial evaluations.	The School Psychologist will disseminate 504 accommodations to teachers at the beginning of each semester, updating plans when needed, and facilitating meetings when needed to review, and conduct initial evaluations.

Goal 7, Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action

POLAHS will provide professional development to staff in the area of student risk behavior, as well students activities to promote awareness. 5000

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			7000-7499 Other; Professional Development Expenditures

Goal 7, Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		POLAHS will explore PBIS like strategies in the fall and experiment with targeted populations in the spring.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No Expenditure

Goal 7, Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		POLAHS Student Council will develop student requested and student led activities on campus.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			; No expenditure

Goal 7, Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		POLAHS will implement a School Lunch Program that provides one meal per day to all students on campus.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$322,000
Source			LCFF
Budget Reference			7000-7499 Other; Food and Supplies for Lunch Program
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; School Lunch Program Coordinator Salary

Goal 7, Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 All

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		POLAHS will provide parents and students with workshops in mental health awareness and student risk behavior.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference			; No Expenditure

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$1,373,599	15.41%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

ACTIONS/SERVICES CONTRIBUTING TO MEETING THE INCREASED OR IMPROVED SERVICES AND IDENTIFIED AS SCHOOLWIDE

Goal 4: Actions 1-11: CTE expenses have been categorized as meeting the increased/improved services requirement, as the Career Tech Ed program is intended to help increase and improve the employability of our low income students, so that when they graduate, they are qualified for skilled jobs that pay well over minimum wage. All six CTE pathways have private sector career certifications that ensure above average employability rates, post graduation.

Other Improved services for socioeconomically disadvantaged students, English Learners and Special Education students will be addressed through new actions embedded into our LCAP goals and addressed school wide. Currently, there are no foster students in attendance. These additions are primarily directed to increase/improve services for low income students, while being implemented school wide, to support the success of all students.

Other New Service Actions associated with our 2019-2020 LCAP document include:

Found in Goal 3:

- **Action 12: POLAHS will implement a trail Focus Integrated 2 Math class for students with special needs and General Education students who may benefit from a course designed to move at a slower pace and address essential standards.**
- **Action 11: For the purpose of investigating the decline in meeting A-G requirements, the math department will conduct a self-study in order to identify future services that may address needs across all student population groups.**
- **Action 10: The Special Education Dept. will implement a Math Lab as an elective class for students who need additional support in math skills.**

Found in Goal 4:

- **Action 3: Offering additional support for students to complete college-level courses through dual enrollment during the academic year and the summer term.**
- **Action 3: Collaborating with local community colleges to increase articulation agreements within CTE pathway courses.**

Found in Goal 5:

- **Action 3: Yearly college visits to local community colleges to support seniors in completing all enrollment steps in order to increase the number of students who successfully matriculate into the community college in the summer or fall.**
- **Action 9: Additional courses submitted for a-g approval from UC Office of the Regents in CTE and academic courses so that all courses offered at POLAHS provide a-g credit.**
- **Action 16: POLAHS has opted to offer Marine Science as a course offering, in an effort to bridge the achievement gap in the area of Science. Additionally, this instructor will also spend time assisting students in Chemistry and Physics in an effort to increase A-G completion rates in the area of Science.**

Found in Goal 6:

- **Action 3: More intentional and effective Professional Development opportunities based off survey data that indicated teachers want more professional development in the areas of Culturally relevant pedagogy for the school's student population, serving EL students, closing the achievement gap, and meeting the social, emotional, and developmental needs of youth.**

Found in Goal 8:

- **Action 15: Partnership with local mental health agency with the purpose of providing educational opportunities for stakeholders in the area of student risk behavior.**
- **Action 16: Peer Conflict Resolution Program exploration and piloted with students with special needs in an effort to improve suspension rates.**
- **Action 17: Increase in student activities, designed and implemented with the assistance of the Student Council, in an effort to improve student motivation and engagement.**
- **Action 18: POLAHS will implement a Free and Reduced Lunch Program on campus**
- **New Action 19: POLAHS will provide parents with workshops in mental health awareness and student risk behavior.**

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$1,300,073	15.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$1,015,234	12.52%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

2017-18 LCAP Budget Memo

LCAP Goal 1: POLAHS will increase the number of English Learners who meet the requirements to reclassify as Fully English Proficient (RFEP).

Expense	Amount
EL Coord. Salary (PJ)	\$96,559.00
Professional Development	\$2,000
TOTAL	\$98,559.00

POLAHS will continue to maintain an EL Coordinator at an anticipated salary & benefits of \$96,559.00. The EL Coordinator will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP), monitor EL students, support teacher instruction, communicate with parents/guardians of EL students and maintain an English Learner Advisory Committee. The EL Coordinator will also provide curriculum development support to teachers and tutoring support, throughout the day, to EL students.

LCAP Goal 2: POLAHS will expand the use of CAASPP style ELA internal assessment programs, in grades 9-11, in order to adapt instruction to better support and increase the amount of students achieving standards met or exceeding standards on the CAASPP.

Expense	Amount
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RSP Salary (AC)	\$57,460.00
Part-Time Teacher Salary (KR?)	\$20,000.00
Benchmark Program	\$15,000.00
Professional Development	\$10,000.00
TOTAL	\$102,460.00

The actions in goal #2 will assist in providing additional staffing support , professional development training and reading intervention services, to be implemented in the classroom, in order to assist underperforming student groups on the CAASPP (EL, SPED, Low Income). Other action items focus on the development of an internal benchmark assessment program to better evaluate student grade level cohorts and inform teacher curriculum development in order to address underperforming student groups (EL, SPED, Low Income).

LCAP Goal 3: POLAHS will expand the use of CAASPP style mathematics internal assessment programs, in grades 9-11 , in order adapt instruction to better support the needs of all learners and increase the amount of students achieving standards met or exceeding standards on the CAASPP.

Expense	Amount
Math Instructor Salary (CS)	\$57,816.00
Benchmark Program	\$15,000.00
Professional Development	\$10,000.00
Textbooks/Software	\$22,000.00
TOTAL	\$104,816.00

The actions in goal #3 will assist in providing additional staffing support , professional development training and intervention services, to be implemented in the classroom, in order to assist underperforming students groups on the CAASPP (EL, SPED, Low Income). Other action items focus on the development of an internal benchmark assessment program to better evaluate student grade level cohorts and inform teacher curriculum development in order to address underperforming student groups (EL, SPED, Low Income).

LCAP Goal 4: POLAHS will continue to build its CTE program by increasing the number students participating in career technology pathways and certification exams.

Expense	Amount
Instructor Salary (SC)	\$96,198.00
Instructor Salary (EM)	\$86,906.00
Partial Instructor Salary- (JN) 20%	\$12,361.00
Partial Instructor Salary- (CA) 20%	\$13,367.00
Compliance Coord. Salary (LM)	\$67,395.00
<i>CTE Program Expenses</i>	
Construction	\$20,000.00
Boat Operations (total \$191,700)	
<i>-Pathway Cost \$95,200 *LCAP</i>	\$95,200.00
<i>-US Coastguard Cert-\$19,500 *LCAP</i>	\$19,500.00
Digital Media Licensing and Cert.	\$9,000.00
Intro to Office Skills (comp & fuelEd)	\$15,000.00
TOTAL:	\$434,927.00

The action items in Goal 4 support POLAHS' Career Technical Education program, which focuses on providing career opportunities for students (EL, SPED, Low Income) who are seeking a career pathway as an alternative to a post-secondary college or university education. The CTE programs

provide alternative opportunities for success to student groups that are academically challenged (EL, SPED, Low Income).

LCAP Goal 5: DELETED

LCAP Goal 5: POLAHS counseling department (academic, college and career) will increase awareness of college and career readiness by providing workshops and seminars for all students and parents.

Expense	Amount
College Counselor Salary (JM)	\$98,584.00
Career Counselor Salary (MA)	\$91,876.00
Naviance Membership	\$5,500.00
CR Instructor Salary (CF)	\$63,637.00
Part-time Elec Lab Teacher Salary (KC) 75%	\$59,992.00
Grad Point (Licensing)	\$18,000.00
Additional Licensing (Expansion)	\$20,000.00
Workshops & Field Trips	\$15,000.00
TOTAL	\$372,589.00

The action items in goal #5 are aimed at addressing the College and Career Preparedness requirements. Through this goal POLAHS will provide college and career counseling and increase the amount of students who qualify as college and or career ready. The goal will target all student populations with a special consideration that 61% of our student population is low income and will benefit from the increased counseling services provided by the college and career counselors. The counselors will provide information sessions to parents and students, student outreach, guest speaker informational sessions, and both job and academic related field trips. The college and career counselors will also monitor the rates of college and career preparedness.

LCAP Goal 6: In an effort to establish school wide practice, the instructional coordinator will hold coaching sessions for all classroom teachers department chairs, and lead teachers, by implementing 120 individual sessions with classroom teachers, 2 sessions with department chairs, and 2

sessions with lead teachers, with the intent to establish individual/department goals and support curriculum development.

Expense	Amount
Instr. Coord. Salary (DZ)	\$95,309.00
PD Sub Pay for teachers	\$18,000.00
Full-Faculty PD on campus	\$2,000.00
TOTAL	\$115,309.00

Goal # 6 is targeting the underperforming segments of our student population (SPED, Low Income, and EL). Based on CAASPP scores, the largest segment of students not meeting standards or near meeting standards fall into the category of SPED, Low Income or EL. The Instructional Coordinator will assist in working with department chairs and individual teachers to enhance curriculum in order to address these segments of our student population. With the support of the Instructional Coordinator, it is believe POLAHS can further increase the performance of its current underperforming students.

LCAP Goal 7: POLAHS will expand the use of the Achieve 3000 program to include all freshmen, in order to increase the amount of students meeting the “on track” criteria on the college and career readiness lexile rubric.

Expense	Amount
Reading Specialist Salary (PC) 20%	\$15,290.00
Achieve 3000 Renewal	\$20,500.00
TOTAL	\$35,790.00

In order to improve POLAHS academic scores, for ELA, on the CAASPP, POLAHS will expand the use of the Achieve 3000 reading program to all 9th grade English classes. POLAHS will also utilize the services of a Reading Specialist to provide intervention to the lowest performing students (the goal will target all student populations with a special consideration that 61% of our student population is low income and will benefit from the increased reading intervention)

LCAP Goal 8: POLAHS will aim to provide an ideal learning environment and increase the support provided to students and their families by implementing data collection processes and increasing the amount of campus activities designed to support the mental health of our students and

maintaining a safe campus.

Expense	Amount
Social Emo Couns Salary (JS)	\$92,252.00
School Psych Salary (MC)	\$109,395.00
Healthy Kids Survey	\$5,000.00
Dr. Iven Events	\$20,000.00
Dean of Students Salary	\$100,000.00
Awareness & Activity Budget	\$10,000.00
PD (Julie Adams)	\$4,400.00
TOTAL	\$341,047.00

Goal #8 targets school climate, pupil engagement and parental involvement. POLAHS is maintaining its social emotional counseling services in order to provide emotional counseling support for its student population (61% low income). By providing counseling resources POLAHS will positively impact LCFF state priorities (school climate, pupil engagement, and parental involvement). The counseling services is also used as part of POLAHS shift toward Positive Behavioral Interventions and Supports to help guide students to healthy social interactions. The social emotional counseling department will also facilitate student discussion sessions, parent outreach, and act as liaisons to community support services.

EXPENDITURE BUDGET SUMMARY	
Goal 1	\$98,559.00
Goal 2	\$102,460.00

Goal 3	\$104,816.00
Goal 4	\$434,927.00
Goal 5	\$0.00
Goal 6	\$372,589.00
Goal 7	\$115,309.00
Goal 8	\$35,790.00
Goal 9	\$341,047.00
TOTAL BUDGET	\$1,605,497.00

Estimated Supplemental and Concentration Grant Funds - \$1,015,234.00

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$741,887	\$1,398,095	\$2,381,215
1000-1999 Certificated Salaries	410,716	1,066,227	1,420,649
2000-2999 Classified Salaries	70,571	71,128	129,716
4000-4999 Books and Supplies	48,500	111,867	25,000
5000-5999 Services and Other Operating Expenses	121,100	86,758	0
7000-7499 Other	91,000	62,115	805,850

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$741,887	\$1,398,095	\$2,381,215
LCFF Base/Not Contributing to Increased or Improved Services	367,666	952,706	936,423
LCFF S & C/Contributing to Increased or Improved Services	374,221	445,389	1,444,792

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$741,887	\$1,398,095	\$2,381,215
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	293,266	863,104	868,073
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased	117,450	203,123	552,576

	or Improved Services			
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	70,571	71,128	129,716
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	28,000	45,417	25,000
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	20,500	66,450	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	25,400	0	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	95,700	86,758	0
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	21,000	44,185	43,350
7000-7499 Other	LCFF S & C/Contributing to Increased or Improved Services	70,000	17,930	762,500

Expenditures by Goal and Funding Source

Funding Source		2019
POLAHS will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP).		
All Funding Sources		\$103,440
LCFF S & C/Contributing to Increased or Improved Services		103,440
POLAHS will expand the use of CAASPP style ELA internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting standards met or exceeding standards on the CAASPP.		
All Funding Sources		\$127,365
LCFF Base/Not Contributing to Increased or Improved Services		111,865
LCFF S & C/Contributing to Increased or Improved Services		15,500
POLAHS will expand the use of CAASPP style mathematics internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting or exceeding standards on the CAASPP.		
All Funding Sources		\$82,272

LCFF Base/Not Contributing to Increased or Improved Services	82,272
POLAHS will offer a high-quality CTE program, accessible to all student populations.	
All Funding Sources	\$785,478
LCFF S & C/Contributing to Increased or Improved Services	785,478
POLAHS counseling department (academic, college and career) will increase awareness of college and career readiness by providing workshops and seminars for all students and parents. POLAHS academic departments will provide additional student support and increase use of technology in order to increase the number of students successfully completing a-g requirements.	
All Funding Sources	\$563,025
LCFF Base/Not Contributing to Increased or Improved Services	394,651
LCFF S & C/Contributing to Increased or Improved Services	168,374
The POLAHS Instructional Coordinator and the Lead Teacher team will coordinate to identify and/ or provide professional development opportunities that improve student academic achievement and promote social-emotional wellbeing.	
All Funding Sources	\$13,000
LCFF Base/Not Contributing to Increased or Improved Services	13,000
POLAHS will aim to provide an ideal learning environment and increase the support provided to students and their families by providing more well-rounded intervention in students physiological, safety, social-emotional needs.	
All Funding Sources	\$706,635
LCFF Base/Not Contributing to Increased or Improved Services	334,635
LCFF S & C/Contributing to Increased or Improved Services	372,000

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
POLAHS will increase the number of English Learners who meet the requirements to Reclassify as Fully English Proficient (RFEP).		

All Funding Sources	\$0	\$89,510
LCFF S & C/Contributing to Increased or Improved Services	0	89,510
POLAHS will expand the use of CAASPP style ELA internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting standards met or exceeding standards on the CAASPP.		
All Funding Sources	\$15,000	\$105,676
LCFF Base/Not Contributing to Increased or Improved Services	0	101,761
LCFF S & C/Contributing to Increased or Improved Services	15,000	3,915
POLAHS will expand the use of CAASPP style mathematics internal assessment programs, in grades 9-11, in order to adapt instruction to better support the needs of all learners and increase the amount of students meeting or exceeding standards on the CAASPP.		
All Funding Sources	\$43,500	\$80,455
LCFF Base/Not Contributing to Increased or Improved Services	43,500	80,455
POLAHS will expand Career and Technical Education (CTE) course offerings and provide more support for those students attempting to be career ready upon graduation.		
All Funding Sources	\$206,771	\$342,374
LCFF S & C/Contributing to Increased or Improved Services	206,771	342,374
POLAHS counseling department (academic, college and career) will increase awareness of college and career readiness by providing workshops and seminars for all students and parents.		
All Funding Sources	\$185,276	\$373,202
LCFF Base/Not Contributing to Increased or Improved Services	166,776	363,612
LCFF S & C/Contributing to Increased or Improved Services	18,500	9,590
In an effort to establish school wide practice, the instructional coordinator and/or lead teacher program will provide coaching sessions for classroom teachers, with the intent to establish individual/department goals and support curriculum.		
All Funding Sources	\$0	\$96,683
LCFF Base/Not Contributing to Increased or Improved Services	0	96,683
POLAHS will expand the use of the Achieve 3000 program to include all freshmen, in order to increase the amount of students		

meeting the on track criteria on the college and career readiness lexile rubric.

All Funding Sources	\$36,790	\$12,973
LCFF Base/Not Contributing to Increased or Improved Services	15,790	12,973
LCFF S & C/Contributing to Increased or Improved Services	21,000	0

POLAHS will aim to provide an ideal learning environment and increase the support provided to students and their families by implementing data collection processes and increasing the amount of campus activities designed to support the mental health of our students and maintaining a safe campus.

All Funding Sources	\$254,550	\$297,222
LCFF Base/Not Contributing to Increased or Improved Services	141,600	297,222
LCFF S & C/Contributing to Increased or Improved Services	112,950	0

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