

**2012-
2013**

LOS ANGELES UNIFIED
SCHOOL DISTRICT

John H. Francis
Polytechnic High School

**[JOHN H. FRANCIS
POLYTECHNIC HIGH SCHOOL:
PILOT SCHOOLS REQUEST FOR
PROPOSAL]**

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A. MISSION STATEMENT

The stakeholders of John H. Francis Polytechnic High School are committed to provide a differentiated, individualized educational environment in which the greatest gifts and talents of our students flourish on their journey to become college and career ready.

B. VISION STATEMENT

Our rigorous standards-based instructional program will continue to evolve as we incorporate Common Core State Standards and refine our career technical education career pathways in our small learning communities. We strongly believe that the freedom to innovate works hand in hand with our commitment to collaborate with college and career professionals, so we can inform our instructional program and recalibrate as new information, strategies, and resources are identified and become available. Our goal is simple: to continue our effort to become a superior postsecondary preparation institution. We acknowledge that an education from John H. Francis Polytechnic High School will best be judged by our students' readiness to compete in their post-secondary lives.

Expected Schoolwide Learning Results:

1. Critical Thinkers who:

- a. Explain, interpret, apply and summarize information from a variety of sources.
- b. Apply problem solving strategies in a variety of situations to come to well reasoned conclusions and solutions.
- c. Perform proficiently in standards-based academic core classes.

2. Conscientious Members of Society who:

- a. Demonstrate knowledge of personal, local, national, and global issues.
- b. Know how to identify and become involved in addressing pressing social needs.
- c. Make relevant and informed connections among ethics, innovation, and progress.

3. Effective Communicators who:

- a. Write and speak logically and coherently.
- b. Interpret and evaluate nuances of written and oral communication.
- c. Use technology effectively to communicate information.
- d. Articulate options and supporting evidence.
- e. Collaborate to determine solutions of complex problems.

4. Lifelong Learners who:

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

We have a vision of Poly High School being the premier public high school in Southern California. The question remains, what does that look like and how is it sustainable? It starts with a commitment to take our students as they come, assess their needs, support their needs, and

put them on a path that will allow them to develop as learners, as leaders, as compassionate, community members, as problem solvers who succeed from hard work and persistence. The faculty of Polytechnic High School is committed to being innovative and taking on new challenges in the interest of our students. We believe in our ability to continuously strive to improve for our students and for the community of Sun Valley. We will provide every possible opportunity and look to create new ones for the benefit of our kids, families, and stakeholders. We believe in bringing value to the community of Sun Valley and will continue to do so in every possible capacity. It's simply part of our Poly Pride! We believe this Pilot Plan will be another step in our process to attain the gold standard of sustainable reform and consistent progress for our students well into the future.

C. SCHOOL DATA PROFILE/ANALYSIS

1. Poly High School has approximately 3,000 students, 90% of which are Hispanic, while 90% are also socio-economically disadvantaged. Approximately 90% of our students speak another language at home, while 80% of those are either limited English proficient or reclassified English proficient. We have a relatively small percentage of African American, white, Asian, and Filipino students.
2. Poly houses a high achieving Math/Science Magnet of approximately 400 students. We also serve about 350 students with disabilities another 350 students in the Poly School for Advanced Studies, and about 100 students in our Newcomer Program for English as a Second Language students who are new to this country.
3. Poly students have accomplished academic achievements for which we are very proud. We've had the most students in LAUSD earn bi-literate certification the first two years of the LAUSD program. Poly is number 2 in the District (non-charters) in the number of students enrolled in the University of California system for the most recent year we have data (2011-2012). Our first comprehensive student was accepted to MIT in 2011 after 17 Math/Science Magnet students have been accepted in the last 7 years. A student from our first "Advantage" program (now folded into SAS) graduated in 2010 in her third year of high school and was admitted to UC Berkeley. She entered college as a sophomore after having taken multiple college courses on Poly's campus as part of the largest concurrent college enrollment program in Los Angeles. At any point in time approximately 750 of our students have taken and passed an Intersegmental General Education Transfer Curriculum (IGETC) community college course offered on our campus. Three students in the last two years have been awarded Gates Millennium Scholarships offering all expenses paid for undergraduate and graduate school. Two of the students were comprehensive school students and one from the magnet school.
4. We continue to struggle with closing the achievement gap of our English learners and students with disabilities to our general student population. In particular, the Academic Performance Index of our students with disabilities dropped 38 points last year. As a result, we are reorganizing special education meetings, so teachers will meet with content departments on assigned professional development days to participate in Common Core discussions and data analysis of formative assessments. We are also offering Algebra I and Geometry refresher courses to special education teachers to increase their capacity to support math proficiency.

School Summary Data can be found below:

2012-2013 School Goals

Academic (API) Performance Index	
*Goal	775
2012	745
2011	725
2010	693
2009	651

	California Standards Test				California High School Exit Exam			Graduation	
	%Math Prof/Adv	%English Prof/Adv	%History Prof/Adv	%Science Prof/Adv	% ELA Prof/Adv	% Math Prof/Adv	%Passing Both Exams	Cohort Grad Rate	District Computed A-G Rate
GOALS	30%	54%	39%	39%	62%	71%	87%	74%	50%
2012	28%	49%	36%	34%	57%	67%	84%	70%	43%
2011	27%	42%	35%	26%	57%	61%	85%	63%	36%
2010	19%	36%	32%	22%	56%	59%	80%	NA	32%
2009	12%	30%	23%	19%	48%	57%	78%	NA	NA

Performance Meter Data and Targets for School Year 2012-2013

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Goals & Metrics	2011-2012 LAUSD Performance Meter Targets	2011-2012 Network 131 Comparison High Schools	Poly's Baseline Results			Targets for 2012- 2013
			09-10	10-11	11-12	
Goal 1: 100% Graduation						
Four-Year Cohort Graduation (%)	60%	72%	63%	70%	74%	78%
Students on Track for Meeting A-G Requirements (%)	38%	39%	32%	36%	43%	50%
First Time CAHSEE Pass Rate (%)		79%	80%	85%	84%	87%
Goal 2: Proficiency for All						
English Language Arts Secondary - Proficient and Advanced (%)	45%	48%	37%	42%	49%	54%
English Language Arts Secondary - Below Basic and Far Below Basic (%)		22%	33%	25%	19%	17%
Math Secondary Proficient and Advanced (%)	36%	23%	19%	27%	28%	30%
Math Secondary - Below Basic and Far Below Basic (%)		52%	58%	51%	46%	40%
Algebra - Proficient and Advanced (%)	38%	19%	16%	30%	22%	32%
Algebra - Below Basic and Far Below Basic (%)		58%	60%	43%	49%	43%
% English Learners on Track for Acquiring English Proficiency (AMAO1)		49%	36%	24%	50%	54%
% Long-Term English Learners		73%	76%	81%	81%	79%
% of Students with Mild to Moderate Disabilities Participating in the General Education Program at Least 80 Percent of the Instructional Day		57%	-	-	64%	70%
Goal 3: 100% Attendance						
Percentage of Students with 96% or Higher Attendance	66%	66%	64%	54%	69%	74%
Percentage of Staff with 96% or Higher Attendance	69%	-	48%	55%	58%	61%
Goal 4: Parent and Community Engagement						
Percent. of Parents Who Talk with Teacher about Child's Schoolwork	65%	-	-	-	40%	45%
Parent Participation on the School Survey	35%	-	-	-	40%	45%
Goal 5: School Safety						
Instructional Days Lost to Suspension	43506	-	-	373	135	111
Single Student Suspension Rate (%)***		-	-	-	4.7%	4.1%
Students Who Feel Safe on School Grounds (%)	86%	-	-	80%	87%	90%

D. RATIONALE FOR CHOOSING PILOT SCHOOL MODEL

We look back and reflect how we got to this point of wanting to transition to become a Pilot School. Polytechnic High School has undergone significant changes over the past several years which have led to remarkable results. Poly's improvement over the course of California's introduction of the Academic Performance Index (API) has been greater than any other high school in the Los Angeles Unified School District. In 1999, Poly was the lowest performing LAUSD high school in the San Fernando Valley. Poly's growth rate of student achievement has put us in the top 3% of all high schools in the state of California during the last 13 years.

Our reform efforts started in 2003-2004 with culture changing and innovative leadership that led to the implementation of the District's first Freshman and 10th Grade Centers and a unique 4x4 block schedule. The transformative grade level houses were modeled after the California Department of Education reform model "Second to None" (1992) which included lower grade houses with intensive math and English support providing the foundation for career themed small learning communities in 11th and 12th grades. Poly's 4x4 block schedule and aggressive front-loading curriculum was first pioneered by Johns Hopkins University Talent Development High School program. Poly was the first to implement these reforms in LAUSD. Credit recovery opportunities helped Poly better support on time matriculation to 10th grade and led to steady increases in graduation and A-G rates. Over 60 schools have come to visit Poly and learn from our experiences. However, we began every presentation with the disclaimer that programs don't improve student achievement, people do.

We wondered why other schools were not always successful in implementing the reforms we have been. Over time what became clear is that the Poly staff is unique. We are united in our commitment to work together to benefit our students. We do not always agree, but we strive to communicate consistently about the needs of our students and to collaborate on ways we can support them and provide high quality programs. Implementing a program or particular reform is hard work that often sees uneven progress. It takes the dedication of many to sustain the reform for any length of time. Other schools have not always had the top to bottom commitment to overcome implementation obstacles. This is where the culture of our staff has been so critical. We believe the Poly faculty has the unique capacity to "polynize" the programs and ideas from other schools to meet the needs of our students.

We don't do pre-packaged programs. This is why strictly abiding to district initiatives has never worked well for us. Our ability to "polynate" is our ability to innovate, Poly style... to communicate, assess, reflect, learn, and adjust. We don't believe in just taking a curriculum or program and delivering it without question. We engage with it, talk about it, examine what would work well for us, what are the high leverage access points we can focus on, and then we deliver it. This is what it is to "polynate." We believe we have demonstrated time and again that we have the capacity to operate with increased freedom and to innovate when it's appropriate for our students. We don't fit the one size fits all model. In some ways we have operated as a Pilot school without the label.

In 2007, Mr. Gerardo Loera replaced the retired former principal and continued to refine Poly's reform efforts. As principal, he was able to support accelerated growth with focused and innovative practices related to program evaluation using data metrics not commonly used at that time. Now with a third principal over a relatively short period of time, we believe it is time to codify some of these innovations and practices. We want to create this Pilot Plan not to acknowledge our successes, but more importantly to protect the processes we use to push further for our kids. We acknowledge how far we still have to go. We want to ensure our culture is maintained, our processes are honored, and our creativity and collaboration protected in this era of unpredictability and transformational change that is occurring in public education. We are greater than the sum of our parts. We are stronger together than apart. We are smarter in collaboration than command.

There is no doubt that at Poly we have improved educational outcomes for our students; however, we will not rest as we continue to strive for excellence in: curriculum and instruction, differentiated support provided by our Small Learning Communities, athletic performance and leadership, compassionate service to the community, and building positive relationships between all of our stakeholders. We steadfastly support the district's goal of proficiency for all, 100% graduation, 100% attendance, 100% parent engagement, and safe and positive school environments.

Polytechnic High School has earned a reputation for doing things differently. The faculty is committed to collaboration, reflection, innovation, and taking on new challenges in the interest of our students. We are committed to a continuous process of reflection and learning to identify new pathways to success for our students, families, and stakeholders. We believe our ability to "polynate" is best leveraged in an environment where we are unhampered by district policies.

Note: Although the Poly Math/Science Magnet School has participated in many of the innovative practices of the comprehensive school and will participate in the Pilot conversion, the Poly Math/Science Magnet School will continue to adhere to Magnet policy as outlined in the Magnet Fidelity Guidelines and as required by Education Code 58510 thus maintaining control over the magnet master schedule, curriculum, staffing, and budget.

Innovations and/or Waivers:

- 4x4 block schedule
- 9th and 10th grade houses
- Curriculum Audit – level 1 certification earned by over 20 members of Poly's Instructional Cabinet
- Differentiated math program in the 4x4
 - Students can complete 2 years of core math in 1 year (4 quarters)
 - Students can take 4 quarters to complete 1 year of core math
- Algorithm developed to predict CAHSEE performance based on 9th grade math and English CST
- Awarded a 5 year California Academic Partnership Program High School Leadership Initiative Grant in 2007

- Awarded English Literacy Grant to develop the capacity of English language arts teachers to pilot 12th grade Expository Reading and Writing Curriculum modules aligned to college readiness criteria and to design new modules to be used in grades 9-11.
- Quarter 3 math CAHSEE course has lead to a first time pass rate over 90%.
- Largest Concurrent College Enrollment program in LAUSD
- Site-developed formative assessments created for Algebra 1, Geometry, Algebra 2, English 9, English 10, Contemporary Composition, Expository Composition, Biology, Chemistry, Geology, Physics, World History, U.S. History, Spanish 1, 2, 3,
- Use of Data Director, an innovative online data management solution that allows Poly to take greater ownership of our formative assessment data.
- Balanced-Traditional Calendar – This calendar was developed because Poly was in the process of transitioning from a year round school to one on a traditional calendar. The objective of the calendar was to continue to provide multiple credit recovery and enrichment opportunities as a year round school can, while also mitigating the well-researched summer learning loss. This calendar apportioned 6 weeks of the summer break to the beginning of the school year to allow for a winter school.

E. Pilot School Transformation

1. Curriculum, Instruction, and Assessment

- **Curriculum**

Poly High School believes that curriculum is so much more than a text book. Numerous studies have been published which have found that the alignment of text books to state standards and state assessments is very poor. This point was referenced in Deep Curriculum Alignment (English and Steffy, 2001), the gold standard text published to increase the knowledge and capacity of educators in the areas of aligning curriculum, instruction, and assessment. At Poly, we believe text books are just one of many resources that a teacher must have at their disposal to provide a rich and rigorous curriculum that will prepare students for subject area proficiency.

About 20 current Poly staff members have earned level 1 Curriculum Audit certification from Phi Delta Kappa International (pdkintl.org). Based on our training and desire to create a more effective instructional program for our students, Poly began about 4 years ago, remaking our course level instructional guides to more deeply align to the state standards and assessments. We have worked very hard in course teams to continue to refine our instructional guides to better prepare our students to perform on high stakes assessments. To deepen our practice and add to the number of high leverage resources for our students, teachers in department and course level meetings began a process to develop co-constructed exemplar lessons based on nemesis standards for our students. Our subject level teams continue this process to collaboratively design and revise exemplar lessons to enhance the curriculum we offer to our students. This process put in place has put Poly in a strong position to implement Common Core State Standards beginning in 2013. Our Math 9 and ELA 9 teams have already developed co-constructed lessons aligned to the District's focus areas of reading and writing grounded in evidence from text dependent questioning in ELA and math practice 3: construct viable arguments and critique reasoning of others.

Additionally, Poly was awarded a California Academic Partnership Program English Literacy Grant in 2008. The objective of the grant was to train teachers to use California State University designed expository reading and writing curriculum (ERWC) in high schools to better prepare students to meet the college readiness criteria as defined by the Early Assessment Program (11th grade ELA CST and an additional essay). The ERWC focuses almost exclusively on rhetorical analysis of informational text and the use of high level rhetorical devices and structures in writing. This curriculum was ahead of its time in that it was developed to specifically support college readiness for students based on feedback from university professors. It is also the most closely aligned common core curriculum available in English language arts. All Poly English teachers and the principal have been trained on delivery of the curriculum and the process to develop new theme based units aligned to the college readiness standards and using the ERWC template.

Poly has engaged in this process for the past four years and has developed multiple ERWC aligned units, some of which are published on the California State ERWC community website (<http://aple.csusuccess.org>). We have begun to implement these units in all grades 9-12. Revised ERWC units are currently being piloted by CSU and Poly has agreed to be one of the pilot schools in this effort. Aligned to the goal of college readiness, and pending budget availability, we would like to develop college entrance exam Scholastic Aptitude Test (SAT) preparation curriculum and offer it as a class to all 11th graders. Research is clear that students who speak another language at home are at a disadvantage when taking standardized assessments. An SAT course would be additional preparation for our students and communicate the message that we expect all students to be college (and career) ready.

- **Instruction**

Poly High School is committed to continuing our effort to better differentiate our instructional practices to support the individual needs of students. Poly's schoolwide instructional practices have been in place for 7 years: the use of Thinking Maps, use of cooperative learning strategies, emphasis on academic vocabulary development, emphasis on note taking, and the use of anticipatory strategies to make cultural connections to content and engage students in their learning. To refine our practice, Poly began implementing teacher led mini-lessons during department and some SLC meetings. The premise of this idea is teachers learn best from other teachers.

We have primarily rejected the notion of being professionally developed and attempt to develop our own skills and knowledge through the professional learning community model in which we learn together. This strategy has not only helped us to continue raising student test scores, but has further strengthened the culture of our school and our ability to engage in focused, goal oriented collaboration. We use Poly teacher-designed protocols to provide feedback on the mini-lessons presented. Specifically, we reflect on the mini-lessons based on alignment to the standards and a focus on support for English learners, gifted and talented students, and students with disabilities. Despite having an overall above average AGT score, we are the first to acknowledge that our instructional efficacy is not as strong as we'd like it. However, we firmly believe our systems in place allow us to reflect and improve on an ongoing basis.

Additionally Poly's second Sheltered Immersion Observation Protocol (SIOP) cohort is up and running. Led by Bilingual Coordinator, Margie Hidalgo, about 10 of our teachers are learning to become experts in the use of protocols to support language development in the classroom. Ms. Hidalgo has been an outstanding instructional leader at Poly providing training and support to our teachers focused on instructional support for English learners. She has provided training to our SLCs in the use of Specially Designed Academic Instruction in English (SDAIE) strategies and language objectives.

Another tool that is effective in supporting all learners is a shift to hands on learning. Poly has been aggressive in working with Regional Occupational Program leadership in LAUSD to bring in career-based learning opportunities for our students. We presently have 7 career technical education courses (CTE). We are also working to develop linked-learning teams specifically in the areas of math, science, and computer science. Poly has a Science, Technology, Engineering, and Math (STEM) cohort of 11 teachers that participated in training at UCLA last summer. We will continue to be aggressive in building our capacity to link student learning across the curriculum and to provide opportunities to apply academic learning in a real world context.

- **Assessment**

Poly High School is committed to the use of data and assessment to monitor student learning. This belief is based on the tenants of "Deep Alignment" (English and Steffy, 2001). In a highly effective instructional program, assessment, curriculum, and instruction are interconnected. Formal and informal formative assessments help us to monitor the progress of student learning, so instructional modification can be implemented to support student mastery of the standards-aligned curriculum before a particular course has been completed. In addition to the informal formative assessments that we use daily to check for understanding, we have implemented what we think is the most robust and effective formal formative assessment system in LAUSD.

Poly has chosen to replace the District's Periodic Assessment system with a site developed one for three basic reasons: Poly's block schedule and 4 quarter calendar does not fit well with the timing of District assessments. Therefore, the District's Periodic Assessments do not serve as an effective tool to monitor student learning, their primary function. Secondly, the District uses vendor Core K-12 to manage the Periodic Assessments. Schools have to send their data to Core K-12 to make the data available for teachers. This process is slow and cumbersome and many times provides inaccurate or incomplete information which further degrades the effectiveness of a teacher's ability to make timely instructional adjustments for students. Finally, Core-K12 has promoted its ability to be CST predictive. We believe the function of an effective formative assessment system should not be predictive, but should allow our students to exceed so called predictions. If a formative assessment system is predictive, then it is not making a difference for our kids. A predictive system simply tells us how our kids will score in advance of the summative assessment (CST) and is therefore a perfunctory exercise that takes precious instructional time from our teachers. An effective formative assessment system will allow our kids to exceed expectations and improve summative performance.

For the reasons mentioned above, Poly embarked on a process after our 2008 Accreditation to revise our course instructional guides, develop highly aligned formative assessments, and manage our own data. Our teachers created instructional guides proportionally- balanced to the CST blueprints. Our teachers created assessments and an assessment timeline that would give us critical information when it is most needed as opposed to when it is most cost effective to administer. Poly contracted with Data Director as the vendor for our data management system. For us, managing our own data was a critical element to implement our own formative assessment infrastructure. We own our data in every way. We can't complain about when we give the assessment, what's on the assessment, and the timeliness of receiving data reports because we are in complete control of every aspect of our formative assessment system. We literally create the assessment forms, scan them into Poly scanners, and instantly have access to student data by standard. As a result, our teachers have a very high degree of buy-in with our assessments. This is why we have gone far and above the number of required District Periodic Assessments. For example, in English 9 and 10, we administer 8 formative assessments compared to the District's 3. In Algebra 1AB, we administer 9 compared to the District's 3. We administer assessments in subjects the District doesn't even require like Physics and English 12. Why do we do it? It's as simple as we believe in it. At Poly, we believe in deep and sustainable implementation. Compliance to a system that doesn't work for us is exactly why Poly wants to move forward as a Pilot school. We believe we have the capacity to better serve our students based on our locally determined needs. The LAUSD one size fits all system doesn't work for us.

The results have been conclusive. As a result, we are moving toward extending this approach to other non-CST tested departments and courses. School-wide performance has accelerated under our formative assessment system. Every content area has had a cumulative increase every year for three years. The percentage of students scoring proficient or advanced on the CST ELA grades 9-11 has increased 19 percentage points in the last three years. Looking at the same metric in the other core content areas math has increased 16 points, science has increased 15 points and social studies has increased 13 points. We want to point out the improvement in all the core areas because it speaks to our systems and processes that we've worked hard to put in place and refine.

Teachers meet within departments and course level teams to collaborate to identify critical areas of need based on formative assessment data and identify strategies to address those needs. There is no finish line to this process. We continue to revise instructional guides, assessments, and timelines as we engage in a constant process of self reflection and program evaluation.

Naturally, like all schools in the District, we plan to continue administering the CAHSEE and CST, per the state and District windows. We have adopted a model of tailoring instruction to prepare students for success on these high-stakes tests, and we have had a lot of success fostering student pride and buy-in. Students are rewarded for achievement with medals, award ceremonies, and other forms of public acknowledgment. We will continue to identify ways to increase student ownership and pride of learning and achievement.

Another formative assessment we administer is the PSAT. All students take the PSAT in October of their sophomore and junior years. The benefits of giving students the PSAT are well-documented. The College Board research data has identified a correlation between higher SAT scores for students that take the PSAT first and a higher likelihood of attending a 4 year university. The information that students receive from the College Board gives them an accurate gauge of their strengths and weakness prior to the SAT. For Poly, the PSAT is one additional element that helps to strengthen our college-going culture. However, like our Poly formative assessments, the District's timeline does not fit in with our future plans. We believe the PSAT should be taken earlier in high school knowing that the skills and knowledge embedded are developed over years, not months. The 11th grade is too late to get information about SAT readiness, 10th grade might be too late as well. Depending on the cost, the goal will be to administer the PSAT to all students in the 9th grade. This will send the message to students, parents, and teachers that college preparation begins the day they enter Poly. This will also give them much more time to develop their skills in the identified areas. In regards to the SAT, we presently encourage all students to take the SAT or ACT in the first half of their junior year. Students are made aware of Title I fee waivers, and are encouraged to take the test more than once.

We also have a wide offering of Advanced Placement courses, all of which offer an **AP exam** at their culmination. This year we are expanding our offerings to include AP Environmental Science and hope to add a section of AP Chemistry to the comprehensive school. These tests afford our students the opportunity to place out of entry-level college coursework, saving them time, money and effort in pursuing their degrees.

Another piece of our assessment system is the Early Assessment Program (EAP). The EAP uses additional CST questions on the 11th grade ELA CST and Algebra 2 or Summative Math CST to determine if a student is college ready. The college ready designation allows students to avoid being placed in non-credit bearing remedial college classes. Preparing our students for this test fosters their future academic growth, while enhancing our culture as a high school where students gain the skills necessary for college success. We are presently in the process of being approved by the CSU system to provide a year-long senior course that students could take and earn college readiness designation by earning a C or higher in the class.

Another example of how we leverage our school assessment program to support college readiness is demonstrated in our concurrent college enrollment program. In partnership with Valley Community College, Poly offers diagnostic assessments in math and English twice a year to facilitate student placement in our concurrent college program. Poly offers 16 courses annually in general education qualified college courses taught by Valley professors for students to take on the Poly campus. Enrollment and performance in these courses provides another metric which helps us to monitor our college-going culture and the college readiness of our students. The program is open to students in grades 9-12. Students who take college classes while in high school are more likely to attend college and more likely to persist in college until graduation. Approximately 25% of our students in grades 9-12 participate in concurrent college courses annually. Our improved college-going culture and rigorous learning opportunities for our students has led Poly to be in the top three for the last two years in the number of students

accepted into the University of California (UC) system. For the most recent year data is available, Poly is in the top 15% of all Los Angeles county high schools (public and private) in the number of students accepted into the UC system. We feel that our approach to the Early Assessment Program and development of formative assessments aligned to the CSU English Placement Test has helped us to refine our assessment system to include college readiness. Increased autonomy will further support our ability to innovate in areas related to college readiness in ways the district does not yet support.

In addition to the Poly assessment program as described, Poly had developed diagnostic assessments in English and math that we administer when we visit our feeder middle schools in the spring. We are also piloting growth measurement assessments in 9th grade English. In this model, a teacher administers the CST aligned assessment at the beginning of the quarter as a diagnostic tool to determine the areas of need of the class and individual students. Another assessment is given using the same question stems with different texts at the midterm, so teachers have a chance to adjust instruction or re-teach as necessary. Then the teacher administers a final assessment with the same question stems using a third text. The benefit of this system is teachers and students can see concrete results in terms of student growth related to performance on standards deeply aligned to the CST. Students can see areas of growth that can be more meaningful than even the grade given for the course.

Poly faculty is encouraged to be innovative in an effort to identify the most effective ways of supporting student achievement. The Poly formative assessments are a critical tool used in conjunction with high stakes summative assessments to inform our practice. We are all expected to self reflect, collaborate, and refine our practice. Our assessment system and processes that we have in place have allowed us to make timely data-based decisions to benefit the academic achievement of our students. Our school is committed to a data-driven process in which celebrate and share what works, and replace what doesn't.

2. Schedule and Calendar

Poly High School will continue to use its current bell schedule (8:05 to 3:01) and District Early Start Calendar. We are cognizant of the needs of our parents in terms of dropping students off for school and considering their work schedules when making decisions about our schedule and calendar. Poly's bell schedule has been staggered with adjacent Byrd Middle School to mitigate traffic congestion and support student safety. We will continue to work collaboratively with Byrd middle school to ensure the safety of our students and respect the needs of the community of Sun Valley.

Perhaps the first example of Poly's innovative approach to supporting student success came in the form of converting to a 4x4 schedule. This change occurred eight years ago and is a good example of our ability to look for research-based solutions that may not be aligned with District practice. The results have been overwhelmingly positive. Under this system, we have block scheduling with four class periods of an hour and a half each. Beyond block scheduling there are four quarters to the academic year instead of two semesters. For students of poverty, this extended time in fewer classes each quarter support student development of stronger English and math skills. Unlike many schools on a block schedule who choose to give the students a wider

variety of classes, every Poly student takes math and English all four quarters of 9th and 10th grades. We feel that our students perform better only having four classes to worry about at a time. Additionally, unlike a 2x8 schedule in which students are concurrently taking 8 classes, but alternate four of them every other day, Poly students' schedules can be adjusted every new quarter (8-9 weeks) to address their individual needs. A student that failed a class quarter 1 can be changed to a different teacher quarter 2 and have a fresh start. This opportunity does not exist in most other district schools.

Additionally, having four quarters gives us a tremendous amount of flexibility to differentiate a student's individual math needs based on multiple factors. This is one reason the district math placement criteria and recent policy for algebra to become a year-long course degrades the power of our 4x4. In the 4x4, we can offer a prevention/skill development course quarter 1 based on the Poly developed diagnostic exam given to new 9th graders. These students receive instruction in their greatest areas of need based on the diagnostic exam and are better prepared to begin an Algebra class in quarter 2. However, unlike most schools, a student can complete Algebra 1A in quarter 2, Algebra 1B in quarter 3 and take a skill building geometry preparation course in quarter 4. District policy impedes our ability to provide this type of innovative support based on the individual needs of our students. We are not a school that rolls over our master schedule or places all students in the B section of a course whether they pass the A section or not. Our schedule, like our educational philosophy is to create flexibility within our system, so we can make adjustments as necessary for our students. The District's one size fits all policies make it more difficult for us to apply our philosophy in practice. Another added benefit of the quarter system is that many colleges (especially in the UC system) operate in quarters. Our system prepares students for this college pace and intensity. Additionally, many college courses are at least ninety minutes long which prepares our students for the kind of focus they will be required to make at the next level.

Currently, our calendar aligns with the District's early start calendar. We plan on continuing with the current calendar our first year, then pending the school budget and the identified cost of changing calendars, Poly has a goal to return to the Balanced Traditional Calendar (BTC) which we formally used in school years 2010-2011 and 2011-2012. We believe the BTC offers our students the best opportunity for credit recovery and enrichment opportunities. Poly was able to offer credit recovery classes in the summer and the winter while we were on the BTC. There is strong sentiment on our campus and among our parents that this is what is best for our students in terms of supporting students to stay on track to graduate and mitigate summer learning loss that occurs with students in high poverty communities.

Poly will continue to meet or exceed the state requirements for school days and instructional minutes. Thanks to converting minimum days to shortened-days, we will continue to provide nearly weekly professional development time for teachers, in 90-minute sessions.

Professional development will be organized into three categories: 1) whole-group meetings, when issues that pertain to the entire campus must be addressed to everyone 2) department meetings, for collaborative planning time focused on sharing best practices, reviewing and improving common assessments, data analysis, review of student work, and development of co-

created, targeted exemplar lessons 3) Small Learning Community meetings. Our five SLC's are designed, per our WASC plan, to meet schoolwide goals of giving students experience in areas of career focused interests, building a feeling of community, increasing individualized support, and increasing college and career-readiness. These professional development sessions will be divided equally between department and SLC meetings with adjustments made as necessary, with whole-group meetings only occurring on an ad hoc basis.

3. Staffing

The School Governance section that follows describes the role and procedures in the Governing School Council in selecting or removing a principal. The procedures are focused on developing a consensus regarding the candidate who can best support the school's vision and the areas of faculty responsibilities, as laid out in our Elect to Work Agreement (Appendix A).

Poly High School intends to continue to strive for consensus among its stake-holders and leadership structure when hiring new staff. This consensus will be sought from department chairs, course leads, SLC coordinators, as well as parents, just as it is now. The main difference is the addition of the Elect to Work Agreement (EWA).

Our EWA, as designed, spells out that teachers are responsible for cooperating with the vision of the school as aligned to Poly's Accreditation Action Plan. We believe that in alignment to the culture and value system of the school, a staff member will only be asked to transfer upon not meeting specific responsibilities that represent our vision. This includes collaborating with colleagues, both in developing assessments and in analyzing student work and data. It includes employing and developing research-based instructional strategies that lead to improved student performance. It includes participating in the review and revision of pacing plans and instructional guides. In short, it is a list of specific expectations to meet our school's accreditation plan. The EWA will allow us to more clearly articulate to candidates applying for open positions at Poly what our expectations are.

Poly High School has worked hard to develop a collaborative, student first culture over the past few years. One major benefit of the autonomy is that we would be protected from being assigned "must place" staff members that don't believe in Poly's systems and practices. Additionally, we would have the ability to transfer out (with due process and agreement of the Governing School Council) a staff member who does not believe in Poly's systems and processes. In this manner, we will now be able to protect the culture we have worked so hard to create and continue to strengthen and focus our efforts devoted to achieving the school's goals.

Under the current framework, a tenured teacher who prefers to be isolated and avoids collaboration with colleagues is protected and can work at Poly High School as long as he or she is meeting the basic guidelines of the District contract. As a pilot school, there would more accountability and less ambiguity regarding aligning our work to the school's value system,

mission, and goals. That being said our belief is that our teachers currently are working knowingly or unknowingly toward this vision, however going pilot would make the unconscious conscious, and in turn, bring us closer together as a staff. Additionally, the process of conversion to a pilot school has helped our staff to see the connections of what we do individually and as a department to the big picture of a school-wide value system and school-wide goals.

4. Professional Development

Professional development is always focused on increasing student achievement. Polytechnic's professional development focus has been based on Polytechnic's three Western Association of Schools and Colleges (WASC) Self Study goals which are:

1. Decrease the percentage of students that score Far Below Basic and Below Basic on CST's with goal to dramatically increase student proficiency.
2. Increase overall CAHSEE pass rate and A-G completion percentage to improve graduation and college going rate.
3. Decrease the achievement gap of students with disabilities and English Learners with the overall student population.

Since Poly's last full Self Study in 2008, we have worked to continuously refine our approach to professional development to leverage decreasing resources and fewer personnel in ways that will have the largest impact on student achievement. We have had the opportunity though a 5 year grant funded by the California Academic Partnership Program (CAPP) High School Leadership Initiative (HSLI) to take yearly retreats at the end of the school year to collaborate with our leadership team and refocus our approach to improved student achievement. From 2008 to 2011, we focused most of our efforts on training and support to create aligned curriculum maps to the CST blueprints and to develop and implement formative assessments in 16 different subject areas. Through this period of time our curriculum and assessment was dramatically improved which led to increased student achievement as evidenced by our API increase from 608 to 693.

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

Maps. Formative assessment data is used as the instrument to measure student progress or knowledge of the standard. Based on the data, teachers re-teach using a different lesson or strategy. The ICASA cycle has become our ongoing processes to address student achievement in every content area. (Attached)

Polytechnic's professional development plan is prepared during late spring of the previous school year in collaboration with content department chairs, course leads, coordinators of Small Learning Communities (SLC) and administrators.

Our focus is to continuously refine our process, deepen our instructional conversations, and leverage the expertise of our teachers to synergize our capacity to improve student learning. We look at our work as a never-ending continuum of improving our processes and instructional approach. Curricular maps, assessments and mini lessons are adjusted on an ongoing basis as we deepen our understanding of our students needs and historical trends of standards that have proven to be difficult for our students year after year. Presently 9th grade English and 9th grade math teams have been working to integrate the District's focus areas for Common Core implementation into their lessons and assessments.

Within departments, PD has taken the form of lesson design study. Teachers have been developing and implementing mini lessons using the Thinking Through the Lesson Protocol (TTLP). The TTLP was designed by the University of Pittsburg as a template that ensures teachers are differentiating their instruction for all students by carefully planning a lesson. After the implementation of the mini lesson, teachers analyze student work through a protocol adopted from Pearson Learning Teams. Our work over the next year and a half will be to revise curriculum, instruction, and assessment to fully integrate the adopted Common Core State Standards (CCSS). In Small Learning Communities the focus of PD will be on interdisciplinary lesson design study, similar to that of department meetings. The focus is to leverage practices to support differentiation for special needs by using them across all SLC courses and to embed college and career skills across the curriculum. College and career skill focus areas are communication, collaboration, critical thinking and analysis, and use of information technology.

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

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

Our plans do not differ from our current practice. Our focus, however, is to go deeper into lesson study design. Through the implementation of the TTLP and analyzing student work protocol in our lesson design study, we are focusing on increasing the rigor in the teaching of the power standards. Increased rigor will focus on supporting students' application of the standards which aligns with the newly adopted CCSS.

Our staff members are all credentialed to teach English learners, and this would not change under our pilot model. Narrowing the achievement gap for our English Learners (ELs) and Standard English Learners (SEL) is part of our WASC plan, and given autonomy, we plan to devote more professional development time to this goal, to make our approach more concrete. We have already begun this process as evidenced by our second SIOP cohort, but we hope to be able to provide more common planning time and professional development to increase the capacity of our teachers to better support the language development of our students. We hope to have more flexibility to provide additional common planning opportunities to meet the needs of different course teams during the day, after school, or on Saturdays. This is a critical time as we begin to implement Common Core State Standards in 9th grade English and math. As a Pilot School, we will be able to access District modules and other resources and "polynize" them and take the pieces we need in addition to other sources to effectively implement the new more rigorous standards in a way that will also support the differentiated needs of English learners, students with disabilities, and our gifted population.

We have a committed staff that wants the opportunity to engage as professionals and collaborate to identify ways to enhance our own learning to better serve our English learners. We will continue to expand our SIOP cohort and identify teachers to model strategies that support language development. If financially feasible, we plan to provide a cohort of teachers training of trainer professional development from the Los Angeles County Office of Education in SDAIE practices. We would also like to develop a CELDT preparation course which will take curricular freedom to do so. Our support for professional development will be aligned to our school's goal to reclassify all English learners, support our reclassified English learners and SELs to earn proficiency in core classes as reflected by the new master plan for English learners.

Because Poly High School is a conversion school, the working conditions for certificated staff are already established. Our goal is simply to be unencumbered in our effort to address the needs of our students through professional development and curriculum and course design. Any changes necessary to the working environment will be under the purview of the Governing School Council.

5. School Culture

The safety of our students is always our highest priority. Polytechnic High School provides a safe learning environment for students by implementing district safety guidelines and has developed internal policies to meet the needs of our student population. Policies include daily procedures for random searches, tardy sweeps, and implementation of our positive behavior plan. We will continue to use the Safe School Plan to assess and refine our emergency procedures. Polytechnic will remain a closed campus. During school hours, visitors sign in at the main gate and are directed to the main office to get a visitor's pass. Campus aides and attendance deans provide supervision throughout the day and meet regularly to ensure we are all aware of issues or incidents that could affect the safety of our students.

During lunch, students must stay within designated areas and additional supervision is provided by out of classroom staff. All out of classroom staff including counselors support our supervision program when we have a need for additional staff during lunch or before and after school. Bicycles and skateboards must be locked in the designated bicycle and skateboard lockers and racks at the front of the school. Students who leave the classroom can only leave one at a time and must wear orange vests and carry orange clipboards that indicate where they are going and what time they left. By creating a culture that protects student safety and emphasizes the need for students to be in class where learning takes place, we ensure their safety and promote a serious academic culture.

We promote a culture of Learning, Leadership, Community, Compassion, Innovation, and Persistence. Our school safety procedures emphasize our focus on an academic environment of learning. The way our professional development is designed emphasizes the expectation that we continue to learn and grow together as professionals. The opportunities we provide for students to take concurrent college enrollment courses and to equitable access to Advanced Placement courses demonstrates that beyond all else, we want our students to learn and grow. Poly has received numerous grants to promote leadership, to support small learning communities, to promote college readiness, and to increase the capacity of our parents to participate with us as partners in the success of their students. All of our actions promote an environment where we value learning for all.

In many ways Poly is defined by leadership. We have an incredibly accomplished Leadership program that is responsible for Poly being the number one blood donor to UCLA and number one public contributor to the "Toys for Tots" program sponsored by the Los Angeles Fire Department. Our leadership program sets the standard for our students; however, we have a plethora of clubs, organizations, and councils that provide other leadership opportunities for students. Poly's Air Force Junior ROTC (AFJROTC) program is a model of leadership in the community and to our feeder schools. Kids from our AFJROTC program participate in spirit

rallies at our feeder elementary schools to motivate elementary students for the CST. They also participate in the elementary school fundraisers and read to our future Poly Parrots.

As a faculty, our school wouldn't be where it is without our focus on leadership development. We have been trained from the leaders who served before us to mentor teacher leaders and out of the classroom staff. We are committed to providing multiple leadership experiences to increase the capacity of our staff to be the roving leaders a large comprehensive high school needs to be successful in the 21st century. At Poly, we have department chairs, SLC coordinators, and 16 course level leads. We have two peer mediation coordinators and a technology coordinator researching ways to transition Poly to cloud based servers school-wide. We promote opportunities to value each person's talents, experiences, and ideas. This is the way we become more than the sum of our parts. The synergy created by untapping each staff member's talents enhances motivation to contribute in his or her own way. This strategy continues to reap benefits for our school and community. This piece of our culture might be one of the most important elements that we hope to leverage in converting to a pilot school. We want the freedom to continue to experiment and to take advantage of what each member of the Poly community has to offer even if it isn't traditionally done in LAUSD.

As a result, we have a very high percentage of our teachers who serve as athletic coaches, club sponsors, and mentors to students that are struggling. All one would have to do to witness this culture of community and service is to attend our homecoming football game. The parade takes an hour because of the amount of clubs and organizations represented. The amount of time and energy our staff provides to students beyond the traditional working hours is inspiring. In fact it is such a fundamental part of our school culture that we have chosen to not use Pilot conversion as a way to require our teachers to serve as sponsors or coaches. The requirement would undermine our culture of community because our staff chooses to participate because they want to not because they have to.

In the same way, our compassion and propensity to serve is evident in so many ways. Poly's Culinary Club provides free Thanksgiving meals to families in our community. Poly's Leadership students engage with the entire faculty, student body, and community annually to provide tens of thousands of dollars worth of toys to children who otherwise wouldn't receive anything. Our value system as a school is built on the compassion that is part of each and every one of us and becomes evident in the way we communicate with high risk students, support families that have suffered recent tragedy, and even employees struggling with issues beyond education.

Our school culture is displayed daily. One only has to observe. Whether it is a student Leadership sponsored teacher appreciation meal, the taco bar funded by our parents for teacher appreciation day, a department chair working daily with a new teacher, a course team collaborating weekly without the promise of pay, a teacher tutoring struggling students at lunch

or working during vacation time with Advanced Placement students, our 11th and 12th grade students mentoring 9th and 10th grade students, department or small learning community pot lucks to strengthen our sense of camaraderie, Poly's culture is on display. At Poly, we have a true sense of family among our students and stake-holders. Autonomy would only strengthen this bond, as we would earn even more control and have the ability to collectively focus our energy on what is best for our students as opposed to what is best for students within the limitations of the LAUSD lens.

6. School Governance

The Poly High School School Site Council will continue to operate in accordance with state and federal laws with the mission to write and monitor the Single Plan for Student Achievement and to approve a categorical budget that is aligned with the instructional needs of the school.

The School Site Council is presently composed of the following:

- Principal
- 5 teachers
- 2 other staff
- 4 parents
- 4 students

The teacher and staff membership of the SSC will continue to be determined by staggered election, with two-year terms. Three of these six positions will be open to election every year, with voting occurring no later than by the end of the fourth week of the school year. The 50/50 balance between school employees and parents/students is in accordance with Federal Title I funding requirements.

The SSC meets at least six times a year, per District guidelines, with more ad-hoc meetings if necessary. SSC meetings are open to any stake-holder who would like to voice a concern or a suggestion.

Governing School Council

The eleven-member Poly Governing School Council will be comprised of the following:

- The Principal
- The Chapter Chair
- Seven-Eight Rostered Classroom Teachers
- One Coordinator, Dean, Counselor, or other out-of-classroom teacher
- One Parent with a child currently attending Poly

Poly teachers who have children attending Poly will not be eligible to fill the parent position on the GSC. Additionally, other than the principal and the chapter chair, no one may serve on both the SSC and the GSC. A parent can serve on the GSC for two consecutive terms of two years, provided that the parent has a child attending Poly for that entire time.

The term of service will be for two years, with elections in the spring for the following fall school year. Consecutive service on the GSC will be limited to one two-year term. People previously on the GSC can run again once they have sat out for two years. Any rostered classroom teacher who teaches two out of four periods is eligible to run for election. The seven spots on the GSC will be determined by the top vote-getters. One seat is available for a non-rostered teacher/counselor/dean/ or coordinator provided s/he earns enough votes to be in the top seven or top four (depending on the number of seats available). However, not more than one out of the classroom staff member can sit on the council (not including the principal or UTLA chapter chair) at a time. If no out of the classroom staff member earns the votes, then the eighth seat will go to the next top vote-getter among rostered teachers. GSC meetings will be open so any staff member can voice a suggestion or concern.

For the initial year of Pilot only, the top four vote-getters will be elected to a two-year term. The next four vote-getters will be elected to a one-year term. Going forward, there will be an election in the spring of 2014 to elect three more members to a two-year term, and from that point on, all elections will be for two-year terms for the top four vote-getters.

The GSC will meet at least once a quarter, and convene ad-hoc meetings as necessary.

The responsibilities of the School Governing Council are the following:

- Establish and revise as necessary responsibilities of faculty and principal required to maintain the vision/mission of the school
- Approve per pupil budget annually
- Revise “Elect to Work” agreement as necessary, contingent on a whole-staff vote for ratification.
- Amend the make-up and election process of the Governance Council, if deemed necessary, also contingent on a whole-staff vote for ratification.
- Staffing
 - Annually evaluate the principal (due before May 10th of each year)
 - Hire and/or transfer the principal based on adherence to the Pilot Plan, School Accreditation Plan, and job description of the principal.
 - To transfer the principal: A majority (6 of 11) of the members in the Governing Council would have to make a recommendation by the end of quarter 2 to provide the principal an official, written warning of possible transfer. Included in the warning are: justification for the warning and detailed recommendations of areas in which the principal would have to improve. 6 out of 11 Governing Council members would have to recommend a transfer of the principal with evidence of consultation with the Pilot School Office, principal’s direct supervisor, and the administrators’ union (AALA).
 - Hiring a principal: Principal candidates would have to be approved (for standard district eligibility to serve as a principal) by Administrative Credentialing and Human Resources. The Poly Governing Council would hire a candidate based on a candidate’s

- demonstration of having the qualities necessary to fulfill the principal's responsibilities as related to supporting the Accreditation and Pilot Plans. Consensus of the Governing Council to hire a principal is required.
- Evaluate a recommendation by the principal to transfer a staff member and vote to approve or deny transfer.
 - The Governing Council will approve or deny the principal's recommendation to transfer a faculty member provided:
 - The principal first provided notification to the employee and the Poly Governing Council that the employee is receiving a warning that s/he is not fulfilling the responsibilities as listed in the Elect to Work Agreement no later than the end of quarter 1.
 - The principal met with the teacher before mid-term quarter 2 (see Intervention Plan and Process – Addendum to EWA)
 - The principal provided notification of recommendation to transfer the faculty member no later than March 13th or the last day of quarter 3, whichever comes first.
 - The employee chooses to appeal the recommendation of the principal to the Governing Council. Notice to appeal must be given by April 1.
 - The Governing Council will attempt to achieve consensus, but can provide official approval or denial based on a vote of 6 out of 11 members.
 - The staff member has the opportunity to have departmental review considered by the GSC.

The Poly Governance Council will operate with the goal to achieve consensus on **major policy, program, and budget decisions**. However, the Poly Governance Council can make decision (if necessary) based on a 6-5 majority vote except when required to achieve a higher number of votes such as for personnel decision. Input may come in the form of formal and informal recommendations from departments, SLCs, course level teams, and interdepartmental groups like the instructional cabinet (which will always remain an open committee for which all staff are welcome to participate).

Required advisory councils like the English Learner Advisory Council (ELAC) will also provide recommendations to the School Governance Council. Parents can offer recommendations through the ELAC/monthly parent meetings and Tuesday parent meetings like “Coffee with the Principal” and “Tea for Ten” (parents of special education students).

“**Major policy, program, and budget decisions**” are defined as decisions that will affect the entire faculty. Examples of major policy decisions are the following:

- Revising the Elect to Work Agreement, contingent on a whole-staff vote for ratification.
- Changing the school calendar, contingent on a whole-staff vote for ratification.
- Approving the annual budget

(This is not an exhaustive list, just some examples.)

Other policy, program, and budget decisions will be made by the people who are most closely affected by the decision. Other policy, program, and budget decisions are defined as decisions that will effect a single department, SLC, or subject level team.

Examples of other policy decision are the following:

- Hiring a Science teacher (would be decided in consultation with the science department chair with feedback from the science department).
- Revising world history formative assessments (would be made with consensus from world history teachers).
- Assigning honors sections to Geometry teachers (would be decided in consultation with the department chair with feedback from Geometry teachers).

(This is not an exhaustive list, just some examples.)

The proposed governance and decision-making structure accomplishes two important goals that will allow Poly to continue to self-assess, reflect, and innovate as necessary to best support continued academic growth for our students.

1. Create a necessary accountability structure in which checks and balances are embedded.
2. Limit the amount of new councils and committees created, so most decisions can continue to be made quickly and efficiently while still gaining input from the faculty at large.

7. Budget

Poly High School is committed to aligning our budget to meet the needs of our students. Yes, we already do this; however, we are limited in the amount of funding we have and in our ability to allocate resources in ways that may not be conventional.

We are committed to getting input from advisory councils, departments, and SLCs in making budgetary decisions to support the needs of our school. We already leverage our categorical and general fund budget to allocate resources based on our Single Plan for Student Achievement and Accreditation Action Plan.

As most schools have done during this difficult era of budget cuts, Reduction in Force (RIF), and furloughs, the vast majority of resources are directed to fund personnel. We need people to run programs, to teach classes, to keep the school safe, to provide learning opportunities for parents and teachers. Any additional funding we receive as a “pure” per pupil schools will be directed toward the needs of our students: hire more teachers to lower class size, expand our art and technical elective programs, support teacher attendance at professional development conferences, workshops, and trainings to increase our capacity to serve English learners, students with disabilities, and gifted and talented students. Other examples of areas we would consider allocating resources to are SAT or ACT college entrance exams for all students, an SAT preparation class, and extra campus aides to ensure the safety of what will soon be two campuses. We will make these budget decisions in collaboration with all Poly stakeholders and aligned to our stated goals for our students.

8. Family and Community Engagement

At Poly we understand that establishing partnerships with families and the community is a critical piece of supporting academic achievement for all students. We are committed to provide a multitude of opportunities for Poly parents to be meaningfully involved in their child's education and keep an open door policy for parents to provide input or express concerns.

Examples of parent participation:

- Governing School Council – A parent leaders will serve as an active member of the newly established council and will represent Poly parents on decisions involving school policies, programs and budget.
- School Site Council – 4 parents presently serve on the SSC and participate fully in making categorical budget decisions and evaluating the Single Plan for Student Achievement
- Advisory Committees – Parents advise the principal and school staff on programs and services for subgroups of students. For example, the English Learner Advisory Committee (ELAC) reviews student achievement data and provides recommendations to School Site Council on programs and services for English Learner students.
- Parent -Teacher Communication - Parents are encouraged to attend the four Parent Teacher Conference Nights annually where teachers communicate student learning expectations, assessments goals, and progress monitoring. In order to maximize communication, various methods have been implemented based on need, including personal phone calls and letters by small learning community, daily Blackboard Connect phone messages, and email addresses provided to parents using the polyhigh.org domain.
 - We leverage Parent-Teacher Conferene Nights by having resource fairs as a way to motivate parents to attend and also to provide parents with important information about free academic, health, and social services that they can access.
 - We also have laptop computers that we check out to parents to increase their access to technology and support their engagement with the school.
- Coffee with the Principal - Parents have the opportunity to meet with school administrators twice a month to review current topics including student achievement results, school safety concerns, timely information about the school, district and state programs, including new policies and available resources.
 - Tea for Ten – is similar to Coffee with the Prinicpal except it is targeted to the parents of students with disabilities.
- Parent Workshops - Presentations, trainings and workshops are scheduled in collaboration with parents, community agencies and school staff, with the goal of building the capacity of parents to support their child's learning both at home and school. Presently Poly provides multiple class offerings for parents in the following topics:
 - English and/or English as a second language
 - Algebra

- Computer literacy
- College awareness and graduation requirements
- Emergency readiness
- Parents back in control (parenting class)
- Drug and alcohol abuse awareness
- Anger management

To facilitate family and community involvement, committee meetings and workshops are scheduled to maximize attendance. After reviewing attendance and survey data at parent activities, adjustments are made to best meet the needs of our community. Translation services are provided to address language barriers.

Poly also aggressively pursues relationships with organizations in the community to identify additional resources that support the social, emotional, and academic needs of our students. Poly partners with the following organizations:

- Valley College – Concurrent college enrollment classes offered at Poly High School
- Department of Water and Power – Freshman Center sponsor provides incentive funding, buses for field trips, and class presentations to 9th graders
- California State University Northridge – Provides free training and support to Poly English teachers for the CSU designed Expository Reading and Writing Curriculum
- Project Steps (UCLA) – Provides college counseling and field trips to UCLA
- Upward Bound: Provides tutoring, counseling, and enrichment opportunities for 60 Poly students, grades 9-12.
- Girls Inc: Pregnancy Prevention and Financial Literacy course offered after school for 9th and 10th grade girls
- Hathaway Mental Health Services - 2 staff members are housed in the Poly counseling office to provide mental health services to students that are referred by Poly counselors.
- Wellness Education System: Stress and Anger Management Program (piloted for 100 students 16 and older)
- KYDS – provides a multitude of intervention and enrichment services to Poly students through LAUSD Beyond the Bell

F. School Planning Team

Poly's interest in becoming a pilot school is something that has been examined over more than two years. A committee of concerned teachers has been meeting weekly over this time discussing our autonomy alternatives and the pros and cons of each model. This summer, members of our planning team went through the District's autonomy training, which further educated us on the differences between the various models, so we could present informed choices to our staff, which we have been doing in our whole-group meetings.

We ultimately decided, as a staff, to go with the pilot model. We are convinced that this model provides us the best balance of additional autonomies and funding to support our instructional program while still allowing us to lean on the District for operational support such as cafeteria and building and grounds services. In the end, we've identified the pilot model as the local governance model that best serves our students. The feeling on our campus is unanimous that decisions on academic design are best made at the local level. Additionally, many of the autonomies included in the pilot model we already do. We believe we have proven that we have the capacity and culture of a school that will flourish with increased independence.

Our design team began as a handful of teachers who were concerned about the possibility of our school being taken over due to reforms required by the district that would impede our progress and destroy much of what we have worked so hard for over the last several years. Our team has a nice balance of experienced teachers, newer teachers, and campus leaders from very divergent backgrounds, including a Poly High School alumnus. Over the last two years, we've been holding weekly meetings, spreading the word among our staff, and doing our best to educate people and allay fears that are a natural consequence of any proposed change. The core members of our design team are:

Evan Rabins, (Michigan State University, '88), design team lead author, has been teaching for eight years, all of them at John H. Francis Polytechnic High School. He received his teaching credential from California State University Northridge's esteemed ACT Program in 2005 after satisfying his subject matter competency in English through post-baccalaureate coursework there. He has been teaching predominantly tenth grade English at Poly and has had great success over the years empowering his students to pass the CAHSEE and score "proficient" on the first attempt at the test, as well as to be successful in the upper grades and college. He became a National Board Certified Teacher in 2011, and he has been the coach of the Poly Girls' Tennis Team for three rewarding seasons.

Wood Grigsby, (Nichols State University, '84, Louisiana State University, '86 & '89), has been teaching since 1986 the last 9 years at John H. Francis Polytechnic Senior High School. He obtained his California Level II Education Specialist teaching credential through the LAUSD District Intern Program. He has a B.G.S. in Art History and Studio Arts, a B.F.A in studio arts and a M.F.A. in Cross-Disciplinary Studies in the Arts. He has taught a wide array of subjects, but predominantly teaches English, Drawing and Design. He is a strong advocate of students with disabilities and works to include special needs students in the general education classroom whenever possible. He teaches a Senior Lab where seniors in Special Education may make up credits needed to graduate on time. He has been Chairman of the Special Education Department for 6 years.

Jeff Herrold, (Hamilton College 1993, California State University Los Angeles 2012), changed careers to serve his passion for education. He has been teaching for seven years, all of them at John H. Francis Polytechnic Senior High School. He obtained his California Clear Credential (Single Subject: English) through the LAUSD District Intern Program, and has since added a Career Technical Education credential in Arts, Media, and Entertainment. He has a B.A. in

English from Hamilton College, and has just completed a M.A. in Educational Administration from Cal State LA. He became National Board Certified in 2011. He has taught 10th grade English for seven years, Film & Video Production for three years, and 12th grade Expository Composition for credit recovery sessions for three years. He believes that education is the solution to most every issue facing society, and believes every student is entitled to the opportunity to grow and achieve through education. He currently serves as the English Department Chair.

Dennis Madrigal, (University of California, Los Angeles, BA in English '04) Has been teaching for the last seven years at his alma mater: Poly High School. Inspired by his former English teacher, Dennis returned to Poly and has taught 9th grade English in the comprehensive and Poly Math/Science Magnet School after earning his English degree from UCLA. He has taken on various responsibilities within his department; he has participated in an English cadre and has taken lead on curriculum design and implementation. Dennis is also the coach for the marathon training program, Students Run LA (SRLA). He can often be seen running after school and on weekends with his students to help teach them discipline and endurance. Currently, Dennis is pursuing National Board Certification. Returning to Poly was the best choice for his career because of the collaborative culture of the school. As a former Poly Parrot, he feels he has had unique opportunity to give back to his community.

Elva Madrigal, (University of California, Los Angeles, BA in History '05; California State University, Northridge, MA in History '12) has been teaching for the last seven years and has been at Francis Polytechnic High for the last 5 years. Enthusiastic to be part of an excelling school, Elva has been a grade level council sponsor for the last 5 years and has taken on responsibilities within the Social Studies Department as World History Course Lead, Co-Chair and finally Department Chair. Most recently, Elva earned her Master's degree in History from CSUN where she also obtained Bilingual Authorization. She can now teach a primary language social studies course for newcomer ESL students in Spanish. Inspired by her colleagues, Elva is currently pursuing National Board Certification and hopes to join the ranks of many of her colleagues who have become certified. Elva feels fortunate to have joined a school that has been supportive of her career and where a collaborative culture thrives.

Sara Rodrigues, (Portland State University, BA English and Certificate TESL, '86) moved to Los Angeles in 1994. With the assistance of CSUN, she promptly swapped her Oregon Teaching Credential for a California one and began teaching for LAUSD. She has been a grateful faculty member at John H. Francis Polytechnic Senior High School since 1995. She has previously served as the Department Chair for ESL and English. In 2002, she earned, with honors, an MA degree as a Reading Specialist from CSULA. The following year, she became a National Board Certified teacher. Currently, Mrs. Rodrigues continues to seek involvement with educational opportunities at Poly that will benefit her students and teaching community. She is the faculty sponsor for her school's GSA (Gay Straight Alliance) and Junior Council Sponsor (Class of 2014).

Bob Scott (California State University Northridge, BA Psychology, '90, National University, MBA, '93) grew up in Los Angeles and graduated from North Hollywood High School in 1966.

He is a Vietnam War veteran and attended Cal State Northridge. He is a trained facilitator with competency in curriculum development and planning, business administration and management. Robert worked extensively in the aerospace industry and in IT before returning to Northridge to earn clear teaching credentials in single subjects Biology, Psychology, Business and Computer Science. He has taught Biology for nine years at Francis Polytechnic High School where he has been Science Department Chairperson and lead teacher for Biology. He has been the UTLA Chapter Chair for several years. He serves on the School Site Council, the School Based Management Committee and has been instrumental in developing the school's formative assessments for science.

G. Implementation

We invite all Poly teachers to join us in signing the Elect to Work Agreement (required by April 15) and remain part of the Poly High School team for school year 2013-2014.

Our Pilot Implementation Schedule is as follows:

Time	Event
November 2012	Parent approval
December 2012	Staff approval
December 2012	Proposal submission
February 2013	Proposal revision, if necessary
March-April 2013	Election of initial Governing School Council and signing of Elect to Work Agreements
March-April 2013	Governing School Council meets, sets fall agenda and staffing needs including informing parents and other stakeholders

Because John H. Francis Polytechnic High School is not opening a new school as occurs with many pilot schools, we do not anticipate many of the complications common in the opening of a new school.

As far as student enrollment, Poly High School would like to expand the number of open enrollment seats with the objective of increasing our enrollment to meet the district designated capacity. We request 150 open enrollment seats in year 1. As Poly's academic reputation has improved, demand to attend has increased. Last fall, we had parents and students lined down the hallway and out the door of our administration building trying to enroll in Poly. Unfortunately, we couldn't admit most of the students who live outside of our attendance boundary. Ironically, we are allowed to admit gifted and talented students that live outside of our attendance boundary to our School for Advanced Studies (SAS), but we are prohibited from admitting non-gifted students that live outside of our attendance boundary. We would like to address this inequity with expanded open enrollment. We would like to serve all students who want to attend Poly regardless of their needs or address. If our pilot proposal is approved, we would like to enact this enrollment change for the fall of 2013.

Any additional funding we receive will be allocated based on the areas of need listed in our Single Plan for Student Achievement and Accreditation Action Plan. One area we would like to address immediately would be regarding our 9th grade math program. We want the freedom to deviate from the district's prescribed class offerings and re-establish Poly's math placement and course sequence which had led to a profound increase in algebra proficiency. In the two years of Poly's full implementation of our site-created diagnostic tool and collaboratively designed course focused on identified skill deficiencies of students, our proficiency rate in Algebra increased from 16% to 30%. We strongly believe Poly's capacity to diagnose the needs of our students and provide individualized support gives our kids the best chance to be successful in algebra and the higher level math courses that they will need to pass to meet college entrance requirements.

We have lost some of the flexibility in our master schedule over the last few years as we've had to cut course offerings and interventions. Additional funding will provide opportunities to hire more teachers to lower class size, provide additional intervention sections (including for 11th and 12th grade students that have not passed the CAHSEE), provide additional elective classes aligned to Poly's career pathways, and add targeted courses to the master schedule such as SAT preparation for 11th grade students and CELDT preparation for English learners no longer in ESL classes. We will also provide funding for peer observations with a special focus on 9th grade teachers who are implementing Common Core lessons in the spring and also 10th grade teachers who will begin Common Core implementation next school year.

Finally, in addition to preparing for our Accreditation visit in the spring of 2014, Poly High School will use next school year to research the cost of converting back to the Balanced Traditional Calendar (BTC) previously used. Pending the affordability and staff input, our goal would be to convert to the BTC in school year 2014-2015.

ATTACHMENT A

If you are interested in applying to become a Pilot School, please submit this Letter of Intent Form by **Friday, September 14, 2012** via e-mail to LA-PilotSchools@lausd.net. Schools or Design Teams can still submit full proposals on Wednesday, December 12, 2012 even if a Letter of Intent (LOI) was not submitted. The LOI form provides us with contact information so we can communicate information sessions and workshop schedules.

This sheet must be submitted with your full proposal.

LETTER OF INTENT / INFORMATION SHEET

School Site Name:	John H. Francis Polytechnic High School
Proposed School Name (<i>if planning to change current school name</i>):	
Conversion or New Pilot School:	Conversion
School Address:	12431 Roscoe Blvd. Sun Valley, CA 91352
Primary Contact Name:	Ari Bennett
Primary Contact Phone No:	818-394-3600
Primary Contact E-mail Add:	abenne2@lausd.net
Proposed Grade Level Configuration for 2013 – 2014:	9-12
Proposed Thematic Units or Areas of Focus (<i>if applicable</i>):	

JOHN H. FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL
Elect-to-Work Agreement
(Subject to District Approval)

SCHOOL NAME: JOHN H. FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL
SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-14

1) Introduction

I, _____ am voluntarily electing to work at FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL. I am signing this Election to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA) – Los Angeles Pilot Schools Agreement (December 2, 2009). I shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, I may receive a non-uniform salary pursuant to Government Code 3543.2(e), like auxiliary pay, coaching stipends and bilingual differentials.

Other terms and conditions of my employment will be determined by FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Election-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. When hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of Employment

- The length of the instructional day will be from 8:05 am to 3:01 pm.
- The length of the work day will be from 7:55 to 3:11 pm (from 10 minutes before the instructional day to 10 minutes after the instructional day).
- The length of the instructional year will be aligned with LAUSD and the state education code.

- The length of the work year will be aligned with LAUSD in regards to allocated pupil free days and/or allocated funding for counselor registration time before the school year begins.
- Supplemental hours and tasks may be necessary to complete the mission of FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL as per the UTLA/LAUSD contract in emergency situations in order to protect the health and safety of students, like earthquakes and lockdowns.

4) Responsibilities

- All faculty members (teachers, counselors, coordinators, and deans) are expected to:
 - Promote development of life/career skills such as Poly's Expected School-wide Learning Results (Effective Communicator, Lifelong Learner, Conscientious Member of Society, and Critical Thinker) and Poly's "Four for Life" Positive Behavior Strategies (Be Safe, Be Responsible, Be Respectful, and Be On Time).
 - Participate in the school self study and progress monitoring of the school regularly to recalibrate strategies and goals as necessary.
 - Perform other duties as assigned by the Administrator in order to accomplish the school Accreditation Plan.
 - Attend IEP meetings as needed, department, SLC, period by period trainings as scheduled and, but no more than is required in the UTLA contract.
 - Engage collaboratively with department, SLC, and interdepartmental colleagues as necessary to accomplish college and career preparation of students including focused preparation for high stakes assessments such as CST, AP, CAHSEE, EAP, and upcoming Smarter Balanced.
- Teachers are expected to:
 - Provide differentiated instruction that provides access to the standards-based curriculum for all special needs students (special education, GATE, and English learners).
 - Focus academic goals on content/standard objectives and language objectives for all students.
 - Collaborate with colleagues to develop and/or refine formative assessments to ensure alignment with state standards (CST & CAHSEE presently and Common Core State Standards as they are implemented).
 - Collaborate with department colleagues to analyze student assessment data and to share, develop, and implement sample lessons to address agreed upon nemesis standards based on the data (using research-based instructional strategies such as cooperative learning, Thinking Maps, and note taking)
 - Share student work to calibrate objectives and outcomes with subject teams.
 - Develop strategies to support reading and writing across the curriculum.
 - Review and revise as needed instructional guides and pacing plans to support student success on high stakes state assessments, college readiness, and career-based skills
 - Teachers will share formative assessment results with students to support increased ownership of learning and to share in the process of ongoing progress monitoring

- Teachers will administer formative assessments as scheduled based on consensus of department and/or grade level team.
- Counselors are expected to:
 - Complete Individual Graduation Plans of case load students annually
 - Monitor student credit, graduation, and A-G progress and intervene as necessary
 - Ensure student schedules are differentiated quarterly to meet the needs of each student
 - Collaborate with other counselors, teachers, coordinators, and administrators to identify opportunities and interventions for students on an ongoing basis.
 - Attend IEP meetings and schedule SST meetings as necessary.
 - Identify resources to support student success and refer as appropriate.
 - Identify alternative educational options for students in collaboration with students, parents, and administrators as necessary.
- Deans are elected positions and evaluated annually by the election of their peers.
 - Deans serve not only to discipline, but to work collaboratively with teachers and counselors to identify services and opportunities to support increased student success.
 - Deans are expected to investigate, document, and implement progressive discipline and the positive behavior support plan.
- Coordinators are selected by the principal and affirmed by the faculty annually.
 - Coordinators lead programs, but in efficient and effective support of teachers, students, and parents.
- Both Dean and Coordinator staff members should serve with the understanding that their positions are as support personnel for teachers.
- All out of the class personnel including Administrators serve to support the academic success of students in the classroom.

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

The Principal will supervise and administer the teacher Elect to Work Agreement evaluation process and provide support to struggling teachers to facilitate their continued participation at this school site. The principal will meet with the Governing School Council in December of each year and present a report containing evidence, interventions and results on any teacher receiving support. The Principal will make a recommendation to the Governing School Council at this time on each teacher in the report. Support will continue in the Spring Quarters for struggling teachers. This evaluation of faculty will be solely based on adherence to the RESPONSIBILITIES as outlined in Section 4 of this document and will not include the District Performance Evaluation or Stull.

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Safety (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))
- All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process
- By default, your position with the school is safe and secure each year through adherence to the Elect to Work Agreement Section 4, Responsibilities. If the Principal and Governing School Council have not followed the agreed upon interventions and notifications by the end of Quarter 3 or March 13th, your position defaults to safe for the next year.
- If the Principal, with Governing School Council approval, decides to not invite a teacher to return for the following school year, he will inform that teacher by the end of Quarter 3 or March 13th which ever comes first. That teacher may then: 1) present an appeal, including oral and written support from teachers and staff, to the Governing School Council, which reserves the right to VETO the Principal's ruling, 2) elect to file for a Teacher Initiated Transfer, 3) Do nothing and be protected by Section 7 (Pilot School Transfer.) 4) If the teacher is not satisfied with these outcomes, that teacher may appeal to the Los Angeles Pilot Schools Steering Committee, which will make a final determination.

7) Transfers (voluntary and involuntary)

I may transfer from FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL at the end of each school year. Similarly, FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL may transfer me at the end of each school year based on the criteria indicated in section 5. I will be transferred to a vacancy for which I am qualified at a school within the geographic area in which FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

This contract remains valid from year to year and does not need to be signed again, until the majority of the faculty votes to amend or change its contents. By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

Employee Name

Employee #

Date

Principal

Date

**John H. Francis Polytechnic High School
Addendum to Elect to Work Agreement
Intervention Plan and Process**

Polytechnic High School faculty has worked extremely hard to improve the academic outcomes of our students. We have done this through an unrelenting focus on self-reflection. Within this context, our expectation is to use data to inform our decisions at the school wide, program, and classroom levels and collaborate frequently to support our efforts for growth and improvement.

The default assumption is that all faculty members will meet the responsibilities as indicated in the Elect to Work Agreement. Therefore, if a teacher is not notified or informed of a problem in writing, the default condition is that the teacher will continue to serve at Poly for the next year in good standing.

In the unusual case that a teacher is not attempting to meet the responsibilities listed below, the principal is required to notify and meet with the teacher before the final day of quarter 1 and provide intervention and support.

The process of intervention and support is as follows:

1. Provide written notification, including evidence, to the teacher (copied to UTLA Chapter Chair) that s/he has not been fulfilling designated teacher responsibilities no later than the end of quarter 1.
2. Meet with the teacher before mid-term of quarter 2 to discuss the notification and develop an agreed upon schedule to meet every other week to monitor progress and provide support as necessary.
3. Provide written summaries (copied to UTLA Chapter Chair) of meetings to the teacher clarifying the ongoing progress.
4. Make a report to the Governing School Council in December showing evidence of support and outcomes.
5. At the end of quarter 3, provide one of the following:
 - a. A written summary of progress made to the teacher, School Governing Council (and UTLA Chapter Chair) recommending retention.
 - b. A recommendation to transfer teacher, with summary of evidence, to the teacher and School Governing Council

Examples of reasons why a teacher might receive intervention and support:

- Does not participate or collaborate with department, course level, or SLC colleagues
- Does not implement agreed upon department or course team decisions such as use of instructional guides and timelines for administration of formative assessments
- Does not administer department/course team developed formative assessments
- Does not share/review formative assessment data with students
- Does not review formative assessment or other available data for self reflection and recalibration of instructional support for students
- Does not attend department or SLC meetings on a regular basis
- Does not participate in self-study activities in preparation for school accreditation

**JOHN H. FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL
Math, Science and Technology Magnet
Elect-to-Work Agreement
(Subject to District Approval)**

SCHOOL NAME: JOHN H. FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet

SCHOOL YEAR THIS DOCUMENT IS IN EFFECT: 2013-14

2) Introduction

I, _____ am voluntarily electing to work at FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet. I am signing this Election to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA) – Los Angeles Pilot Schools Agreement (December 2, 2009). I shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, I may receive a non-uniform salary pursuant to Government Code 3543.2(e), like auxiliary pay, coaching stipends and bilingual differentials. Other terms and conditions of my employment will be determined by FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet and its Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Election-to-Work-Agreement states the more important terms and conditions.

2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)

I shall continue to be a member of the United Teachers of Los Angeles. When hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

3) Terms of Employment

- The length of the instructional day will be from 8:05 am to 3:01 pm.
- The length of the work day will be from 7:55 to 3:11 pm (from 10 minutes before the instructional day to 10 minutes after the instructional day).
- The length of the instructional year will be aligned with LAUSD and the state education

code.

- The length of the work year will be aligned with LAUSD in regards to allocated pupil free days and/or allocated funding for counselor registration time before the school year begins.
- Supplemental hours and tasks may be necessary to complete the mission of FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet as per the UTLA/LAUSD contract in emergency situations in order to protect the health and safety of students, like earthquakes and lockdowns.

4) Responsibilities

- All faculty members (teachers, counselors, coordinators, and deans) are expected to:
 - Promote development of life/career skills such as Poly's Expected School-wide Learning Results (Effective Communicator, Lifelong Learner, Conscientious Member of Society, and Critical Thinker) and Poly's "Four for Life" Positive Behavior Strategies (Be Safe, Be Responsible, Be Respectful, and Be On Time).
 - Participate in the school self study and progress monitoring of the school regularly to recalibrate strategies and goals as necessary.
 - Perform other duties as assigned by the Administrator in order to accomplish the school Accreditation Plan.
 - Attend IEP meetings as needed, department, SLC, period by period trainings as scheduled and, but no more than is required in the UTLA contract.
 - Engage collaboratively with department, SLC, and interdepartmental colleagues as necessary to accomplish college and career preparation of students including focused preparation for high stakes assessments such as CST, AP, CAHSEE, EAP, and upcoming Smarter Balanced.
- Teachers are expected to:
 - Provide differentiated instruction that provides access to the standards-based curriculum for all special needs students (special education, GATE, and English learners).
 - Focus academic goals on content/standard objectives and language objectives for all students.
 - Collaborate with colleagues to develop and/or refine formative assessments to ensure alignment with state standards (CST & CAHSEE presently and Common Core State Standards as they are implemented).
 - Collaborate with department colleagues to analyze student assessment data and to share, develop, and implement sample lessons to address agreed upon nemesis standards based on the data (using research-based instructional strategies such as cooperative learning, Thinking Maps, and note taking)
 - Share student work to calibrate objectives and outcomes with subject teams.
 - Develop strategies to support reading and writing across the curriculum.
 - Review and revise as needed instructional guides and pacing plans to support student success on high stakes state assessments, college readiness, and career-based skills
 - Teachers will share formative assessment results with students to support increased ownership of learning and to share in the process of ongoing progress

- monitoring
 - Teachers will administer formative assessments as scheduled based on consensus of department and/or grade level team.
- Counselors are expected to:
 - Complete Individual Graduation Plans of case load students annually
 - Monitor student credit, graduation, and A-G progress and intervene as necessary
 - Ensure student schedules are differentiated quarterly to meet the needs of each student
 - Collaborate with other counselors, teachers, coordinators, and administrators to identify opportunities and interventions for students on an ongoing basis.
 - Attend IEP meetings and schedule SST meetings as necessary.
 - Identify resources to support student success and refer as appropriate.
 - Identify alternative educational options for students in collaboration with students, parents, and administrators as necessary.
- Deans are elected positions and evaluated annually by the election of their peers.
 - Deans serve not only to discipline, but to work collaboratively with teachers and counselors to identify services and opportunities to support increased student success.
 - Deans are expected to investigate, document, and implement progressive discipline and the positive behavior support plan.
- Coordinators are selected by the principal and affirmed by the faculty annually.
 - Coordinators lead programs, but in efficient and effective support of teachers, students, and parents.
- Both Dean and Coordinator staff members should serve with the understanding that their positions are as support personnel for teachers.
- Magnet staff will implement curriculum and differentiated objectives as outlined in the Magnet Fidelity Guidelines.
- All out of the class personnel including Administrators serve to support the academic success of students in the classroom.

5) Performance Evaluation

I shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A)

The Principal will supervise and administer the teacher Elect To Work Agreement evaluation process and provide support to struggling teachers to facilitate their continued participation at this school site. The principal will meet with the Governing School Council in December of each year and present a report containing evidence, interventions and results on any teacher receiving support. If the staff member receiving support is a member of the Magnet, the Principal will meet with the Magnet Committee of the Whole and will make a recommendation to the Governing School Council only after a majority (more than 50%) of the Magnet Committee of the Whole concurs with the Principal's recommendation. Support will continue in the Spring Quarters for struggling teachers. This evaluation of faculty will be solely based on adherence to

the RESPONSIBILITIES as outlined in Section 4 of this document and will not include the District Performance Evaluation or Stull.

6) Dispute Resolution

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the Agreement.

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- If the Principal, with Governing School Council approval, decides to not invite a teacher to return for the following school year, he will inform that teacher by the end of Quarter 3 or March 13th which ever comes first. That teacher may then: 1) present your appeal, including oral and written support from teachers and staff, to the Governing School Council, which reserves the right to VETO the Principal's ruling, 2) elect to file for a Teacher Initiated Transfer, 3) Do nothing and be protected by Section 7 (Pilot School Transfer.) 4) If the teacher is not satisfied with these outcomes, that teacher may appeal to the Los Angeles Pilot School Steering Committee, which will make a final determination.

7) Transfers (voluntary and involuntary)

I may transfer from FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet at the end of each school year. Similarly, FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet may transfer me at the end of each school year based on the criteria indicated in section 5. I will be transferred to a vacancy for which I are qualified at a school within the geographic area in which FRANCIS POLYTECHNIC SENIOR HIGH SCHOOL Math, Science and Technology Magnet is located, or if no such vacancy exists, transferred to another geographic area.

8) Dismissal

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

9) Signatures

This contract remains valid from year to year and does not need to be signed again, until the majority of the faculty votes to amend or change its contents. By signing this document, I acknowledge that I have read all the provisions of this Election-to-Work Agreement and that I agree to all its terms.

Employee Name

Employee #

Date

Principal

Date

**John H. Francis Polytechnic High School
Addendum to Elect to Work Agreement
Intervention Plan and Process**

Polytechnic High School faculty has worked extremely hard to improve the academic outcomes of our students. We have done this through an unrelenting focus on self-reflection. Within this context, our expectation is to use data to inform our decisions at the school wide, program, and classroom levels and collaborate frequently to support our efforts for growth and improvement.

The default assumption is that all faculty members will meet the responsibilities as indicated in the Elect to Work Agreement. Therefore, if a teacher is not notified or informed of a problem in writing, the default condition is that the teacher will continue to serve at Poly for the next year in good standing.

In the unusual case that a teacher is not attempting to meet the responsibilities listed below, the principal is required to notify and meet with the teacher before the final day of quarter 1 and provide intervention and support.

The process of intervention and support is as follows:

6. Provide written notification, including evidence, to the teacher (copied to UTLA Chapter Chair) that s/he has not been fulfilling designated teacher responsibilities no later than the end of quarter 1.
7. Meet with the teacher before mid-term of quarter 2 to discuss the notification and develop an agreed upon schedule to meet every other week to monitor progress and provide support as necessary.
8. Provide written summaries (copied to UTLA Chapter Chair) of meetings to the teacher clarifying the ongoing progress.
9. Make a report to the Governing School Council in December showing evidence of support and outcomes.
10. At the end of quarter 3, provide one of the following:
 - a. A written summary of progress made to the teacher, School Governing Council (and UTLA Chapter Chair) recommending retention.
 - b. A recommendation to transfer teacher, with summary of evidence, to the teacher and School Governing Council

Examples of reasons why a teacher might receive intervention and support:

- Does not participate or collaborate with department, course level, or SLC colleagues
- Does not implement agreed upon department or course team decisions such as use of instructional guides and timelines for administration of formative assessments
- Does not administer department/course team developed formative assessments
- Does not share/review formative assessment data with students
- Does not review formative assessment or other available data for self reflection and recalibration of instructional support for students
- Does not attend department or SLC meetings on a regular basis
- Does not participate in self-study activities in preparation for school accreditation

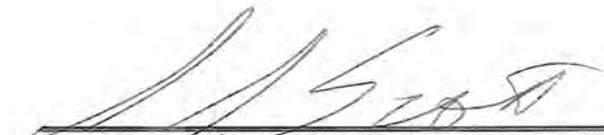
LOS ANGELES UNIFIED SCHOOL DISTRICT
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John E. Deasy, PhD
Superintendent of Schools
Linda Del Cueto
ESC North Superintendent
Ari Bennett
Principal

This is to certify that John H. Francis Polytechnic High School voted to convert to an LAUSD Pilot School on December 7, 2012.

The vote of all school site UTLA members was as follows:

124 Yes 10 No



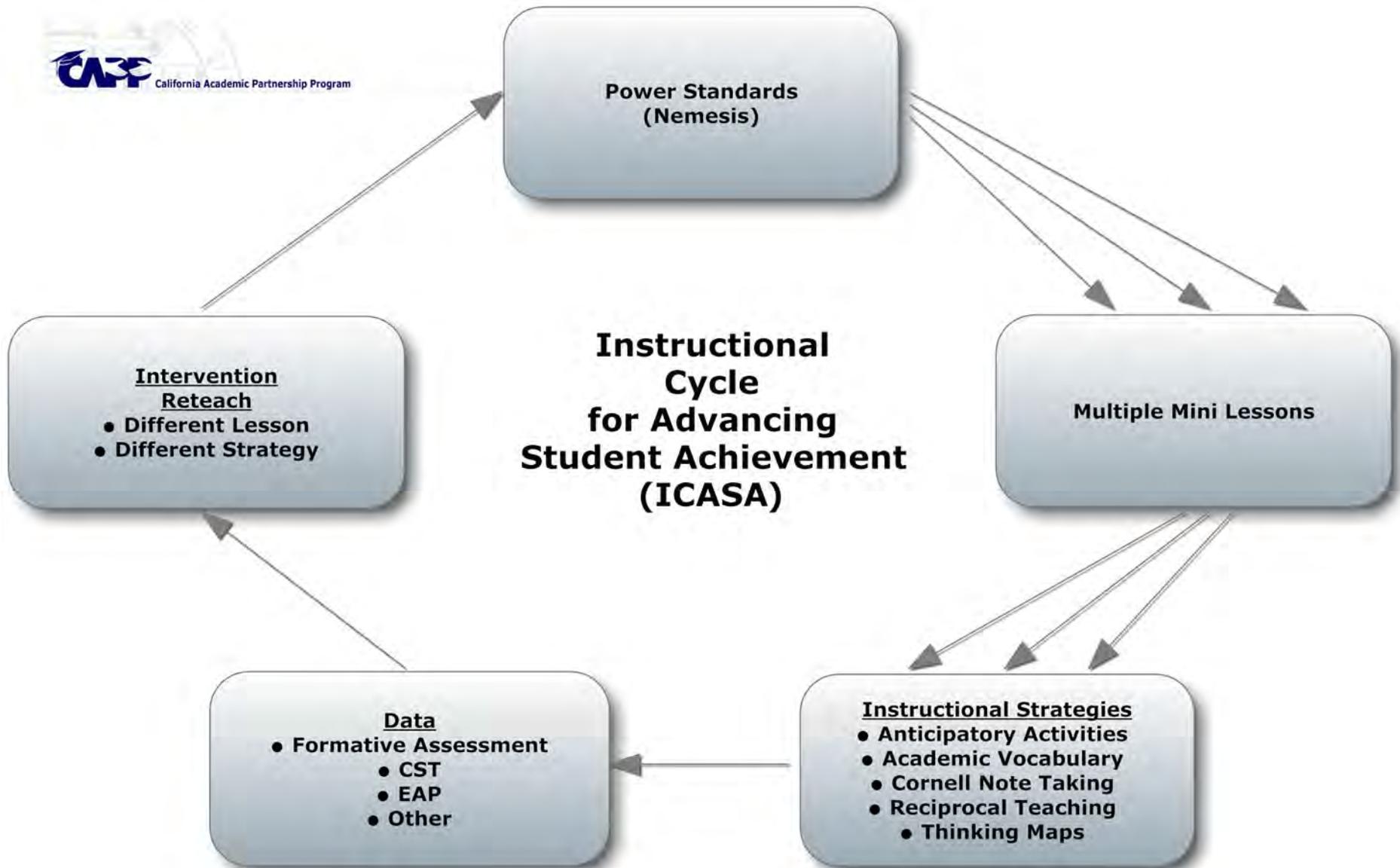
Bob Scott
UTLA Chapter Chair



Ari Bennett
Principal

Signed on December 11, 2012

John H. Francis Polytechnic High School



Developed by: Brad Katz, Bob Scott, Jim Schwagle, Devon Richer, Kirk Jeppson, Pia Damonte, Elidia Vazquez, Norma Grimaldo, Gerardo Loera, Jeff Herrold, Ari Bennett, Diane Siri - June 24, 2011