

# Polytechnic High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Polytechnic High School
<b>Street</b>	5450 Victoria Avenue
<b>City, State, Zip</b>	Riverside, CA 92506-3362
<b>Phone Number</b>	(951) 788-7203
<b>Principal</b>	Michael Roe, Ed.D.
<b>E-mail Address</b>	mroe@rusd.k12.ca.us
<b>Web Site</b>	<a href="http://rusdlink.org/poly">http://rusdlink.org/poly</a>
<b>Grades Served</b>	9-12
<b>CDS Code</b>	33-67215-3336237

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

## School Description and Mission Statement (Most Recent Year)

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### School and Community

Established in 1887, Riverside Poly High School is the oldest high school in Riverside, California. Poly serves students in grades 9 through 12 with an approximate enrollment of 2,750 students.

### Expected Schoolwide Learning Results: P.R.I.D.E

#### Proficient users of technology

- Incorporate technology skills into academic disciplines.
- Apply computer skills in vocational and business occupations.

#### Responsible and reflective citizens

- Demonstrate concern and involvement in community issues.
- Demonstrate respect for other cultures, individual rights and property.

#### Independent and self-motivated learners

- Set and strive to achieve goals.
- Develop a personal sense of self-worth.

#### Diligent critical thinkers

- Formulate solutions based on analysis.
- Reason logically.

#### Effective communicators who work collaboratively

- Participate in democratic process.
- Convey ideas in a clear and coherent manner when speaking and writing.

### Special Programs

#### AVID

Advancement Via Individual Determination (AVID) Students with a minimum 2.5 GPA and a desire to attend college may participate in AVID, which offers supplementary tutoring and extra guidance throughout the college admissions process.

#### Puente

Puente students take an accelerated 9th and 10th grade sequence of college preparatory English classes integrated with Mexican American/Latino and other multicultural literature. Puente is focused on increasing the number of students who enroll in a four year university.

#### AP Academy

The Advanced Placement Academy at Riverside Poly High School offers college-bound students a unique opportunity to experience a concentration of courses that are designed to mimic the collegiate experience. Completion of these college-level courses will not only prepare students for the pace, rigor, and workload of college but it will also prove to top level colleges and universities that the students who graduate from the AP Academy are prepared for collegiate success.

### Extracurricular Options

Many extracurricular opportunities are available, including JROTC, Newspaper, Yearbook, ASB, Link Crew, Band, Orchestra, Choir, Color Guard, Drama/Theater, Mock Trial, Solar Cup, 50+ student clubs, and 20+ competitive sports programs.

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 9	745
Grade 10	722
Grade 11	695
Grade 12	615
<b>Total Enrollment</b>	<b>2,777</b>

**Student Enrollment by Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.5
Asian	2.1
Filipino	0.8
Hispanic or Latino	56.1
Native Hawaiian or Pacific Islander	0.5
White	31.7
Two or More Races	1.5
Socioeconomically Disadvantaged	54.5
English Learners	7.9
Students with Disabilities	10.7
Foster Youth	0.5

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	98	97	104	1855
Without Full Credential	2	2	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	1	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.7	7.3
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Introduction to Literature and Composition, Grade 9 (Adopted in 2002) Holt Literature and Language Arts, Course 3; Holt, Rinehart &amp; Winston</p> <p>World Literature and Composition, Grade 10 (Adopted in 2002) Holt Literature and Language Arts, Course 4; Holt, Rinehart &amp; Winston</p> <p>American Literature and Composition, Grade 11 (Adopted in 2002) Holt Literature and Language Arts, Course 5 Essentials of American Literature; Holt, Rinehart &amp; Winston</p> <p>English Literature and Composition Grade 12 (Adopted in 2002) Holt Literature and Language Arts, Course 6 Essentials of British and World literature; Holt, Rinehart &amp; Winston</p> <p>Expository Reading and Writing (Adopted in 2007) CSU Task Force on Expository Reading and Writing: Read 180, Scholastic (Adopted 2009/2010)</p>	Yes	0%
<b>Mathematics</b>	<p>Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted in 2008) California Algebra Readiness; Pearson Prentice Hall</p> <p>Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart &amp; Winston</p> <p>Geometry (Adopted in 2008) California Geometry; Holt, Reinhart &amp; Winston</p> <p>Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted in 2008) California Algebra 2; Holt, Reinhart &amp; Winston</p> <p>Pre-Calculus / Pre-Calculus Honors (Adopted in 2008) Precalculus-Mathematics for Calculus (Adopted in 2008)</p> <p>Cengage Personal Finance, Grade 12 (Adopted in 2008) Mathematics with Business Applications; Glencoe/McGraw-Hill</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston</p> <p>Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill</p> <p>Anatomy &amp; Physiology (Adopted in 2007) Essentials of Human Anatomy &amp; Physiology; Eighth Ed.; Pearson-Benjamin Cummings</p> <p>Chemistry (Adopted in 2007) Chemistry, California; Addison Wesley/Prentice Hall</p> <p>Physics (Adopted in 2007):Foundations of Physics; CPO Science</p>	Yes	0%
<b>History-Social Science</b>	<p>World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell</p> <p>United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell</p> <p>American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall</p> <p>Economics, Grade12 (Adopted in 2006): Economics: Principles and Practices: Glencoe- McGraw-Hill</p>	Yes	0%
<b>Foreign Language</b>	<p>Spanish III Honors (Adopted in 1998)</p> <p>Spanish for Spanish Speakers II (Adopted in 1999) Sendas Literaries I - Heinley &amp; Heinley Sendas Literaries II - Heinley &amp; Heinley</p>	Yes	0%
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Yes	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1965  
Last Modernized: 2013  
Lot Size: 40 Acres  
71 Permanent Classrooms

18 Portable Classrooms  
 Completely Air Conditioned  
 Theater  
 Gymnasium  
 Computer Lab  
 Library  
 Cafeteria

“Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District’s Maintenance and Operations Office and are available for review.”

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Poly High School completed their school site inspection on 04/05/2016

Poly has a plant supervisor plus six full-time custodial staff who, along with other district personnel, maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 1,221  
 Labor Hours = 4,378.67  
 Assessed Value of Work = \$192,670.99

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 04/05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 04/05/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	63	43	44
Mathematics	29	33	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	656	643	98.0	14	23	38	25
Male	11		323	49.2	16	25	37	22
Female	11		320	48.8	12	21	39	29
Black or African American	11		38	5.8	13	26	45	16
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		14	2.1	0	14	36	50
Filipino	11		3	0.5	--	--	--	--
Hispanic or Latino	11		354	54.0	19	26	37	18
Native Hawaiian or Pacific Islander	11		3	0.5	--	--	--	--
White	11		222	33.8	8	17	37	36
Two or More Races	11		6	0.9	--	--	--	--
Socioeconomically Disadvantaged	11		340	51.8	19	26	38	18
Students with Disabilities	11		60	9.1	63	30	7	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.



**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	656	644	98.2	42	29	22	7
Male	11		324	49.4	40	29	23	8
Female	11		320	48.8	44	29	21	6
Black or African American	11		38	5.8	63	26	8	3
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		14	2.1	14	29	43	14
Filipino	11		3	0.5	--	--	--	--
Hispanic or Latino	11		357	54.4	47	28	19	4
Native Hawaiian or Pacific Islander	11		3	0.5	--	--	--	--
White	11		220	33.5	32	30	25	12
Two or More Races	11		6	0.9	--	--	--	--
Socioeconomically Disadvantaged	11		343	52.3	49	29	17	4
Students with Disabilities	11		60	9.1	83	12	0	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	40	56	48	56	60	58	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

<b>Student Group</b>	<b>Percent of Students Scoring at Proficient or Advanced</b>
All Students in the LEA	58
All Students at the School	48
Male	51
Female	45
Black or African American	30
American Indian or Alaska Native	--
Asian	72
Filipino	--
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	--
White	68
Two or More Races	--
Socioeconomically Disadvantaged	13
English Learners	4
Students with Disabilities	34
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2014-15)**

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district’s CTE programs.

**California Partnership Academies**

- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

**Career Technical Education Pathways**

- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

**ROP Programs**

- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	967
% of pupils completing a CTE program and earning a high school diploma	96.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.82
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	44.82

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	59	61	57	56	49	51	57	56	58
Mathematics	59	67	57	61	55	51	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	43	29	29	43	39	19
Male	49	30	22	44	34	22
Female	38	27	35	41	43	16
Black or African American	55	26	18	58	32	11
Asian	19	19	63	13	38	50
Hispanic or Latino	52	29	19	53	34	13
White	24	30	46	24	48	28
Socioeconomically Disadvantaged	56	29	15	56	35	9
English Learners	90	10		84	13	3
Students with Disabilities	78	13	10	74	16	10

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.40	20.40	45.90

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

The parental involvement contact at this school is Dr. Michael Roe, principal, and he can be contacted at 951-788-7203, extension 64200.

The Poly High School parent community is an integral and vital part of the success of our school's academic, extra curricular and athletic programs therefore parents are welcome to take an active role in all aspects of their child's education. Parents are encouraged to attend all parent meetings and parent education workshops offered by Poly and the School District. School Site Council, PTSA (Parent, Teacher, Student Association), and English Learner Advisory Council (ELAC) are important ways that parents and community members can learn about and support Poly High School. Annual events also include Back To School Night and 8th Grade Parent Night. Parents actively contribute time and resources to support Poly's Athletic Booster Associations as well as our Band, Choir, Theater, Orchestra, Mock Trial and R.O.T.C. programs.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	4.80	2.80	2.40	10.50	8.00	6.50	13.10	11.40	11.50
<b>Graduation Rate</b>	92.49	94.45	95.74	81.84	85.46	87.15	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	95.95	84.61	84.6
Black or African American	83.78	83.55	76
American Indian or Alaska Native	100	62.5	78.07
Asian	100	94.33	92.62
Filipino	100	94.87	96.49
Hispanic or Latino	97.18	82.01	81.28
Native Hawaiian/Pacific Islander	66.67	82.35	83.58
White	96.65	88.33	89.93
Two or More Races	83.33	80	82.8
Socioeconomically Disadvantaged	67.16	62.75	61.28
English Learners	97.22	61.01	50.76
Students with Disabilities	95.24	82.82	81.36
Foster Youth	--	--	--

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.02	3.91	3.68	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.54	0.37	0.47	0.25	0.18	0.22	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	29	22	19	63	26	36	20	57	26	36	27	49		
Mathematics	32	8	18	54	30	15	24	46	30	15	16	54		
Science	32	7	15	53	31	13	17	47	31	13	9	53		
Social Science	31	8	25	47	30	11	31	37	29	18	22	39		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	4	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5,994	800	5,194	79,196
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	10.3	0.2
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-2.9	8.5

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

Polytechnic High School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$157,978 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2014-15)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	2	N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	7	N/A
Science	8	N/A
Social Science	21	N/A
All courses	49	.9

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

During the 2013-2014 school year, staff members at Poly High School participated in both on-site (2 days for certificated) and district (2 days certificated, 1 day classified) sponsored staff development training for the implementation of the California Common Core State Standards appropriate for the needs of their subject area. Additionally, one to two teachers from each core subject area attended the following professional development training for Data Monitory for Results (2 days), Data Teams Certification (3 days), and Common Core Certification (3 day) in order to return and train staff (Trainer of Trainers PD) to strengthen Common Core implementation focusing on teacher effectiveness and learner engagement.

During the 2014-15 school year, Poly staff again participated in both on-site (2 days for certificated) and district (2 days certificated, 1 day classified) sponsored staff development training for the implementation of the California Common Core State Standards appropriate for the needs of their subject area. Teachers meet weekly throughout the entire school year in Professional Learning Communities (PLCs) to share best practices, create common assessments and curriculum plan.

During the 2015-16 school year, certificated teachers will participate in 4 days of professional development and classified participated in 1 day of professional development training for their job-specific content areas. Teachers meet weekly throughout the entire school year in Professional Learning Communities (PLCs) to share best practices, create common assessments and curriculum plan.