



2020

WASC SELF-STUDY





OUR MISSION

Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students.

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92404

Member

Lilia Bozigian

Principal

Pioneer High School
10800 Benavon Street
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Member

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Teacher

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RIVERSIDE POLYTECHNIC HIGH SCHOOL SELF-STUDY REPORT

**5450 Victoria Avenue
Riverside, California 92506**

Riverside Unified School District

March 15 – March 18, 2020 Self-Study Visit

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2018 Edition (2019–2020 SY Visits)**

Polytechnic High School

Our Mission

With academic, emotional, and social support, Poly High School will ensure that all students reach high standards of achievement by instilling Poly PRIDE in every student.

Our Vision

We envision a school where:

- High expectations are held for all students
- All students meet or exceed grade level standards
- Interventions are in place to ensure academic excellence and success of all students.
- All graduate as lifelong learners with Poly “PRIDE”
- A professional learning community embraces the responsibility of working together to achieve all we envision

Our Values

Passion –

Ignites the fire that drives us to defy expectations

Respect –

To admire and accept people for who they are

Integrity –

Commitment to principle-centered leadership built on responsibility, trust and honesty

Determination –

Relentlessly drive ourselves and others to achieve greatness

Extraordinary –

Empower ourselves to defy the expectations of the ordinary

Our Student Learner Outcomes

KNOW

POLY graduates demonstrate deep knowledge of the core academic disciplines.

- Academic standards in each content area

ACT

POLY graduates lead their own learning by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation, and world.

- Leadership
- Character Development
- Civic Engagement

THINK

POLY graduates think critically, communicate effectively, and solve problems creatively.

- Inquiry and Design
- Communication (verbal, written, media, collaborative, cross cultural)
- Analytical skills

BE

POLY graduates tend to their physical and social-emotional well-being.

- Resilience
- Engagement and Hope
- Self-assurance

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Preface



FOCUS ON LEARNING COMMITTEE MEMBERSHIP

The Focus on Learning Groups at Poly High School were selected by the Administrative Team and formed based upon preference measured by a survey of interest and a commitment to create a balanced and diverse Focus group for each of the five categories. Each group has a variety of department faculty represented as well as classified staff, students, and parents who represent diverse experiences and interests too.

Vision & Organization	Curriculum	Instruction	Assessment	School Culture
WASC FOL Leads				
Bicksler, Adam	Magana, Jennifer	Cunningham, Colleen	Jambretz, Jeffrey	Avila, Guadalupe
David Cordes	Schulte, Brian	Dubuisson, Adrianne	Rettstatt, Renee	Sovine, Danielle
			Wilson, Alexia	
Administration				
Hansen, Darel	Butler, Theresa	Nelson, Laura	Kells, Lisa	Vaughan, James
WASC Coordinator				
Yeyna, Kim				
Certificated				
Booth, Cheston	Alfonso, Jessica	Adams, Jan	Bagwell, Glenn	Alejo, Carina
Bumpus, Alex	Aniol Greg	Brown, Mikayla	Cortez, Veronica	Anguiano, Mary
Chavez, Eric	Brewer, Jamie	Cherniss, Pete	De La Rocha, Sophia	Arceo-Jimenez, Elizabeth
Enyeart, John	Day, Robert	Finwall, Tom	Dewitt, Derek	Beck, Sharada
Figueroa, Alex	DelCampo, Nathan	Gahre, Annette	Dubuisson, Marc	Beckman, Sara
Lowry, Alex	Ermert, William	Hernandez, Arwen	Garrett, Erin	Douty, Vanessa
Martinez, Paulette	Garcia, Blanca	Khuu, Huong	Huerta, Jeffrey	Figueroa, Windy
McCullah, Amy	Johnston, Robert	Kund, Kristin	Hilton, Letty	Fulwider, Dana
Munoz, Cecilia	Llera, Sid	Moorring, Tamara	Morrow, Elizabeth	Harbereder, Robert
Nava, Yuri	Markermorse, Chris	Pfunder, Greg	Orovets, Eric	Henninger, Barry
Navarro, Arturo	Marlowe, Kim	Rahman, Kahleen	Rankins, Lisa	Mejia-Rodillas, Reyna
Neal, Callie	McKinney, Jerry	Richey, Brittany	Rice, John	Miller, Lisa
Poelstra, Kelly	Prada, Gabriella	Rivera, Nathan	Soliman, Sue	Napoles, Victor
Schiller, Matthew	Philyaw, Michelle	Scott, Justin	Soto, Carly	Portillo, Roger
Walton, Kristin	Summers, Angelina	Schrock, Chong	Voelker, Gary	Schlesener, Neil
Williams, Andrea	Umana, Jessica	Showalter, Travis	Wilson, Alexia	Shindler, Adam
	Van, Matt	Snyder, Evan		Statham, Nicole
	Zlakett, Anthony	Stevens, Lori		Trotter, Ashley
		Wiley, Duff		Wilson, Cynthia
				Ybarra, Alfonso
Classified				
Avila, Ruben	Fraser, Stephanie	Baker, Jamie	Aleman, Edith	Creely, Lani
Daniel, Marium	Morales, Karen	Schinke, Christina	Carr, Steve	Hashmi, Shaheen
Flores, Priscilla	Padilla, Guadalupe	Solorio, Dolores	Enriquez, Francisco	McVeigh, Patricia
Roman, Angela			Linstrom, Kassandra	Lopez, Juan
Ybarra, Shannon				
Special Programs – State Employees				
De Hoyos, Adrian		Lovett, Harold		
Dominguez, Joe				
Parents				
Jefferson, Clare	McCarty, Ronni	Bailey, Judy	McCallister, Kelly	Herman-Whiting, Marcy
Velez, Toma	Banks, Michelle	Cortez, Cherysa	McDevitt, Kristy	Jefferson-Glipm, Claire
				Scott, Sheri
Students				
Campbell, Alyssiah	Lawani, Kayla	Avila, Brianna	Kieran McCallister	Carter, Grace
Dottem, Yazmin	Ybarra, Mark	Valadez, Zoe	Samantha Flores	Goldman, Jaime
Madrigal, Zayra				

HOME GROUP COMMITTEE MEMBERSHIP

The Home Groups consist of all certificated staff within their respective content departments as well as members assigned to our Tactical teams noted in our Shared Leadership implementation model. This model allows for teachers to have continuous opportunities to contribute and be involved in the decision-making process.

English	Math	Science	Social Science	Foreign Language
Yeyna, Kim**	Portillo, Roger**	Beck, Sharada**	Dubuisson, Adrienne**	Kund, Kristin**
		Lowry, Alex**	Zlaket, Anthony**	
Certificated				
Avila, Guadalupe	Alfonso, Jessica	Aniol, Greg	Alejo, Carina	Arceo-Jimenez, Elizabeth
Bicksler, Adam	Anguiano, Mary	Bagwell, Glenn	Booth, Cheston	De Hoyos, Adrian
Cordes, David	Brown, Mikayla	Day, Robert	Cherniss, Pete	Delgadillo-Magano, Jennifer
Cunningham, Colleen	Chavez, Eric	Pfunder, Greg	Douty, Vanessa	Figuerroa, Alex
Ermert, William	DelCampo, Nathan	Khuu, Huong	Hilton, Letty	Garcia, Blanca
Gahre, Annette	Finwall, Tom	Mejia, Reyna	McKinnie, Jerry	Navarro, Arturo
Marlowe, Kim	Garrett, Erin	Schiller, Matthew	Poelstra, Kelly	Soliman, Sue
Martinez, Paulette	Ibarra, Alfonso	Shrock, Chong	Rivera, Nathan	Wiley, Duff
McCullah, Amy	Munoz, Cecilia	Van, Matt	Showalter, Travis	
Mooring, Tamara	Oravets, Eric		Voelker, Gary	
Neal, Callie	Philyaw, Michelle		Zlaket, Anthony	
Rankins, Leesa	Rahman, Kahleen			
Rice, John	Snyder, Eric			
Shindler, Adam	Umana, Jessica			
Soto, Carly				
Trotter, Ashley				
Wilson, Alexia				
Counseling	CTE	PE	Special Education	VAPA
De La Roche, Sophia**	Enyeart, John**	Alex Bumpus**	Miller, Lisa**	Harbereder, Robert**
Johnston, Robert**	Llera, Sid**			Morrow, Beth**
Certificated				
Adams, Jan	Scott, Justin	Brewer, Jamie	Cortez, Veronica	Beckman, Sara
Figuerroa, Windy		DeWitt, Derek	Dodson, Yancy	Harbereder, Robert
Sovine, Danielle		Fulwider, Dana	Dubuisson, Marc	Hernandez, Arwen
		Schlesener, Neil	Henninger, Barry	Markermorse, Christopher
			Huerta, Jeffrey	Morrow, Elizabeth
			Lopez, Ted	Walton, Kristin
			Murtaugh, Lisa	Williams, Andrea
			Prada, Gabriella	
			Pulido, J	
			Richey, Brittany	
			Summer, Angela	

****Department Chair**



SHARED LEADERSHIP TEAM COMMITTEE

In 2013, powerful systemic shift occurred with the redefined role of the teacher. Shared leadership opportunities were created across the board through three targeted teams: 1) Tactical (made up of traditional department leads); 2) Strategic (comprised of the Curriculum, Instruction and Assessment arms of WASC); and 3) Global (consisting of student, parent and teacher representation from Vision/Organization and Culture/Student Support). The implications for these shifts resulted in a greater representation of involvement by of staff in the direct decision-making of our school that cultivated a culture that embraced teacher enthusiasm, leadership and learner engagement. This shared leadership model has developed into a powerful experience for Poly High School's decision-making process over the past six years, helping to strengthen the fluidity of our WASC focus process.

2019-2020

Riverside Poly High School Shared Leadership Teams

Tactical/Departmental Leadership	Strategic Team (SLT/WASC CIA)	Global Team (WASC CV)
Theresa Butler (Assistant Principal) Darel Hansen (Principal) Kim Yeyna (English)* Kristin Kund (Foreign Language) Roger Portillo (Math) Sharada Beck/Lowry (Science) John Enyeart/Llera (CTE) Robert Habereder (VAPA) Alex Bumpus (PE) Lisa Miller (SPED) Sophia De La Rocha/Robert Johnston (Counseling) Tony Zlakett/Dubuisson (Social Science) Lupe Avila (Puente) Arturo Nava (ELD) Nathan Del Campo (Heritage) Blanca Garcia (Legacy) Brian Schulte (AVID) Lori Stevens (Librarian)	Laura Nelson (Assistant Principal) Darel Hansen (Principal) Kim Yeyna* (WASC/ELA/VT) Robert Habereder (VAPA) Roger Portillo (Math/VT) Brian Schulte (AVID) Jeff Jambretz (Science) Renee Rettstatt (Personalized Learning) William Ermert (ELA) Adrienne Dubuisson (SS/VT) Angela Summers (SPED/VT) Jennifer Magana (FL) Anthony Zlakett (SS) Arturo Navarro (FL/AEL) Lupe Avila (Puente) Colleen Cunningham (ELA/Instruction)	Darel Hansen (Principal) Jim Vaughan (Athletic Director) Lisa Kells (Assistant Principal) Nicole Statham (ASB)* Reyna Mejia (Link/Science) Vanessa Douty (Link/SS) Kim Yeyna (WASC/ELA/VT) ASB = 3 Students P.C.L. = 3 Students Link Crew = 3 Students Yuri Nava (Counseling) Danielle Sovine (Counseling/VT) Juan Lopez (Campus Security) Alex Fernandez (Custodial) Gina Corrow (Office Support) Belinda Balsells (Office Support) Adam Bicksler (RCTA)

VT = Vision Team

*Capturing Kids Hearts Participant

WASC Leads

Tactical	Strategic	Global/SLT
Kim Yeyna	Renee Rettstatt (Assessment) Brian Schulte (Curriculum) Colleen Cunningham (Instruction)	Bicksler (Vision/Org) Sovine (Culture/Stud' Support)

Shared Leadership Teams Defined:

Tactical Team:

The Tactical Departmental Leadership Team includes the following departments: 1) Math; 2) English; 3) Science; 4) Social Science; 5) CTE; 6) Foreign Language; 7) PE; and 8) Fine Arts. This team addresses tactical challenges and opportunities. The Tactical Departmental Leadership Team meets monthly. Individual PLC Teams that feed into the major core content areas meet weekly during an early release schedule for collaboration time as a collective team. One PLC meeting per month is dedicated to personalized choice meetings, ie., special programs or attendance in other core meetings or collaboration between disciplines. Departments meet for vertical articulation at least once per month.

Strategic Team:

The Strategic Team is designed to support ongoing continuous improvement through strategic initiatives and systems – all of which encompass our WASC Focus on Learning Areas of 1) Standards Based Student Learning: Curriculum; 2) Standards Based Student Learning: Assessment; and 3) Standards Based Student Learning: Instruction; Members from the three critical areas defined by WASC are joined by an additional teacher from English, Math, Science, Social Science, VAPA AVID, Academic English Learner Program, Puente, Personalized Learning, WASC Chair and CTE. The Strategic Team has met twice yearly in non-WASC years and reported to staff about progress indicators related to the school-wide plan. During this accreditation year, the Strategic Team met monthly. The Strategic team continues to meet during non-WASC years, and communication with committee members occurs at targeted staff meetings where the action plan items will be addressed.

Global PRIDE Team

The Global Pride Team is designed to support ongoing continuous improvement through global initiatives and systems – all of which encompass our WASC Focus on Learning Areas of 1) Standards Based Student Learning: Culture and Student Supports; and 2) Standards Based Student Learning: Vision and Organization. Members from the two critical areas defined by WASC are joined by additional stakeholders including teachers, classified support staff, parents and students. The Global Team works diligently on the cultural aspects of the school as well as the overall vision for Poly High School. They meet twice yearly in non-WASC years and report to staff about progress indicators related to school-wide plan. During this accreditation year, the Global Team met monthly. Communication with committee members occurs a minimum of twice yearly at two targeted staff meetings where the action plan items are addressed.

Self Study Process Summarized

Riverside Poly High School has consistently received six-year accreditations with mid-term visits from the Western Association of School and Colleges (WASC). Since the last full WASC visit in 2014, there have been many changes in staff and administration. There has been turnover in the administrative team as well as a large turnover in teaching staff that has effected all content areas. There is a new principal and three new assistant principals this school year (2019). The highest priority for the new team was to familiarize themselves with the growth and performance since the last mid-term WASC visit. The team read all documentation from the previous WASC visits to understand the critical areas of need and the alignment of the current action plan to other accountability measures. From this information, the administration and WASC coordinator developed a timeline for the Self-Study Process. The WASC self-study process at Poly High School has been a fluid ongoing process since the six-year and mid-term WASC evaluation visits. The administration found strength in the stability of the staff and faculty, many of whom have been at Poly High School since the last WASC self-study. To guarantee that the Self-Study adequately reflected all the strengths and areas in need of growth acknowledged by the staff, the administration ensured that Poly High School faculty and staff was actively involved in the development of the 2019-20 Self-Study document.

In order to prepare for our six-year visit, after our mid-term visit, we started a formal backward planning timeline to ensure all stakeholders were represented and their voices heard as we finalized documentation of our self-study. The groups began the process of analyzing data, identifying areas of growth and strength, and developing an action plan to meet student learner outcomes. The Action Plan was developed by using feedback from the stakeholders, data analysis from the California Dashboard, SPSA, LCAP, and student work, as well as

our self-study findings. During our Shared Leadership, Focus on Learning Teams, and Home (Department/Tactical) Team meetings, all documents were created in a Google drive and were shared with any stakeholders unable to attend the WASC planned meetings. Stakeholders took the opportunity to provide their valuable input.

The table below shows the WASC focused meetings that played a significant role in our Self-Study process:

RIVERSIDE POLY HIGH SCHOOL WASC Timeline		
DATE	WHO	PURPOSE
March 15-18, 2020	Poly High School Stakeholders and Visiting Committee	WASC Visiting Committee Visit Observations and Findings
March 16, 2020	WASC FOL Teams	Meet with members of the Visiting Committee @ 3:00 pm
March 4, 2020	Staff – 3 pm	Outline agenda for Visiting Committee three-day visit
February 10, 2020	Coordinator/Administration	Final Draft Submission to Visiting Committee Self-Study Results Revealed
January 8, 2020	WASC FOL Teams – 3 pm	Final Draft Review of WASC Self-Study
December 16, 2020	WASC Team Leads – 3pm	Drafting Chapters with recommendations from the stakeholders. Identification of needs to complete and finalize our WASC Action Plan Needs Document sent out to respective stakeholders to vet draft document
December 11, 2019	Staff Meeting	Feedback on WASC goals, Site Goals, SPSA Goals and analyzed Dashboard Success Criteria to determine growth need areas.
December 4, 2019	WASC FOL Team Meeting	Vetting draft WASC document with all Stakeholders and identify respective changes
November 19, 2019	WASC LEAD	Draft Writing of chapters by FOL Team Leads addressing their FOL Prompts and Indicators
November 13, 2019	Home (Department) WASC Groups	All Home Group teams to contribute to the FOL focus areas - Curriculum, Instruction and Assessment due to WASC leads recommendation for further collaboration and feedback

November 6, 2019	Home (Department) WASC Groups	All Home Group areas made an assertive effort to contribute to the FOL focus areas - Curriculum, Instruction and Assessment due to WASC leads recommendation for further collaboration and feedback
November 5, 2019	WASC FOL Team Leads and Tactical Team	Reviewed WASC goals, Site Goals, SPSA Goals and analyzed Dashboard Success Criteria to determine growth need areas.
October 9, 2019	WASC FOL Teams	Draft Construction and Development in Committees of WASC findings and evidence in the reflective focus areas
October 2, 2019	WASC Team Lead	Reviewed success indicators and formatting of WASC template so this document could be brought back to WASC Fol teams for further data review and evidence collection Cycle of Inquiry and Evidence Retrieval (findings and Evidence)
September 4, 2019	WASC FOL Teams	Stakeholders agree to adopt Portrait of a Graduate and its tenets as Poly's Student Learner Outcomes. FOL teams gather and reflect on pertinent evidence to determine findings through data analysis and charted findings on a Google document Plan, Act, Analyze and Reflect
August 28, 2019	WASC Team Lead	Coordinator modeled and guided FOL team leads on procedures to gather and reflect on pertinent evidence to determine findings through data analysis (findings and Evidence)
August 9, 2019 **Darel Hansen's first staff meeting as new principal	Staff	Celebration of CAASPP growth preliminary scores Introduction of "All Means All" - Principal's philosophy and how this aligns to our current ongoing goals Common Understanding and Collective Focus for WASC Overview of WASC Action Plan Goals, District Goals, Site Goals/LCAP
August 7, 2019 Prior to School	WASC Team Leads	Each section of six-year WASC document reviewed by FOL team leads Identified areas of success, ongoing success, no longer relevant to our growth needs.

		District Portrait of a Graduate identified as possible new Poly Student Learner Outcomes. Leads to vet with all stakeholders.
April 22-23, 2019 OFF-SITE	WASC Team Leads	Review schoolwide goals Utilized the Fulan Success Matrix to identify growth need areas as how we function systematically as a school. Development of draft of our Collective Commitments (staff)
April 17, 2019	Staff	Reviewed vision statement Reviewed school culture and issues related to school safety utilizing Open Space Technology process.
March 13, 2019	Strategic Team (including Curriculum, Instruction and Assessment FOL teams)	Analyzed six-year and mid-term Visiting Committee Reports Review of progress toward WASC Action Plan
March 6, 2019	Global Team (including WASC Vision & Organization and Culture FOL teams)	Analyzed six-year and mid-term Visiting Committee Reports Review of progress toward WASC Action Plan
March 4, 2019	WASC FOL Team Leads	Planning, Timeline Identification of Commitments Membership Process Selection to ensure all stakeholders are represented
February 7, 2019	Administration & WASC Coordinator	Identification of Shared Leadership Process for WASC Timeline Creation - (Backwards Planning)

Poly High School has valued the self-study process and is dedicated to working toward improving the Critical Areas of Need identified. The WASC Committee, Home Department Teams, and Shared Leadership Team will continue to monitor and adjust the Action Plan as needed. The Action Plan will guide and focus the development, structure, and analysis of the work to focus primarily on the instruction and student support needed to be successful in our learning environment.





Chapter 1- Progress Report



Significant Developments

Change in Administration and Staffing

Poly High School has experienced many administrative and staffing related changes since our last full WASC visit in 2014. In 2019, Riverside Unified School District offered an early retirement incentive plan that propelled several teachers to retire. This, coupled with the retirement of several teachers who have had 30 – 35 years at Poly, led to the hiring of new qualified teachers in every subject area. Our former principal of six years, Dr. Michael Roe, transitioned into a new leadership position at the Riverside County Office of Education; this, in turn, led to the return of Darel Hansen as our new principal. Darel Hansen was previously an Assistant Principal at Poly High School at the beginning of his leadership career 13 years ago. To connect and understand the current culture and systems in place at Poly High School, Darel Hansen reached out to the entire staff (classified and certificated) as well as stakeholders and asked three fundamental questions: 1) What do you want to start at Poly? 2) What do you want to stop doing at Poly? 3) What do you want to continue at Poly? With this information, Darel Hansen learned that at this time, the shared leadership inclusion model has allowed Poly High School to evolve, improve and systematically function. Therefore, no significant changes have been made by the new leadership currently.

Additionally, Poly has welcomed three new Assistant Principals since our initial visit: To begin the 2019-20 school year, Laura Nelson, Poly High School's previous WASC Coordinator, Special Education Department Chair and active Shared Leadership member, was promoted to Assistant Principal. In October 2019, Lisa Kells transitioned into her Poly Assistant Principalship from her position as the Riverside Unified School District Instructional Service Specialist of English, Foreign Language and English Language Learners. In 2017, Theresa Butler transitioned into her Assistant Principalship from her position at the Riverside Unified District as the Instructional Service Specialist of Math. Although three of our four Assistant Principal positions have changed, all three of our Assistant Principals have worked closely with the Poly High School community throughout the years, and the transition has been smooth.

In addition to our Administration, some key leadership roles have been taken over by new certificated staff members due to upward mobility and retirement. Effective this school year (2019-20), the following programs have new coordinators: ASB (Nicole Statham), Link Crew (Vanessa Douty), Legacy (Blanca Garcia and Elizabeth Arceo), Heritage (Nathan DelCampo), ELAC Coordinator (Arturo Navarro). In the 2018-19 school year, Brian Schulte was promoted from his Math teacher position to the AVID Coordinator position.

Changes in Student Enrollment (End of Year Totals)

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2018-19	2,465	5.8%	0.5%	1.8%	0.6%	61.6%	0.1%	26.9%	1.7%	1.1%
2017-18	2,607	6.3%	0.4%	1.9%	1.0%	59.9%	0.0%	27.7%	1.6%	1.2%
2016-17	2,747	6.6%	0.5%	2.0%	0.9%	58.7%	0.3%	28.9%	1.4%	0.8%
2015-16	2,744	6.2%	0.5%	2.0%	0.9%	57.0%	0.4%	31.2%	1.1%	0.7%
2014-15	2,777	6.2%	0.5%	2.1%	0.8%	56.1%	0.5%	31.7%	1.5%	0.6%

Enrollment totals remained fairly static between 2014 through 2017. Poly High School has experienced a decrease in overall enrollment over the past two years, with an increase in our Hispanic or Latino population and a decrease in all other subgroups. Although we are a district of choice and anticipated growth in our enrollment at the time of our 2014 full WASC visit, the district made the choice to close transfers into Poly High School over

the past two years in order to prepare for a magnet program for the new Dual Immersion program students. Within this last year, the district changed its course of action and made the decision to allow the Dual Immersion students in our district to attend any three of the five comprehensive high schools in Riverside Unified School District.

Transition to High Impact Teaming – Developing Assessment Capable Learners

Poly High School embarks on major systemic shifts that will positively impact learning and collaboration to improve and sustain authentic student learning opportunities and improve the conditions for learning. Poly embraced the Strategic Goals outlined in our WASC Action Plan efforts:

1. Excellence in every classroom;
2. Shared leadership opportunities for all stakeholders; and
3. Build organizational capacity.

The implications for these shifts resulted in a significant number of our staff members becoming involved in the direct decision-making of our school. This cultivated a culture that embraced teacher enthusiasm, leadership, and learner engagement. Over the last six years, we have embraced a multitude of learning loops that have guided our collective efforts and challenged perceived paradigms about what is possible. These cycles included work around:



To best address our WASC findings and visiting team recommendations, we identified the need for a systemic change in our Professional Learning Communities. Effective teaming has been at the heart of our efforts. At Poly, depending on department and specific team, levels of effectiveness vary. Our schoolwide data reflects this. As we move forward, our continued focus will be in improving and expanding High Impact Teams, where we define our learning networks, develop appropriate and effective structures and value the process of teaming and collaboration to improve the conditions of learning for ALL students. This effort continues to strengthen our focus to ensure the main thing remains the “main thing” to improve Teacher Collective Efficacy (1.57 – John Hatti) and develop the Assessment Capable Learner (1.44 – John Hatti) –which have a researched significant impact on student learning. By helping our students to become assessment capable learners, we must develop students who: know the success criteria identified within the lesson/unit, can describe where they are in relation to the criteria and use that information to select learning strategies to improve their transferrable skills in relation to the Common Core Standards. For this to occur at the optimal level of effectiveness, teachers need to identify what mastery looks like as well as define the essential criteria where students can monitor their journey toward mastery. This is the essence of student-centered learning and the very context by which Personalized Learning comes alive. This approach will not be easy and will require a great deal of heavy lifting (collaboration and

teaming) for us to equitably improve the conditions of learning – for all students. For this to occur, we are called to work with one another at the highest level.

Key members of our Tactical Departmental Leadership Team attended a presentation at Hawthorne Elementary (led by Carrie Brown and her Team) about the work being done with Dr. David Horton regarding this vital work. Dr. Horton met with us and designed a framework for improvement around the Cycle of Inquiry. In 2018-2019, Poly – along with Hawthorne Elementary, began and completed the first tier process of implementing High Impact Teaming through the following Gradual Release Model:

APPROACH to Student Centered Learning and Assessment 2018-19 – Professional Development

A Gradual Release Training Model:

To Build Capacity:

- ✓ Coaching Visit 1 = Led by Impact Team Coach, Principal (observing), Team Leader, Team Members
- ✓ Coaching Visit 2 = Led by Administration, Team Leader (observing), Team Members, Impact Coach (assisting)
- ✓ Coaching Visit 2 = Led by Team Leader, Team Members, Administration (assisting), Impact Team Coach (assisting).
- ✓ Coaching Visit 4 = Led by Team Leader, Team Members, Administration (silent observer), Impact Team Coach (silent observer)

Poly's implementation plan began in the Fall of 2018, with our Biology, ELA (9th), World History (10th) and Math 1 teams. The "Growing from Within" process includes four job-embedded coaching sessions using a gradual release of responsibility from the Impact Team Coach (Dr. David Horton) to the trained peer facilitator (team leads). Team members will gain the skills and expertise to train peers in using the team and classroom protocols, ensuring sustainable growth from within. During the trainings, we utilized a fishbowl structuring device such that any teacher in any department could come and observe the process in play. Our goal was to "go slow to go fast." By focusing efforts on four core teams in the first year, we planned to grow exponentially in year two to eight teams, 12 in year three, etc. until we are at full schoolwide implementation. Each teams' journey in the EAA process takes roughly 6-9 months and follows four key half-day trainings. The goal for comprehensive schoolwide implementation is 2022-2023.

In our pathway to full implementation, Tactical Department Leaders will begin working with their respective teacher leaders to develop common language; implement Evidence, Action and Analysis structuring during collaboration and department-wide meetings as well as update and facilitate dialogue with colleagues regarding the work of Impact Teams and our collective progression. In the Fall of 2019, the 10th grade ELA team joined with the 9th grade team to begin gradual implementation of the High Impact Teaming process. In March, 2020, Phase II, which includes: US History, Math 2, Chemistry, and ELA American Literature (11th) will begin formal training. The Phase III cohort is inclusive of: Physics, ELA 12th, Government and Economics, and Math III will begin their training in the **fall of 2020**. The Phase III leaders attended a full-day introduction to foundations of High Impact Teaming on November 21, 2019.

Dual Immersion/Seal of Biliteracy

In the fall of 2019, at Poly High School, our first cohort of Dual Immersion students entered the 9th grade. We offer a Dual Immersion program, which begins at Washington Elementary School and continues at Gage Middle School and culminates in students earning a California Department of Education Seal of Biliteracy when graduating from Poly High School. This program includes native English speaking students and native speakers of a foreign language. The goals of dual immersion programs are to develop bilingualism/biliteracy, academic achievement and cross-cultural competence for all students. In dual immersion courses, students learn content

through both their native language and the target language. Currently, our Dual Immersion students are enrolled in one core subject (World History), which is taught by our Dual Immersion Coordinator, Carina Alejo. The courses offered will increase as the Dual Immersion Program grows in enrollment.

GOOGLE APPS for Education

In the spring of 2019, Riverside Unified School District notified the certificated staff that the online Powerschool Learning System (Haiku) Platform license would not be renewed. This platform was utilized by many teachers as a website and lesson site for their curriculum. Teachers were provided with numerous professional development opportunities – from Riverside Unified School District as well as in-house, to prepare them for this transition and to train them on creation of Google Websites. Many Poly High School teachers have created, and are in the process of creating, new websites in Google and through other Website designer platforms. This is an ongoing process, and the transfer of Haiku documents will only be available through the end of the 2019-20 school year. Numerous professional development opportunities have been, and continue to be, offered on technological tools to enhance the learning process in all subject areas. Many teachers now utilize powerful online tools that include Quizlet, Kahoot, Google Classroom, Google Forms, and Illuminate assessments for quick data collection and efficient feedback loops. Two teachers on campus provide support and training in best practices in educational technology for colleagues. The district continues to support professional development for technological needs. [Riverside Unified Technology Base](#) alerts all stakeholders to our district technology.

Restorative Practice/Saturday School

Saturday School has traditionally been a day wherein students reported to Poly High School and sat for four hours to be held accountable for their discipline infractions. The former model of Saturday school was one hour of silent work, one hour of outside movement, one hour of reflection, and an additional hour of silent work. In the spring of 2019, teachers and counselors were asked to share in the Saturday School duty and offer lessons that would engage and propel students toward a more successful high school experience. The inclusion of the Counseling Department in this shift helps to ensure that a restorative approach is taken. Now Saturday school is built around lessons and instruction that have to do with social/emotional development and not just focused on punitive or academic study. For example, one of the art teachers is teaching art expression as a means for students to build self-pride in themselves and their diverse backgrounds. In addition, twice a month, a counselor is providing lessons on effects of vaping, drugs and alcohol, anger management, cycles of poverty, higher education, career planning, resume writing, scholarship assistance, academic planning, attendance, social skills, soft skills, healthy relationships, digital citizenship, internet safety, community resources, human trafficking, and other topics as necessary. Prior to each Saturday School, the teacher/counselor reviews the roster of students to identify what type of infractions were committed. This data driven guide to lesson planning helps to ensure the Saturday School Restorative Practice is both engaging and results in a positive impact on students.

Professional Growth Systems (PGS)/Danielson Framework

RUSD made a commitment to utilize the Danielson Framework of Teaching as a common language and framework for instruction. It will also serve as the basis for the evaluation tool for teachers in 2019-2020. In 2018-19 all certificated staff participated in a full release day of Year 1 training on the Framework organized and facilitated by trained site facilitators and PGS staff. For the Year 2 training in 2019, all certificated staff received two on-site training sessions by trained site facilitators. The Danielson Framework of Teaching is now being utilized for teacher lesson planning in preparation for current official teacher observations by Poly High School Administrators. The PGS mentoring program has replaced the BTSA program, and all new teachers are provided with a PGS support teacher for their first two years.

SAP Counselor - Social Emotional Well-being:

The SAP program began in 2015 at Poly High School with the intention to bring social emotional awareness, prevention and support to Riverside Unified School District. Licensed Marriage Family Therapist and Clinical Social workers were hired to provide services to every school in the RUSD. These services include but are not limited to : individual therapy, group counseling, crisis intervention, suicide and threat assessment and response as well as, teacher/parent education and support. Specifically at Poly the SAP counselor has implemented a Live to Laugh Club that works to promote awareness about mental health issues and trains students on how to manage stress in themselves as well as how to help others. Although this mental health resource is a positive step in the right direction, our SAP counselor is only at Poly on a part-time basis (twice per week), and many on staff concur that the necessity for a full-time on-site SAP counselor is indicated. She sees students on a referral basis and typically for more long term care. She also assists Counselors in Crisis Counseling.

Action Plan/SPSA/LCAP Goals Alignment

Significant changes have occurred in education since the WASC Visit on the Poly High School campus in 2014 and the mid-term visit in 2017. With the onset of the Local Control Funding Formula (LCFF) requirements, programs, actions and services have been modified to meet the new expectations. The development of the district Local Control Accountability Plan (LCAP) has increased the amount of stakeholder input and has been the driving force in the changes at both at the district and the site level. The focus of the district has been shifted to include discussions revolving around the Eight State Priorities and the metrics associated with measuring growth and achievement. The multiple measures approach to evaluating strengths and needs have assisted in the data-driven decision making throughout the district. Further, discussions at all levels now include emphasis on vertical alignment of programs and cohort performance over the course of several years. The district and sites have embraced the new system of continual improvement and have created goals that will require an annual review to ensure the district and the sites are showing growth.

The Riverside Unified School District (RUSD) has embraced the new Local Control Funding Formula (LCFF) requirements and the accountability and transparency of the Local Control Accountability Plan (LCAP). While the LCAP must include annual goals to be achieved for each state priority, RUSD has chosen to focus its LCAP on a specific subset of the state priorities and has identified specific local priorities. RUSD has addressed each priority, however, based upon committee recommendations and stakeholder feedback, the plan focuses on the specific needs identified for RUSD. Annually, RUSD uses student, staff, parent, and community feedback along with student outcomes from the previous actions and services to review our LCAP to better meet the needs of all students, including unduplicated student groups. RUSD monitors specific Success Indicators to raise the level of our work and provide focus for our system in guiding capacity through outcomes. This work is also done with guidance from students, teachers, and LCAP advisory groups. Student readiness is the primary theme in the LCAP, which serves as our District Strategic Plan. The LCAP outlines a broad, yet cohesive array of actions and services centered around three overarching goals that RUSD believes will lead to improved student outcomes and performance.

Riverside Unified School District's LCAP Goals:

Goal	State Priorities	Students Served
Provide high-quality teaching and learning environments for all students. Highlighted actions within this goal are the Shared Leadership System which facilitates the collaborative continuous improvement process across our district, and our Professional Growth System which provides for the improvement of pedagogical practices and support for teachers and administrators.	State Priorities: 1: Basic Services 3: Parent Involvement 5: Student Engagement 6: School Climate	All
Prepare all students to be college, career, and world ready upon graduation. Highlighted actions within this goal are our plans for English Learner Achievement, Visual and Performing Arts, Dual Enrollment, and Science Technology, Engineering, and Math (STEM) which provide students with numerous choices across the district.	State Priorities: 2: Implementation of State Standards 4: Student Achievement 5: Student Engagement 7: Course Access 8: Student Outcomes	All
Fully engage students, parents and the community in support of short and long-term educational outcomes.	1: Basic Services 3: Parent Involvement 5: Student Engagement	All

The identified district needs in the current [RUSD LCAP](#) document are discussed in the documents found on the RUSD website. All stakeholders understand that the LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides resources to support the planning, implementation and evaluation of LCAP. [Poly High School's SPSA](#) report in complete alignment with the LCAP criteria.



Aligning Poly's Student Learner Outcomes with CCSS Anchor Standards and Poly PRIDE (values)

In addition to the academic purposing of our work, in 2013 major efforts were spent building the cultural aspects around our school. The Poly "Foundations" were established around *Family, Faith, Tradition and Belief*. As conversations with all stakeholders continued, approximately 250 8th-12th grade students utilized the 40 Developmental Assets Framework to develop our Internal Student Learning Outcomes (SLO's). The students were challenged by leadership to create Student Learner Outcomes that would not only connect them to school and each other, but their ideal self, personal and professional aspirations. These Internal Student Learner Outcomes were developed to address the physical and social-emotional wellbeing of ALL of our students. The students chose the PRIDE acronym: Passion, Respect, Integrity, Determination and Extraordinary.

During the WASC Self-Study evaluation process (2019) our Focus on Learning Groups evaluated our previous External Student Learner Outcomes, our Schoolwide Action Plan, SPSA, and the Riverside Unified School District's Guide for Instructional Strategies. We recognized that the *Portrait of a Graduate* in the Guide for Instructional Strategies is in perfect alignment with our collective vision for our students and can be achieved with the values inherent in *PRIDE*; therefore, we have adopted the Riverside Unified School District's *Portrait of a Graduate* as our Student Learner Outcomes and have re-defined our *PRIDE* (our previous Internal Student Learner Outcomes) as the *values* that work as a catalyst toward achievement of the Student Learner Outcomes:

Poly High School is committed to instilling the following *values* inherent in our PRIDE acronym in all of our students. The first week of school is dedicated to visiting – or revisiting for returning students – the importance of these values with short lessons and activities across the campus. Each year a PRIDE carnival is held by the ASB to celebrate our schoolwide commitment to these values. It is our sincere belief that with these values in place, students the Student Learner Outcomes (Know/Act/Be) can be accomplished.

POLY HIGH SCHOOL STUDENT VALUES

Passion — ignites the fire that drives us to defy expectations

Respect — to admire and accept people for who they are

Integrity — commitment to principle-centered leadership built on responsibility, trust and honest

Determination — relentlessly drive ourselves and others to achieve greatness

Extraordinary — empower ourselves to defy the expectations of the ordinary

STUDENT LEARNER OUTCOMES



// A SCHOOL COMMUNITY WHERE TEAM MEMBERS ARE ENGAGED, ENTHUSIASTIC, AND LOVE WHAT THEY DO, THE STUDENTS THEY SERVE, AND ONE ANOTHER. //

RIVERSIDE POLYTECHNIC HIGH SCHOOL HOME OF THE BEARS

KNOW

POLY graduates demonstrate deep knowledge of the core academic disciplines.

- Academic standards in each content area.

ACT

POLY graduates lead their own learning by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation, and world.

- Leadership
- Character Development
- Civic Engagement

THINK

POLY graduates think critically, communicate effectively, and solve problems creatively.

- Inquiry and Design
- Communication (verbal, written, media, collaborative, cross cultural)
- Analytical Skills

BE

POLY graduates tend to their physical and social-emotional well-being.

- Resilience
- Engagement and Hope
- Self-Assurance



Progress Towards Critical Areas for Follow-up

Schoolwide Critical Areas for Follow-up – WASC Visiting Committee Recommendations:

The Action Plan developed during the last full WASC (2013-14) school visit focused on the implementation of the then new Common Core State Standards and the crucial focus on student group performance in academic achievement, curricular pathways for college and career readiness and full integration of internal and external SLOs (then ESLRs). Local Control Funding Formula was being developed at that time, and the first LCAP was designed at the district level. Since the last WASC Visit, the state has assigned new accountability measures in association with the Accountability and Continuous Improvement System. The state Dashboard and Five-by-Five charts require reporting on both Status and Change by student group program. The state has implemented Local Control Funding Formula and Local Control and Accountability Plan requirements aligned to state priorities that must be addressed at the site level.

Key Areas for Growth

At the completion of the full WASC visit in 2014, the visiting committee cited key areas of growth, which were similar to items previously discussed by Poly High School staff. These key areas of growth include:

The previous WASC Visiting Committee recommended the following three critical areas for follow-up:

- A. Create, monitor and implement a comprehensive plan to transition to the Common Core State Standards.**
- B. Develop curricular pathways for all learners that prepares them for college and career readiness.**
- C. Integrate the Riverside Poly Internal and External Student Learning Outcomes into academic and cultural practices to improve performance, involvement and behavior.**

In addition, at the time of our 2014 WASC visit, the Visiting Committee identified areas within our action plan that needed to be strengthened. These additional areas reflected the need of the school to include detailed steps into the broader areas of need (identified above) in their report. The school planned to address those areas above, but the details of their implementation needed to be expressed more clearly in the following areas:

- 1. Implement a systematic PLC structure with specific goals and strategies to use Data Teams.**
- 2. Implement Poly's professional development plan with a focus on specific instructional strategies that promote engagement of all students.**
- 3. Implement Poly's professional development plan to increase the level of rigor across all content areas**

Our comprehensive Action Plan dates back to our 2013-2014 full WASC visit, and was revisited in 2016-2017 by the Visiting Committee, who commended us on our ongoing work toward meeting those goals set forth. No further recommendations were given by the Visiting Committee.

Ongoing Follow-up Process

Since the 2014 Full WASC Visit and the 2017 Midterm Visit, through the effectiveness of the Shared Leadership model, Poly High School continues to pursue and monitor its [SPSA](#) goals, Riverside Unified School District's [LCAP](#) guidelines, [Dashboard success indicators](#) and WASC Action Plan. Poly High School has worked toward continuous improvement from the actions outlined in the mid-cycle review as well as areas of need that are identified through state progress data and our SPSA data, which sets annual goals that are aligned to the LCAP.

As noted in the *Prefix Section* of this report, in 2014, a powerful systemic shift happened with the redefined role of the teacher. Shared leadership opportunities were created across the board through three targeted teams: 1) Tactical (made up of traditional department leads); 2) Strategic (comprised of the Curriculum, Instruction and Assessment arms of WASC); and 3) Global (consisting of student, parent and teacher representation from Vision/Organization and Culture/Student Support). The implications for these shifts resulted in a greater representation of involvement by our staff in the direct decision-making of our school that cultivated a culture that embraced teacher enthusiasm, leadership and learner engagement. This shared leadership model has developed into a powerful communication tool over the past six years, and helps to ensure that all stakeholders have an "actual stake" in the decision making.

Under the guidance of Darel Hansen, Poly's principal, in November 2019, the Shared Leadership Team, and the WASC Focus on Learning Team Leaders spent the day reviewing the current SPSA plan and analyzing all the College and Career Indicator data. With our newly adopted Student Learner Outcomes, as well as Riverside Unified School District's [Guide for instructional Direction](#) as our foundation, the teacher leaders created "working possible" goals. The data and information was compiled into a presentation and presented at the end of the day to key district personnel: Superintendent, Chief Academic Officer, Assistant Superintendent of Curriculum and Instruction, Director IV for Instructional Services, and Assistant Superintendent of Human Resources. The district cabinet provided the Poly team with the highest accolades for our discoveries, analysis of data, and strategic action plan. Then on ** the FOL Team Leads and Tactical Team presented their dissemination of the College and Career Success Indicator data as well outlined a possible strategic plan. Upon the completion of the presentation, the staff was given a survey to help prioritize the critical areas of need for Poly High School.

[Shared Leadership Team Focus For Analysis PPT - AGENDA](#)

[Shared Leadership Team's Presentation to District and Staff](#)

[Survey Questions to Staff](#) – (Priority Schoolwide Focus)

[Survey Results-](#) (Staff feedback on data dissemination)

The following goals, actions, services and tasks were written to address the areas of critical need:

Action Plan #1: *Create, monitor and implement a comprehensive plan to transition to the Common Core State Standards:*

- **Task 1: Alignment of Curriculum, Instruction, and Assessment**
- **Task 2: Professional Development in improving the efficacy of our Inquiry Cycle Teams and High Impact Instructional Process**
- **Task 3: *Plan units of instruction through rigorous curriculum design, common formative assessments, common performance tasks and rubrics to increase student achievement and learner engagement.***

Progress – Action Plan #1:

Poly High School has fully implemented the Common Core State Standards in all content areas, with the exception of our Science Department, who is in the process of transitioning from the Common Core State Standards to the new NGSS Science Standards and is currently the only core subject that has not had a full adoption of textbook materials. Since the implementation of the Common Core State Standards and since the last full WASC visit, Poly High School teachers have received extensive specialized training in CCSS Curriculum. The newly adopted Math and ELA curriculum has been implemented with the support of District Curriculum Staff Developers. An English and a Math teacher were both trained as trainer of trainers in the Common Core Standards implementation, and they added additional support and provided training for the entire Poly High School staff in the ultimate responsibility of all subjects honoring the Literacy Standards. As a result, close reading and writing is a *shared* focus skill-set, and is a part of the learning experience in most subject areas. As our data reflects, both Math and English have seen a marked improvement in CAASPP scores, and believe this is in part due to the successful implementation of Common Core State Standards We are fully implementing the Common Core Standards in the following ways:

Action Plan #1: Create, monitor and implement a comprehensive plan to transition to the Common Core State Standards		
Priority Area	Aligned Activity/Task	Progress Toward Goal
Alignment of curriculum, instruction and assessment	Administrative Goal: Build teamness through departments by supporting and facilitating Departmental Data Team School-wide goals based in visible evidence of student learning: close and analytical reasoning/listening. Build teacher capacity (collective efficacy) through targeted professional development in high-yield instruction strategies. AVID Goal: AVID students (grades 9-12) will explore a variety of texts using critical reading strategies and best practices in the AVID elective class.	In progress: Although we have four new administrative team members, the administration continues to support our content collaborations teams. As we transition from Data Teams to High Impact Team/Inquiry Cycle Teams, the Administration Team builds a cohesive team by providing support and facilitating Schoolwide Shared Leadership Team goals that address the Dashboard success criteria growth area needs, as well as the continually identified content area student needs. The administration continues to focus on building teacher capacity (collective efficacy) through targeted teacher driven professional development in skills-based instructional strategies and the need for common formative and summative assessments. Met

	AVID students will practice deep reading strategies and skills in the AVID elective class in order to access rigorous curriculum in their core classes. The AVID Program has program processes that ensure student growth and success is measured. English Language Arts (ELA): The English Department (grades 9-12) will engage in high impact critical reading strategies with a variety of fiction and non-fiction texts of appropriate text complexity for each grade level. SPECIAL EDUCATION: The Special Education Department will engage in high impact, researched based reading strategies with a variety of fiction and non-fiction texts of appropriate text complexity for each ability level, keeping in mind the students' present levels as noted in IEP as well as their reading comprehension goals. Social Science: Social Science students (grades 9-12) will use close reading strategies to improve their reading comprehension and critical thinking skills. Social Science students will respond to writing prompts using supporting evidence taken from documents that they have read independently.	Significant Progress: Currently, we have 9th and 10th grade Inquiry Cycle Teams trained and utilizing the High Impact Team (HIT) inquiry cycle process. In the spring, we expand the use of the HIT process with our 11th grade ELA teams. The teacher work to increase their collective efficacy, develop assessment capable learners, while ensuring increased rigor and student engagement. With this process, the Inquiry Cycle Team works continuously to ensure curriculum, instruction, and assessments are aligned as we determine success criteria as identified through our Common Core Standards for learning. Significant Progress: The Special Education Department meets with their content area teams 3 time a month and as a department every third Wednesday. Therefore, the progress made within in each content area Inquiry Cycle/HIT is also reflective of our SPED department. They, however, have a more frequent formal progress monitoring system to ensure IEP goals are being addressed. Close Reading strategies continue to be a priority. Significant Progress: Social Science has made significant progress in ensuring students improve their reading comprehension and critical thinking skills, visible evidence of student learning (Hattie) by implementing a department wide focus on Claim, Evidence, Reason reading and writing skills, with a primary implementation among our
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	World History Team, who participates in our High Impact Team professional development and implementation. Social Science students respond to writing prompts using supporting evidence taken from documents that they have read independently and develop lines of reasoning through the Claim, Evidence, Reason framework.
Physical Education: PE students (grades 9-12) will explore a variety of texts using critical reading strategies in the physical education classes. PE students will practice deep reading strategies and skills, via HAIKU as homework and make-up tasks, in order to develop skills necessary to be college and career ready. Foreign Language: All students will have multiple opportunities to refine close and analytical reading and listening skills throughout their foreign language course of study. Students will use acquired grammar skills from target language course to better understand and analyze written and spoken language. Visual and Performance Arts: VAPA students will describe, analyze, interpret, and evaluate a variety of media and medium utilizing best practice in the VAPA classroom. Math In 2016-2017, the Math Department will continue to develop integrated Math courses that align to the Common Core Standards: Math 1, Math 2, accelerated Math 2, Math 3, and accelerated Math 3. Each of these courses include Algebra 1 and 2, Geometry and Statistics and the accelerated classes include Pre-Calculus as well. Math 1, Math 2,	Minimal Progress: Few PE teachers have implemented reading strategies into their curriculum or learner experiences. Met Met Significant Progress: Curriculum, Instruction, and assessment are fully aligned with the implementation of the CPM adoption. However, not all teachers are using the CPM process of teaching mathematics. The Math 1 team is one of out High Impact Teams. With this, they increase the efficacy of teaming, student feedback to ensure ownership of learning, and

	accelerated Math 2, Math 3, and accelerated Math 3 are currently being taught. Pre-Calculus will be introduced next year. Each content team will develop common assessments in which student progress will be measured. Science Science students will explore a variety of texts using critical reading strategies and best practices in all science classrooms. Science students will develop/practice reading strategies and skills in order to access rigorous curriculum in their science classes. Personalized Learning PL students will explore a variety of texts using critical reading strategies in PL classrooms. PL students will develop and practice-reading strategies in order to access rigorous curriculum in their PL classrooms.	the use of common formative assessments and learner rubrics. Some Progress: The alignment of curriculum, instruction, and assessments has been an ongoing challenge for our science department with the transition from the state science standards to NGSS. However, they continue to work together as High Impact/Inquiry Cycle Teams to improve their understanding of content success criteria and methods in which to commonly measure student learning. Met
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Action Plan #1: Create, monitor and implement a comprehensive plan to transition to the Common Core State Standards

<i>Priority Area</i>	<i>Aligned Activity/Task</i>	<i>Progress Toward Goal</i>
<i>Professional Development in improving the efficacy of our Inquiry Cycle Teams and High Impact Instructional Process</i>	Administrative Goal: Build teamness through departments by supporting and facilitating Departmental Data Team School-wide goals based in visible evidence of student learning: close and analytical reasoning/listening. Build teacher capacity (collective efficacy) through targeted professional development in high-yield instruction strategies.	In progress: As we transition from Data Teams to High Impact Team/Inquiry Cycle Teams, the Administration Team builds teamness by providing support and facilitating High Impact Team professional development of our Inquiry Cycle Teams to better ensure teacher collective efficacy and the assessment capable learner. The administration continues to focus on building teacher capacity (collective efficacy) through High Impact Teaming as we expanding our professional development to our ELA 11th grade, Chemistry, American History, and Math 2 teams.

	English Language Arts (ELA): The English Department (grades 9-12) will improve their teacher collective efficacy and the Inquiry Cycle process. All teams, beginning with our 9th grade team will participate in High Impact Team professional development to improve impact the PLC process has on student learning. Special Education: The Special Education Department will engage in high impact, researched based reading strategies with a variety of fiction and non-fiction texts of appropriate text complexity for each ability level, keeping in mind the students' present levels as noted in IEP as well as their reading comprehension goals. Social Science: All Social Science teachers will participate in Professional Development opportunities to improve the impact our PLC. We will research ways in which teacher PLC teams have been most effective. Foreign Language: All teacher teams will participate in the Inquiry Cycle Process as defined in the RUSD Guide for Instructional Direction	Significant Progress: As noted above, we have 9th and 10th grade Inquiry Cycle Teams trained and utilizing the High Impact Team (HIT) inquiry cycle process. In the spring, we expand the use of the HIT process with our 11th grade ELA teams. The teacher work to increase their collective efficacy, develop assessment capable learners, while ensuring increased rigor and student engagement. With this process, the Inquiry Cycle Team works continuously to ensure curriculum, instruction, and assessments are aligned as we determine success criteria as identified through our Common Core Standards for learning. Significant Progress: The Special Education Department meets with their content area teams 3 times a month and as a department every third Wednesday. Therefore, the progress made within in each content area Inquiry Cycle/HIT is also reflective of our SPED department. As each content team is trained in High Impact Teaming, our Special Education teachers will participate in the training and implementation of the HIT process. Some Progress: Social Science teachers will participate in the gradual training and implementation of High Impact Teams beginning with our World History Team, followed by American History in the spring. With this, we will improve our overall teamness and student learner ownership. Some Progress: Our Foreign Language Inquiry Cycle Team functions as a department, rather than individual content area teams. This is due to the fact that we have few teachers
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	who teach the same level and language, that is content, to function as its own Inquiry Cycle Team. To ensure collaboration, the team relies on transferable skills that consist in all languages. Therefore, developing common assessments to improve the Inquiry Cycle process has been difficult. Visual and Performance Arts: VAPA students will describe, analyze, interpret, and evaluate a variety of media and medium utilizing best practice in the VAPA classroom. Content mastery will be determined by teacher identified success criteria. Math The Math Department will continue to develop integrated Math courses that align to the Common Core Standards: Math 1, Math 2, accelerated Math 2, Math 3, and accelerated Math 3. Each of these courses include Algebra 1 and 2, Geometry and Statistics and the accelerated classes include Pre-Calculus as well. Math 1, Math 2, accelerated Math 2, Math 3, and accelerated Math 3 are currently being taught. Pre-Calculus will introduced in 2018-2019. Science Science teachers will seek professional development opportunities to better ensure students will explore a variety of texts using critical reading strategies and best practices in all science classroom and develop/practice reading strategies and skills in order to access rigorous curriculum in their science classes.	Minimal Progress Met: Many of our VAPA teachers teach varied content subjects which makes it difficult to engage in the Inquiry Cycle process when evaluating student mastery of like skills. Therefore, the goal was made to measure transferable skills and critical thinking. Common assessments of such skills need to be developed. Significant Progress: Most of our Math teachers on our Math 1, 2 and 3 teams have participated in district mandated CPM text adoption training. With this training, our teachers received professional development with the integrated math process. That is, student centered, problem based, higher level thinking and participation in math instruction that emphasizes collaboration and problem-solving skills. Our Math 1 teachers have participated in the High Impact Team training that has improved their Inquiry Cycle team meeting in meeting student needs and developing an assessment capable learner.LINK TRAINING FLYER HERE Some Progress: Some of our science teachers participated in Close Reading Strategies training when working with WestEd and our District and site-level Shared Leadership Teams (SLT). With this training, our teachers were able to share the strategies with their inquiry cycle teams (PLCs). Our Biology team has participated in the High Impact Team training
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	Personalized Learning PL classroom teachers will participate in professional development opportunities that emphasize personalized learning teaching strategies and student profile development to ensure progress monitoring of students who receive PL instruction in their classrooms. We hope to expand the use PL strategies schoolwide. Teacher will emphasize critical reading strategies in PL classrooms. PL students will develop and practice reading strategies in order to access rigorous curriculum in their PL classrooms.	to improve teacher collective efficacy, feedback, and student learner ownership. Some Progress: PL participating teachers as well as others, have taken advantage of the professional development opportunities our PL coordinator and coach have offered. Such strategies have emphasized student choice, higher level thinking opportunities (DOK levels 3 and 4s), and student led pacing. Our newly implemented Bear Den intervention program, which provides support for our “at promise” students have utilized some PL strategies as well.
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Action Plan #1: Create, monitor and implement a comprehensive plan to transition to the Common Core State Standards

Priority Area	Aligned Activity/Task	Progress Toward Goal
Plan units of instruction through rigorous curriculum design, common formative assessments, common performance tasks and rubrics to increase student achievement and learner engagement.	Administrative Goal: Build teacher capacity (collective efficacy) through targeted professional development in high-yield instruction strategies.	Some Progress: We no longer utilize the formal RCD process for developing our units of study. All our courses align their curriculum and instruction with the common core standards or NGSS for science. We continue to encourage common formative assessments and have provided High Impact Team training and aligned our Shared Leadership Team work with our WASC Action Plan Goals, Dashboard Success Indicator goals, and our district goals to our work within our Inquiry Team Cycle process. This in turn, directly leads to best first instruction and student driven interventions. We continue to support the High Impact Team training of all teachers in our key content areas.

	English Language Arts (ELA): The English Department (grades 9-12) will engage in high impact critical reading strategies with a variety of fiction and non-fiction texts of appropriate text complexity for each grade level. Physical Education: By Spring 2017, the percentage of freshmen who meet/pass 5 of 6 components of the California PFT will increase to 68%. Special Education: The Special Education Department will engage in high impact, researched based reading strategies with a variety of fiction and non-fiction texts of appropriate text complexity for each ability level, keeping in mind the students' present levels as noted in IEP as well as their reading comprehension goals. Social Science: Social Studies teachers (grades 9-12) will develop units of study that emphasizes the use close reading strategies to improve their reading comprehension and critical	Significant Progress: Our 9th and 10th grade teacher teams have been trained in the High Impact Team inquiry cycle process which emphasizes teacher collective efficacy, meaning teacher and student feedback, and developing students who are reflective and accountable for their own learning. Our 11th and 12th grade teams will participate in the High Impact Team Foundation training in the fall of 2020. With this, our teachers have developed teacher/student created success criteria rubrics that align to key transferable skills necessary to master the common core standards. The primary focus has been with evidenced based reading and writing. Our Common Assessments are based on the skills identified in our commonly used rubrics and writing folders that target specific writing skills needed to meet standards. Met Some Progress: Progress for our special education students is measured based on the individual student's IEP goals. The IEP goals are measured with formative progress monitoring assessments in the areas of reading, writing and math. Other goals are monitored by the case managers. The assessments used our common assessments base on student ability level. Special Education teachers also participate in the High Impact Team training as their regular education colleagues. Some Progress: Some teacher teams collaboratively develop units of study designed to better ensure student engagement. Some teachers share instructional
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	thinking skills. Social Studies students will respond to writing prompts using supporting evidence taken from documents that they have read independently. Social Studies teachers will develop common DBQs and SAQs and success criteria rubrics to monitor student progress and determine student growth needs. Foreign Language: Foreign Language teachers will develop units of study that ensure all students will have multiple opportunities to refine close and analytical reading and listening skills throughout their foreign language course of study. They will develop lessons that allow for students to use acquired grammar skills from target language course to better understand and analyze written and spoken language. Visual and Performance Arts: The VAPA teachers will develop units of study and/or lessons that engage VAPA students in activities that require students to analyze, interpret, and evaluate a variety of media and medium utilizing best practice in the VAPA classroom. Science Science teachers will work together to develop common lessons that provide students to explore a variety of texts using critical reading strategies, best practices, and common assessments in all science classrooms. Science students will develop/practice reading strategies and skills in order to	strategies and best practices to engage students in learning and promote the assessment capable learner. Our World History Team has developed some common success criteria rubrics as part of the High Impact Team process. With this process of formative assessment, both teachers and students can determine level of mastery/success. The World History Team has emphasized the skills in claim, evidence and reason as foundational skills to improve student understanding and comprehension. Met: The course level will dictate the difficulty of the reading and listening analysis level. Some Progress: Some VAPA teachers work together to plan units of study to engage students in analysis, interpretation, evaluation, and other higher order thinking skills or DOK levels. Few common assessments are developed due to the nature of the courses and the differing subject matter. Minimal Progress: Our science teachers have had some difficulty developing common NGSS units of study and common assessments due to the lack of curriculum support provided from the district during the rollout of the NGSS standards. Our Science teachers work together to develop units of study that teach the state standards and skills needed for mastery of key
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	access rigorous curriculum in their science classes. Personalized Learning PL teachers will develop units of study that are student driven and provide student choice when teaching the common core standards. Differing methods of demonstrating mastery will be measured on like rubrics	course content. They have some common assessments. Our Biology team has developed common rubrics to determine comprehension of content through the claim, evidence reason skill development process. Some Progress: PL teachers have developed rubrics that measure mastery of skills allowing for differing methods of mastery. Few teachers have developed common assessments to determine student success and mastery of standards.
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Action Plan #1: Create, monitor and implement a comprehensive plan to transition to the Common Core State Standards

Priority Area	Aligned Activity/Task	Progress Toward Goal
Professional Development in Data Teams, High Impact Instructional Strategies and Response to Intervention	Administrative Goal: Develop a system that provides responses to intervention within the school day. Build effective collaborative teams through departments by supporting and facilitating Departmental Data Team School-wide goals based in visible evidence of student learning: close and analytical reasoning/listening. Build teacher capacity (collective efficacy) through targeted professional development in high-yield instruction strategies to ensure best first instruction. English Language Arts (ELA): The English Department (grades 9-12) will engage in high impact critical reading strategies with a variety of fiction and non-fiction texts of appropriate text complexity	Met: We are no longer training teachers in the Data Team Process as an isolated process. We are training our teachers in High Impact Teaming which embeds the Data Team process. However, it adds a very important element of improved teacher collective efficacy, meaningful teacher-student and student-student feedback, as well as student learner ownership (assessment capable learner). Our Shared Leadership Team is exploring ways in which we can ensure equitable practices and provide academic and socioemotional support within the school day. We are exploring the Office Hours/Advisory Period schedule to allow time in the school day for teachers to better connect with their students and provide academic intervention when necessary. Some Progress: Our 9th and 10th grade teacher teams have participated in the High Impact Teaming Process and improving the Inquiry Cycle process. Our 11th grade team will

	for each grade level. SPED: The Special Education Department will engage in High Impact Teaming training within our content areas. Our response to intervention will be completed every 4-5 weeks based on progress monitoring of IEP goals process. Social Science: Social Science teachers will engage in professional development opportunities to improve the effectiveness of our PLC Teams. We will improve our teamness by participating in team building activities. We will use data to guide instruction and meet the needs of our students by providing interventions when possible. Foreign Language: Foreign Language teachers will improve the effectiveness of the PLCs by completing the High Impact Team training. We provide students with support by offering tutoring at the discretion of the teacher Visual and Performance Arts: VAPA teachers will improve their PLCs by identifying transferrable skills in which we can collaboratively measure, such as analysis, interpretation, and evaluation. We will seek Professional Development opportunities to improve this process. We will respond to student growth needs.	join the process after their foundation day training in the spring. Our 12th grade team will follow in the fall of 2020. Met Some Progress: Some teachers on our Social Science teams have participated in some team building activities and training during our Districtwide Shared Leadership Team PD days. Our World History Team, as well as our Social Science team leads, are participating in in the High Impact Teaming training. With this, the team not only works on student improvement, but team effectiveness trust and shared professional values. Some Progress: Foreign Language teachers ensure students mastery the content of their course by updating Aeries and providing tutoring for teacher who need/seek the help. Significant Progress: VAPA has made tremendous strides in collaboration around student needs and feedback and student-friendly rubric development and implementation. Professional Development has been limited in the VAPA department; however, VAPA teachers take every opportunity and seek further professional development.
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	Math The math department will participate in the High Impact Teaming professional development to better respond to student needs and best practices for intervention in math. Science Science teachers will participate in the district mandated NGSS professional development as we transition from the state standards to NGSS. We will complete the High Impact Team training in 2017-18. We will develop rubrics that help the students and teachers identify the needs of the students to ensure content mastery. Personalized Learning PL teachers will participate in professional development opportunities that support the PL classroom. PL teachers will participate in the	Some Progress: Our Math 1 team is currently participating in High Impact Team professional development. The team has developed rubrics that focus on not only what they need to learn, but how they learn it. With this, students and teachers will better understand the intervention needs of the students. Math 2 will participate in the High Impact Team PD in the spring. Math teachers are exploring the idea of Office Hours/Advisory periods with other teacher representatives. Some Progress: Some Science teachers collaborated with the district to develop NGSS units of study to ensure a successful roll out. The roll out has been slow going. Our science teachers are working together in their PLC teams to develop units of study to ensure students are learning the key content standards necessary for each subject area. Our Biology team is part of the High Impact Team professional development. We are building rubrics and common assessments to better learn the needs of our students. Ongoing Progress
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The following goals, actions, services and tasks were written to address the areas of critical need:

Action Plan #2: Develop curricular pathways for all learners that prepares them for college and career readiness through the following:

- Task 1: Increase equal access to Advanced Placement courses
- Task 2: Specific response to interventions for students struggling to meet grade level standards
- Task 3: Increase student involvement in AVID as well as AVID strategies school-wide

**Action Plan #2: Develop curricular pathways for all learners
that prepares them for college and career readiness through the following:**

Priority Area/Task	Aligned Activity	Progress Toward Goal
Increase equal access to Advanced Placement courses	Administrative Goal: Increase the number of AP courses offerings on our Grade Level Course Interest documents to better inform students of their AP options Build the capacity, through our Shared Leadership Team process, that empowers the teachers to set goals that address the improvement needs discovered through our Dashboard Success Criteria data analysis, including AP student enrollment and success. Improve/increase student-teacher and student-school connectedness Puente: Increase the number of Puente students that matriculate into our AP courses.	Some Progress: Teacher interests in course offering options at all levels are valued and are often placed on our Grade Level Course Interest documents. We encourage teachers to challenge students to ensure rigorous curriculum that will support AP success. Within the Shared Leadership Team process, teacher teams were tasked with analyzing data, AP success criteria data, reporting to staff their findings and set goals to improve the AP enrollment numbers and success in the course data (test pass rates). With teacher teams, we are exploring the implementation of Office Hours/Advisory period to not only improve our opportunities to respond to intervention needs, but to build relationships with our students. Some Progress: Approximately 95% of our students matriculate into one or more of our AP course offerings. Approximately 50% of our Puente students matriculate into our AP Lang. Course. These numbers often reflect Puente students who would not have self-selected Honors/AP

	Honors Program: The Honors Program seeks to ensure students are prepared with the foundational skills necessary to have confidence to enroll in the AP courses offered at Poly High School. We seek to increase our AP enrollment by 10% through focus on student-interest, well-being, and success	coursework on their own. Through the Puente program, they develop the notion of relying on one another as family, developing independence and a desire for learning through personalized learning, teamwork and working to one's strengths via cooperative learning, and critical thinking through a multicultural discourse that allows them to feel up to the challenge of more rigorous curriculum. Not Met: Poly has not increased AP enrollment; however, our AP pass rates have increased steadily, and we are continuously striving to encourage students to choose the best possible coursework to ensure they are college and career ready.
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**Action Plan #2: Develop curricular pathways for all learners
that prepares them for college and career readiness through the following:**

Priority Area	Aligned Activity	Progress Toward Goal
Specific response to interventions for students struggling to meet grade level standards	Administrative Goal: Train teacher teams, schoolwide, in High Impact Teaming to increase teacher collective efficacy, improve student and teacher feedback, and developing the assessment capable learner. Develop a system that provides responses to intervention within the school day. Provide Professional Development in the Inquiry Cycle process for teachers who have not participated in the training in the past Build the capacity, through our Shared Leadership Team process,	Some Progress: 5 teacher teams are currently receiving High Impact Team PD: 9th and 10th grade ELA, Biology, Math1, and World History. We scheduled Foundational Days in High Impact Teaming PD for 11th Grade ELA, Chemistry, Math2, and American History. Exploring Office hour/Advisory periods to provide time within the school day for interventions, socioemotional support, and improved school connectedness. Need to determine specific teacher need SLT teacher analyzed Dashboard Success Criteria data, most specifically college/career

	that empowers the teachers to set goals that address the improvement needs discovered through our Dashboard Success Criteria data analysis, including AP student enrollment and success. English Language Arts (ELA) The ELA department seeks to develop assessment capable learners and have full implementation of High impact Teaming at all grade levels by spring of 2021. Math The math department is moving toward standards based grading and is continuously working to create assessment capable learners.	readiness index. Identified strengths and growth need areas, shared findings with staff, developed goals and progress monitoring process for some key area goals. Some Progress: Our 9th and 10th grade teams are currently participating in High Impact Team implementation and coaching. In 2019, the 11th grade ELA team had personalized meetings with all 11th grade students. During this meeting, writing portfolios were reviewed, transcripts were discussed, areas of need were addressed, and students set goals for their future. The 11th grade team believe the connection- aspect, and growth mindset focus had a great impact on the CASSP results for ELA (a 28.7% increase). In an effort to increase the success rate of our students, the 11th grade team is meeting twice this year. The teachers had a one-on-one “goal setting,” meeting with each student, which proved enlightening. In March, the 11th grade teachers will have another meeting with each student to assess goals met, and do a transcript review at that time. All grade levels are interested in having these same personalized meetings in their classrooms. The most identified need group is our 9th graders. We hope to access the necessary funds to begin 9th grade individualized meetings in 2020-21, and then expand to 10th and 12th thereafter. Many of the ELA teachers have tutorials before school, after school and during lunch. Significant Progress Adoption of new RUSD approved textbook, math 1, 2, and 3 teams have been able to implement tasked based learning to engage learners.
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		Math 1 is currently in full implementation of impact team strategies. Math 1, 2, and 3 have changed their grading policies to reflect standards based. Math 1, 2, and 3, have changed their common assessments to reflect standards based grading. Math 1, 2, 3 and curriculum has extra resources previously not available to students in the form of parent guides. Expansion of math course selection. Students can now challenge themselves by taking financial algebra. All teachers have a tutoring schedule, which is available to all students. During the 2018-2019 school year, the math department met with the 11th juniors personally to discuss their mindset and growth in mathematics. With the use of their current grade as well as previous exam scores that date back to their 8th grade year, we were able to set goals with each 11th grade junior to prepare them for that upcoming CASSP. With the growth mindset, they were able to increase 14% overall from the previous year.
	Social Science The Social Science department seeks to develop assessment capable learners and have full implementation of High impact Teaming at all grade levels by fall of 2021.	Some Progress: Our 10th grade World History team is currently participating in High Impact Team Implementation and coaching. The 11th grade US History team and the 12th grade Government/Economics teams have been introduced to High Impact Teams and 11th grade will begin implementation this year. All teams have the goal of increasing writing in the classroom. The district assessment has been in an evolutionary process for the past 3 years. The exam is now a Document Based Question for World, US, and Government and a Short Answer Question for Economics. It is given at the end of the first and 3rd quarter. Teachers have been diligently

	working on planning and teaching strategies to help students improve writing SAQs and DBQs. The rubric is also a work in progress. A committee has been created at the district level in order to create a more student friendly rubric. The 10th grade World History Team is using High Impact Teams to focus on creating student friendly rubrics for Short Answer Questions. In Progress Currently, there is a framework for the NGSS science standards but there is no pacing guide, curricula or resources. The framework is general, at best. Some of the struggles the teams have had are trying to determine what content needs to be taught. There are a number of concepts left out of the new framework, which are traditionally taught. At first glance, readers would reason that these old concepts should no longer be taught, however on closer study the concepts that are in the framework cannot be taught without first teaching the old concept. As an example, velocity and acceleration are not specifically in the framework, but forces are, which cannot be understood without first understanding acceleration, which requires velocity to be understood. Another large hurdle is obtaining the copious number of activities utilizing data and graphs specific to the phenomenon to be taught. In many cases teachers must create new content, which takes an enormous amount of time. Met
	Science: Science is in the process of transitioning towards the next generation science Standards (NGSS) which take a phenomenon based approach to teaching various concepts. As an example, rather than teaching waves via the traditional route of sound, students learn about waves by studying seismic waves. In addition to the phenomenon based approach students are also directed to learn by identifying patterns in data either generated by them or given to them. Comparing the types of forces primary and secondary seismic waves apply to media helps students discover/explain why secondary waves cannot travel through liquids and how seismograms can provide proof that the earth's core has a liquid layer. Personalized Learning: Personalized Learning teachers utilized instructional strategies to increase engagement and actively shift from teacher-centered instruction to student-centered. Although these teachers participate in their content area PLC collaboration meetings, they also meet as a PL Team.

	With this, our PLC goal is to increase student engagement, school connectedness, and achievement. Puente: Increase the number of PHS Puente Seniors completing A-G requirements to 81%. Increase the number of PHS Puente Seniors completing RUSD Graduation requirements to 100%.	Significant Progress: 88% of our Puente student graduates met the A-G completion requirements. 99.7% of our Puente seniors graduated with a diploma.
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**Action Plan #2: Develop curricular pathways for all learners
that prepares them for college and career readiness through the following:**

Priority Area	Aligned Activity	Progress Toward Goal
Increase student involvement in AVID as well as AVID strategies school-wide	AVID Goal: Increase the number of students who participate in AVID by 10%. Offer professional development in AVID instructional strategies to teachers during our FLEX PLC meeting time	Met: AVID has a total enrollment of 391 students, an increase of more than 150 students in the last 6 years. Not Met: In the fall 2019, Brian Schulte took the position of AVID coordinator. As he has adjusted to the role, there have been many shifts in direction at Poly. As we continue to see the importance of expanding the AVID instructional strategies across our campus, this emphasis has been put on the back burner as we have continued to receive professional development in High Impact Teaming. We seek to further align our Action Plan to include focused professional development that is inclusive of AVID strategies.

The following goals, actions, services and tasks were written to address the areas of critical need:

Action Plan Item 3: *Integrate the Riverside Poly Internal and External Student Learning Outcomes into academic and cultural practices to improve performance, involvement and behavior.*

- **Task 1: Academic Support: A-G Completion**
- **Task 2: Transition Support for Incoming 9th Grade Students**
- **Task 3: Involvement and Connection to School**
- **Task 4: Quantify and Monitor Student Involvement**
- **Task 5: Communication Systems to Support Student Involvement**

Action Plan #3: *Integrate the Riverside Poly Internal and External Student Learning Outcomes into academic and cultural practices to improve performance, involvement and behavior.*

Priority Area	Aligned Activity/Task	Progress Toward Goal
Academic Support: A-G Completion Transition Support for Incoming 9th grade students	Principled Centered Leadership Students: By June 2017, the PCL Class will plan, prepare, and implement activities that will recognize students' strengths, efforts, and accomplishments throughout the year. The PCL class will model, encourage, and recognize positive student behaviors-kindness, empathy, and care for others.	Met
	ASB By June 2017, ASB will increase attendance at Prom, Athletic Events, Senior Events and Club Meetings from the 2015-2016 school year.	Met
	Link Crew Link Leaders will check-in with their freshmen frequently, offering support to assist freshmen with meeting their goals. Link Leaders will make at least two visits to freshmen classes offering information of upcoming tutoring and social events to create more student awareness and involvement	Met
	Counseling continues to focus on increasing A-G completion. One goal of the counseling program is to increase the number of students who complete the A-G college entrance requirements by 5% annually.	Some Progress Although the counseling department did not meet the 5% A-G completion requirement goal set six years ago, they did increase A-G completion by 11% over the past six years.

Action Plan #3: Integrate the Riverside Poly Internal and External Student Learning Outcomes into academic and cultural practices to improve performance, involvement and behavior.		
Priority Area	Aligned Activity/Task	Progress Toward Goal
Involvement and connection to school	Administrative Goal: Support a system that provides students the opportunity to connect with students, teachers, and participate in school events within the school day Principled Centered Leadership Students: By June 2017, the PCL Class will plan, prepare, and implement activities that will recognize students' strengths, efforts, and accomplishments throughout the year. The PCL class will model, encourage, and recognize positive student behaviors-kindness, empathy, and care for others. Link Crew: Link Leaders will check-in with their freshmen frequently, offering support to assist freshmen with meeting their goals. Link Leaders will make at least two visits to freshmen classes offering information of upcoming tutoring and social events to create more student awareness and involvement. AP Academy As of the 2016-2017 school year there are 29 students enrolled in the Academy. Our hope is to increase enrolment by five percent for the 2017-2018 school year.	Some Progress: ASB, Link Crew, and PCL courses are offered and supported each year. Exploring Office Hours/Advisory periods Progress is Ongoing Met Not Met <i>The AP Academy is no longer a part of the Poly High School Plan.</i>

Action Plan #3: Integrate the Riverside Poly Internal and External Student Learning Outcomes into academic and cultural practices to improve performance, involvement and behavior.

Priority Area	Aligned Activity/Task	Progress Toward Goal
Quantify and monitor student involvement	Activities Director Use the HERO system to quantify and measure student involvement Link Crew Coordinator Monitor the number of minimal contacts our Link Leaders have with their freshmen Monitor the number of 9th graders who participate in the Link Crew hosted events	Met Partially Met: The activities often take place at lunch, after school and before school, and therefore, it is difficult to monitor 100% of the participation rates. Poly does provide the event coordinators with sign-in sheets and sometimes access to our Hero Program, but this system is not free of error.

Action Plan #3: Integrate the Riverside Poly Internal and External Student Learning Outcomes into academic and cultural practices to improve performance, involvement and behavior.

Priority Area	Aligned Activity/Task	Progress Toward Goal
Communication systems to support student involvement	Principle Centered Leadership Students: By June 2017, the PCL Class will plan, prepare, and implement activities that will recognize students' strengths, efforts, and accomplishments throughout the year. The PCL class will model, encourage, and recognize positive student behaviors-kindness, empathy, and care for others. ASB By June 2017, ASB will increase attendance at school hosted events, such as, Prom, Athletic Events, Senior Events and Club Meetings from the 2015-2016 school year. Link Crew Link Leaders will check-in with their freshmen frequently, offering support to assist freshmen with meeting their goals. Link Leaders will make at least two visits to freshmen classes offering information of upcoming tutoring and social events to create more student awareness and involvement.	Met Met Met

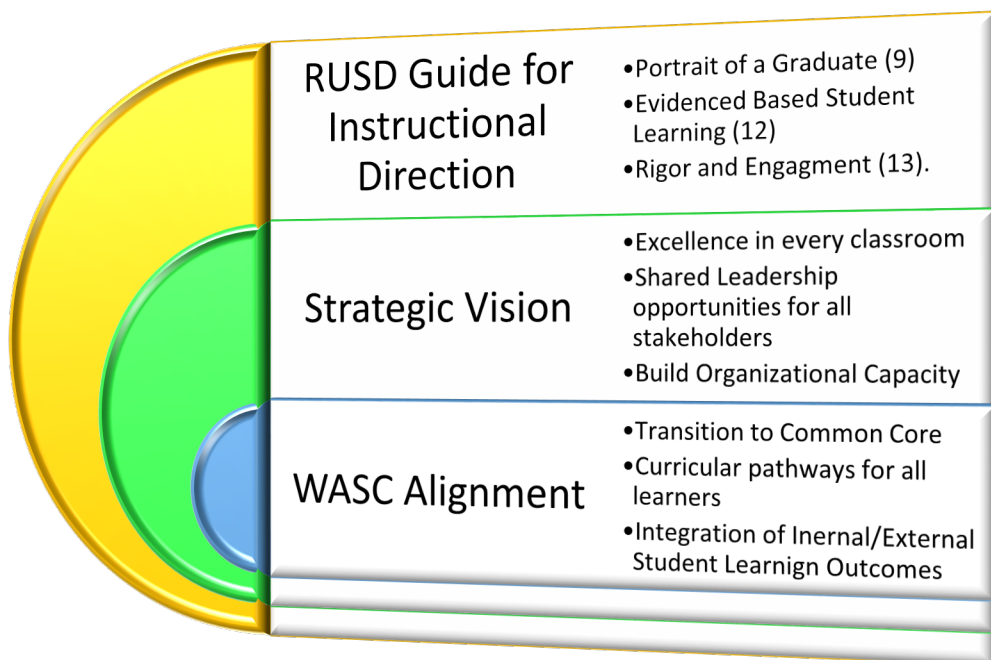
Summary on Progress:

Connecting our prior WASC Action Plan Goals and aligning them to our current and future work assists us in keeping our focus purposeful and deliberate. As you can see from the analysis prior, there was significant progress in many of our Action Plan areas of focus; however, we are aware that we continue to need structured interventions to fill the achievement gap in some of our subgroups, more specifically – African American, Special Education, and English Learners.

There are many reasons for celebration as we moved toward meeting our continued LCAP goal to prepare all students to be college, career, and world ready upon graduation. We far exceeded our 2018-19 ELA goal to increase our CAASPP score 4 points above level 3. Our Math goal for 2018-19 was to increase our CAASPP score by 4 points above level 3, and we celebrate this accomplishments. We continue to focus on the reclassification of our EL population, and are implementing the new reclassification guidelines with fidelity.

In 2018-19, we also posed an LCAP goal to decrease our suspension. Poly High School was rated in the yellow, which was below the state standards for suspensions. We wanted to decrease the number of suspensions by getting students better connected to school and provide hope for the future by having students participate in Tilly's Life Center Program once a week for 12 weeks. We did comply with the Tilly's Life Center Program; however, we did not accomplish our goal of decreasing our Suspension rates in all student groups. We are currently identified as orange in the dashboard success indicators for suspension rate. Although we continue to focus on connectivity for students and relationship-building, we have seen an increase in drug-related offenses that have warranted the consequence of suspension set by Riverside Unified School District and California Educational Code.

Please note that all of the previous WASC Action Plan Goals and our progress is reflected in the above chart. As we complete this Self-Study Process all stakeholders will closely analyze the above Action Plan Goals and Progress in order to ensure our new Action Plan specifically focusses on our greatest areas of student need.





Chapter 2 – Profile and Data



History and Background of Polytechnic High School

Riverside, California is a residential suburban community located 55 miles east of Los Angeles. The city is located along the Santa Ana River and has approximately 330,000 residents, making it the most populated city in the County of Riverside. It is also the most populous city within the Inland Empire, and it is the 12th most populous city in the state. Poly High School is located on the scenic Victoria Avenue. Located in the city of Riverside are many local colleges, including Riverside Community College, University of Riverside, and California Baptist University, a private university. Based on data from the [Profile of the City of Riverside](#), the racial makeup of the city of Riverside is approximately 31% white, 7.2% Asian, 5.26% African American, .2% American Indian or Alaska Native .82% Native American, 3.2% other

Additional *Riverside Demographics*

- The average mean household income is \$62,460.
- 30% of residents have a college degree
- 54.2% own their own home
- The overall average mean age is 31.
- The average sale price for a home in Riverside is \$319,000

Riverside Unified School District (RUSD) is the 15th largest district in California, with enrollment at approximately 43,000 K-12 students in 47 schools. Recently, Riverside Unified School District proudly announced that RUSD has the highest graduation rate among all school districts throughout Riverside County and the highest graduation rate amongst the 16 largest districts in the State! The 2019 Dashboard reports that the RUSD high school graduation rate increased by 5.3 percentage points to an astounding 97% of all students receiving their high school diploma.

Established in 1887, Riverside Polytechnic High School is the oldest high school in Riverside, and therefore, is rich in tradition. Poly values the deep roots it has established in the Riverside community and is fortunate to have alumni actively involved in our school programs. Of the five comprehensive high schools in Riverside Unified School District (RUSD), Poly High School has the second largest population, with a total enrollment of 2465 students in grades 9-12.

Demographic Data:

Student Enrollment Multi-Year Summary By Grade					
Academic Year	Total	Grade 9	Grade 10	Grade 11	Grade 12
2018-19	2,465	600	620	645	600
2017-18	2,607	639	732	642	594
2016-17	2,747	746	719	668	614
2015-16	2,744	734	720	664	626
2014-15	2,777	745	722	695	615

Student Enrollment by Ethnicity										
Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2018-19	2,465	5.8%	0.5%	1.8%	0.6%	61.6%	0.1%	26.9%	1.7%	1.1%
2017-18	2,607	6.3%	0.4%	1.9%	1.0%	59.9%	0.0%	27.7%	1.6%	1.2%
2016-17	2,747	6.6%	0.5%	2.0%	0.9%	58.7%	0.3%	28.9%	1.4%	0.8%
2015-16	2,744	6.2%	0.5%	2.0%	0.9%	57.0%	0.4%	31.2%	1.1%	0.7%
2014-15	2,777	6.2%	0.5%	2.1%	0.8%	56.1%	0.5%	31.7%	1.5%	0.6%

As noted previously, since 2013--2014, the enrollment continues to decrease, which is a district-wide trend. Poly has also experienced a slow decline in enrollment of all student populations with the exception of our Hispanic community, which has consistently increased over the past five years.

Student Enrollment by Program							
Academic Year	English Learner	Foster Youth	Homeless	Migrant Education	Students with Disabilities	Socioeconomically Disadvantaged	All Students
2018-19	241	5	93	0	259	1434	2465
2017-18	234	5	80	0	276	1537	2607
2016-17	226	7	78	0	280	1477	2747

Since our last midterm visit, 2016-17, we had a steady increase of English Learners, who now make up 10% of our total population, as well as an increase in homeless students, 4% of our population, and our Foster youth and Students with Disabilities have decreased. Our Socioeconomically disadvantaged student population has remained relatively consistent.

Poly High School Free and Reduced Lunch		
Years	Free and Reduced Priced Meals	Enrollment Used for Meals
2017-18	1,512 (58%)	2,607
2016-17	1,405 (51.1%)	2,747
2015-16	1,426 (52%)	2,744

Although Poly High School qualifies for Title I Designation and Funding, we are currently not a Title I school. Our percentage of students who qualify for free and reduced lunch has increased 6% over the past three years, and we currently have 58% of our student population who applied for and qualify for free and reduced lunch status.

Subgroup	Enrollment
English Learners	9.8%
Foster Youth	0.2%
Homeless Youth	3.8%
Migrant Education	0.0%
Students with Disabilities	10.5%
Socioeconomically Disadvantaged	58.2%
All Students	2,465

Our Special Education enrollment has remained steady, with a majority of our Special Education population with a primary disability of "Special Learning Disability."

Found Set Riverside Unified / Poly		Student Count by Primary Disability	
Primary Disability		Total	
210 - Intellectual Disability		21	
220 - Hard of Hearing		1	
230 - Deafness		1	
240 - Speech or Language Impairment		6	
250 - Visual Impairment		1	
260 - Emotional Disturbance		4	
280 - Other Health Impairment		51	
290 - Specific Learning Disability		155	
310 - Multiple Disabilities		1	
320 - Autism		27	
330 - Traumatic Brain Injury		2	
Total		270	

Found Set
Riverside Unified / Poly

Student Count by Race 1, Primary Disability

Race 1	Primary Disability	Total
100 - Native American		
	280 - Other Health Impairment	2
	290 - Specific Learning Disability	4
	320 - Autism	1
203 - Korean		
	280 - Other Health Impairment	1
204 - Vietnamese		
	320 - Autism	1
206 - Laotian		
	290 - Specific Learning Disability	3
299 - Other Asian		
	280 - Other Health Impairment	1
400 - Filipino		
	210 - Intellectual Disability	1
	320 - Autism	1
600 - African-American		
	210 - Intellectual Disability	3
	230 - Deafness	1
	240 - Speech or Language Impairment	1
	280 - Other Health Impairment	6
	290 - Specific Learning Disability	9
700 - White		
	210 - Intellectual Disability	8
	220 - Hard of Hearing	1
	240 - Speech or Language Impairment	2
	250 - Visual Impairment	1
	260 - Emotional Disturbance	2
	280 - Other Health Impairment	31
	290 - Specific Learning Disability	50
	310 - Multiple Disabilities	1
	320 - Autism	14
900 - Left blank intentionally.		
	210 - Intellectual Disability	9
	240 - Speech or Language Impairment	3
	260 - Emotional Disturbance	2
	280 - Other Health Impairment	10
	290 - Specific Learning Disability	89
	320 - Autism	10
	330 - Traumatic Brain Injury	2
Total:		270

Poly High School Community Partnerships

Poly High School currently has relationships with select businesses and partners in the great Riverside area. Riverside Community College continues to work intimately with us to provide college educational opportunities for students in both [dual enrollment and concurrent enrollment](#) opportunities. There are numerous community partnerships formed with our Visual and Performing Arts (VAPA) program with local businesses and feeder schools. Just one example to highlight that our VAPA department's connection with the Riverside community is exemplary is their partnership with University of California, Riverside's (UCR) GLUCK Foundation, an Arts-based initiative that has UC Graduate and Post Graduate students working directly in the classroom within multiple disciplines. In the past two years, Poly has had an opera singer and her classical-guitar-playing husband give demonstration concerts for our students, as well as workshops with our musicians to improve their craft; a screenplay writer worked with theatre students to create scenes from current headlines; children's theatre actors workshopped with advanced acting students to help them create their own children's plays; ethnomusicologists worked with our Musical Theatre students to not only help them with their performance, but root their performance in cultural and historically relevant ways. From our orchestra students working with electronic musicians to dance students learning from cultural choreographers, Gluck Fellows have been some of the best professional connections we have on the Poly campus. Additionally, UCR works with our digital artists in creating documentary work in their Off the Block Documentary series. Additionally, Poly High School has a vibrant relationship with the City of Riverside. In fact, the current sitting Mayor of Riverside was a previous Poly High School History teacher and Poly alumni. In addition, Poly has partnerships with the Greater Riverside Chamber of Commerce, Magnolia Center Business Council, Rotary International , Young Life, KTM, Romano's Restaurants, Fellowship of Christian Athletes, Champion Electric, Boys and Girl Scouts of America, California Baptist University, Riverside Latino Network, Latino Network Leadership Institute, Hispanas Organized for Political Equity (HOPE), Mi Familia Vota, Congressman Mark Takano, State Assembly member Jose Medina, Senator Richard Roth, Las Comadres, Riverside County Office of Education, Citrus Heritage Foundation , Riverside City Council, Historically Black College University, Navy, Army, Marines, Air Force, California Student Aid Commission, RCC Outreach/Welcome Center, Donors Choose. Care Solace UC Riverside, Inland Empire Future Leaders, Family Resource Center, Riverside University Mental Health Center, Raincross Boxing Academy, Diego Hills Charter . Guatemalan Consulate. Mexican Consulate, Riverside County Board of Supervisors, Reach Higher, and Better Make Room.

Poly High School Staff

Poly High School has a highly qualified teaching staff who each seek to support students and families in their respective roles. Our staff takes great pride in their work and investment in the community of Riverside, as many staff live here, attended school here, and their children attend school here. Poly has 116 certificated staff, and 41 classified staff. The Poly High School Leadership Administrative team is inclusive of the principal, four assistant principals, five counselors, and one ASB director. The table below provides details regarding our staff.

Certificated Staff by Ethnicity										
Years	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No response	Total
2018-19	30	1	3	0	1	8	72	0	1	116
2017-18	32	1	2	0	1	7	74	0	1	118
2016-17	29	1	3	0	1	7	75	0	1	117

Certificated Staff Experience 2018-19

Name	Code	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
Polytechnic High	3336237	17	14	2	2

Certificated Staff Education Levels

Years	Doctorate	Special Degree/(Juris Doctor)	Master's Degree +30	Master's Degree	Fifth Year within BA	Fifth year Induction	Fifth Year	Baccalaureate Degree +30	Baccalaureate	Associated Degree	Total
2018-19	2	0	13	61	0	0	0	38	2	0	116
2017-18	2	0	12	62	0	0	0	38	4	0	118
2016-17	1	0	10	59	0	0	0	43	4	0	117

As evidence reveals, all Poly High School teachers hold full teaching credentials. The average years of experience of our teachers is 17 years, and it should be noted that a majority of Poly's teachers have taught at Poly during the majority of their teaching careers. The teachers at Poly High School value ongoing education and take advantage of numerous professional development opportunities, such as AP Institutes, Google Educator Certification, Equity Conferences, High Impact Teaming, etc.

Teachers	School Year			
	2016-17	2017-18	2018-19	2019-20
With Full Credential	107	107	102	100
Without Full Credential	0	2	1	0
Teaching Outside Subject Area of Competence	3	2	2	4

The Poly High school counselors deliver a comprehensive school counseling program that promotes student achievement through collaboration with counselors, teachers, parents, students and other educators. The PHS guidance program follows the ASCA National Model based on the standards in academic, college/career, and personal/social development. In 2016, Poly High School counselors received the designation of a Recognized ASCA Model Program (RAMP). Currently, there were only three schools in California who had received RAMP designation. At the current time, there are a total of 15 schools in California with the RAMP certification. The process of applying for this designation has led to a comprehensive self-study by our counseling department; wherein, they closely analyze the process, perception and outcome data on all counseling interventions.



This program is driven by student data and counselors collaborate with the administration and teachers to identify areas of focus and promote systemic change as appropriate. The primary goals of our counseling department are follows:

- equity and access to a rigorous education for all students
- identification of the knowledge and skills all students need to acquire as a result of a comprehensive school counseling program and delivered systematically
- increase in the graduation rate, A-G university eligibility, and AP course access

Classified Staff by Ethnicity 2018-19									
Description	American Indian or Alaska Native, not Hispanic	Asian, not Hispanic	Pacific Islander, not Hispanic	Filipino, not Hispanic	Hispanic	African American, not Hispanic	White, not Hispanic	Two or More Races, not Hispanic	Total
Paraprofessionals	0.00	0.00	0.00	0.00	6.42	1.00	3.00	0.00	10.42
Office/Clerical Staff	0.00	0.00	0.00	0.72	4.89	0.00	7.52	0.00	13.13
Other Classified Staff	0.00	0.00	0.00	0.00	14.97	0.00	2.37	0.00	17.34

Poly High School Purpose

Poly has embraced a growth mind-set amongst stakeholder groups by creating specific and deliberate opportunities for team members to get involved in the formal and informal decisions that drive our mission, vision, academic and cultural pursuit of continual improvement. Unequivocally, Riverside Poly esteems teachers as professionals and “Leading Learners” by empowering them to lead the organization from within – thus creating a “flat” organizational construct that promotes fluid communication, teacher enthusiasm and learner engagement.

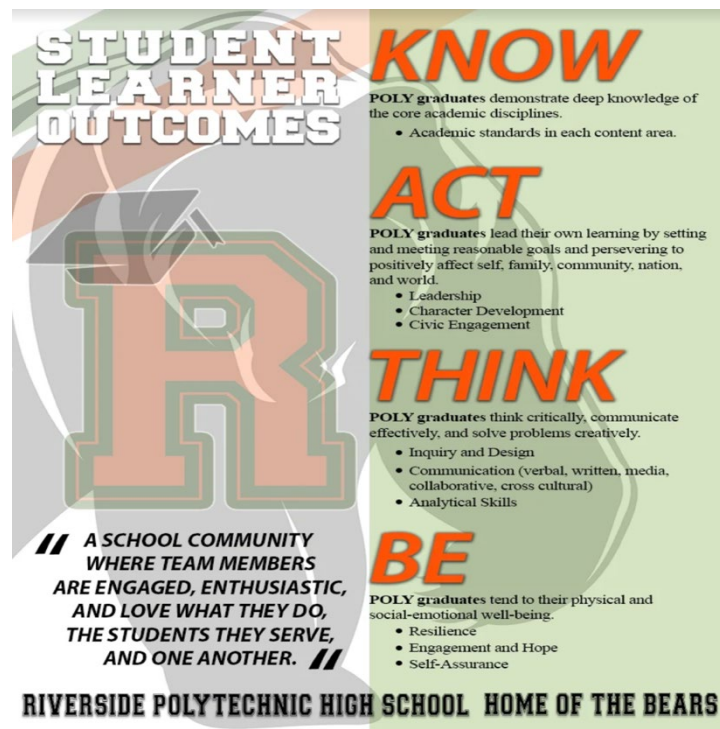
To support these goals, we have created targeted systems, structures and roles that include a multitude of staff, parents, students and alumni in our planning and decision-making processes through a systematic approach that embraces collaboration across networks. Our Shared Leadership Model integrates the Focus On Learning areas of 1) Curriculum; 2) Instruction; 3) Assessment; 4) Culture and Student Supports; and 5) Vision and Organization as outlined by the Western Association of Schools and Colleges (WASC). Our model ignites teacher collective efficacy.



Our mission and vision are two-fold and involve the teacher and learner in a dynamic way – accelerating teacher enthusiasm and learner engagement.

- **Our Mission:** With academic, emotional, and social support, Poly High School will ensure that all students reach high standards of achievement by instilling Poly “PRIDE” in every student.
- **The Vision of Poly High School**
 - We envision a school where:
 - High expectations are held for all students
 - All students meet or exceed grade level standards
 - Interventions are in place to ensure academic excellence and success of all students
 - All graduate as lifelong learners with Poly “PRIDE”
 - A professional learning community embraces the responsibility of working together to achieve all we envision

During the WASC Self-Study evaluation process (2019) our Focus on Learning Groups evaluated our previous External Student Learner Outcomes, our Schoolwide Action Plan, SPSA, and the Riverside Unified School District’s Guide for Instructional Strategies. We recognized that the *Portrait of a Graduate* in the Guide for Instructional Strategies is in perfect alignment with our collective vision for our students and can be achieved with the values inherent in *PRIDE*; therefore, we have adopted the Riverside Unified School District’s *Portrait of a Graduate* as our Student Learner Outcomes and have re-defined our *PRIDE* (our previous Internal Student Learner Outcomes) as the *values* that work as a catalyst toward achievement of the Student Learner Outcomes:



Poly High School is committed to instilling the following *values* inherent in our PRIDE acronym in all of our students. The first week of school is dedicated to visiting – or revisiting for returning students – the importance of these values with short lessons and activities across the campus. Each year a PRIDE carnival is held by the ASB to celebrate our schoolwide commitment to these values. It is our sincere belief that with these values in place, students the Student Learner Outcomes (Know/Act/Be) can be accomplished.

Passion — ignites the fire that drives us to defy expectations
Respect — to admire and accept people for who they are
Integrity — commitment to principle-centered leadership built on responsibility, trust and honesty
Determination — relentlessly drive ourselves and others to achieve greatness
Extraordinary — empower ourselves to defy the expectations of the ordinary

WASC Accreditation History: In 2002, 2008, and 2014, Riverside Polytechnic High School received six-year WASC accreditations with three-year reviews. The midterm review in 2017 provided us with an excellent opportunity to evaluate our progress toward implementing our action plan goals, school site goals and RUSD Success Indicators. At the mid-term visit, Poly received commendations for our work toward our WASC Action Plan. Poly High School values the WASC Accreditation process in the pursuit of creating the best learning environment for *all* our students.

LCAP Identified Needs

Significant changes have occurred in education since the WASC Visit on the Poly High School campus in 2014 and the mid-term visit in 2017. With the onset of the Local Control Funding Formula (LCFF) requirements, programs, actions and services have been modified to meet the new expectations. The development of the district Local Control Accountability Plan (LCAP) has increased the amount of stakeholder input and has been the driving force in the changes at both at the district and the site level. The focus of the district has been shifted to include discussions revolving around the Eight State Priorities and the metrics associated with measuring growth and achievement. The multiple measures approach to evaluating strengths and needs have assisted in the data-driven decision making throughout the district. Further, discussions at all levels now include emphasis on vertical alignment of programs and cohort performance over the course of several years. The district and sites have embraced the new system of continual improvement and have created goals that will require an annual review to ensure the district and the sites are showing growth.

The Riverside Unified School District (RUSD) has embraced the new Local Control Funding Formula (LCFF) requirements and the accountability and transparency of the Local Control Accountability Plan (LCAP). While

the LCAP must include annual goals to be achieved for each state priority, RUSD has chosen to focus its LCAP on a specific subset of the state priorities and has identified specific local priorities. RUSD has addressed each priority, however, based upon committee recommendations and stakeholder feedback, the plan focuses on the specific needs identified for RUSD. Annually, RUSD uses student, staff, parent, and community feedback along with student outcomes from the previous actions and services to review our LCAP to better meet the needs of all students, including unduplicated student groups. RUSD monitors specific Success Indicators to raise the level of our work and provide focus for our system in guiding capacity through outcomes. This work is also done with guidance from students, teachers, and LCAP advisory groups. Student readiness is the primary theme in the LCAP, which serves as our District Strategic Plan. The LCAP outlines a broad, yet cohesive array of actions and services centered around three overarching goals that RUSD believes will lead to improved student outcomes and performance.

Riverside Unified School District's LCAP Goals		
Goal	State Priorities	Students Served
Provide high-quality teaching and learning environments for all students. Highlighted actions within this goal are the Shared Leadership System which facilitates the collaborative continuous improvement process across our district, and our Professional Growth System which provides for the improvement of pedagogical practices and support for teachers and administrators.	State Priorities: 1: Basic Services 3: Parent Involvement 5: Student Engagement 6: School Climate	All
Prepare all students to be college, career, and world ready upon graduation. Highlighted actions within this goal are our plans for English Learner Achievement, Visual and Performing Arts, Dual Enrollment, and Science Technology, Engineering, and Math (STEM) which provide students with numerous choices across the district.	State Priorities: 2: Implementation of State Standards 4: Student Achievement 5: Student Engagement 7: Course Access 8: Student Outcomes	All
Fully engage students, parents and the community in support of short and long-term educational outcomes.	1: Basic Services 3: Parent Involvement 5: Student Engagement	All

The identified district needs in the current [RUSD LCAP](#) document are discussed in the documents found on the RUSD website. All stakeholders understand that the LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This page provides

resources to support the planning, implementation and evaluation of LCAP. [Poly High School's SPSA](#) report in complete alignment with the LCAP criteria.

School Program:

Poly High School operates on an traditional bell schedule. Teacher collaboration time is built into the Wednesday schedule with an early-release time for students. Due to the limited space within our gymnasium, students are on a modified bell schedule during schoolwide assembly schedule days (approximately three per year).

Poly High School Bell Schedules

Regular Schedule

Period 0: 6:55 - 7:50
 Period 1: 8:00 - 8:55
 Period 2: 9:03 - 9:58
 Period 3: 10:06 - 11:01
 Period 4: 11:09 - 12:09
 Lunch
 Period 5: 12:52 - 1:47
 Period 6: 1:55 - 2:50
 Period 7: 2:58 - 3:53

Early Release Day Schedule

[Every Wednesday Except Final Exams]

Period 0: 7:00 - 7:52
 Period 1: 8:00 - 8:47
 Period 2: 8:55 - 9:42
 Period 3: 9:50 - 10:37
 Period 4: 10:45 - 11:35
 Period 5: 11:43 - 12:30
 Lunch
 Period 6: 1:13 - 2:00
 Period 7: 2:08 - 2:55

Minimum Day Schedule

Period 0: 7:00 - 7:52
 Period 1: 8:00 - 8:35
 Period 2: 8:43 - 9:18
 Period 3: 9:26 - 10:01
 Period 4: 10:09 - 10:44
 Period 5: 10:52 - 11:27
 Period 6: 11:35 - 12:10
 Period 7: 12:18 - 12:53

Final Examinations Schedule

January 24 and June 12
 Period 0: 7:00 - 7:52
 Period 1: 8:00 - 9:55
 Period 4: 10:05 - 12:00

January 25 and June 13
 Period 0: 7:00 - 7:52
 Period 2: 8:00 - 9:55
 Period 5: 10:05 - 12:00

January 26 and June 14
 Period 0: 7:00 - 7:52
 Period 3: 8:00 - 9:55
 Period 6: 10:05 - 12:00
 Period 7: 12:35 - 2:30

Assembly Schedule

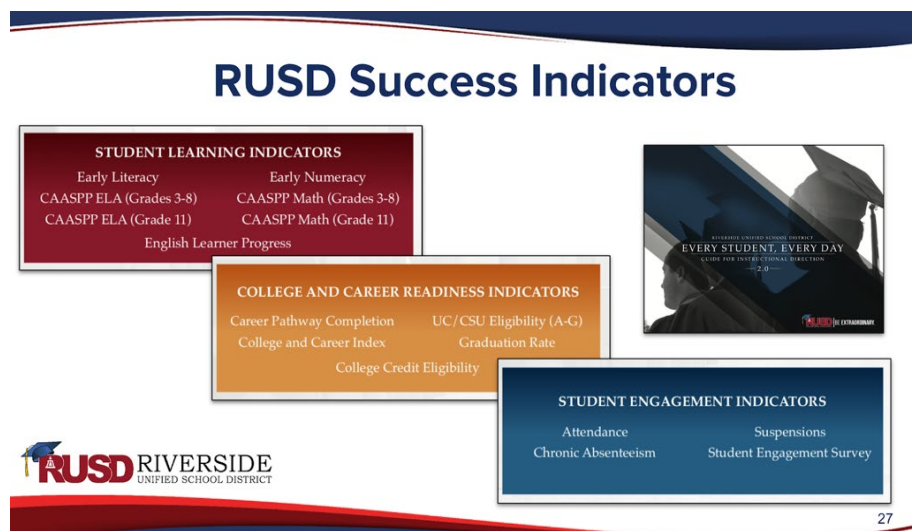
Period 0: 7:00 - 7:52
 Period 1: 8:00 - 8:43
 Period 2: 8:51 - 10:51
 •Assembly A: 8:51 - 9:33
 •Assembly B: 9:33 - 10:15
 •Assembly C: 10:15 - 10:51
 Period 3: 10:59 - 11:42
 Period 4: 11:50 - 12:33

Poly High School maintains a solid reputation in the academic, athletic and cultural realms since our inception in 1887. To accommodate our diverse population of learners, Poly High School offers a wide range of programs and courses before, during and after the regularly scheduled school day. Poly holds the distinction of being a California Distinguished School. In the Spring of 2015, Poly High School teamed up with [Harvard University's Making Caring Common project](#) and became the first school in the country to endorse and enact measures consistent with the [Turning the Tide Report](#). Poly High School continues these practices via our Principled Centered Leadership Class (PCL), and this work drives the reinforcement of our *values* inherent in PRIDE.

Students at Poly High School are provided with a rigorous, standards-based curriculum that supports the development of key skill sets over time. A total of 220 credits are required for graduation. Course requirements include four years of English in grades 9-12, three years of social studies, two years of science, two years of physical education, three years of math, three years in any of the following disciplines: Foreign Language, VAPA, or CTE (must have 20 credits in one concentration.) In collaboration with the district and site counseling staff, the master schedule is built based on student needs and assessment results to ensure intervention sections are meeting those identified needs. Examples of this are as follows:

- [Comprehensive master schedule](#) that allows for block periods for English learners (EL) students by phase levels.
- Strategic ELA course for students that are reading multiple grade levels below grade level.
- 9th grade cluster core academic teachers with 1 period of advisement (Bear Den). These students are receiving core level instruction.
- Release time for Legacy, EL, Heritage, Personalized Learning (PL) Coordinators to support student success, especially our marginalized student population.

In addition, the master schedule is carefully planned out to offer courses that keep in line with Riverside Unified School district's Success Indicators.



Poly High School encourages all of our students to meet the UC/CSU A-G Requirements as well as the Graduation Requirements of RUSD which are indicated in the following chart:

Subject Areas	UC/CSU A-G Requirements	RUSD Graduation Requirements
English	40	40 credits, 4 years
History/Social Science	20	30 credits, 3 years
Math	30	30 credits, 3 years
Science	20	20 credits, 2 years
PE		20 credits, 2 years
Foreign Language	20	30 credits in any of the three areas. 20 credits must come from the same concentration.
VAPA	10	
CTE		
Electives	10	50 credits
Total Credits		220 credits

Counseling: Poly High Schools Counseling Department works closely with students at each grade level to ensure students remain on track to graduate. Counselors make classroom visits through the English Department to inform students about graduation requirement and post-secondary opportunities. The counselors work with families to provide information regarding services to support students as they successfully move through the courses required for graduation. Students are given information as to different modes of completing of their coursework, ie., Riverside Virtual School (on-line coursework through RUSD), dual enrollment and concurrent enrollment possibilities as well as summer school alternatives.

[Poly High School Counseling Website](#)

Based on statistics from the [National Student Clearinghouse](#), in the fall of 2018, Poly High School had a 32% articulation to a four-year institution, and a 42% articulation to a two-year institution.

Count of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 15, 2018

Class of	2011	2012	2013	2014	2015	2016	2017	2018
Total in the Class	576	588	594	571	603	614	574	582
Total Enrolled	349	391	402	391	427	434	412	419
Total in Public	289	331	348	337	372	378	368	367
Total in Private	60	60	54	54	55	56	44	52
Total in 4-Year	178	193	197	192	191	191	184	176
Total in 2-Year	171	198	205	199	236	243	228	243
Total In-State	311	351	358	344	383	395	377	377
Total Out-of-State	38	40	44	47	44	39	35	42

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level
Effective Date = November 15, 2018



Honors and AP Courses:

The Advanced Placement and honors program is a significant feature of the Poly High School culture. We offer 12 honors and 23 AP courses. Our honors program is successful in encouraging enrollment and preparing students for our AP courses. Within these AP courses, AP students follow a college level curriculum in order to prepare for the AP exam at the end of the year and to ultimately achieve success in their college pursuits. During the 2018-2019 AP Testing period, Poly administered 785 exams to 429 students with a 56% pass rate. We have seen a slight decrease in enrollment in our AP classes over the past few years as we have continued to emphasize student well-being. The AP test is price has also risen to \$ 94 for those who do not qualify for free and reduced lunch, and therefore, appears to play a role in the decrease in test-takers also.

English

- Honors Introduction to Literature (9)
- Honors World Literature (10)
- Honors Puente Introduction to Literature (9)
- Honors Puente Introduction to Literature (10)
- AP Language and Composition (11)
- AP Literature and Composition (12)

Foreign Language

- Honors French 3
- Honors Spanish 3
- AP French Language
- AP Spanish Literature
- AP Spanish Language

History

- Honors World History (10)
- AP European History (10)
- Honors American History (11)
- AP US History (11)
- AP Government (12)
- AP Macro Economics (12)
- AP Art History (11-12)

Math

- Math 2 Accelerated
- Math 3 Accelerated
- AP Calculus AB
- AP Calculus BC
- AP Statistic
- Multi-Variable Calculus

Science

- Honors Biology
- Honors Chemistry
- AP Chemistry
- AP Biology
- AP Environmental Science
- AP Physics I
- AP Physics II

Visual and Performing Arts

- AP Music Theory
- AP Art Studio

Electives

- AP Psychology

Career Technical Education and Regional Occupation Programs: Poly High School currently has three pathways.. We are dedicated to offering more pathways and are in the process of developing new CTE pathways for Design for Print, Computer Science, CTE Dance, and Tech Theater that students can choose from, and each pathway has a sequence of two or more Career Technical Education courses that relate to the industry sector. These pathways align to college, industry certifications and career entry requirements. CTE programs focus on core school subjects like math, science, and writing and ultimately how to apply these skills to real-life scenarios. Students in CTE courses have the option to pursue attending college or focus on a career pathway instead. Internships/externships are developed through the partnership created between the CTE

Pathways and local businesses which serve on advisory boards and become mentors to the program. A district liaison provides further opportunities for enrichment.

Poly High School Pathways

CTE Course Offerings

Production and Managerial Arts

- Digital Film 1
- Digital film 2
- Broadcast Journalism - articulated
- Music Tech 1
- Music Tech 2
- Music Tech 3 – articulated

Patient Care

- Sports Medicine 1
- First Aid
- Sports Medicine Advanced
— articulated

Food Service & Hospitality

- Culinary Art
- Advanced Culinary
- Culinary Café

Visual and Performing Arts (VAPA): One of our most distinguished programs at Poly that promotes teacher-student-connectedness and school-student connectedness is the VAPA program. To have a complete understanding of the impact our community has on all stakeholders and the Riverside Community, please [CLICK HERE](#) for a thorough description.

Regional Occupational Program (ROP): Regional Occupational Program (ROP) courses provide internships for entry level positions in the fields of sports therapy and fitness, law enforcement, and several others. Currently, we have 254 students taking advantage of our ROP program. We have 6 unique courses including, Culinary Cafe, Advanced Culinary Café, Sports Medicine, Advanced Sports Medicine, and EMR. Many ROP course provide students with opportunities to explore future career goals. We currently have no measurable data for those students enrolled in off-campus ROP. This is something we need to address and monitor and are taking action to obtain this data for future analysis.

Expository Reading and Writing Course (ERWC) Program: Poly High School offers the ERWC course to prepare students for post-secondary experiences. The course was designed by a cohort of educators in cooperation with the Cal State University system. The ERWC is aligned with the California English Language Arts Content Standards and addresses critical reading and writing problems identified by the California State University professors. Course assignments are organized into 14 units that are based primarily on non-fiction texts. These modules emphasize the in-depth study of expository, analytical, and argumentative reading and writing. The University of California has approved the ERWC for area "b" credit (from the "'a-g'" requirements), and the course meets college preparatory requirements for both the UC and CSU. Poly offers ERWC as a full course for grade 12 students.

Connection:

Throughout the past six years and the process of this self-study, the importance of student connectivity has been an ongoing focus at Poly High School. We will continue to create opportunities for student involvement as we seek to continuously improve the engagement and relationship factor at Poly High School.

Principled Centered Leadership (PCL): The Principled Centered Leadership class accelerates efforts in partnership with the Harvard Graduate School of Education in their Making Caring Common initiative. Students in the class focus on leadership, relationships, safety, diversity, empathy, service, and most importantly, community. The students in the class work in effort to bring our school closer together and recognize the hard work that goes into making the programs on campus successful. Students enrolled in the class for the 2018-19 school year were nominated by teachers and staff members based on their involvement in the school and community as well as their positive attitudes in and out of the classroom. Each student in the class has their own set of values and characteristics that positively impact the overall objective. The students were then given applications and were hand-selected based on teacher recommendation of students who exemplify Poly High School's *values* inherent in our PRIDE acronym (Passion, Respect, Integrity, determination and extraordinary), leadership skills and a cumulative grade point of average of 2.0 or higher.

The objective of PCL is to create a community that links our whole campus from every student to every staff member. To do so, PCL focusses on performances, competitions, games, and school events. They celebrate the students through principal's breakfasts, awards, and celebratory posters around the school. They acknowledge our staff by awarding hardworking individuals with Teacher of the Month, breakfast for staff members, goody bags for teacher appreciation, and constant reassurance of their impact on students. To improve the experience that students and staff members have at Poly, we ensure that each and every individual student gets recognized for their efforts, not only academics but activities, athletics, and displayed acts of kindness and caring. PCL hopes to ensure that all students and staff members feel connected, valued and cared about. The main focus of this class is to strengthen the connections between students and their fellow students, students and their teachers, teachers and other teachers, and the school as a whole and the community.

The PCL class is divided into four commissions: Making Caring Common, Athletics and Extra-Curriculars, Recognition, and Social Media and Promotions. Their goals and responsibilities are as follows:

- ***Making Caring Common:*** These students host the quarterly principal's breakfast; wherein, approximately 60 students are invited to eat a catered breakfast with Poly High School's principal, Mr. Hansen. The teachers are encouraged to nominate a student who is not typically recognized or awarded at Poly High School, and the student must exemplify of the five *values* within our student-generated PRIDE acronym: Passion, Respect, Integrity, Determination or Extraordinary. This group focusses on many activities throughout the year that connects students with their teachers and their school community,
- ***Athletics and Extra Curriculars:*** Every Poly High School sports team on campus receives a personalized good luck gift bag for their first home competition. Also, this group recognizes other groups on campus that contribute to our school culture such as Theatre, Band and Color Guard, JROCT, Choir, Link Crew, and ASB. The entire PCL team attends numerous sporting events to support Poly's student athletes.
- ***Recognition:*** This group is responsible for recognizing every student at Poly High School on their birthday. They make personalized buttons and deliver them to the students on their birthday, or on their half birthday, if their birthday falls in the summer months. They also host lunch time pep rallies biweekly to boost school spirit. They also give Student of the Month and Teacher of the Month awards on a monthly basis, and decorate the staff lounge seasonally.

Social Media and Promotions: This group is in charge of our social media accounts as well as photo documentation of our events. They also promote other clubs' and sporting teams' events and matches. This group also contains our artists, who create all of our posters and fliers for our events

Competitive Sports: Throughout the school year, Poly High School students have the opportunity to participate in many different competitive sports activities. We have approximately 910 boys and 350 girls who participate in 22 different athletic teams.

Fall ~

- Football
- Volleyball (Girls)
- Cross Country (Boys and Girls)
- Tennis (Girls)
- Golf (Girls)
- Water Polo (Boys)

Winter ~

- Basketball (Boys)
- Basketball (Girls)
- Soccer (Boys)
- Soccer (Girls)
- Wrestling (Boys and Girls)
- Water Polo (Boys)

Spring ~

- Baseball (Boys)
- Softball (Girls)
- Track & Field (Boys and Girls)
- Swimming (Boys and Girls)
- Diving (Boys and Girls)
- Golf (Boys)
- Tennis (Boys)
- Volleyball (Boys)
- Lacrosse (Boys and Girls)
- Stunt Cheer (Girls)

Poly currently has 17 on staff teachers who also coach one or more athletic teams. We also employ 61 “walk-on” athletic coaches and have approximately 10 volunteer coaches, many who are Poly alumni.

We also have academic clubs, such as our highly successful Riverside County Champion Mock Trial Team Mock Trial, which is a competitive academic competition that involves students from opposing schools presenting the prosecution or defense side of a court case. The Poly Mock Trial team has been extraordinarily successful in its history dating back to 1986. Since then, Poly has won 18 County Championships (the second highest in Riverside County is 3). Poly has also won three State Championships (only one team in California has won more with four). And in its three showings at Nationals, has placed 3rd, 4th, and 10th in the U.S.

Poly’s Mock Trial coaching staff consists of Poly Alumni attorneys, including a practicing defense attorney, a Supervising Deputy District Attorney for Riverside County, a legal researcher, and a student who just passed the bar and will soon be practicing law within our community.

Competitive Clubs~

- Color Guard
- Drumline
- Ethics Bowl
- Mock Trial
- Marching Band
- Show Choir
- Comedy Sportz
- JROTC

Poly also has received awards for our [National High School Ethics Bowl](#) (NHSEB) team, three of the four years since it began in 2015, and our Performing Arts department has received numerous awards for its marching band, jazz band, concert choir, vocal ensemble and its theater productions. The visual arts department students regularly receive recognition at local, county and state competitions. Such activities not only benefit our students, but our community often benefits from our many student-led community service projects/programs. ASB, Key Club, MECHA, Puente, JROTC and AVID students complete many community service hours helping several local agencies. Poly students also serve on the Mayor’s Council, Student Court, School Board, and County Youth Council providing insight and a student voice to government.

Link Crew: In the year 2006, The Boomerang Project started Link Crew, a mentoring program for freshmen to help them transition into their new high school environment. At Poly, Link Crew started in the 2012-2013 school year, at the time of our last full WASC visit. We adopted it in the hopes to have a more welcoming campus. Our Link Leaders do everything they can to make sure the new students feel welcome and comfortable at Poly. Although Link Crew started as a program for freshmen, we expanded it to *all new students* so that everyone feels that Poly is their home. Our main goal is to encourage students to become involved socially and academically and to create a helpful, welcoming, motivating, and exciting high school environment.

Poly has multiple leadership programs on campus such as ASB and PCL; however, Link Crew is very different. Link Crew does help ASB with many things, and ASB helps Link crew, but Link Crew focuses on freshmen and new students. Link Leaders have many opportunities and resources to help them contact students to see how they are doing academically and socially. Also, the leaders try to establish a personal relationship with their

group of freshmen that lasts beyond their freshmen year. Link Crew members mentor freshmen so that their experience at Poly is pleasant and enjoyable.

Link Crew strives to be one of the most effective clubs on Poly's campus, and they focus on students as individuals. With the help of the 100+ link leaders currently enrolled, it is ensured that Link Crew will impact not only the freshman and newcomers but the people who have committed to be a part of this amazing club. Every freshman at the beginning of the school year is assigned two link leaders to make sure they are feeling welcomed and motivated to try their best, both academically and socially. This keeps the freshmen on the right track, and it connects them with new friends as they enter this new environment. Our Link Leaders help get to know other freshmen in their group through fun activities. Our Link Leaders also try to create a bond with their freshmen and become their friends, not just mentors. Another tool used to measure our effectiveness is our survey that we conduct with our freshmen crew at our Freshmen Advising Day assembly (FAD). This survey keeps Link Leaders informed of the job they are doing with their freshmen and how big of an impact they are making. It also allows us to know what club/sports/arts they are involved in. Not only is Link Crew effective toward supporting freshman and incoming student, but it is also effective toward helping other Link Leaders. For the past several years, Poly has attended a Link Crew conference where schools from around the Inland Empire came together at our school for the day. We received great feedback from these schools and will adopt some of their practices, as we are always looking to improve our program.

Link Crew is a big contributor to the Poly Experience altogether. Link Crew heads up events such as Freshman Orientation, Freshman Advising Day (FAD), Commitment to Graduate (C2G), Freshman Tailgates, Cookies and Cram, and Freshman of the Week. With all of the activities that Link Crew provides for the Freshmen at Poly, the goal is to create a fun, welcoming atmosphere, where all students are connected.

Student Support

Riverside Poly High School supports the district's objectives that all students have access to a rigorous and authentic learning experience, as outlined in the Every Student, Every Day-Guide for Instructional Direction. As noted, we have programs that are in place that are part of our curriculum or our co-curricular programs. Some of these programs mentioned are implemented to serve and support students. As stated below, we have a strong AVID and Puente program to better ensure academic success of our students and increase the number of students who are UC/CSU eligible. To also help in the efforts to prepare our students to be college, career, and world ready, we have other student supports in place along with our programs previously mentioned.

AVID: The AVID program at Poly High School is an excellent support in contributing to the success of our students graduating UC/CSU eligible as well as encouraging students to enroll in our honors and AP courses. In 2018, Brian Schulte transitioned into the role of our new AVID Coordinator. He was previously a math teacher at Poly. The AVID program continues to see a steady increase in enrollment that has led to a wealth of scholarship opportunities and acceptances to post-secondary educational institutions. Students exiting this program will have had intervention and assistance offered to stay "A-G" eligible and furthermore apply to 2 and 4-year universities.

Puente Program: The 9th Grade Puente Honors English course is the foundation of the Puente program at Poly High School. The Puente model combines academic enrichment, counseling, mentoring, and community support. Puente involves students beginning in 9th grade with an enriched curriculum that integrates Latino and multi-cultural literature into the RUSD Common Core curriculum. Students enrolled in the Puente program stay with the same Puente-trained English teacher for both their 9th and 10th grade college-preparatory Honors English classes. Students are immersed in a pedagogy that builds on their experiences, bridging academics, family, and community. Puente classes function as families, or *familias*, with students acquiring competency in

various genres including autobiography, reflection, research, persuasion, literary analysis, expressive, and community-based writing. Students are taught techniques for collaborative peer review and create portfolios of polished assignments. Puente's writing program not only builds language arts skills, but also teamwork, critical thinking, and problem-solving skills, all of which are keys to enabling college enrollment and success.

The Puente counselor works hand-in-hand with the Puente teacher to function as an interdisciplinary team, meeting regularly and as needed with Puente students both inside the classroom and out. The Puente counselor also works closely with parents, providing regular parent workshops throughout the school year. The Puente team of teacher, counselor, and parent all work together and become empowered advocates for students' educations. The Puente model provides students with field trips and informational sessions focusing on college, as well as mentors, role models who meet with students and assist them in their educational endeavors.

Puente Success: The Poly Puente Program uses many markers to measure student success. Among these are CASSP scores, A-G Completion (On-Track) Rates, Grade Point Averages, Advanced Placement Course Selections, and [college/university acceptance at four year universities](#). All of Poly Puente data is even more exciting when one remembers that Puente students are those who initially had not selected ANY Honors or AP coursework when registering for their freshmen years of high school.

Current highlights for the Poly Puente Program include:

- 84% maintain a 2.0 GPA or above
- 48% maintain a 3.0 GPA or above
- 38 out of 64 Puente Sophomores went on to AP Language
- 20 Puente Juniors are enrolled in 2 or more Honors/AP courses
- 100% of Puente students are involved in more than one extra-curricular club, sport, or

Puente Community & College Components: In addition to classroom work, Puente students receive enrichment via field trips, guest speakers, and community service. During the freshmen year, all students participate in the 9th Grade Southern California Student Leadership Conference, which is a one-day conference held at a Southern California college or university and focuses on college skills, college awareness, and cultural understanding. In addition, 9th grade students receive exposure to our local colleges and universities with field trips to the University of California, Riverside and California Baptist University.

The sophomore year expands students' college-going experience with visitations to such schools as University of California, San Diego, University of California, Los Angeles, and/or University of Southern California. In addition, these students also receive a supplemental field trip to the Simon Wiesenthal Museum of Tolerance where they experience a guided tour of the Holocaust museum and gain understanding of what tolerance truly means.

In the junior year, our Puentistas have the opportunity to travel to Northern California schools over a three-day trip. Visitations include such schools as University of California, Santa Barbara, California State University Monterrey Bay, Cal Poly San Luis Obispo, California State University, East Bay, University of California, Merced and several other campuses.

In addition to college exposure and information, students in Puente are also required to serve their school and local community with a minimum of 15 hours community service each semester. To earn these hours, students may complete community service hours by volunteering for local events such as the Riverside Fireball Run,

the Dia de los Muertos Festival, the Salvation Army Angel Trees Toy Drive, the Riverside Lupus Awareness Walk, the Martin Luther King, Jr. Walk for Tolerance, the Mission Inn 5K, and by providing after school tutoring at Victoria Elementary, Alcott Elementary, and Gage Middle School. On campus, students earn community service for participation in Homecoming events, providing babysitting for our English Learners' Advisory Council Meetings, 8th Grade Family Night, and campus clean-up. The purpose of community service in Puente is to engage students in the concept of giving back. As they learn from their very first Puente text, *House on Mango Street*, it is not enough to succeed for one's self. Once you have achieved, you must give back for "those who cannot out." The full circle of returning to the community as a mentor and leader is one of the strongest pillars of Puente philosophy.

Special Education – Moderate/Severe Program: Poly has three innovative Special Education teachers who run our Specialized Academic Instruction, Moderate/Severe program on a rotating class schedule that allows for and ensures highly differentiated instruction. For three days the teachers level their combined caseloads (Squad 1, 2 and 3) and rotate between a Reading/Writing teacher, a Math teacher and a Social Skills teacher (some mild/moderate students have joined the social skills class). One day a week the class goes into the community for instruction (CBI) and practices shopping at grocery stores, Dollar stores, restaurant etiquette and recreation skills. Another day is scheduled for focused job skills training (see numbers 2, 3 and 4). Additionally, many of our students are able to take electives or supported reading classes.

Workability I – Moderate/Severe Special Education Program: Workability 1 is a California school and community transition program for Special Education students. We currently have 32 students taking advantage of this program. This program provides our students with pre-employment training and worksite training for students who are transitioning from the school setting to an occupation that best fits their skills and abilities. It is a program that benefits the students, the employer, and the community at large. Many of the supplies necessary for these innovative teaching strategies are paid for by donations from parents and local businesses, as well as the REEF grant award.

Within this program, students are given "real-life" applicable skills-based activities that include:

- Honey Comb Café: The students run a classroom Keurig coffee business. On a once-per-week basis, students take telephone orders, deliver coffee to teachers (only) and apply math skills as they calculate the change, prepare deposit slips for ASB, perform foundational accounting skills to find totals of bills and coins, total sales and total donations. Students also benefit from application of customer service skills, and form a greater connection within the Poly community.
- Sew and Sow Studio: Students learn hand sewing and machine sewing skills alternating with gardening skills.
- RTA Bus Skills: Students learn about and practice riding the city bus.
- Custodial Skills: We partner with Victoria Presbyterian Church and bring a team for one hour a week to practice vacuuming, dusting and cleaning.
- Vocational Education- We practice job interview skills, job etiquette, take skills and preference assessments and could earn a food handlers card. Some students develop resumes and cover letters as well.

Bear Pals:

Bear Pals Club is an extremely active club on Poly High School's campus. Over 60 general education students join the Special Education students for lunch every Friday for music, games, sports, and socializing. The general education students join with local community organizations and include Special Education students in contributing to charities. Poly High Students also host dances and also host the Riverside Unified School District Bear Pals Prom. Connection and inclusion are ultimately the goal of Bear Pals at Poly High School. With a focus on creating a welcoming environment for our students on all parts of Poly High School's campus, many of our general education students are buddied with our program students to foster friendships and support engagement and the community. The positive impact Bear Pals has had on Poly High School's campus is exemplified in the crowning of two of our special needs as Homecoming King and Queen in 2019.

Bear Den: In response to the need for structured interventions, Bear Den was developed and added to the 2019-20 course schedule. The purpose of the Bear Den is to match the diverse learning needs of students with dynamic teachers who are committed to providing a personalized educational learning experience that challenges students to explore, question and discover their learning as it applies to their personal, academic and professional lives. Bear Den is for identified incoming 9th grade students with a cumulative GPA of 0.9-1.9 who are not enrolled in other intervention programs, i.e., AVID, Puente, SPED. In addition to rigorous curriculum aligned to the Common Core State Standards, students receive social/emotional support through Tilly's Learning Center, Counselor support (once day per week), and a Pathways to Success class. Currently Poly High School has 51 students enrolled in this program. In a concerted effort to offer the necessary support these students need, Administration created a Master Schedule that ensures collaboration daily with all four teachers. The Bear Den currently is inclusive of 9th Introductory to Literature, Biology, Math 1, and a Pathways class to ensure well-being, goal-setting and overall success. It is our hope that through academic support, connection and mentoring these students will have a smooth and successful transition into their 10th grade year and ultimately for them to exemplify the *Portrait of a Graduate* (Student Learning Outcomes) upon graduation.

Although this intervention is brand new (2019-20 school year,) the data shows that a majority of the students enrolled in Bear Den are exhibiting better work habits and an improved grade point average from their 8th grade final semester to their first semester in the 9th grade. We look forward to analyzing the semester grade point averages of our Bear Den Students.

[Bear Den Current Grade Change Success Chart](#)

Strategic Reading: Poly High School also has a Strategic Reading program in place to better ensure student success in our general education ELA classes. Currently we offer this at the 10th grade level for students who are below grade level in reading and writing. This is a support class for the general education English class.

Academic English Learner Program: Poly's Academic English Learner population has change in the past few years due to an increasing number of migrant students coming from Central America. As a result, Poly High School currently has three sections of ELD 1, 2, and 3, with an additional Language Arts Work Shop to assist our ELD population. Our ELD 1, 2, and 3 are taught by credentialed English teachers. In addition, Poly High School has a Newcomers class taught by the ELAC coordinator, Arturo Navarro, a credentialed Spanish teacher, which currently has an ELD population of all three levels (1, 2 and 3), but with a population of students with interrupted education. These students have had a substantial gap in their education due to a number of factors, including migrating to the country and not having access to an education in their home country.

Additionally, on-Site support of EL students is provided through the EL Coordinator, counselors, Academic Case Carriers, teachers, Legacy Program, and site administration. The methods and instructional practices are implemented within the ELD classes and are included in the instruction within the English classes that contain the EL cluster of students. These English classes are taught using StudySync and Inside USA (for level 1 students) . A large number of students also receive an additional Strategic Math class to help them close the academic gap in their Math courses. Additional support for our ELD students includes Rosetta Stone for our ELD 1 and 2 level students and tutoring on Fridays with the Legacy teachers.

Legacy Program: The mission of the *Legacy Program* is to provide English Learners and Foster Youth with purposeful academic, instructional, motivational and family support that will facilitate their progression toward college, career and world readiness upon graduation. Students will participate in a program designed to support them academically and emotionally. Students in the *Legacy Program* will also participate in a variety of activities designed to enhance their understanding of all the choices available after high school graduation. Our support system is designed to focus on the following *Legacy Goals*:

- Increase graduation rates for EL/LTEL students and re-designated students
- Increase enrollment and completion of A-G courses
- Assist students with post-graduation plans (CTE programs, Colleges, FAFSA)
- Increase communication with students and parents

Also, the Legacy Plan is designed to offer the following services:

- *Meet regularly with Legacy students*
- *Monitor and intervene during the student's academic progress*
- *Monitor grades quarterly*
- *Off and on-site excursions (academic/cultural)*
- *Senior Celebration*

Personalized Learning: Poly High School has a large cohort of teachers that have implemented Personalized Learning Instructional strategies into their current programs to best meet the needs of their students and to improve teacher and student engagement. In 2015, Poly High School became part of the Custom Schools/Personalized Learning Cohort 2 for RUSD. When we were invited to submit an application for participation, our principal tasked the 11-member Strategic Leadership Team with the development of the implementation plan. Every element of the plan is a direct response to demonstrated student needs. Implementation of Personalized Learning has changed the structure and culture of classrooms across campus. Many teachers have started using flexible seating/learning environments. Some are using flipped classroom techniques, particularly to differentiate lesson pacing. There has been an increase in project-based learning, alternative summative assessments and performance tasks to support student choice and increase engagement. As a formative assessment in the personalized learning model, for several years, English and Math teachers administered the MAP assessment three times per year. Data was then used to support individual learning goals and guide learner profiles for students. In 2018, the district ended the MAP assessment contract. The replacement, Interim Benchmark Assessments, do not provide the same quality of data with the same ease of use, but further professional development will definitely yield more positive feedback from these assessments. Personalized Learning has continued to expand and evolve to meet changing student needs since first implementation. Two key components of our program, High Impact Teams and Bear Den, (noted above) are the direct result of the implementation of Personalized learning. Teachers see the need to empower students to participate in their own learning and evaluate their own progress in tandem with their teachers, which is the focus of High Impact

Teaming. Bear Den provides a support network, in the form of common teachers for their core classes as well as Pathways to Success. The Bear Den teachers collaborate daily to support and guide students in all of their classes. The English department created the Senior Capstone as a result of Personalized Learning. Social Science is once again participating in National History Day in order to provide students an opportunity to guide and enrich their learning. The math and Physics departments have collaborated on several project-based learning opportunities, including the Poly Motocross project, in which students designed a motocross track with the help of industry professionals. Science classes explore current issues such as global warming, declining insect populations, drought, and dietary guidelines/alternative diets in classroom activities, labs, and projects. Our CPM Math Curriculum focuses on training teachers to be coaches/facilitators while providing task-based lessons. In Visual and Performing arts, students are supported in creating student-led projects based on skills that have been developed through foundational lessons. Teachers of American Literature (11th grade) and Math 2 and 3 met individually with each 11th grade student to discuss progress toward goals, learning needs, and set future goals. We hope to expand this to support all grade levels in both English and Math as these are areas in which data tells us students need additional support. Students in our Moderate/Severe Special Education classes create a unique electronic portfolio for each student. Teachers are working to help students set goals for success and mastery, not just to meet deadlines. Students are leaders in their own learning, choosing pathways with teacher or counselor guidance.

[Personalized Learning Plan](#)

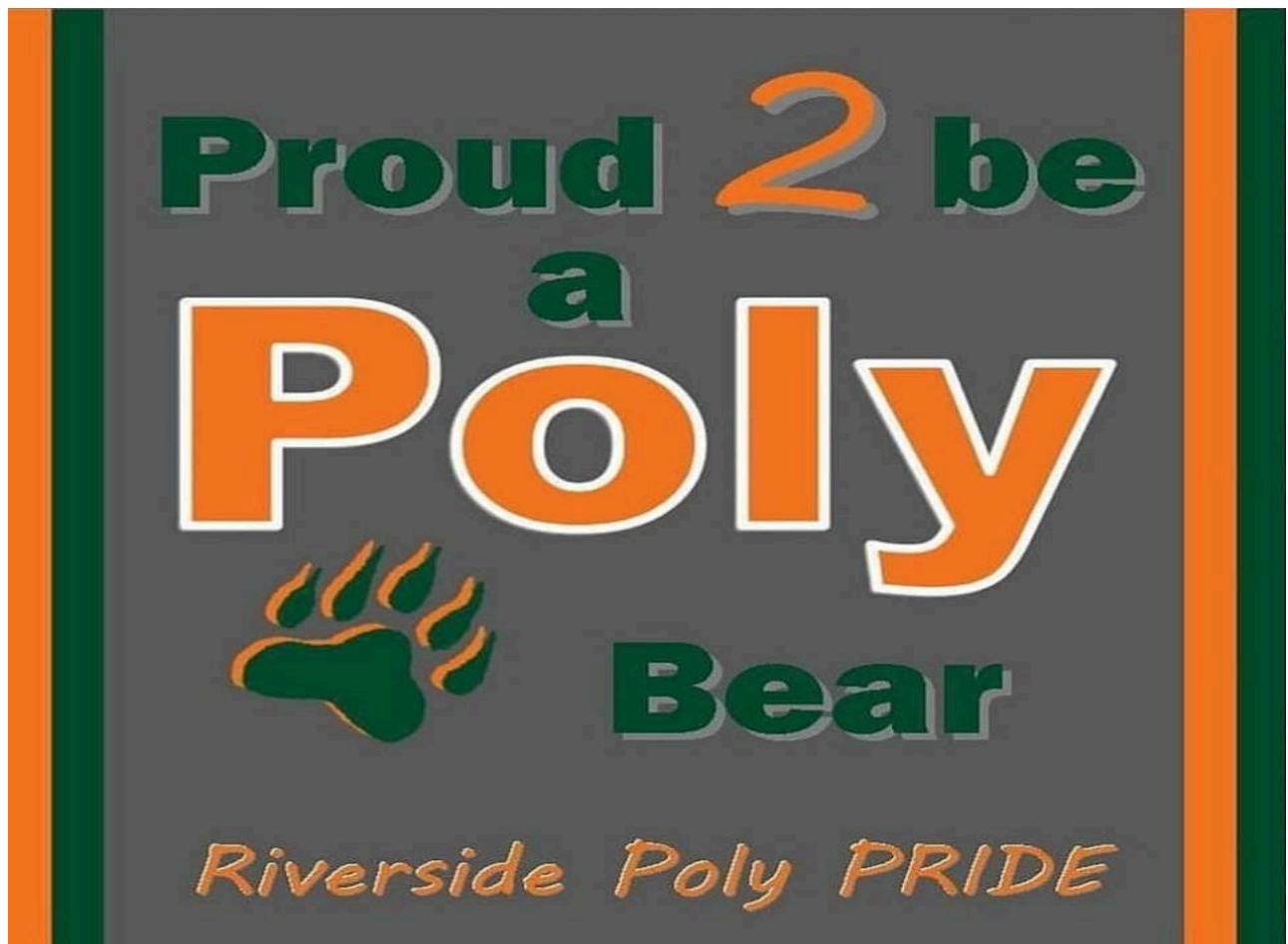
Heritage Plan: The Heritage Plan was designed to address the academic needs of African-American students in the Riverside Unified School District. The goal of the Heritage Plan is to increase the number of African American students that successfully complete the 15 courses required for UC and CSU entrance (A-G courses). Each school site has a designated teacher who monitors (Nathan DelCampo) all of our African American students' A-G pathways, promote enrollment in UCR Early Academic Outreach Program, serve as a cultural translator, and provides parents with information regarding the Heritage Plan. School counselors work with the site contact, teachers, parents and students to support program goals. Counselors and site contacts work together to determine the best support system for each student. They work with the student's teachers, parents and tutors. In addition to our Heritage Program support, Riverside Unified School District hired an outside educational organization, the BLU Educational Foundation, to provide case management support for our African American population to focus on fulfilling A-G completion for levels 2-4. This program adds additional support for levels 2-4, not level 1



Credit Recovery: Beginning in 2015, Poly High School started a credit recovery program as an alternative for students who were being transferred out due to lack of credits. Since 2018, Poly students have completed over 500 courses. The credit recovery program is offered six periods a day and uses Odysseyware software for its online curriculum. In addition to assisting students in recovering credits for graduation, Poly has used credit recovery to help increase A-G eligibility by providing specific opportunities for students to make up courses to improve their grade. As of August 2019, more than 100 students are currently enrolled in the credit recovery program, taking over 250 courses.

SAP Counselor - Social Emotional Well-being: The SAP program began in 2015 at Poly High School with the intention to bring social emotional awareness, prevention and support to Riverside Unified School District. Licensed Marriage Family Therapist and Clinical Social workers were hired to provide services to every school

in the RUSD. These services include but are not limited to : individual therapy, group counseling, crisis intervention, suicide and threat assessment and response as well as, teacher/parent education and support. Specifically at Poly the SAP counselor has implemented a Live to Laugh Club that works to promote awareness about mental health issues and trains students on how to manage stress in themselves as well as how to help others. Although this mental health resource is a positive step in the right direction, our SAP counselor is only at Poly on a part-time basis (twice per week), and many on staff concur that the necessity for a full-time on-site SAP counselor is indicated. She sees students on a referral basis and typically for more long term care. She also assists Counselors in Crisis Counseling.



To fully comprehend the Poly High School community, the profile would not be complete without a description of how Poly High School strives to meet the requirements of the new Eight State Priorities. Within each area below, the profile will include: 1) a description of each of the school programs that support the priority; 2) school performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures; 3) California School Dashboard performance indicators and other local measures; and 4) an examination of perceptual data, such as surveys.

LCFF PRIORITY 1: BASIC SERVICES (CONDITIONS OF LEARNING)

LCFF Priority 1 has three areas of focus: teacher assignments; standards aligned materials; and safe and clean facilities. Poly High School's SARC registered at the California Department of Education shows that Poly has had appropriately assigned teachers within the subject matter area of competence, have had sufficient textbooks and instructional materials, and have consistently scored "good" in FIT reporting. [SARC](#)

A. Teachers are assigned and fully credentialed for the students they are teaching.

Poly High School has a highly qualified staff who each seek to support students and families in their respective roles. Our staff takes great pride in their work and investment in the community of Riverside, as many staff live here, attended school here, and their children attend school here. The table below provides details regarding our staff.

The staff at Riverside Poly High School includes 100 certificated teacher and 2 ROP teachers. The Poly High School Leadership Administrative team is inclusive of the principal, four assistant principals, five counselors, and one ASB director. The 51 classified staff members consist of custodial, clerical, security, and paraprofessionals.

All Poly High School teachers hold full teaching credentials, As noted in the [Certificated Staff Experience](#) Report, the average years of experience of our teachers is 17 years, and it should be noted that a majority of Poly's teachers have taught at Poly during the majority of their teaching careers. As new teachers are added to the FTEs at the site, we anticipate the average number of years of teaching to decrease from 17 years. The teachers at Poly High School value ongoing education and take advantage of numerous professional development opportunities, such as AP Institutes, Google Educator Certification, Equity Conferences, High Impact Teaming, etc.

The administrative staff has also changed significantly since the last WASC mid-term visit in 2017. One Assistant Principal was the only administrative staff member at the site in 2017. As noted previously Poly High School has a new principal and three new Assistant Principals since the mid-term visit.

Teachers	School Year			
	2016-17	2017-18	2018-19	2019-20
With Full Credential	107	107	102	100
Without Full Credential	0	2	1	0
Teaching Outside Subject Area of Competence	3	2	2	4

Certificated Staff by Ethnicity										
Years	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No response	Total
2018-19	30	1	3	0	1	8	72	0	1	116
2017-18	32	1	2	0	1	7	74	0	1	118
2016-17	29	1	3	0	1	7	75	0	1	117

Certificated Staff Education Levels											
Years	Doctorate	Special Degree/(Juris Doctor)	Master's Degree +30	Master's Degree	Fifth Year within BA	Fifth year Induction	Fifth Year	Baccalaureate Degree +30	Baccalaureate	Associated Degree	Total
2018-19	2	0	13	61	0	0	0	38	2	0	116
2017-18	2	0	12	62	0	0	0	38	4	0	118
2016-17	1	0	10	59	0	0	0	43	4	0	117

Certificated Staff by Experience				
Years	Avg Years of Service	Avg Years in District	#First Year Staff	#Second Year Staff
2018-19	17	14	2	2
2017-18	17	14	2	1
2016-17	17	14	0	6

Students have access to the standards-aligned instructional materials resources:

The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. 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. The content area with the materials reflecting the oldest adoption is the History/Social Sciences. Teachers collaborate to create rigorous lessons to support the SLOs and the CCSS Anchor Standards to bridge the rigorous instruction needed in the areas of Reading, Writing, Speaking and Listening.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (Adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (Adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (Adopted 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (Adopted 2007) Holt Literature and Language Arts, Course 6 Holt, Rinehart & Winston: Essentials of British and World literature Expository Reading and Writing (Adopted 2007) CSU Task Force on Expository Reading and Writing:(Adopted 2009) Scholastic: Read 180, Scholastic (Adopted 2010) CA StudySyn Grades 7-12 (Adopted 2017)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (Adopted 2008) Holt, Rinehart & Winston: California Algebra 1 Geometry (Adopted 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (Adopted 2008) Precalculus-Mathematics for Calculus (Adopted 2008) Cengage Personal Finance, Grade 12 (Adopted 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (Adopted 2016) Agile Mind Educational Holdings, Inc (Adopted 2018) Open Up Resources/Illustrative (Adopted 2018) CPM Educational Program/Core Connections (Adopted 2018)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Rinehart and Winston: Earth Science, California (Adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (Adopted 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed. (Adopted 2007) Addison Wesley/Prentice Hall: Chemistry, California (Adopted 2007) Foundations of Physics; CPO Science (Adopted 2007) 2nd Edition Chemistry for IB Diploma (Adopted 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (Adopted 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (Adopted 2006) Economics: Principles and Practices: Glencoe-McGraw-Hill	Yes	0%
Foreign Language	Spanish III Honors (Adopted 1998) Spanish for Spanish Speakers II (Adopted 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (Adopted 2016)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	N/A	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

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. 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).

Poly High School is a closed campus. Gates were installed at all entrances to the campus in 2007. The gates remain closed and locked during instructional hours, with the exception to the gates manned by one of our campus supervisors. This in turn, discourages people from entering or leaving our campus without reporting in or out of our front office. A campus supervisor is stationed at the front gate and utilizes the Raptor system to check identification cards of anyone who is not a student or teacher who enters the campus. Under the leadership of our Assistant Principal Mr. Vaughan, we currently employ six campus supervisors that help keep our campus safe and secure. The campus supervisors and our five administrators are on campus supervising our students before and after school, as well as during passing periods, ensuring their safety. We also have a full time health clerk and a part-time nurse. Poly keeps a [Comprehensive School Safety Plan](#) that is updated yearly that outlines the exact procedures to follow in any emergency. Poly currently has a school site safety committee that regularly evaluates the safety of our campus. We also participate in regularly scheduled fire and earthquake drills, as well as our Poly Lockdown Drill that ensures the safety of our students and staff during possible a bomb threat, hazardous material threat, threat on the campus, or threat in the community.

Our campus is maintained by a qualified custodial and maintenance staff. They are responsible for over 87 classrooms, including facilities to accommodate our science, computers, ceramics, drawing and painting, music, and performing arts classes, as well as many athletic facilities. All classrooms have computers with internet access and local network links and working telephones with internal/external connections with voicemail services.

We currently have 47 laptop carts (with 36 chromebooks), many in classrooms and shared between teachers. Every teacher on Poly's campus has a laptop for teacher classroom use. Our library facility has a chromebook cart housed in the library for student use, as well as desktop computers 60+. We have a 60% (4th period) credentialed instructor in our Multimedia Lab who also serves as our Personalized Learner Coordinator. Many teachers have expressed their need for their own dedicated cart in their room in the core subject areas. This continues to be an ongoing need.

Our district has also supported our need to improve technology by purchasing equipment and software for teachers to use in their classrooms in order to improve instruction, analyze/evaluate data and promote student engagement. RUSD utilizes Illuminate data analysis program to better assist us in the evaluation/analysis process of student progress/ achievement, allowing us to guide our instruction to best meet the needs of our students. Daily attendance is taken electronically using Aeries, which allows teachers access to student demographic data, health information, academic progress, and class schedules. E-mail, district websites and teacher personal websites enhance communication among all stakeholders. Our teachers use the Aeries program to manage student grades and to provide regular grade reports to the parents and students. In 2011, Poly implemented the Haiku Learning Management System, which was extremely successful. In 2018-2019, Riverside Unified School District discontinued their license for use with this system. Beginning the 2019-20 school year, teachers continue to have access to transfer data to the Google platform, but students do not have access any longer to this system. Many Poly teachers were disappointed with this change, but are receiving

continuous professional development to ensure continued technologically engaging, interactive instruction for K-12 students.

In November 2016, the voters of the Riverside community overwhelmingly passed Measure O – a \$400 million bond for facilities improvements throughout the Riverside Unified School District. This bond has brought in millions of dollars and has already made a significant impact on Riverside Unified School District. Poly High School is ramping up for the beginning of a major renovation. In June 2020, Poly will begin a 25-million-dollar renovation project. Phase I will be a complete overhaul of the interior of the campus. This will include new shaded seating areas for students and an outdoor amphitheater and student entrance. The cost of this work will be 14.5 million dollars. As Poly nears the end of Phase I, Phase II will begin, which will include the building of a new auxiliary gymnasium. This new construction will take place behind the current gymnasium. It will house our lower level athletic events as well as provide a place to house state testing and a comfortable place for students to shelter themselves from excessively hot or rainy days. The cost of this project is 10.5 million dollars. Construction of these two projects are scheduled to be completed by the end of 2022.



Since 2013-2014, we have made several facility updates. Some of our cosmetic updates have been the addition of our awnings, Poly PRIDE banners, and the painting of our trim and doors. In our 100 and 700 buildings, we have painted the walls and trim in the classrooms and hallways and have replaced the flooring in some of our classrooms. Along with the cosmetic updates, we have completed a necessary drainage project that also included upgrades to our Littleworth Theater. At the time of our mid-term WASC visit we were in the II/III phase of a major HVAC project. The project was completed and resulted in repair to the air conditioning system that effects the 100, 200, 300(gym), 500, and 600 buildings, and the library. With this project, we were able to make some cosmetic upgrades to our library and some of our classrooms. The library has transitioned from a book-focused learning center with a computer lab to a thriving literature hub with a Maker Space that provides access to virtual reality experiences, green screens, 3-D printers and a state of the art laser printer. It is a DIY lounge that encourages student creativity and problem solving while providing relaxing and fun experiences that promote positive wellbeing and mental health. In addition to such improvements, we have had the opportunity to add a new softball field to our campus.

Poly High School has consistently scored “good” on annual FIT reports. Poly has a plant supervisor plus six full-time custodial staff who, along with other district personnel, maintain the grounds and facilities. Poly High School has a full-time custodial staff that maintains the sited daily. Maintenance is done on-site by District and

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	703: Replace bad LEDT8 lamp, classroom is cold/freezing 809B: Air conditioning not working A101BA: Room is messy and cluttered, airconditioning not working

site personnel. The school works closely with district maintenance and operations to ensure all repairs are completed in a timely manner. Repairs are completed in a timely manner.

ALL Content Standards and Frameworks:

To assist with the full implementation of the content standards, the Riverside Unified School District assisted sites with making curricular choices that improve student's access to CCSS. The Special Education Department has worked alongside the content area departments to organize and pace the adopted curriculum with accommodations and modifications for the special population. All teachers at Poly High School have been supplied a computer to access ancillary materials, supplemental support materials and to allow teachers to set up Google Classroom and other technological instructional tools.

English Curriculum Adoption: The English Department has adopted *StudySync* by McGraw Hill in grades K-12. *StudySync* is a CCSS compliant curriculum that is available as both a consumable textbook and online textbook for enhanced student access. The program has an emphasis on expository reading with culturally diverse authors, and perspectives in writing. Riverside Unified School District (RUSD) chose *StudySync* as it is a bridge to ELA and corresponding State and Common Core Standards. Differentiated instruction and practice supports all language levels and combines independent, self-paced, and teacher-led instruction. RUSD also implemented three mandatory district-wide common assessments that are taken from the Interim Assessment Block (SBAC) bank for 9th through 11th grade students in English. Poly's entire English Department has made shared commitments to ensure rigor in reading and writing skills in adherence with the CCSS. They have also committed to Writing Portfolios in all English classrooms to propel the growth mindset in students and for High Impact Teaming/feedback. The English Department has a clear focus on building on common formative assessments that drive targeted skills-based lessons.

[English Department Writing/Reading Commitments](#)

[English Department Scope and Sequence](#)

Math Curriculum Adoption: Poly High School has signed the [Secondary Mathematics Teachers' Practice Agreement](#), a document that outlines foundational commitments shared by the members of Riverside Unified School District's Secondary Mathematics team in order to support the effort to provide an equitable education for secondary mathematics students across the district. The Math Department has adopted *CPM Educational Program* by Core Connections and has fully implemented in Integrated Math I, II, and III. District training was provided to all math teachers. The program has supported units that are organized to complete the integrated program within the three-year course design. The program is completely on-line with an e-workbook for practice activities. The teacher resource contains all of the materials needed to teach the course, including reproducible student page, digital warm-up powerpoints, and digital Instruction powerpoints. RUSD also implemented three mandatory district-wide common assessments that are taken from the Interim Assessment Block (SBAC) bank for 9th through 11th grade students in Math.

[Poly High School Math Scope and Sequence](#)

Special Education Department: Special education resource students utilize the same instructional materials as the mainstream courses in the four core subject areas. Students in special day classes or other types of special education programs that are segregated from the mainstream classroom have sufficient quantities of the instructional materials required in that student's individualized Education Program (IEP), which has been established and agreed to by the teachers and parents of that student. Special day students' IEPs may require modified instructional materials instead of, or in addition to, the adopted instructional materials or may require adopted instructional materials that are aligned to the content standards at a different grade level. Each content area Special Education teacher meets both with her Special Education team members and with the content area teachers to review data from common assessments, plan instruction and pace the instruction.

Science: In the Sciences, curriculum design is guided by NGSS (Next Generation Science Standards). Poly teacher subject leaders attend district meetings and professional development in order to better design and implement curriculum according to the NGSS model. The subject leads then return to Poly and share this at team meetings during collaboration time, once a week. The alignment of curriculum, instruction, and assessments has been an ongoing challenge for our science department with the transition from the state science standards to NGSS. However, they continue to work together as High Impact/Inquiry Cycle Teams to improve their understanding of content success criteria and methods in which to commonly measure student learning

Monitoring of CCSS Implementation: Site administration complete walkthroughs to monitor instructional practices and to evaluate implementation of curriculum. Walkthrough forms were updated within the administration shared files and observations are discussed at weekly administration meetings. The administrative team is developing goals and sub-goals to be used with the [Danielson Framework](#) initiated by Riverside Unified School District.



LCFF PRIORITY 3: Parent Engagement

Parents are actively involved in decision-making process at Poly High School. The three most common areas to evaluate parent involvement is to determine if parents are involved in decision-making involving the allocation of school resources, to determine if parents from all student groups are represented and to determine if the district and site promote programs for student groups with exceptional needs.

RUSD and Poly High School update parents through several online resources. Information is shared through the school website, social media, ie., Facebook, Instagram, [Poly Spotlight](#) online newspaper, the Autodialerr system via telephone message, and flyers. Many teachers on Poly's campus use the Remind App to include parents in their classroom expectations, and numerous clubs on the campus have their own Twitter accounts and social media accounts to alert parents of events. As parents become informed about the actions and services at the site, it is much more likely that they will become involved in the activities that support student achievement. Effective communication that ensures inclusivity is an ongoing focus at Poly.

Districts seek parent input in making decisions for the district and for the school resources:

Poly High School administration had parents come together and discuss a model of support actions that they could take to offer influence over school functionality. The following areas (borrowed from the Association of Washington School Principals) comprise the process and matrix the parents created:

- Creating a culture;
- Ensuring school safety;
- Engaging the community;
- Closing the gap;
- Planning with data;
- Managing resources; and
- Improving instruction and aligning curriculum.

Our Action Team for Partnership team organized the process and defined roles for parents to take leadership in each of the aforementioned areas. In addition, the criteria constitute the evaluation 720-feedback instrument by which parents can evaluate the principal's performance yearly in an action research format. This process proved to be powerful for the parents. One key deliverable that emerged was the "Parent Compact" which detailed a process by which parents – when they have a disagreement with a teacher or faculty member – would follow that would demonstrate an ethical and empathic approach to solving issues. Notably, when outlining the best possible ways to communicate with teachers, email was the last resort as parents (and teachers) would prefer face-to-face to ensure that what is communicated, heard and meant are all moving in the same direction. The table below illustrates the tenets as well as specific role parents employ:

Riverside Poly High School: Shared Leadership Model of Support Actions

Adapted from the Association of Washington School Principals Evaluation Matrix

Areas	What Principals are asked to do...	What student leaders can be doing...	What parent leaders can be doing...
Creating a Culture	Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.	Create a place where kids <i>want</i> to come to school instead of <i>have</i> to come to school.	Engaging in daily discussions with kids about school life, graduation, and positive benefits. Promote involvement by being a <i>partner</i> with other school leaders. <i>Model</i> positive behaviors. Help to <i>market</i> and share information with connected parent groups. Be "in the know", reach out and support school activities.
Ensuring School Safety	Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.	Stop bullying in its tracks. Principals take care of physical safety; student leaders take care of social safety.	Listen to their kids to learn what is occurring. Keep a watchful eye on students/surroundings, and report unsafe conditions. Model and praise positive behaviors and choices. Help other students and families in need. Be an example by displaying empathy and respect to both adults and students. Parents groups can use joint-united efforts between clubs to teach understanding and respect of others.
Engaging the Community	Communicate and partner with school community members to promote student learning.	Don't frighten the adults! Make the community feel comfortable that you are the future.	Use parent group emails and social media to broaden and unite different groups. Bring in alumni, community leaders and outside professionals within the parent network, to inspire and offer partnership opportunities.
Closing the Gap	Demonstrate a commitment to closing the achievement gap.	Leave no one behind! Graduate with all of your peers.	Pay attention to needs of the school and student. Help to identify resources that can assist those in need. Advocate and be the voice to make things happen.
Planning with Data	Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.	Become the eyes and ears and heart of your school; listen, watch, observe, and talk to your principal!	Attend meetings at the school that help to educate and familiarize parents with the school's plan. Be proactive, and communicate concerns with teachers and administration.
Managing Resources	Manage human and fiscal resources to accomplish student achievement goals.	Be responsible with your Associated Student Body funds. Take care of your school and all of its resources.	Volunteer when able. Be knowledgeable, accountable and transparent with parent group funds. Be open and accepting of other parents that want to help out, or new ideas. Share best practices with other parents groups. Pass along institutional knowledge to succeeding parent leaders.
Improving Instruction & Aligning Curriculum	Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices. Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.	Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events. Learn what you are taught.	Communicate effectively and respectfully with teachers, school staff and administration. Be responsive to their concerns. Trust our teachers more, and celebrate their successes.

Evaluation Criteria Alignment to Organizational Cross Functionality

Evaluation Areas	Tactical Departmental Leadership	Strategic Team	Global Team
Creating a Culture			X
Ensuring School Safety			X
Engaging the Community			X
Closing the Gap	X	X	
Planning with Data	X	X	X
Managing Resources			X
Improving Instruction & Aligning Curriculum	X	X	

*Established in October 2015 – Facilitated by PTSA President Adrianna Curik

Parent-Student Teacher Association (PTSA): Poly High School's active Parent-Student-Teacher Association (PTSA) currently has 350 members, inclusive of staff and parents. This organization meets regularly with site administration to align the needs of the parent and student community with the actions and services of the site. The PTSA and site administration work on many projects to improve the conditions of the school and to increase the college and career environment. The focus of the group is to inform all stakeholders regarding current educational initiatives aligned to the Eight State Priorities and the district LCAP. The PTSA meetings include discussion topics such as ways to improve access to the school, ways to improve communication and ideas concerning current attendance and safety practices. PTSA parents also serve on other site committees and bring the information back to share with PTSA members. Student scholarships are awarded annually to students through the PTSA Scholarship Foundation.

English Learner Advisory Committee (ELAC) and African American Parent Advisory Committee (AAPAC): In addition to our PTSA, our English Learner Advisory Committee (ELAC), and African American Parent Advisory Committee (AAPAC), facilitate parental community involvement in important areas such as budget decisions, volunteers with AP testing, parent engagement, fundraising, Senior PRIDE Night, school mailings, and AVID field trips.

Poly Booster Clubs: Poly High School is privileged to have many involved parent volunteers in the following Booster Clubs: Girls Water Polo, Green and Orange (football), JROTC, Lady Bears Basketball, Boys Volleyball, Cheer and Song, Dance, Diamond Club, Mock Trial, Softball, Band, Choir, Cross Country, Girls Lacrosse and Track and Field. Our Booster Clubs. Poly's Booster Clubs are inclusive of not only parents but many other community members who are provide both emotional and financial support to our students who participate in sports or clubs at Poly High School.

School Safety Committee: Parents serve on the Site Safety Committee and have assisted with the development of the Site Safety Plan which is submitted to the district. The committee discusses topics related to attendance, suspension/expulsion, disaster preparedness and communication. The committee meets regularly with the Assistant Principal, Jim Vaughan, in charge of School Culture. All projects associated with facilities, safety, attendance and disaster preparedness are charged to the Site Safety Committee. Riverside Unified School District recently provided i a new check in procedure for the site which has introduced the use of the Raptor System for scanning site visitors. The School Safety Committee implemented this new procedure, which includes The scanning of visitor information is done at the front receptionist area prior to any visitor access campus. The scanning system alerts security and administration if anyone is a threat to student safety. The Site Safety Committee is now working on ways to limit access to the campus. The school safety plan is reviewed annually, and staff is added or deleted based on hiring data. Jobs are assigned, and the plan is distributed to all staff. The school holds planned drills for fire, earthquake and lockdown scenarios, and the plan is reviewed with staff at a staff meeting yearly.

[Poly High School Safety Plan.](#)

District promotion of parental participation in programs for ALL students

Poly High School seeks input from parents and students throughout the year to collect information to improve site practices and policies. At the district level, a district-wide parent survey was sent to parents in the spring of 2018. The survey is rated on a scale of 1-5. The results reveal that Poly's parents "feel welcome" at Poly (3.54). Poly also received a high rating on the question: The school uses many ways to communicate with me, such as handbooks, newsletters, notes home, parent conferences, emails, parent education events, phone calls, etc. (3.84). All of the responses on the survey average between 3 and 3.5; however, the only question below 3 is: I have a voice/input in school and district decision making (2.92).

District promotion of parental participation in programs for individuals with exceptional needs resources.

Community Advisory Committee/Special Education: Poly High School aligns site parental involvement with district goals regarding parent participation in programs for students with special needs. The Special Education Department is supported by the District Special Services Department. This department facilitates meetings of the [Community Advisory Committee](#). Their official purpose is to advise RUSD Board of Education and the administrative and professional staffs of the unique requirements of individual students with exceptional needs. They also serve as a resource for suggestions to the administration on how to further improve Special Educational Services. The focus is on communication, public awareness and support. The committee works with district administration to improve the services offered to parents and community members associated with the special need's population.

There is one assigned counselor who oversees Special Education who is knowledgeable in the IEP process and student placement. In conjunction with case managers, there is a student advisor who assists with scheduling IEPs and other specialized meetings and serves as designated administration. The case managers ensure the implementation of modification and accommodations within the general education program. They communicate with parents regarding scheduling and transition planning to ensure students are on track for graduation.

English Learner Advisory Council (ELAC): Poly High School ELAC meets five times a year and shares data and information as guided by the requirements of the California Department of Education. The site English Learner Coordinator facilitates the meetings and updates the Bylaws annually. The data shared includes attendance rates, dropout rates, graduation rates and student group performance data. The EL Coordinator and the ELAC officers share information with DELAC at monthly meetings.



LCFF PRIORITY 4: Performance on Standardized Tests

A. Statewide Assessments:

California Assessment of Student Performance and Progress -- CAASPP System, includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven.

Poly High School has seen a marked increase in its Exceeds/Meets Standard percentages on the SBAC in ELA and Math. The net performance change for all students from 2017-18 to 2018-19 in ELA is 28.7%. The net performance change for all students from 2017-18 to 2018-19 in Math is 14.6%. Poly High School continues to focus on Math performance through the implementation of the Integrated Math program, High Impact Teaming, and teacher-student connectiveness. English continues to implement High Impact Teaming, goal setting, writing portfolios, and teacher-student connectiveness. The current performance on state assessments in ELA and Math show that Poly High School has a higher percentage of students performing in the Meets/Exceeds Standard than the County, State and District.

The ELA SBAC results indicate that all of the student groups at Poly High School showed an increase in performance level. The largest increase was in our African American population, who showed a 45.8% net performance change. The next largest performance increase was in our Hispanic population, who showed a 30.4% performance change, closely followed by an increase in net performance of 28.9% in our socioeconomically disadvantaged students. Poly's English Learners (7.9%) and students with disabilities (11.9%) showed the lowest increase in net performance change.

The math SBAC results indicate that all of the students groups in math at Poly High School showed an increase in performance level. The largest increase was in our Hispanic population, who showed a 21% net performance change. The following student groups showed very similar performance change increases: White (15.3%), Asian (15%). Our student groups with the lowest net performance increase are: Students with Disabilities (2.1%), English Learners (5%), Socioeconomically Disadvantaged (12.8%), and African American (13.6%).

Although Poly made significant gains in our SBAC performance, we value the importance of reflecting on the "how" the performance of our students improved significantly. The following is a breakdown of action steps the Math and English Language Arts teams took that we believe directly impacted the significant gains made in 2019.



Poly Math Department Reflection on SBAC Gains:

- Math Adoption
 - Strengthens the program from teacher centered to student centered
 - Teachers embraced and owned the shift
- More Focused Collaboration Time
 - Created common formative assessments versus unit assessments
 - Shared reflection strategies to engage students in their own progress
 - Provided timely feedback with students
 - Students peer assessing students
- Focus on Task-Based Learning versus Direct Instruction
 - Primary focus on how kids learn versus what they are expected to learn
 - Engaging department in “Productive Struggle”
 - Math 1 Rubrics via High Impact Teams
- Unpacked standards into isolated skills
 - Problem Solving Rubrics to create “Entry Points”
 - Skills are not assessed in isolated content – focus on tools to access content consistently
 - Problem solving strategies (“I can” statement) for all students
- Shift in teacher mind-set to deliberately teach problem solving and perseverance
- Junior Relationship Meetings – “I matter- It matters” (Move to Point A/Point B in 2019-2020)

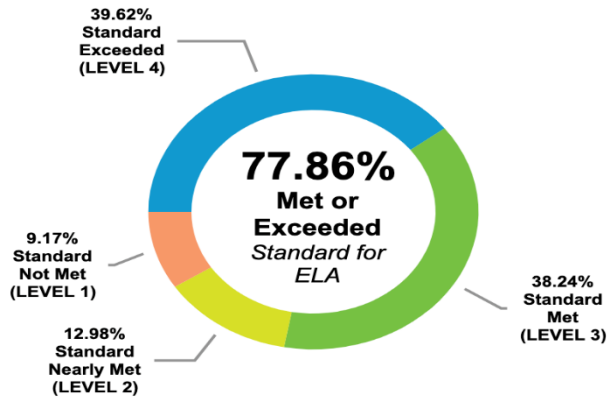
Poly English Department Reflection on SBAC Gains:

- Leadership Data Team Certified and Rigorous Curriculum Design trained (Hattie)
 - Unpacked skills and key standards early on with CCSS – Identified accurate Lexile Leveling
 - Literature Readiness – Rigor and Lexile (District followed suit)
- 3rd Year in Implementation Process of Writing Portfolios in every class
- Student Self Reflection
- Common Rubrics
- Student Performance Goal Setting – Skills and Mastery via High Impact Teams (9th/10th)
- 11th Grade Data Chats
 - Strengths and Needs Assessment
- Formative Assessments – Students giving full effort – not graded
- Team Leaders trained in High Impact Teaming for Sustainability
 - Structured professional development
 - Focused Cycle of Inquiry
 - Internal Accountability (Fullan)
 - Feedback to Students
 - Teacher Collective Efficacy
- Teacher Mind-Set – Understanding and owning the difficult in the process.
 - Time Consuming and Challenging Process
- Master Scheduling poses a challenge to coherence 9-12

Further analysis of the Dashboard data below is addressed in further detail throughout the relevant chapters/sections of our Self-Study WASC report.

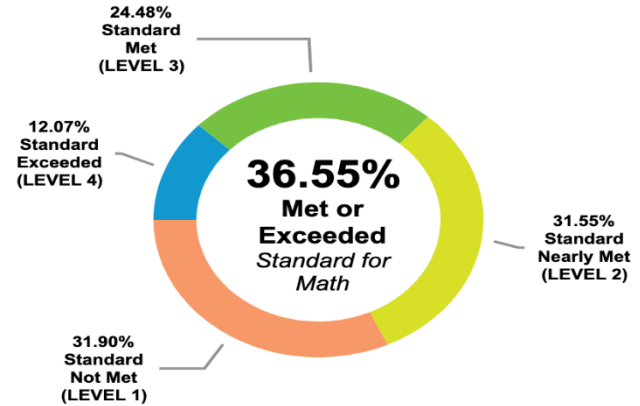
ELA

Percent of students within each achievement level



Mathematics

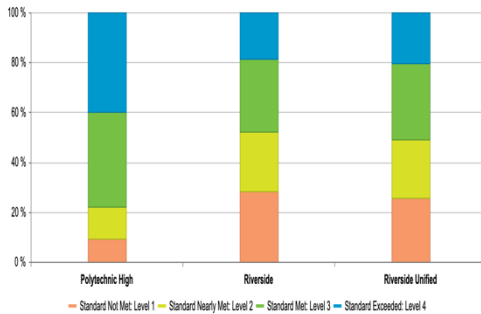
Percent of students within each achievement level



2018-19 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

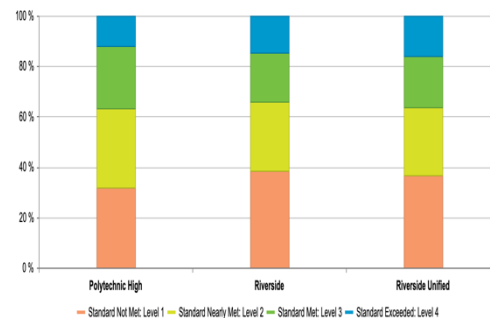
2018-19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

MATHEMATICS

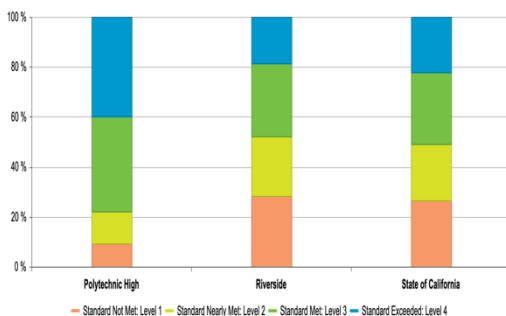
2018-19 Achievement Level Distribution - All Grades



2018-19 Overall Achievement - All Grades

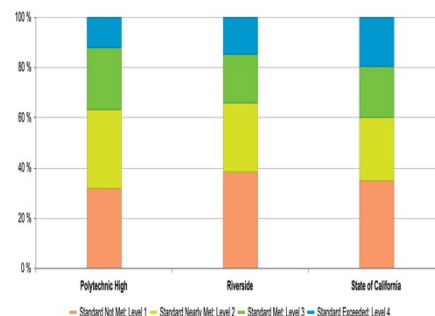
ENGLISH LANGUAGE ARTS/LITERACY

2018-19 Achievement Level Distribution - All Grades



MATHEMATICS

2018-19 Achievement Level Distribution - All Grades



Two Year Achievement Comparison – SBAC

2018-19 PRELIMINARY SMARTER BALANCED PERFORMANCE SUMMARY – STUDENT GROUPS

POLY HIGH SCHOOL

ENGLISH LANGUAGE ARTS

Student Group - POLY	2017-18 (Final) % Met/Ex Stand	2018-19 (Prelim) % Met/Ex Stand	NET Performance Change 17-18 to 18-19	2017-18 (Final) # of Stu Tested	2018-19 (Final) # of Stu Tested	NET Tested Student Change 17-18 to 18-19
All Students	49.2%	77.8%	28.7%	594	581	-13
Hispanic	42.4%	72.8%	30.4%	340	360	20
African American	30.0%	75.8%	45.8%	50	29	-21
White	65.9%	87.7%	21.8%	170	154	-16
Filipino	*	N/A		*	N/A	
Asian	75.0%	100.0%	25.0%	12	14	2
American Indian	*	*		*	*	
Pacific Islander	N/A	*		N/A	*	
Two or More races	*	90.9%		*	11	
English Learners	10.5%	18.4%	7.9%	57	38	-19
Socioeconomically Disadvantaged	41.7%	70.6%	28.9%	333	367	34
Students with Disabilities	5.0%	16.7%	11.7%	60	48	-12
Homeless	^	74.4%		^	39	
Foster Youth	^	*		^	*	

2018-19 PRELIMINARY SMARTER BALANCED PERFORMANCE SUMMARY – STUDENT GROUPS

POLY HIGH SCHOOL

MATHEMATICS

Student Group - Poly HS	2017-18 (Final) % Met/Ex Stand	2018-19 (Prelim) % Met/Ex Stand	NET Performance Change 17-18 to 18-19	2017-18 (Final) # of Stu Tested	2018-19 (Final) # of Stu Tested	NET Tested Student Change 17-18 to 18-19
All Students	22.1%	36.6%	14.6%	594	582	-12
Hispanic	15.6%	36.6%	21.0%	340	360	20
African American	14.0%	27.6%	13.6%	50	29	-21
White	34.7%	50.0%	15.3%	170	154	-16
Filipino	*	N/A		*	N/A	
Asian	58.3%	73.3%	15.0%	12	15	3
American Indian	*	*		*	*	
Pacific Islander	N/A	*		N/A	*	
Two or More races	*	27.2%		*	11	
English Learners	0.0%	5.0%	5.0%	56	40	-16
Socioeconomically Disadvantaged	16.0%	28.8%	12.8%	332	368	36
Students with Disabilities	0.0%	2.1%	2.1%	59	48	-11
Homeless	^	33.3%		^	39	
Foster Youth	^	*		^	*	

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	594	604	581	566	594	578	566	594	578	95.3	98.3	99.5
All Grades	594	604	581	566	594	578	566	594	578	95.3	98.3	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2584.	2569.	2644.	19.26	17.00	39.62	36.57	32.15	38.24	21.73	24.58	12.98	22.44	26.26	9.17
All Grades	N/A	N/A	N/A	19.26	17.00	39.62	36.57	32.15	38.24	21.73	24.58	12.98	22.44	26.26	9.17

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11		30.74	23.23	42.73	44.70	49.66	43.43	24.56	27.10	13.84
All Grades		30.74	23.23	42.73	44.70	49.66	43.43	24.56	27.10	13.84

Writing Producing clear and purposeful writing										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11		27.26	24.07	51.04	45.13	44.44	40.48	27.61	31.48	8.48
All Grades		27.26	24.07	51.04	45.13	44.44	40.48	27.61	31.48	8.48

Listening Demonstrating effective communication skills										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11		22.26	18.18	30.62	59.89	62.63	60.73	17.84	19.19	8.65
All Grades		22.26	18.18	30.62	59.89	62.63	60.73	17.84	19.19	8.65

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11		29.15	24.58	47.58	48.94	50.17	43.25	21.91	25.25	9.17
All Grades		29.15	24.58	47.58	48.94	50.17	43.25	21.91	25.25	9.17

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	595	604	582	576	594	580	575	594	580	96.8	98.3	99.7
All Grades	595	604	582	576	594	580	575	594	580	96.8	98.3	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

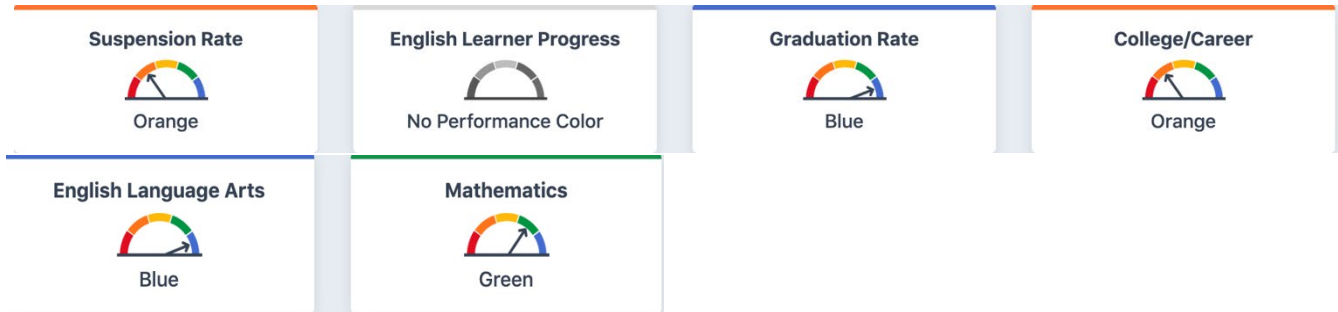
Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2560.	2549.	2587.	6.43	6.23	12.07	21.04	15.82	24.48	29.39	32.49	31.55	43.13	45.45	31.90
All Grades	N/A	N/A	N/A	6.43	6.23	12.07	21.04	15.82	24.48	29.39	32.49	31.55	43.13	45.45	31.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.39	15.49	22.76	31.65	30.98	37.07	50.96	53.54	40.17
All Grades	17.39	15.49	22.76	31.65	30.98	37.07	50.96	53.54	40.17

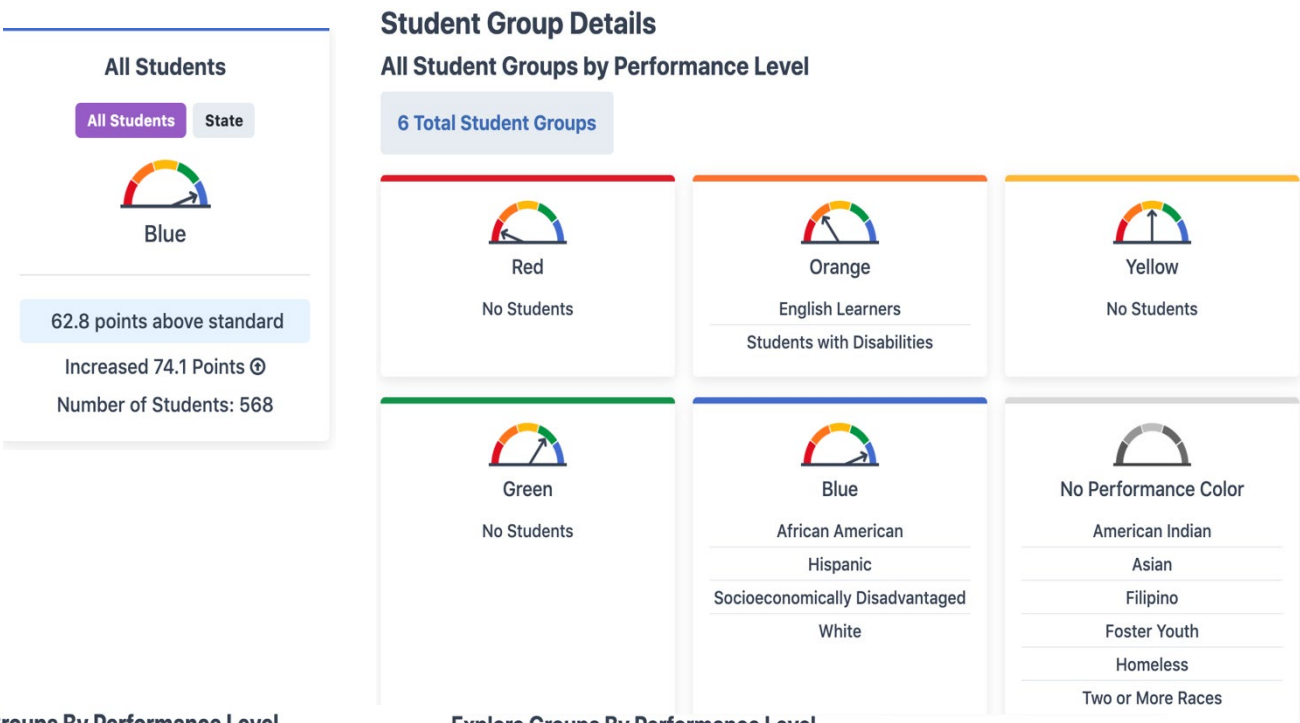
Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.17	8.59	15.00	47.48	43.94	54.83	44.35	47.47	30.17
All Grades	8.17	8.59	15.00	47.48	43.94	54.83	44.35	47.47	30.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.96	9.43	15.00	61.39	59.43	60.00	27.65	31.14	25.00
All Grades	10.96	9.43	15.00	61.39	59.43	60.00	27.65	31.14	25.00

2019 Fall Dashboard Overall Performance for All Students

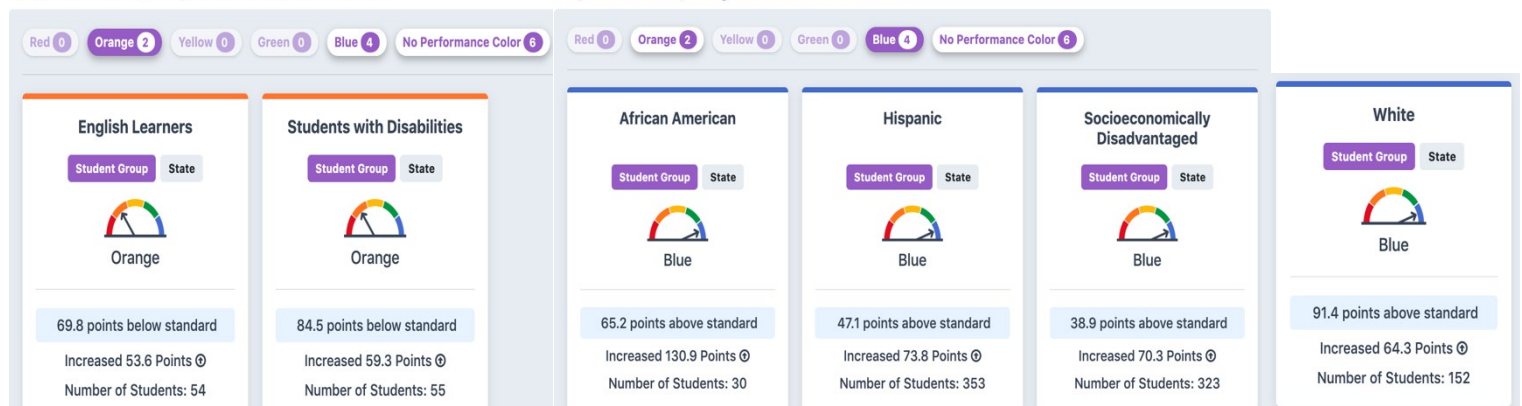


2019 Fall Dashboard Academic Performance – English Language Arts



Explore Groups By Performance Level

Explore Groups By Performance Level

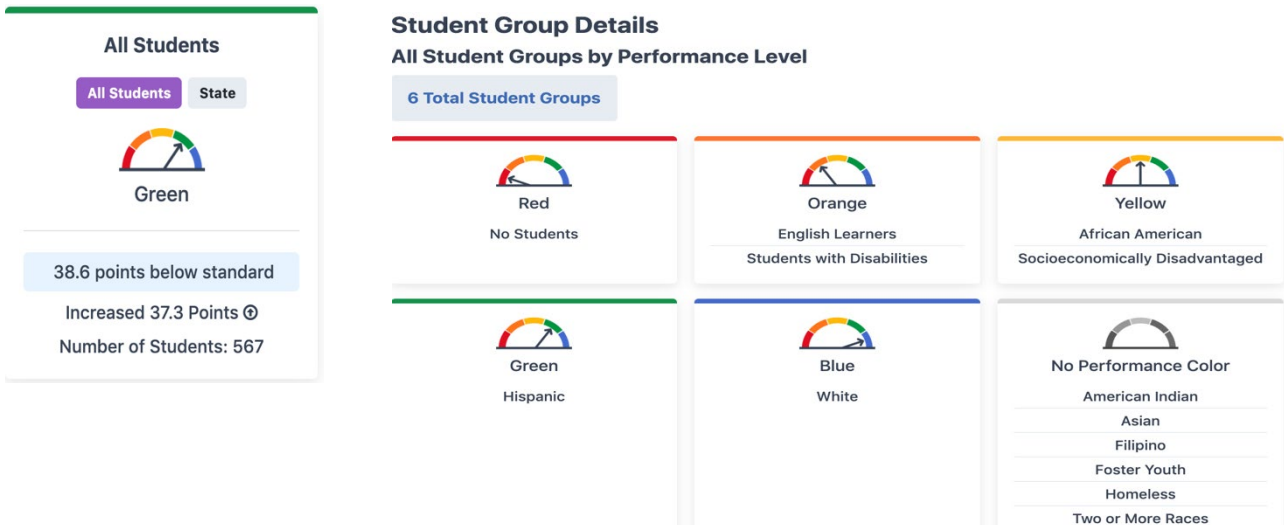


English Language Arts Data Comparisons: English Learners

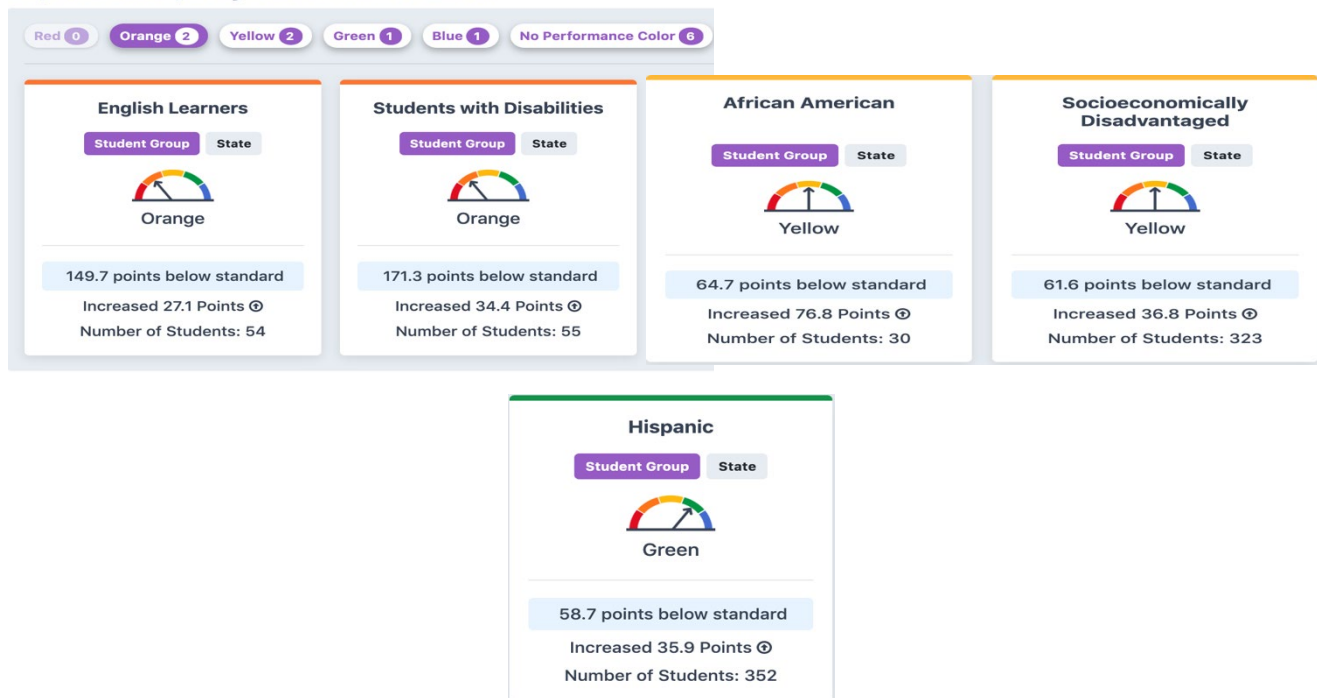
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
100.5 points below standard	10 points above standard	73.2 points above standard
Increased 33 Points Ⓢ	No Data	Increased 72.8 Points Ⓢ
Number of Students: 39	Number of Students: 15	Number of Students: 379

2019 Fall Dashboard Academic Performance – Math



Explore Groups By Performance Level



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
170.3 points below standard	96.3 points below standard	28.2 points below standard
Increased 17.7 Points Ⓢ	No Data	Increased 38.5 Points Ⓢ
Number of Students: 39	Number of Students: 15	Number of Students: 378

2019 Fall Dashboard English Learner Progress towards English Language Proficiency

English Learner Progress

All Students

State

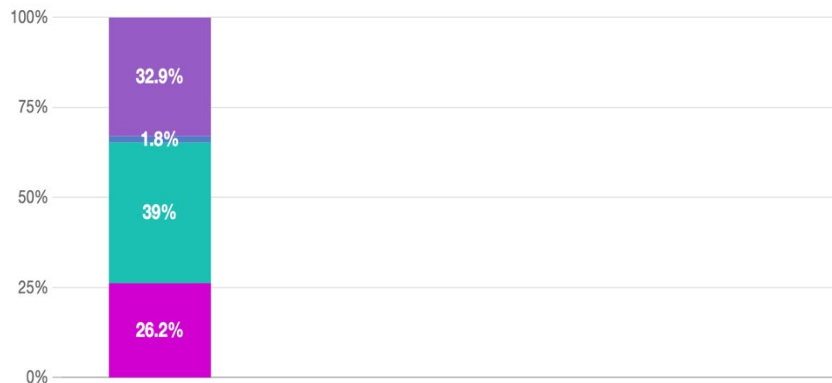
34.8% making progress towards English language proficiency

Number of EL Students: 164

**Performance Level
Very Low**

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



● ELs Who Decreased at Least One ELPI Level
 ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
 ● ELs who Maintained ELPI Level 4
 ● ELs Who Progressed at Least One ELPI Level



B. Completing courses that satisfy University of California or California State University entrance requirements/study that aligns with State Board approved career technical educational standards and framework.

Poly High School offer programs that support the UC and CSU entrance requirements. The goal at Poly High School is to prepare students for all post-secondary opportunities. The [Master Schedule](#) is designed each year to allow students the ability to select courses that they are interested in pursuing. Counselors meet regularly with students to assist them in developing a schedule that represents their interests. The students' four-year-plans are developed and monitored through the counseling department. Each year, counselors make classroom presentations to update students on information they need to make choices about their choice of college and career.

Poly High School teachers and counselors aspire to prepare students with the skills needed to be successful in college. Our site offers the CSU Expository Reading and Writing Course to build students' skills in the area of informational text, text dependent questioning and expository/persuasive writing. The course is designed to prepare students for the rigorous and detail oriented work needed at the college level. Students also learn skills needed to enter the work force and meet industry standard requirements in technical writing.

Career Technical and Regional Occupation Programs:

Poly High School has three pathways that students can choose from, and each pathway has a sequence of two or more Career Technical Education courses that relates to the industry sector. These pathways align to college, industry certifications and career entry requirements.

[Poly Counselor's Website](#)

CTE Course Offerings:

Production and Managerial Arts

- Digital Film 1
- Digital film 2
- Broadcast Journalism - articulated
- Music Tech 1
- Music Tech 2
- Music Tech 3 – articulated

Patient Care

- Sports Medicine 1
- First Aid
- Sports Medicine Advanced
— articulated

Food Service & Hospitality

- Culinary Art
- Advanced Culinary
- Culinary Café

Regional Occupational Program (ROP): Regional Occupational Program (ROP) courses provide internships for entry level positions in the fields of sports therapy and fitness, law enforcement, and several others. Currently, we have 254 students taking advantage of our ROP program. We have 6 unique courses including, Culinary Cafe, Advanced Culinary Café, Sports Medicine, Advanced Sports Medicine, and EMR. Many ROP course provide students with opportunities to explore future career goals. We currently have no measurable data for those students enrolled in off-campus ROP. This is something we need to address and monitor and are taking action to obtain this data for future analysis.

Expository Reading and Writing Course (ERWC) Program: Poly High School has implemented the ERWC course to prepare students for post-secondary experiences. The course was designed by a cohort of educators in cooperation with the Cal State University system. The ERWC is aligned with the California English- Language Arts Content Standards and addresses critical reading and writing problems identified by the California State University professors. Course assignments are organized into 14 units that are based primarily on non-fiction texts. These modules emphasize the in-depth study of expository, analytical, and argumentative reading and writing. The University of California has approved the ERWC for area "b" credit (from the "'a-g'" requirements), and the course meets college preparatory requirements for both the UC and CSU. Poly offers ERWC as a full course for grade 12 students.

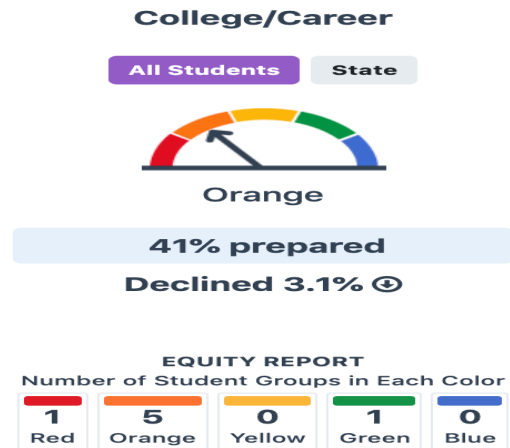
2018 PREPARED COLLEGE CAREER INDICATORS		
Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.0%	261
African American	5.0%	13
American Indian or Alaska Native	*	*
Asian	4.6%	12
Filipino	3.1%	8
Hispanic	48.7%	127
Two or More Races	*	*
Native Hawaiian or Pacific Islander	*	*
White	36.0%	94
English Learners	2.3%	6
Socioeconomically Disadvantaged	51.3%	134
Students with Disabilities	1.1%	3
Foster Youth	*	*
Homeless	5.7%	15

2019 PREPARED COLLEGE CAREER INDICATORS		
Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.0%	242
African American	4.1%	10
American Indian or Alaska Native	*	*
Asian	4.1%	10
Filipino	*	*
Hispanic	50.0%	121
Two or More Races	*	*
Native Hawaiian or Pacific Islander	--	--
White	38.0%	92
English Learners	2.5%	6
Socioeconomically Disadvantaged	50.4%	122
Students with Disabilities	0.4%	1
Foster Youth	*	*
Homeless	5.0%	12

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	41%	21.7%	*	90.9%	*	35.6%	--	54.1%	*	11.1%	33.8%	1.5%	*	23.5%
Percentage Approaching Prepared	28.5%	23.9%	*	--	*	27.9%	--	31.8%	*	20.4%	26.6%	13.8%	*	29.4%
Percentage Not Prepared	30.5%	54.3%	*	9.1%	*	36.5%	--	14.1%	*	68.5%	39.6%	84.6%	*	47.1%

Analysis of the College and Career Indicator data from [the California School Dashboard](#), reveals a slight increase in College and Career Readiness for Poly's white and Hispanic population and a slight decrease in all other student groups. Upon receipt of this data, the Shared Leadership team, made up of the Strategic team and WASC FOL leads, analyzed all of the College and Career Indicator data, presented our findings and possible strategic goals to the Riverside Unified School District Cabinet as well as to the entire staff at our staff meeting. Staff was once again trained on the Dashboard significance and pertinent data and are committed to setting strategic goals that have measurable outcomes that align with our SPSA, student learner outcomes, LCAP and our WASC Action Plan.



College/Career Report – Riverside Polytechnic High School 2018

LEGEND for Percent Prepared			(0.1% - 25.0%) (L1)				(25.1% - 50.0%) (L2)			(50.1% - 75.0%) (L3)		(75.1% - 100%) (L4)		
Measure	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
CTE Pathway Completion	2.5% (6)	0.0% (0)	.	10.0% (1)	.	2.5% (3)	--	2.2% (2)	.	0.0% (0)	2.5% (3)	0.0% (0)	.	0.0% (0)
	(L1)	(L1)		(L1)		(L1)		(L1)		(L1)	(L1)	(L1)		(L1)
Smarter Balanced Assessment	49.6% (120)	40.0% (4)	.	70.0% (7)	.	38.8% (47)	--	63.0% (58)	.	16.7% (1)	41.8% (51)	0.0% (0)	.	50.0% (6)
	(L2)	(L2)		(L3)		(L2)		(L3)		(L1)	(L2)	(L1)		(L2)
College Credit Course	0.8% (2)	0.0% (0)	.	0.0% (0)	.	0.8% (1)	--	0.0% (0)	.	0.0% (0)	1.6% (2)	0.0% (0)	.	0.0% (0)
	(L1)	(L1)		(L1)		(L1)		(L1)		(L1)	(L1)	(L1)		(L1)
Advanced Placement	28.9% (70)	10.0% (1)	.	50.0% (5)	.	21.5% (26)	--	37.0% (34)	.	16.7% (1)	24.6% (30)	0.0% (0)	.	25.0% (3)
	(L2)	(L1)		(L2)		(L1)		(L2)		(L1)	(L1)	(L1)		(L1)
International Baccalaureate	0.0% (0)	0.0% (0)	.	0.0% (0)	.	0.0% (0)	--	0.0% (0)	.	0.0% (0)	0.0% (0)	0.0% (0)	.	0.0% (0)
	(L1)	(L1)		(L1)		(L1)		(L1)		(L1)	(L1)	(L1)		(L1)
a-g Completion	88.4% (214)	100.0% (10)	.	90.0% (9)	.	85.1% (103)	--	91.3% (84)	.	83.3% (5)	84.4% (103)	100.0% (1)	.	83.3% (10)
	(L4)	(L4)		(L4)		(L4)		(L4)		(L4)	(L4)	(L4)		(L4)
State Seal of Biliteracy	19.0% (46)	0.0% (0)	.	20.0% (2)	.	28.1% (34)	--	9.8% (9)	.	0.0% (0)	28.7% (35)	0.0% (0)	.	16.7% (2)
	(L1)	(L1)		(L1)		(L2)		(L1)		(L1)	(L2)	(L1)		(L1)
Leadership/Military Science	1.7% (4)	0.0% (0)	.	0.0% (0)	.	2.5% (3)	--	1.1% (1)	.	0.0% (0)	2.5% (3)	0.0% (0)	.	8.3% (1)

The College/Career Report shows that 83.3% of our students who are “prepared” in relation to the College and Career Indicators, reached that status due to their A-G completion rate. The Advanced Placement pass rate contributed 25% of our prepared students as prepared according to the College and Career Indicators. In the process of aligning our SPSA, LCAP, student learner outcomes and WASC Action plan, all of this CCI indicator data is proving crucial to Poly’s stakeholders as we move forward with our Action Plan. Poly continues to improve upon implementing programs to prepare students for College and Career Readiness.

College and Career Kick-Off (Counseling): Poly began the College and Career Kick-Off event in October of 2018 to mirror the initiative from RCOE which began in 2014-2015. The purpose of a College Kick Off Event is to “kick off” the college application/career exploration season. Poly High School’s counselors embrace the philosophy that this event will give knowledge to students about the different options (college, trade school, military) after high school and provide them with a physical head start on working toward their future goals. This one big [College and Career Kick-Off](#) event is actualized to promote the importance of college and career planning to students and the entire school. The first year (2018), the counselors held a conference style event. The seniors took a survey prior to College Kick off where they shared what their postsecondary plan was and what workshops they would like to sign up for (ex: RCC pathways, UC application help, CSU application help, Common Application help, and Financial Aid application help). On the day of College Kick off, the students rotated between two sessions: Half of the seniors were in the gym listening from a career panel and hearing a motivational speaker; while the other half were in classrooms working on one of the workshops. Then halfway through the event, the two groups were swapped so that everyone had the opportunity to participate in all pieces. The second year of implementation (2019), the counselors focused more on completing the financial aid applications, because it’s the common denominator to any postsecondary plan and appears to be the most confusing one. A pep rally/college and career fair was held on one day, and then two days later counselors went into every Economics/Government class to work on the financial aid applications (FAFSA and Dream Act). Many stakeholders helped in the process. Currently, focus is on analyzing data pieces in alignment with our College and Career indicators. Poly counselors continue to explore expanding this event to include other grade levels, and in the pursuit of the ultimate College Kick-Off event, are actively engaging other schools in conversations surrounding similar events.

Decision Day (Counseling): Decision Day is Poly’s rendering of [College Signing Day](#) put forth by Michelle Obama’s Reacher Higher Initiative which aims to increase the enrollment and persistence of students attending college. The purpose of College Signing Day is to highlight and celebrate students who are continuing with their education and training beyond high school in the same sense that we celebrate and make a big deal about our athletes being signed to play for colleges; hence, college “signing day.” At Poly this year we decided to rename the event to [Decision Day](#) because we find that sometimes students who are pursuing a military career or a trade school or an apprenticeship don’t consider it college. This event is to celebrate all the different postsecondary choices that involve more training beyond a high school diploma. Poly High School counselors invite all of the seniors to the gym, have a motivational speaker, have students sign a pledge for their postsecondary goal and provide resources for next steps. The crowd is hyped up by performances and giveaways, and the inclusion of our award-winning band creates an even more memorable experience.

College/Career Center: Poly hosts multiple colleges, trade schools and military prep programs in our College/Career Center, which is located in a room in our library. College representatives are able to sign up for visits through a computer program called RepVisits through [Counselor Community](#). In RepVisits, the colleges select a date and time available. Once Poly Counseling receives the request, the college visit is advertised to students and placed on the Poly website with a link for students to sign up. A period before the visit occurs, Counseling sends out passes to students who signed up to report to the College/Career Center. The Poly Counseling Department keeps an updated [College/Career Counseling Calendar](#).

English learners who make progress in English proficiency:

Subgroup	Enrollment
English Learners	9.8%
Foster Youth	0.2%
Homeless Youth	3.8%
Migrant Education	0.0%
Students with Disabilities	10.5%
Socioeconomically Disadvantaged	58.2%
All Students	2,465

Poly High School's English Learner population has remained consistent over the past six years, with the English Learner student group comprising 9.8% of our total student population at Poly. We have had many changes in the re-designation process over the past two years as well as the adopted ELPAC testing.

School	Years	English Learners	Fluent-English-Proficient Students	Students Re-designated FEP
Polytechnic High	2015-2016	234	551	7 (3.2%)
Polytechnic High	2016-2017	226	587	14 (6.0%)
Polytechnic High	2017-2018	234	577	4 (1.8%)



Reclassification Criteria 2019-2020

	ELP	Round 1 Basic Skills Assessments		Round 2 Basic Skills Assessments		Teacher Evaluation	Parent Participatio n
Grade 9	ELPAC 4	SBAC	Met/Exceede d	SBAC	Met/Exceede d	Student readiness is based on guiding questions.	Phone call or face-to- face meeting
		OR	OR				
		RI	950	RI	1010	If Teacher Evaluation indicates “No”, then a Language Assessment Team meeting will be scheduled.	
		Quarte r 1 Writing	3	Quarte r 3 Writing	3		
Grade 10	ELPAC 4	RI	985	RI	1050	Language Assessment Team meeting will be scheduled.	
		Quarte r 1 Writing	3	Quarte r 3 Writing	3		
Grade 11	ELPAC 4	RI	1017	RI	1080	Language Assessment Team: Student’ s teacher/s, principal, district representative, EL Contact and others as invited.	
		Quarte r 1 Writing	3	Quarte r 3 Writing	3		
Grade 12	ELPAC 4	SBAC	Met/Exceede d	SBAC	Met/Exceede d	At secondary, this shall include other content area teacher/s.	
		OR		OR			
		RI	1017	RI	1080		
		Quarte r 1 Writing	3	Quarte r 3 Writing	3		
Mild/Mod	ELPAC 3* (Tentative) ELPAC 4	• Same assessments as above with specified cut scores				Guiding Questions are provided on the Reclassifying English Learners with Disabilities Document	
Mod/Severe	VCCALPs (Benchmark score of 69-80,with modified writing score benchmark for identified students)	• Attainment and/or n2y Reading, Writing, Listening, and Speaking assessment (Progress monitoring scores are comparable to non-EL students of similar cognitive levels with a similar disability)					

Reclassification Criteria for Ellevation, 2018-2019

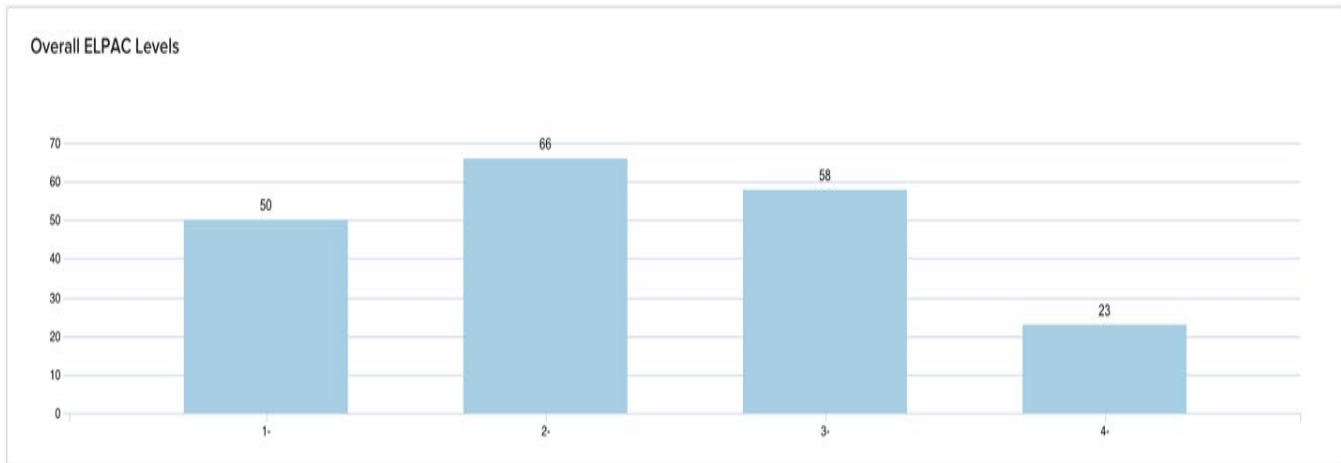
LATE FALL WINDOW							
	ELP	ELP Benchmark	Basic Skills	Basic Skills Benchmark	<u>Teacher Evaluation</u>	Teacher Evaluation Benchmark	Parent Participation
7th-12th	ELPAC	Level 3 or 4	SBAC Summative	Met/Exceeded	Student readiness is based on guiding questions. If Teacher Evaluation indicates “No”, then a Language Assessment Team meeting will be scheduled. Language Assessment Team: Student's teacher/s, principal, district representative, EL Contact and others as invited. At secondary, this shall include other content area teacher/s.	Yes, student is ready to reclassify	Phone call or face-to-face meeting

This chart reflects Poly current EL students and RUSD (K-12) reclassification data:

“Ever-ELs by Years as EL and Reclassification (RFEP) Status					
Poly High School English Learners				RUSD K-12	RUSD K-12
Level	EL 0-3 Years	EL 4-5 Years	EL 6+ Years	RFEP	Total (Ever EL)
2018-19	40	6	195	484	725
2017-18	35	11	188	497	731
2016-17	37	8	181	509	735

Riverside Unified School District uses ELLEVATION to monitor our EL students. This process has been in place since 2018. The recent transition to the ELPAC has left us with only one year of data to evaluate. The current levels represented on the test have also been adjusted from five to four. Currently we have 209 students and 146 RFEP Monitored students. The ELPAC has shown that we have 11.7% of students meeting the

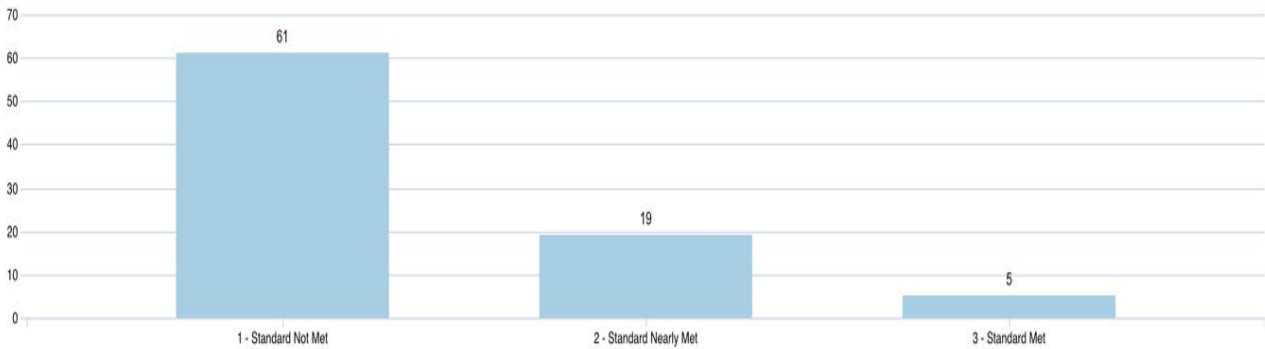
requirements of Level 4. These 23 students will now be monitored to consider them for reclassification. The Level 3 shows 29.4% of students met this criterion. The results of the ELPAC showed 33.5% of students met Level 2 criterion and 25.4% of students met Level 1 criterion.



Number and Percentage of Students at Performance Level - ELPAC Summary Two-Year Comparison												
Riverside Polytechnic High School												
Performance Level	2017-18 Grade 9	2018-19 Grade 9	Chg.	2017-18 Grade 10	2018-19 Grade 10	Chg.	2017-18 Grade 11	2018-19 Grade 11	Chg.	2017-18 Grade 12	2018-19 Grade 12	Chg.
Level 4		3 (5.66%)		17 (27.87%)	7 (11.29%)		23 (37.70%)	4 (10.26%)			2 (5.88%)	
Level 3	17 (26.98%)	13 (24.53%)		26 (42.62%)	15 (24.19%)			11 (28.21%)			3 (8.82%)	
Level 2	25 (39.68%)	17 (32.08%)			21 (33.87%)			13 (33.33%)			14 (41.18%)	
Level 1	12 (19.05%)	20 (37.74%)			19 (30.65%)		19 (31.15%)	11 (28.21%)		11 (29.73%)	15 (44.12%)	
# Tested	63	53	-10	61	62	+2	61	39	-22	37	34	+3

The [results of the first-year ELPAC](#) test administration has shown that our EL students need continued and in-depth support in Reading, Writing, Listening, and Speaking to meet the new rigor of the ELPAC since our SBAC scores demonstrate that 71.8% of our students (61 students) have not met standards, 22.4% (19 students) have nearly met standards, and 5.9% (5 students) have met standards.

SBAC ELA 18/19



Other data shows that of our 209 students, the largest group is our 9th graders with 33%, followed by our 10th graders with 26%, 11th graders with 25%, and our 12th graders with 17%.

Grade Level	Not EL Students	% of Total Not EL Students	EL Students	% of Total EL Students	All Students	% of Total All Students
Pre-K	-		-		-	
K	-		-		-	
1	-		-		-	
2	-		-		-	
3	-		-		-	
4	-		-		-	
5	-		-		-	
6	-		-		-	
7	-		-		-	
8	-		-		-	
9	181	29%	68	33%	249	30%
10	164	26%	54	26%	218	26%
11	120	19%	52	25%	172	21%
12	158	25%	35	17%	193	23%
	623		209		832	

Our home language is dominated by Spanish for our 209 students; however, we do have small pocket of students from Guatemala who speak Q'anjob'al a Mayan language (unknown language).

# Language	Not EL Students	% of Total Not EL Students	EL Students	% of Total EL Students	All Students	% of Total All Students
1. Armenian	1		1		2	
2. Bengali	-		1		1	
3. Cambodian (Khmer)	1		-		1	
4. Chinese, Mandarin	1		-		1	
5. English	226	36%	47	22%	273	33%
6. German	-		1		1	
7. Korean	3		-		3	
8. Punjabi	-		1		1	
9. Spanish	385	62%	153	73%	538	65%
10. Thai	-		1		1	
11. Unknown	2		4	2%	6	1%
12. Vietnamese	4	1%	-		4	
	623		209		832	

For the current school year (2019-20), we have 18 new ELD students enrolled.

Grade Level	Not EL Students	% of Total Not EL Students	EL Students	% of Total EL Students	All Students	% of Total All Students
Pre-K	-		-		-	
K	-		-		-	
1	-		-		-	
2	-		-		-	
3	-		-		-	
4	-		-		-	
5	-		-		-	
6	-		-		-	
7	-		-		-	
8	-		-		-	
9	6	43%	7	39%	13	41%
10	3	21%	9	50%	12	38%
11	2	14%	2	11%	4	12%
12	3	21%	-		3	9%
14			18		32	

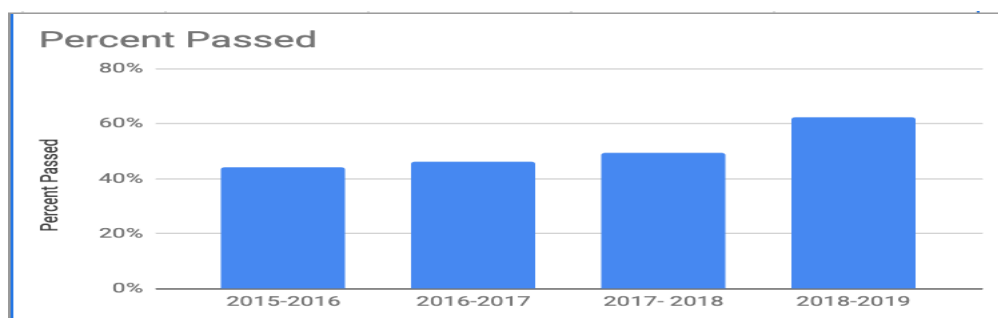
The focus of the EL Coordinator will be to work with the students in the ELD class to improve writing scores and to work with content area teachers using integrated ELD strategies to improve the students' ability to meet district reclassification criteria.

E. Students who have passed an Advanced Placement Examination:

Poly High School has consistently offered numerous AP courses in various content areas that are open to access to all students. The Riverside Unified School District LCAP funding no longer pays for all AP tests in the District. This change occurred in the 2017-18 school year, and appears to have affected the number of test takers in the past two years. Students who qualify for Free and Reduced Lunch Program have a five-dollar fee. The remainder of the students have a standard fee of \$94. Poly High School had 785 students enrolled in AP classes and 429 AP tests administered in 2019 – a 55% participation rate. Further avenues need to be taken to ensure *all* students are encouraged and *able* to take the actual AP tests.

Poly High School - Advanced Placement Test Participation				
	2015-2016	2016-2017	2017- 2018	2018-2019
Total Students	582	521	444	429
Percent Passed	51%	46%	56.8%	62.2%

We have seen a consistently high AP pass rate at Poly, with a 62.2% pass rate in 2019 – a 5.4% increase from the previous year, which indicates that our AP courses are strong and continue to prepare our students for the culminating challenging AP tests as well as our students' future success in college. Poly offers 12 honors courses that lay the foundation for mastery of the targeted skills necessary to ensure students are prepared for the challenging coursework in our AP classes. Our teachers are highly qualified and take advantage of numerous professional development opportunities offered through CollegeBoard and the district.



Poly High School – Yearly Comparison – AP Pass Rates by Course								
	2016 Exams	Passed	2017 Exams	Passed	2018 Exam	Passed	2019 Exam	Passed
U.S. History	79	50 (63%)	29	13 (45%)	35	24 (69%)	51	33 (65%)
Art History	42	24 (57%)	19	13 (68%)	7	3(43%)	5	3 (60%)
Biology	10	3 (30%)	43	20(47%)	10	5 (50%)	23	10 (45%)
Calculus AB	59	24 (41%)	65	5 (8%)	54	16 (30%)	46	17 (37%)
Calculus BC	52	21 (40%)	53	26 (49%)	38	25 (66%)	44	20 (45%)
Chemistry	39	23 (59%)	45	24 (53%)	30	15 (50%)	62	33 (53%)
Computer Science A	16	4 (25%)	16	1 (6%)			1	0 (0%)
English Language and Composition	84	63 (75%)	72	42 (58%)	68	44 (65%)	90	64 (71.1%)
English Literature and Composition	19	10 (53%)	17	12 (71%)	41	22 (54%)	47	27 (57%)
Environmental Science	58	16 (28%)	53	13 (25%)	23	11 (48%)	22	3 (14%)
European History	107	27 (25%)	75	22 (29%)	80	30 (38%)	48	34 (71%)
French Language	6	4 (67%)	5	4 (80%)	7	6 (85%)	1	1 (100%)
Macro Economics	120	18 (15%)	75	20 (27%)	32	6 (19%)	35	17 (49%)
Micro Economics	38	4 (11%)	28	4 (14%)	13	4 (31%)		
Music Theory	22	10 (45%)	28	4 (14%)	13	4 (31%)	11	5 (45%)
Music Aural	22	11 (50%)	26	10 (38%)	13	6 (46%)	11	5 (45%)
Music Non-Aural	22	8 (36%)	26	8 (31%)	13	8 (62%)	11	5 (45%)
Physics 1	17	6 (35%)	34	5 (15%)			16	0 (0%)
Physics 2					31	2 (6%)	15	0 (0%)
Psychology	135	72 (53%)	112	54 (48%)	97	51 (53%)	82	54 (66%)
Spanish Language and Culture	74	67 (91%)	50	42 (84%)	74	65 (88%)	57	51 (89%)
Spanish Literature and Culture	31	20 (65%)	29	12 (41%)	23	11 (48%)	23	15 (65%)
Statistics	27	13 (48%)	32	7 (22%)	19	3 (16%)	30	11 (37%)
US Government	158	51 (32%)	107	38 (36%)	58	16 (28%)	52	29 (56%)
Computer Science Principles			1	1 (100%)	6	3 (50%)		
Studio Art - 2D Design Portfolio			10	7 (70%)	18	12 (67%)	5	4 (80%)
Studio Art - 2D Drawing Portfolio			2	2 (100%)	2	2 (100%)	1	1 (100%)

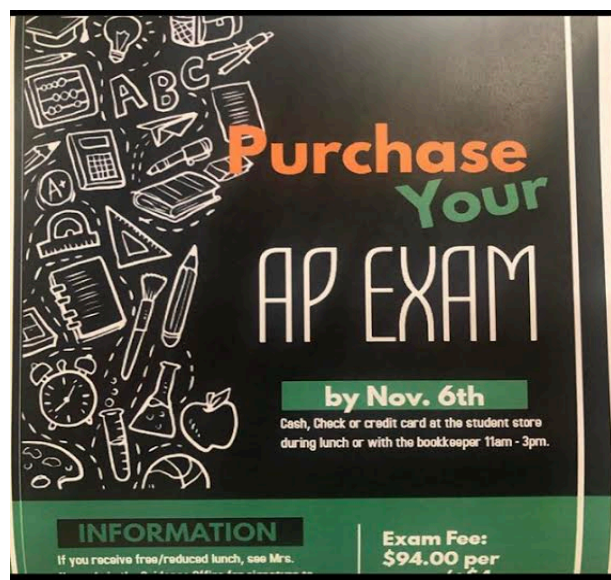
We have seen an increase in mean scores for our AP test offerings since 2016. 58% of our AP course offerings have seen an increase in mean from 2018. Although we celebrate our strong AP program at Poly, we recognize the need for additional support for tutorial opportunities for our AP students.

[Full Data Breakdown – Poly AP Mean Scores 2015-16 through 2018-19 by Course](#)

Poly High School - AP Mean Comparison				
Advanced Placement Results				
Calculus BC: AB Subscore	2015-2016	2016-2017	2017- 2018	2018-2019
Total Tests Administered	52	53	38	44
Mean Score	2.21	2.94	3.16	2.64
Spanish Literature and Culture	2015-2016	2016-2017	2017- 2018	2018-2019
Total Tests Administered	31	29	23	23
Mean Score	2.61	2.41	2.52	2.65
English Literature and Composition	2015-2016	2016-2017	2017- 2018	2018-2019
Total Tests Administered	19	17	41	47
Mean Score	2.63	3.24	2.68	2.77
Statistics	2015-2016	2016-2017	2017- 2018	2018-2019
Total Tests Administered	27	32	19	30
Mean Score	2.33	1.81	1.63	2.17
European History	2015-2016	2016-2017	2017- 2018	2018-2019
Total	107	75	80	48
Mean Score	2.01	2.19	2.46	1.55
English Language and Composition	2015-2016	2016-2017	2017- 2018	2018-2019
Total	84	72	68	90
Mean Score	3.21	2.81	3.07	3.04
Spanish Language and Culture	2015-2016	2016-2017	2017- 2018	2018-2019
Total	74	50	74	57
Mean Score	3.43	3.34	3.57	3.53
Music Non-Aural Subscore	2015-2016	2016-2017	2017- 2018	2018-2019
Total	22	26	13	11
Mean Score	2.09	2.23	2.69	2.55
United States Government & Politics	2015-2016	2016-2017	2017- 2018	2018-2019
Total	158	107	58	52
Mean Score	2.13	2.16	2.03	2.73
Art History	2015-2016	2016-2017	2017- 2018	2018-2019

Total	42	19	7	5
Mean Score	2.88	3.11	2.29	4
Macroeconomics	2015-2016	2016-2017	2017- 2018	2018-2019
Total	120	75	32	35
Mean Score	1.63	1.77	1.75	2.51
French Language and Culture	2015-2016	2016-2017	2017- 2018	2018-2019
Total	6	5	7	1
Mean Score	2.83	2.8	2.86	4
United States History	2015-2016	2016-2017	2017- 2018	2018-2019
Total	79	29	35	51
Mean Score	3.22	2.72	3	3.12
Chemistry	2015-2016	2016-2017	2017- 2018	2018-2019
Total	39	45	30	62
Mean Score	2.64	2.69	2.50	2.61
Music Aural Subscore	2015-2016	2016-2017	2017- 2018	2018-2019
Total	22	26	13	11
Mean Score	2.59	2.38	2.46	2.73
Computer Science A	2015-2016	2016-2017	2017- 2018	2018-2019
Total	16	16		1
Mean Score	1.75	1.44		1.00
Environmental Science	2015-2016	2016-2017	2017- 2018	2018-2019
Total	58	53	23	22
Mean Score	1.91	1.89	2.61	1.55
Psychology	2015-2016	2016-2017	2017- 2018	2018-2019
Total	135	112	97	82
Mean Score	2.62	2.51	2.67	3.01
Biology	2015-2016	2016-2017	2017- 2018	2018-2019
Total	10	43	10	23
Mean Score	1.80	2.40	2.80	2.83
Music Theory	2015-2016	2016-2017	2017- 2018	2018-2019
Total	22	26	13	11
Mean Score	2.32	2.23	2.69	2.55
Studio Art 2D Design	2015-2016	2016-2017	2017- 2018	2018-2019

Total		10	18	5
Mean Score		3.00	2.56	3.2
Microeconomics	2015-2016	2016-2017	2017- 2018	2018-2019
Total	38	28	13	
Mean Score	1.39	1.75	1.92	
Physics 1	2015-2016	2016-2017	2017- 2018	2018-2019
Total	17	34		16
Mean Score	2.12	1.65		1.38
Physics 2	2015-2016	2016-2017	2017- 2018	2018-2019
Total			31	15
Mean Score			1.55	1.47
Calculus AB	2015-2016	2016-2017	2017- 2018	2018-2019
Total	59	65	54	46
Mean Score	2.24	1.54	2.15	2.43
Calculus BC	2015-2016	2016-2017	2017- 2018	2018-2019
Total	52	53	38	44
Mean Score	2.15	2.77	3.13	2.48
Studio Art 2D Drawing	2015-2016	2016-2017	2017- 2018	2018-2019
Total		2	2	1
Mean Score		3.00	3.00	3



As we analyzed our AP data, there was a significant gap observed between female and male enrollment in a vast majority of our AP class offerings:

Poly High School - AP Enrollment by Gender			
Subject	Male Students	Female Students	Total
Biology AP	16 (53%)	14 (47%)	30
Macro Econ AP (Total)	33 (37%)	56 (63%)	89
Calculus AB AP (Total)	17 (33%)	35 (67%)	52
Psychology AP (Total)	17 (28%)	43 (72%)	60
US Hst/Geo AP	19 (59%)	13 (41%)	32
Spanish Lang AP (Total)	16 (26%)	45 (74%)	61
Statistics AP	5 (38%)	8 (62%)	13
Enviro Sci AP (Total)	20 (33%)	41 (67%)	61
French Lang AP	1 (20%)	4 (80%)	5
Physics 2 AP	14 (47%)	16 (53%)	30
Studio Art Draw AP	1 (25%)	3 (75%)	4
Studio Art 2D AP	0 (0%)	4 (100%)	4
Spanish Lit AP	3 (14%)	19 (86%)	22
Calculus BC AP (Total)	25 (48%)	27 (52%)	52
Chemistry AP	5	9	14
Chemistry AP	7	23	30
Chemistry AP (Total)	12 (27%)	32 (73%)	44
Physics 1 AP	10 (53%)	9 (47%)	19
Music Theory AP	7 (41%)	10 (59%)	17
English Lit AP (Total)	22 (33%)	45 (67%)	67
English Lang AP	7	19	26
English Lang AP	15	19	34
English Lang AP	4	26	30
English Lang AP	26 (29%)	64 (71%)	90
Europ Hst AP	12 (36%)	21 (64%)	33
Total	259 (33%)	526 (67%)	785

Subsequent Assessment of College Preparedness:

Poly High School students are highly encouraged to take the SAT and/or ACT their junior year. The district does not pay for these tests; however, students on Free and Reduced Lunch pay only five-dollars to take the tests. In order to propel students toward a college goal mindset and in preparation for these high stakes tests, all sophomore students are administered the PSAT during school in October, and the LCAP funds pay for these tests. All students on the campus are invited to take the test either prior to that year or their junior year (as a repeat,) for a nominal fee. As you can see from the below reports, After disseminating the data, we find it quite interesting that our percentage of students meeting the ELA current benchmark on the SAT is 72.73%, which directly correlates with our CAASPP ELA percentage of students who met or exceeded standards at 77.8%. Our Math current benchmark on the SAT is 48.38%, which is not far from our Math CAASPP percentage of

students who met or exceeded standards at 36.8%. There is a trend of approximately 50% of our seniors who actually take the SAT examination, which directly correlates with those who articulate to a four-year university; however, our A-G completion rate is much higher than this.

SAT Comparison Report – Riverside Polytechnic High School				
Year	Grade 12 Enrollment	Number Tested	Number Meets ELA Benchmark	Number Meets Math Benchmark
2017-18	594	308	224 (72.73%)	149 (48.38%)
2016-17	614	316	228 (72.15%)	146 (46.20%)

SAT Results - Riverside Polytechnic High School										
Name	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
Polytechnic High	594	308	224	0	224	72.73%	149	0	149	48.38%
Riverside Unified	3,313	1,543	1,088	0	1,088	70.51%	739	0	739	47.89%
Riverside County	34,298	18,510	11,463	6	11,469	61.96%	6,934	5	6,939	37.49%
Statewide	489,221	236,492	167,556	442	167,998	71.04%	119,412	423	119,835	50.67%

Current English Language Arts or Mathematics Benchmark is the benchmark established by the College Board based on the New 2016 SAT test format (i.e., as of March 2016)

ACT Data Comparison Report – Riverside Polytechnic High School							
Years	Grade 12 Enrollment	Number Tested	Avg. Score: Reading	Avg. Score: English	Avg. Score: Math	Avg. Score: Science	Scores >=21
2017-18	594	95	21	21	21	20	48 (50.53%)
2016-17	614	90	22	22	22	21	51 (56.67%)
2015-16	626	112	22	21	22	21	60 (53.57%)

ACT Data Results – Riverside Polytechnic High School								
Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Polytechnic High	594	95	21	21	21	20	48	50.53%
Riverside Unified	3,313	663	21	20	21	20	300	45.25%
Riverside County	34,298	5,732	21	20	20	20	2,677	46.70%
Statewide	489,221	100,197	23	22	22	22	56,664	56.55%

“A-G” Completion Rate:

The “a-g” completion rate for Poly has increased over time (11% over the past six years); however in the last couple of years the A-G rate has become stagnant at 52%. The counseling department recognizes this stagnation and continues to perform transcript audits to ascertain the “why” of this stagnation. Findings from the audits are discussed in building the master schedule and in enrollment practices for credit recovery as well as during the WASC Self-Study process to focus on pertinent goals to increase “a-g” completion.

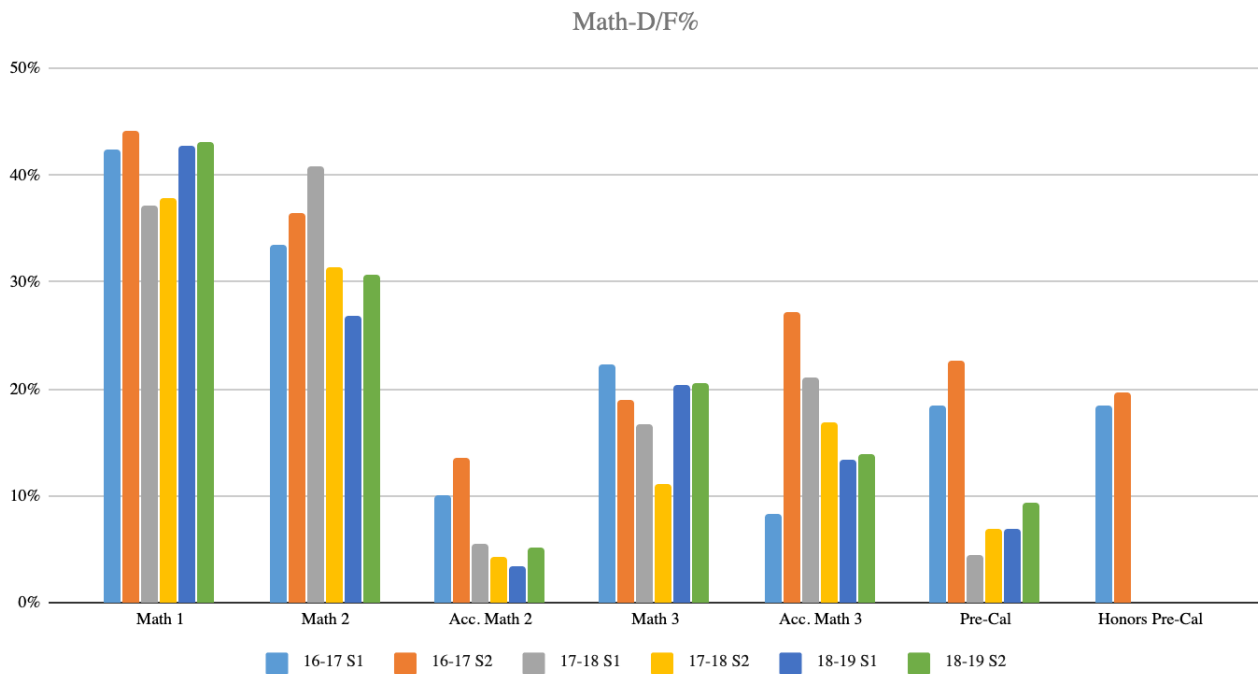
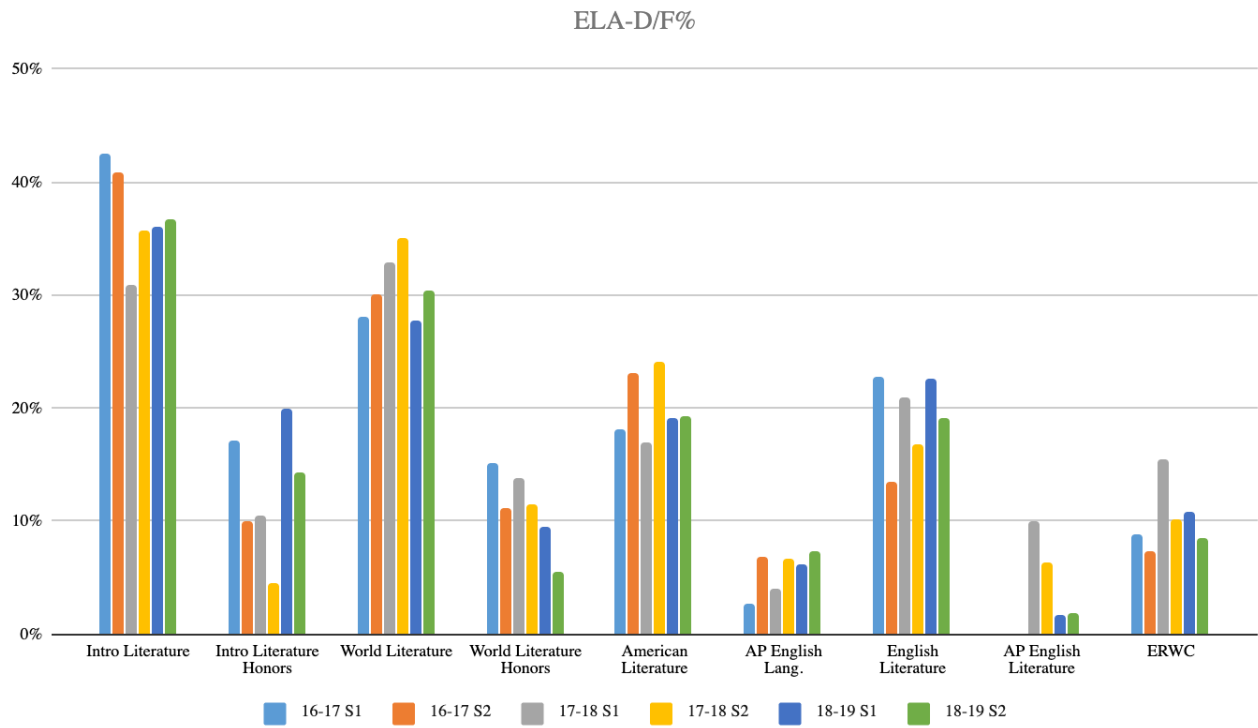
Poly “a-g” Completion Rate	
Year	“a-g” Completion Rate
2012-13	41%
2013-14	41%
2014-15	43%
2016-17	48%
2017-18	50%
2018-19	52%

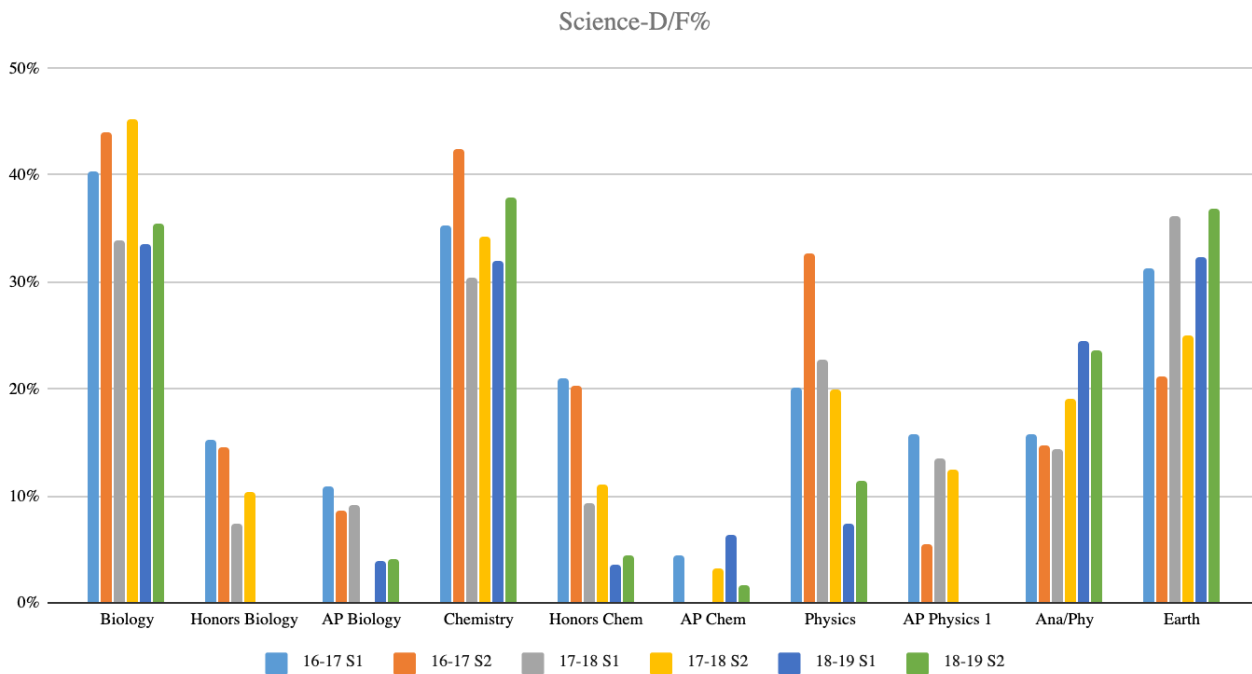
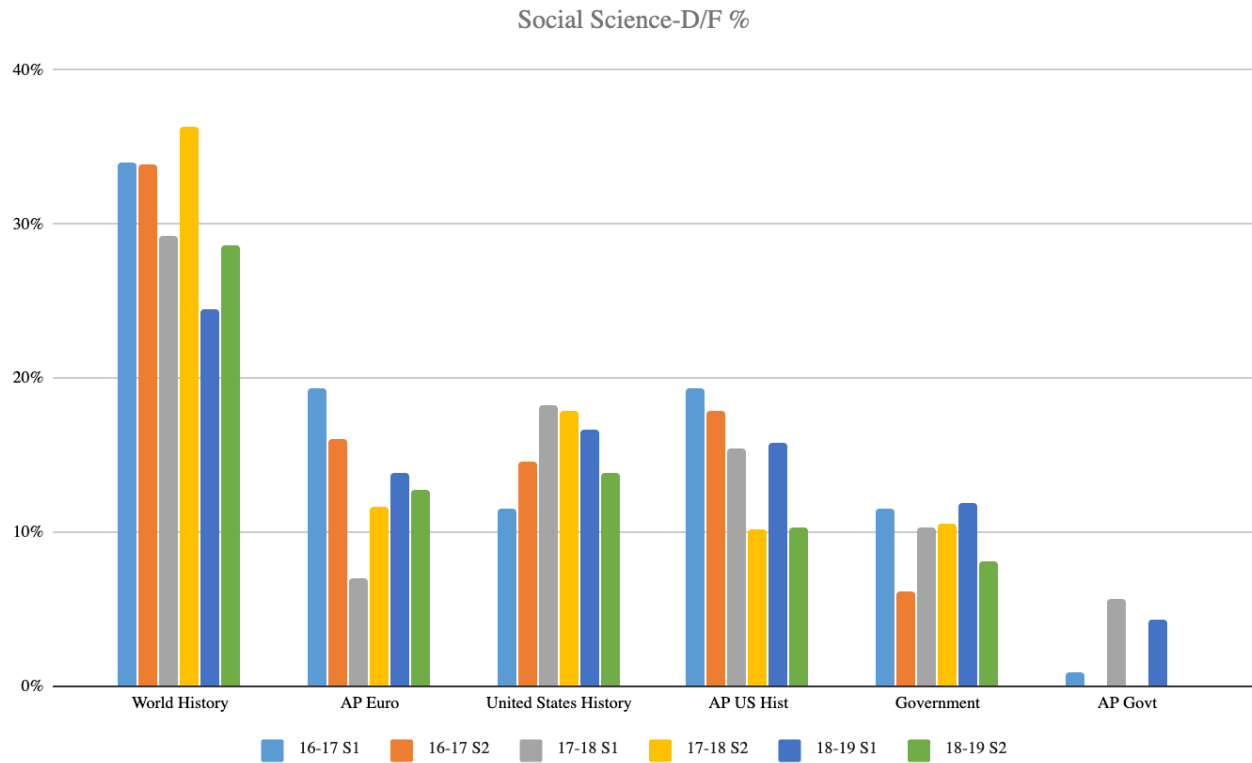
Report Card Analysis - D/F Analysis

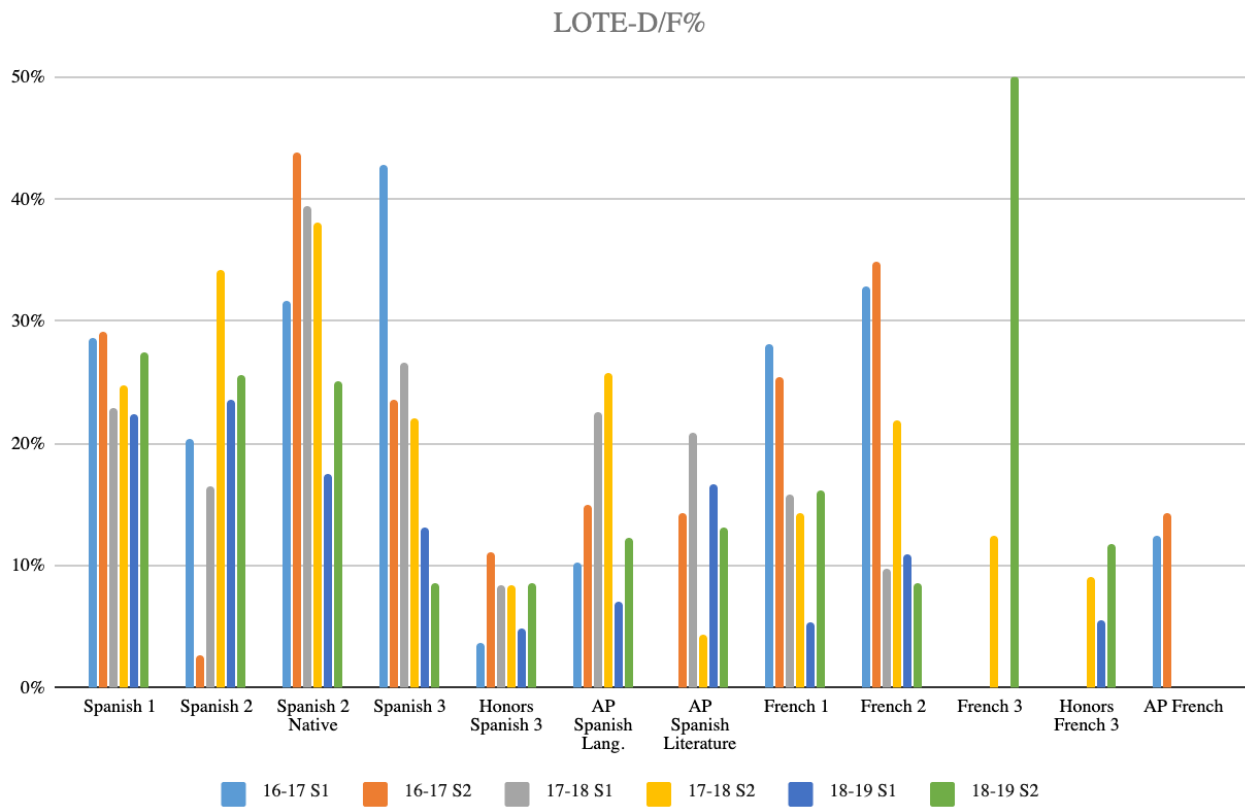
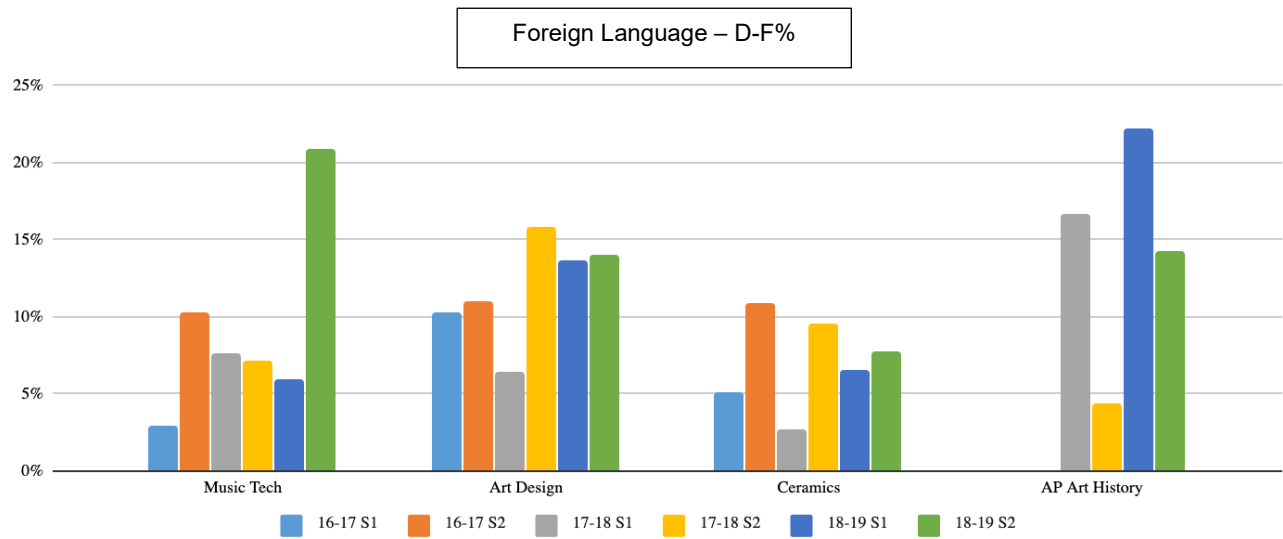
To ensure all students are on track to graduate and that they are meeting the “a-g” requirement for college registration, counselors and administrators have historically monitored the “D-F rate.” This information is now analyzed carefully in the Staff Leadership meetings, and was recently shared with staff at a staff meeting. As you can see from the data below, we have a specifically high rate of D’s and F’s in our introductory 9th and 10th grade classes. This spans through all of our disciplines. During the analysis of this data, many questions are being raised regarding our findings that center on our action plan. Since these statistics impact the students’ schedules when they need to repeat classes to stay on track to graduate, their ability to meet the “a-g” requirements for college entrance, as well as participation in other educational experiences such as eligibility to participate in athletics and other extra-curricular activities, we will use this information toward implementation of an effective action plan.

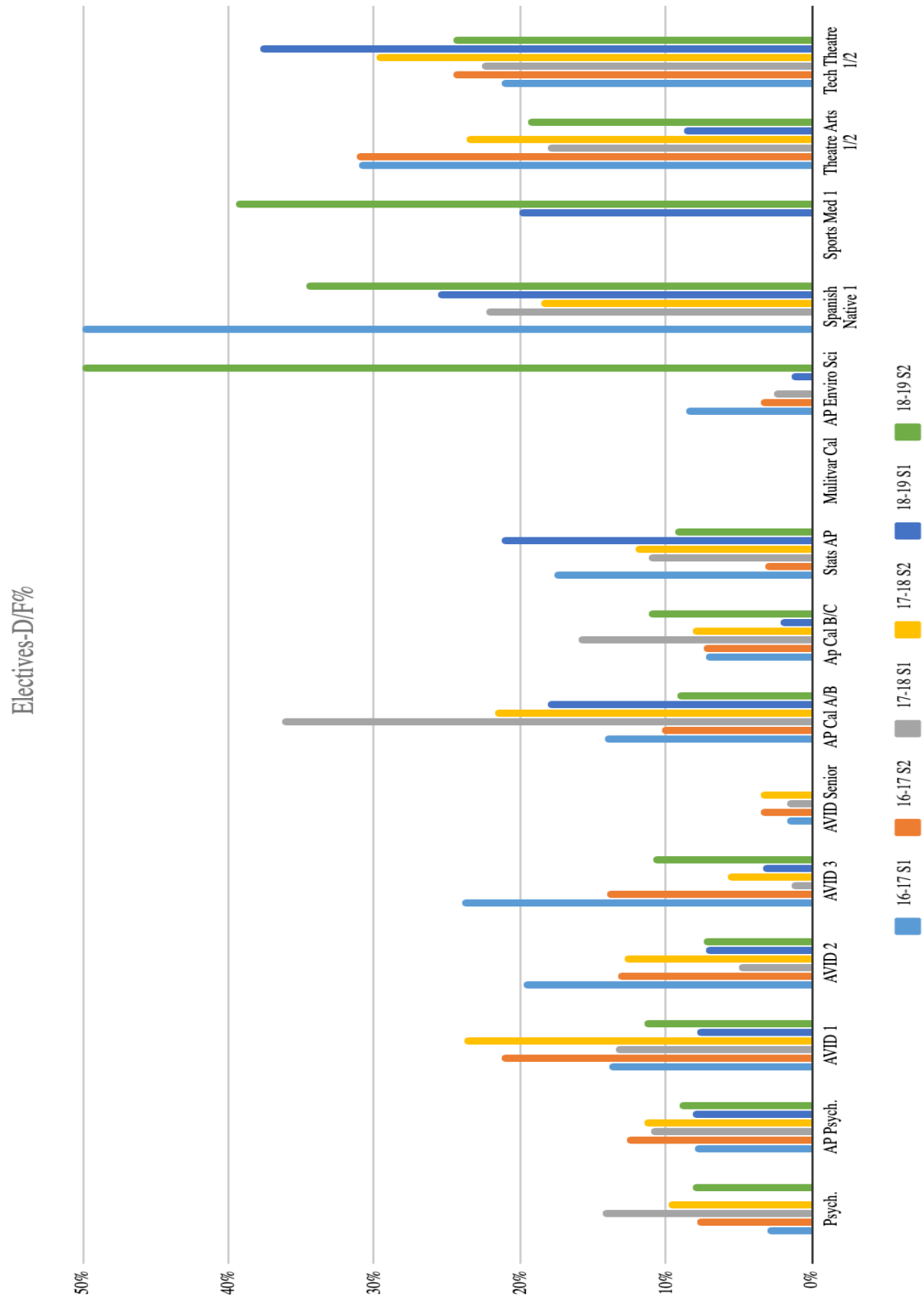
POLY HIGH SCHOOL D/F RATE 16-17 THROUGH 18-19						
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
World History	34%	34%	29%	36%	24%	29%
AP Euro	19%	16%	7%	12%	14%	13%
United States History	12%	15%	18%	18%	17%	14%
AP US Hist	19%	18%	15%	10%	16%	10%
Government	11%	6%	10%	11%	12%	8%
AP Govt	1%		6%	0%	4%	
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
Intro Literature	42%	41%	31%	36%	36%	37%
Intro Literature Honors	17%	10%	10%	5%	20%	14%
World Literature	28%	30%	33%	35%	28%	30%
World Literature Honors	15%	11%	14%	12%	9%	5%
American Literature	18%	23%	17%	24%	19%	19%
AP English Lang.	3%	7%	4%	7%	6%	7%
English Literature	23%	13%	21%	17%	23%	19%
AP English Literature	0%	0%	10%	6%	2%	2%
ERWC	9%	7%	15%	10%	11%	9%
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
Math 1	42%	44%	37%	38%	43%	43%
Math 2	34%	36%	41%	31%	27%	31%
Acc. Math 2	10%	14%	6%	4%	3%	5%
Math 3	22%	19%	17%	11%	20%	20%
Acc. Math 3	8%	27%	21%	17%	13%	14%
Pre-Cal	18%	23%	5%	7%	7%	9%
Honors Pre-Cal	19%	20%		0%		0%
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
Biology	40%	44%	34%	45%	34%	35%
Honors Biology	15%	14%	7%	10%	#DIV/0!	0%
AP Biology	11%	9%	9%	0%	4%	4%
Chemistry	35%	42%	30%	34%	32%	38%
Honors Chem	21%	20%	9%	11%	3%	4%
AP Chem	4%	0%	0%	3%	6%	2%
Physics	20%	33%	23%	20%	7%	11%
AP Physics 1	16%	5%	13%	13%	0%	0%
Ana/Phy	16%	15%	14%	19%	24%	24%
Earth	31%	21%	36%	25%	32%	37%
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
Spanish 1	29%	29%	23%	25%	22%	28%
Spanish 2	20%	3%	16%	34%	24%	26%

Spanish 2 Native	32%	44%	39%	38%	18%	25%
Spanish 3	43%	24%	27%	22%	13%	9%
Honors Spanish 3	4%	11%	8%	8%	5%	8%
AP Spanish Lang.	10%	15%	23%	26%	7%	12%
AP Spanish Literature	0%	14%	21%	4%	17%	13%
French 1	28%	25%	16%	14%	5%	16%
French 2	33%	35%	10%	22%	11%	9%
French 3	0%	0%	0%	13%	0%	50%
Honors French 3	0%	0%	0%	9%	6%	12%
AP French	13%	14%	0%	0%	0%	0%
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
Music Tech	3%	10%	8%	7%	6%	21%
Art Design	10%	11%	6%	16%	14%	14%
Ceramics	5%	11%	3%	10%	6%	8%
AP Art History	0%	0%	17%	4%	22%	14%
Course	16-17 S1	16-17 S2	17-18 S1	17-18 S2	18-19 S1	18-19 S2
Psych.	3%	8%	14%	10%	0%	8%
AP Psych.	8%	13%	11%	11%	8%	9%
AVID 1	14%	21%	13%	24%	8%	11%
AVID 2	20%	13%	5%	13%	7%	7%
AVID 3	24%	14%	1%	6%	3%	11%
AVID Senior	2%	3%	2%	3%	0%	0%
AP Cal A/B	14%	10%	36%	22%	18%	9%
Ap Cal B/C	7%	7%	16%	8%	2%	11%
Stats AP	18%	3%	11%	12%	21%	9%
Multivariable Calculus	0%	0%	0%	0%	0%	0%
AP Enviro Sci	9%	4%	3%	0%	1%	50%
Spanish Native 1	50%		22%	19%	26%	35%
Sports Med 1					20%	39%
Theatre Arts 1/2	31%	31%	18%	24%	9%	19%
Tech Theatre 1/2	21%	25%	23%	30%	38%	25%





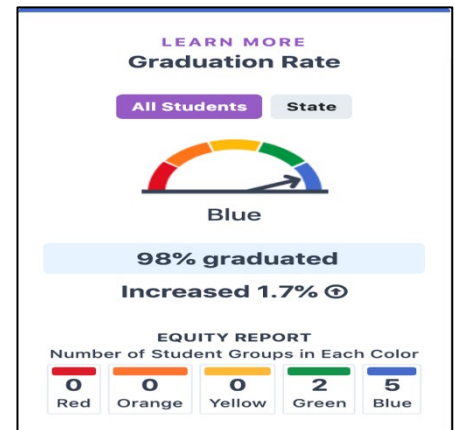




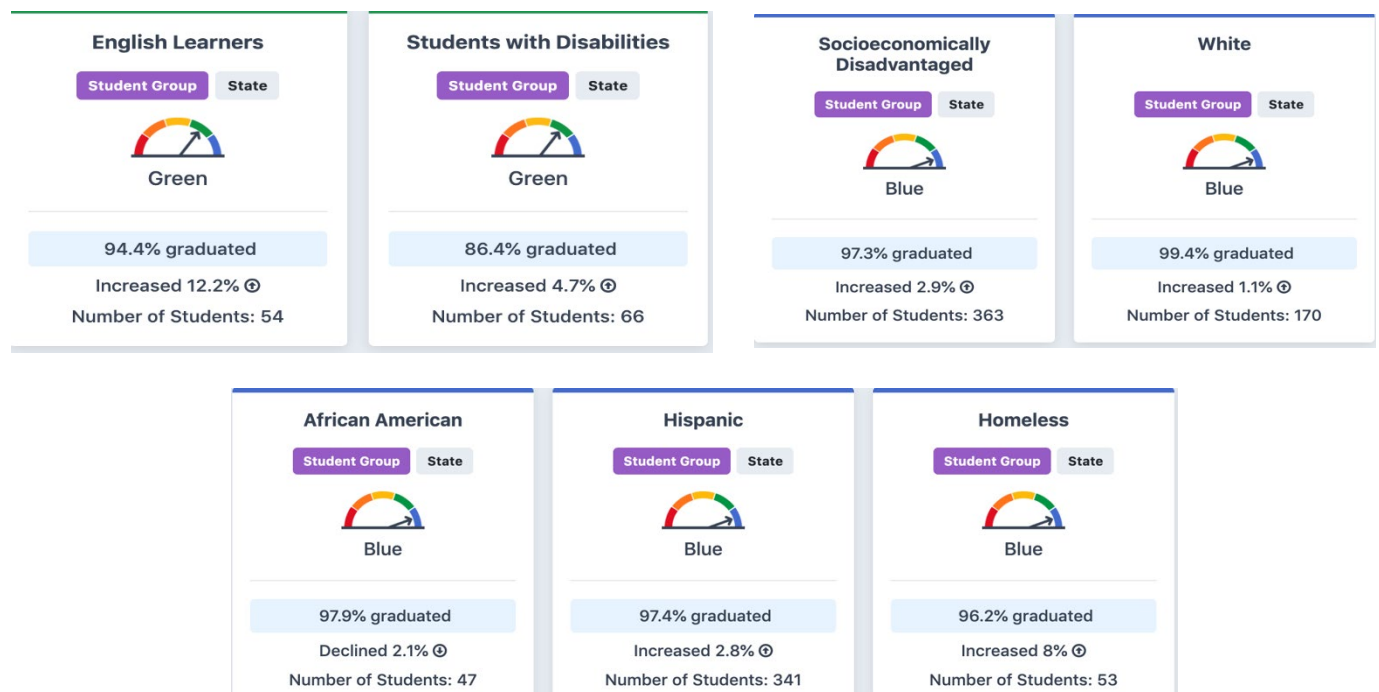
LCFF PRIORITY 5: Pupil Engagement

A. High School Graduation Rate:

Recently, Riverside Unified School District proudly announced that RUSD has the highest graduation rate among all school districts throughout Riverside County and the highest graduation rate amongst the 16 largest districts in the State! The 2019 Dashboard reports that the RUSD high school graduation rate increased by 5.3 percentage points to an astounding 97% of all students receiving their high school diploma. Poly High School has a higher graduation rate than the district (98%), which is a 1.7% increase. The graduation rate increased in all student groups, with the highest increase in our English Learner population (12.2%). Counselor's focus on data, semester transcript reviews and credit recovery attribute to the growth.



2019 Fall Dashboard Graduation Rate for Student Groups



Dashboard Graduation Rate by Year Comparison – Poly High School

2017	2018	2019
95.3% graduated	96.3% graduated	98.0% graduated

Credit Recovery and Grade Recovery Program:

Poly High School's Credit Recovery Program is an alternative for students who were being transferred out of Poly High School due to lack of credits. Since 2018, The credit recovery program is offered six periods a day and uses Odysseyware software for its online curriculum. This program allows students that have failed a class to make up the credits by enrolling in the on-line program. These courses are offered during the school day and have a certificated teacher in the classroom to assist the students in completing the courses. Other students enroll in the course to improve a grade to meet college entrance requirements. Several courses have been submitted and approved for UC A-G list requirements; however, since the courses do not meet the NCAA Eligibility requirements, the courses have limited use for general education course completion.

Poly High School also offers several other options available through Riverside Unified School District. The Educational Options Center is comprised of multiple schools offering a variety of academic programs:

- Raincross High School: a continuation high school within RUSD for students over the age of 16.
- Riverside Virtual School: a personalized learning college preparatory on-line and blended learning school from grades 1-12.
- Summit View: an independent study school for grades 9-12.

Counseling Office Support:

Poly High School's Counseling Department works closely with students at each grade level to ensure students remain on track to graduate. Counselors make classroom visits through the English Department to inform students about graduation requirement and post-secondary opportunities. The counselors work with families to provide information regarding services to support students as they successfully move through the courses required for graduation. Students are given information as to different modes of completing of their coursework, ie., Riverside Virtual School (on-line coursework through RUSD), dual enrollment and concurrent enrollment possibilities as well as summer school alternatives.

Tutoring Programs:

Currently teachers in all disciplines have their own scheduled tutoring times for students, ie., before school, lunch, and after school. Our AVID students receive tutoring on a twice-weekly basis. A definite area of need at Poly High School is structured interventions/tutoring. As we see an obvious need for interventions on Poly's campus, to ensure the success of all of our students we are currently researching implementation an office hours/advisory period program.

B. School Attendance/Chronic Absenteeism:

Poly High School tracks and monitors attendance through the Student Information System (AERIES). The attendance clerks present monthly reports that are submitted to the district office monthly. Any student with a more than 10% absences is referred to administration and the counseling department for intervention. If the student consistently has lower than 90% attendance rate, the parent, student and SART Coordinator sign a SART Contract. The student's attendance is then monitored and reported to the SART Coordinator. Other interventions for students with excessive absences is home visits from the School Attendance Review Board Officer and parent conferences with counselors and administrators.

School Attendance Review Team (SART)/School Attendance Review Board (SARB) Intervention: When students have had excessive absences for more than two consecutive months and at least two attendance letters have been sent home acknowledging the student's excessive absences, other means of correction will be

administered. These other means of correction can be: a citation, in-school suspension, suspension, SART contract, or referral to SARB.

Poly High School has a lower chronic absenteeism rate in comparison to district, county and state; however, our chronic absenteeism has increased by 3.1%. The increases fall in the identified student groups of our African American (10.1%) and Hispanic populations (7.9%) Our site complies with the state and district policies aligned with the SARB/SART process.

Chronic Absenteeism – 2018-19 – Riverside Polytechnic High School:

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	152	148	15	10.1%
American Indian or Alaska Native	14	13	0	0.0%
Asian	50	48	2	4.2%
Filipino	14	14	0	0.0%
Hispanic or Latino	1,623	1,574	124	7.9%
Pacific Islander	*	*	*	25.0%
White	695	676	39	5.8%
Two or More Races	42	41	4	9.8%
Not Reported	*	*	*	0.0%

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Polytechnic High	2,624	2,545	185	7.3%
Riverside Unified	44,700	43,789	4,898	11.2%
Riverside	449,055	441,835	55,509	12.6%
Statewide	6,329,883	6,258,845	755,950	12.1%

Chronic Absenteeism – 2017-18 – Riverside Polytechnic High School:

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	184	177	14	7.9%
American Indian or Alaska Native	11	11	1	9.1%
Asian	51	50	0	0.0%
Filipino	25	25	2	8.0%
Hispanic or Latino	1,640	1,614	66	4.1%
Pacific Islander	*	*	*	0.0%
White	753	742	27	3.6%
Two or More Races	44	42	2	4.8%
Not Reported	*	*	*	0.0%

Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Polytechnic High	2,744	2,696	112	4.2%
Riverside Unified	44,836	44,005	4,904	11.1%
Riverside	449,114	442,543	55,131	12.5%
Statewide	6,384,919	6,315,131	702,531	11.1%

Poly High School's average daily rate of attendance is consistently above 95% of our overall population. There is a slight decrease as students enter each subsequent grade level. Although this is a high percentage, Poly staff identifies that there is still a challenge with some students not attending their core classes on a consistent basis due to truancy.

Poly High School YTD 2019 Daily Attendance Totals			
Grade 9	Grade 10	Grade 11	Grade 12
97.09%	96.57%	96.33%	96.59%

C. High School Dropout Rate:

Poly High School has a low Dropout Rate in comparison to the district, county and state; however, when analyzing the data by student group, it is evident that our Hispanic student group has the highest number of students (13) that have dropped out.

Poly High School Yearly Comparison – Dropout Rates		
2015-16	2016-17	2017-18
.6%	.6% dropped out	.7% dropped out

Dropout Rate Comparison	
Polytechnic High School	.7%
Riverside Unified School District	1.4%
Riverside County	1.5%
Statewide	2.4%

Poly High School 2017-18 – Dropout Rates by Ethnicity – Riverside Polytechnic High School										
Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	2	3	3	5	0	13	1,613	0.8%
American Indian/Alaska Native, Not Hispanic	0	0	1	0	0	0	0	1	14	7.1%
Asian, Not Hispanic	0	0	0	0	0	0	0	0	54	0
Pacific Islander, Not Hispanic	0	0	0	0	0	0	0	0	7	0
Filipino, Not Hispanic	0	0	0	0	0	0	0	0	24	0
African American, Not Hispanic	0	0	0	0	0	0	0	0	180	0
White, Not Hispanic	0	0	1	1	1	1	0	4	794	0.5%
Two or More Races, Not Hispanic	0	0	0	0	0	0	0	0	38	0
None Reported	0	0	0	0	0	0	0	0	23	0

Poly High School 2017-18 Dropout Rates Overall

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
School Total	0	0	4	4	4	6	0	18	2,747	0.7%
	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
District Total	6	3	9	16	40	124	0	189	13,679	1.4%
	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
County Total	61	53	101	131	304	1,467	7	2,010	135,057	1.5%
	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Statewide Total	1,453	1,138	7,698	5,743	7,873	25,641	294	47,249	1,945,401	2.4%

Further Survey Data – to Propel Action Plan

Teacher Survey:

At the Staff Meeting on December 11, 2019, the Shared Leadership Team presented their analysis and findings upon review of the Dashboard Indicator data. The Shared Leadership Team worked collaboratively to identify key critical areas of need as it aligns to the California Dashboard Success Criteria. After the Shared Leadership Team presented their findings and developed possible action plan goals, which address our students' greatest needs, administration reiterated the importance of consistent discussions around progress, and emphasized the need for a plan for monitoring. The staff (79 participated) was then given a survey to identify the most imperative areas of focus for our Action Plan. The following questions were asked:

- Which college and career success indicator do you think needs to be addressed first?
- Why did you select that indicator?
- Which action plan items mentioned throughout today's presentation do you think will have the greatest schoolwide impact and should be explored further?

The results reveal that 39.7% of our 79 responders see our D and F rates to be of greatest need of attention; 21.8% see our suspension rates as the most important.; 14.1% believe college and career index should be primary focus; 10/3% believe graduation rates should be our focus. Although our staff values all of the Dashboard Success Indicator Criteria, the other possible responses (Career Pathway Completion, College Credit Eligibility, UC/CSU Eligibility), were chosen by very few.

[College Career Success Indicator Intervention Schoolwide Focus Survey](#)



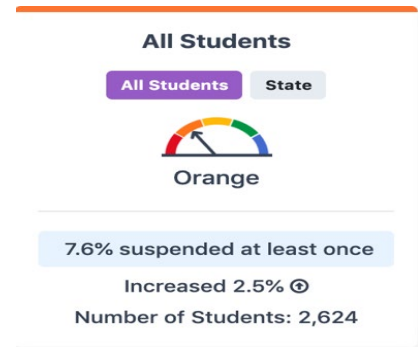
LCFF PRIORITY 6: School Climate (Engagement)

Poly High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school suspendable offenses. A [School Safety Plan](#) has been adopted and is reflective of the school's safety needs. Every student and parent at Poly High School is given a copy of the **Student ** Handbook**, and the guidelines are shared in English classrooms at the beginning of the year. These include a description of dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures.

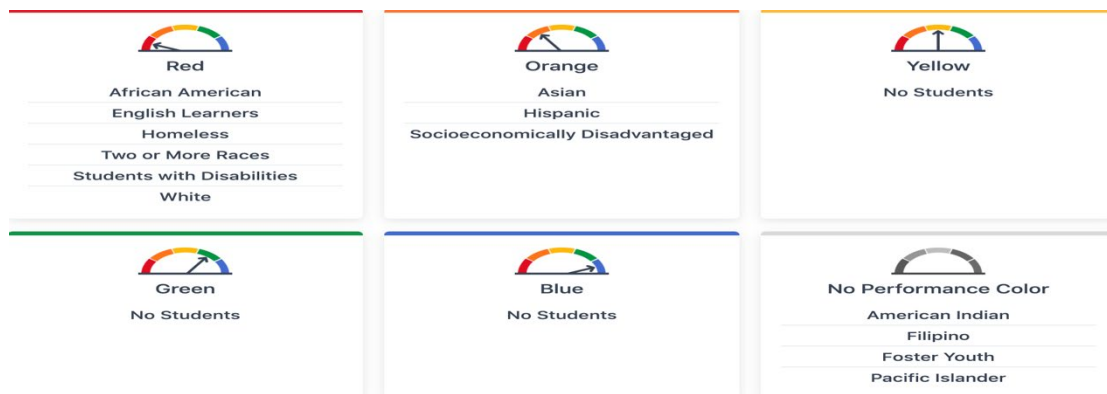
To ensure student safety before, during and after school, school security, and administrators supervise the school grounds. Poly High School is a closed campus. Gates were installed at all entrances to the campus in 2007. The gates remain closed and locked during instructional hours, with the exception of the gates manned by one of our campus supervisors. This in turn, discourages people from entering or leaving our campus without reporting in or out of our front office. A campus supervisor is stationed at the front gate and utilizes the Raptor System to check identification cards of anyone who is not a student or teacher who enters the campus. We currently employ seven campus supervisors that help keep our campus safe and secure. The campus supervisors and our four administrators are on campus supervising our students before and after school, as well as during passing periods, ensuring their safety.

Suspension and Expulsion Rates

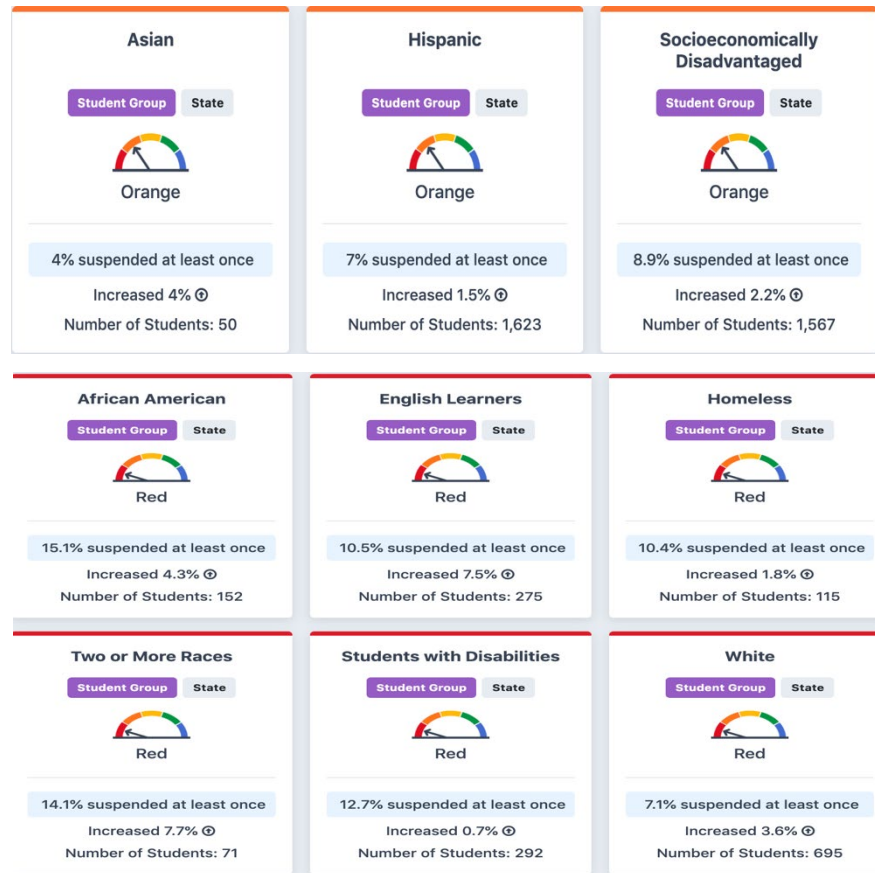
The goal of Poly High School administration is to decrease the Suspension and Expulsion Rates by .40%, which is in alignment with the RUSD goal. Poly has seen an increase in suspensions in all students groups of 2.5%, with 7.6% of the student population suspended at least once. The majority of the suspendable offenses are drug and alcohol related. Additionally, administrators are focused on decreasing the expulsion rate of several student groups that have a higher suspension and expulsion rate than the overall population. These student groups include our African American (15.1%), Two or More Races (14.1%), Students with Disabilities (12.7%), English Learners (10.5%), and Homeless (10.4%).



2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate for Student Groups



Dashboard Suspension Rate by Year Comparison – Poly High School

2017	2018	2019
4.8% suspended at least once	5.1% suspended at least once	7.6% suspended at least once

Poly High School has initiated the following programs to support the site's efforts to decrease the suspension rates:

Drug Diversion Program: In January 2019, because of the disproportionality to the over-or under presentation of specific groups compare to their representation in the overall student population, all high schools in Riverside Unified School District will transition from our traditional pathways (for drugs and alcohol) where the second infraction or second violation results in a recommendation for a pre-expulsion review process with the recommendation of expelling the student from the campus to the drug diversion protocol, which gives the student the opportunity to participate and agree to the terms outlined in the [Drug Diversion Program Agreement](#), which allows students to stay on campus if they meet the terms of the agreement. If the student, refuses to agree to the terms outlined, the previous consequence of expulsion recommendation will stand. Poly administration is hopeful that this program will help to reduce drug and alcohol violations that lead to expulsion.

School Resource Officer (SRO) Program: As a part of the Student Services department of Riverside Unified School District, the district office has partnered with the Riverside Police Department to assign a School Resource Officer (SRO) to Poly High School. The SRO connects with schools and communities to support students on campus to address issues related to violations of education code and assists campus officers with intervening in conflicts. The SRO works in partnership with students, teachers, school administrators, parents, other police officers and the community to establish and maintain a healthy and safe school community. One officer is currently assigned to Poly High School. The SRO continues to upgrade efficiency and effectiveness through ongoing training and ongoing communication between the Policy Department the school administration and security office.

Restorative Practice/Saturday School: Saturday School has traditionally been a day wherein students reported to Poly High School and sat for four hours to be held accountable for their discipline infractions. The former model of Saturday school was one hour of silent work, one hour of outside movement, one hour of reflection, and an additional hour of silent work. In the spring of 2019, teachers and counselors were asked to share in the Saturday School duty and offer lessons that would engage and propel students toward a more successful high school experience. The inclusion of the Counseling Department in this shift helps to ensure that a restorative approach is taken. Now Saturday school is built around lessons and instruction that have to do with social/emotional development and not just focused on punitive or academic study. For example, one of the art teachers is teaching art expression as a means for students to build self-pride in themselves and their diverse backgrounds. In addition, twice a month, a counselor is providing lessons on effects of vaping, drugs and alcohol, anger management, cycles of poverty, higher education, career planning, resume writing, scholarship assistance, academic planning, attendance, social skills, soft skills, healthy relationships, digital citizenship, internet safety, community resources, human trafficking, and other topics as necessary. Prior to each Saturday School, the teacher/counselor reviews the roster of students to identify what type of infractions were committed. This data driven guide to lesson planning helps to ensure the Saturday School Restorative Practice is both engaging and results in a positive impact on students.

Senior (18-year-old) Grade Accountability Contract: Many seniors at Poly High School have turned or turn 18 their senior year. Due to the State Laws, these students have the right to leave campus by checking themselves out without parental consent. This has become an attendance challenge, and has affected the overall A-G completion and increased the need for more Credit Recovery classes. The attendance office now requires that students who are 18 meet with an attendance clerk, who checks their current grade status, and then if the student has any current D's or F's, they are reminded of the consequences of not passing their classes and the possibility of being a non-grad. They then sign a contract that states they are aware of these consequences. This is a new procedure that we currently have no data to compare at this time.

Link Crew: Link Crew is a freshman transition program that welcomes incoming freshmen and makes them feel comfortable and supported throughout the first year of their high school experience. Link Crew trains incoming juniors and seniors to support and be positive role models for incoming 9th grades. This program was chose to build character. Link Crew leaders are trained in methods that support students entering a new school environment. The program welcomes in Grade 9 students and creates a mentor program with an upper-classman. Students in the Link Crew Program check in with the Grade 9 students and offer monthly social events to encourage students to work with their mentors. They provide written notes of encouragement, contact the grade 9 students through social media and encourage Grade 9 students to become involved in school activities. Link Crew students also meet with their Grade 9 students at grading periods throughout the year. These Freshmen Summits pair students to discuss methods and supports to assist the Grade 9 students in improving grades.

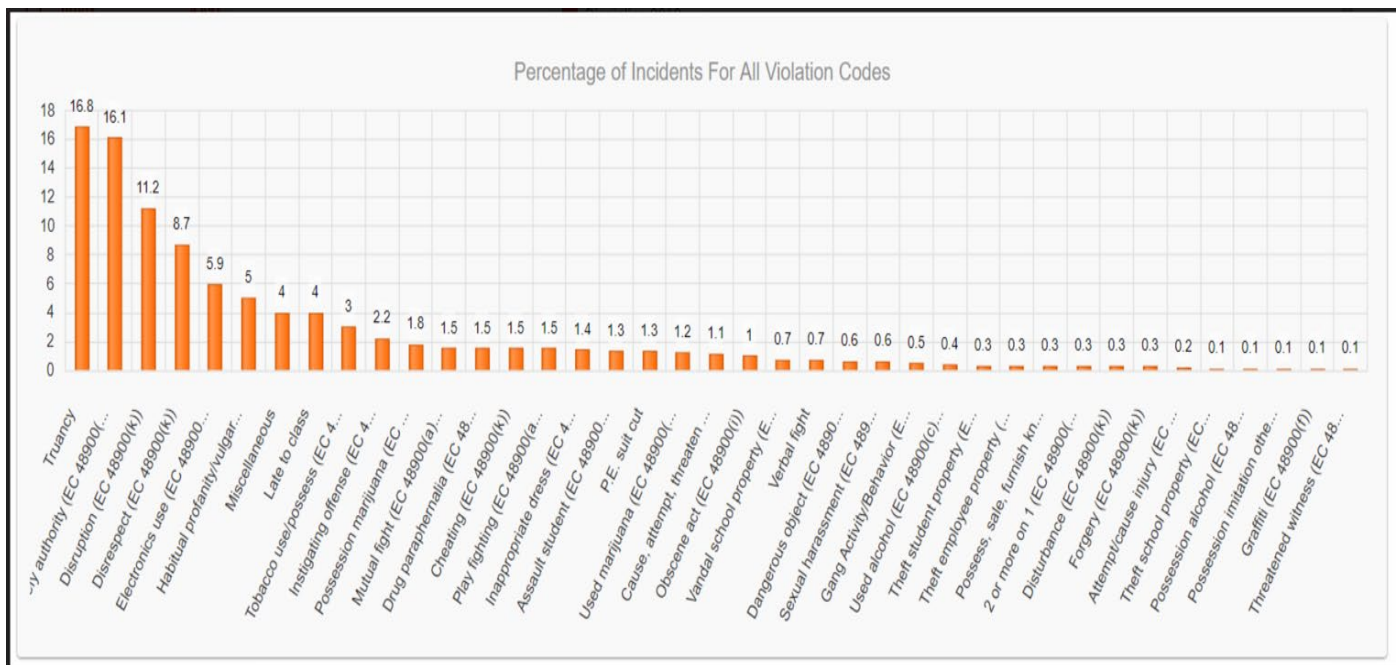
Expulsion Data

As the data reflects, the expulsions at Poly High School are higher than the district, county, and state. As previously noted, our discipline offenses that have centered around alcohol and drugs have risen at our school. This is evidenced by the chart below.

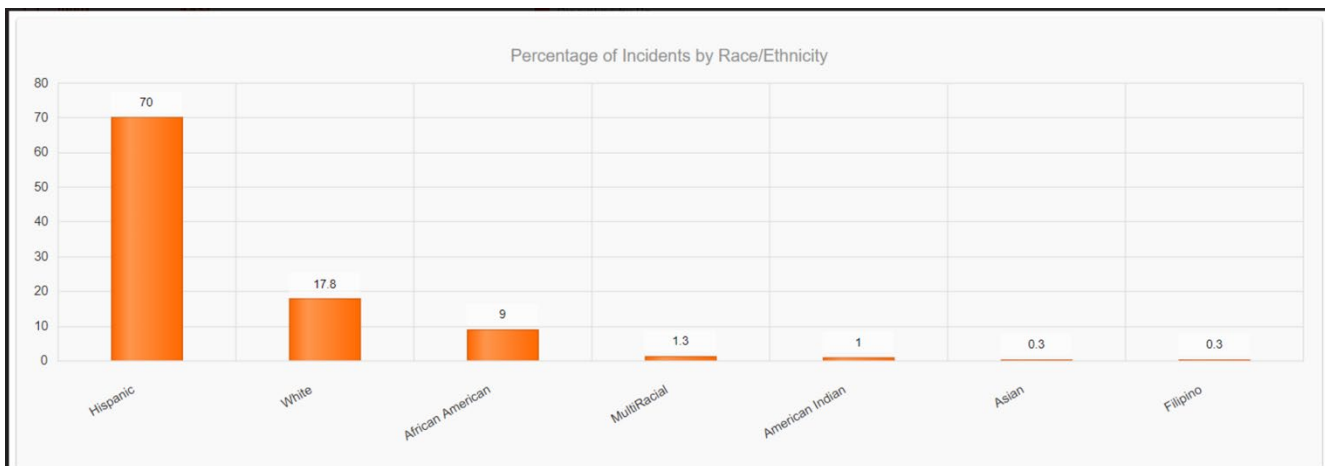
Dashboard Expulsion Rate by Year Comparison – Poly High School

2016-17	2017-18	2018-19
.35	.36%	.76%

Poly High School Percentage of Referrals by Incidents – 2019



Poly High School Percentage of Referrals by Incident – Race/Ethnicity:



Surveys on School Conditions and Climate Surveys:

In September of 2019, Poly High School sent out a parent survey in order to involve all parents in the WASC accreditation process. This survey was e-mailed to all Poly parents, posted on our Facebook page, and our Poly High School Website. The survey yielded the following results:

[WASC PARENT SURVEY \(ENGLISH\)](#) AND [WASC PARENT SURVEY \(SPANISH\)](#)

WASC PARENT SURVEY (SPANISH & ENGLISH) RESULTS

S = Spanish E = English

Question	Strongly Agree	Agree	Strongly Disagree	Disagree	I Don't Know
I understand the school's goals and educational standards.	33.9% - E 31.3% - S	55.3% - E 62.5% - S	2.3% - E	8.6% - E 6.3% - S	
PHS prepares students for their post high school goals.	28.8% - E 25% - S	54.1% - E 68.8% - S	4.7% - E	5.8% - E	6.6% - E 6.3% - S
PHS prepares students with the skills and study-habits to succeed in college.	24.1% - E 25% - S	56.4% - E 56.3% - S	3.5% - E	8.6% - E	7.4% - E 18.8% - S
My child feels welcome at school.	43.2% - E 43.8% - S	51% - E 56.3% - S	1.2% - E	4.7% - E	
The school communicates information effectively (newsletter, e-mail messages, social media, telephone)	42.4% - E 43.8% - S	45.5% - E 56.3% - S	1.9% - E	10.1% - E	

messages).					
I use Aeries (the online computer attendance and grade program) to check on my child's progress.	63% - E 25% - S	31.5% - E 56.3% - S	1.2% - E 6.3% - S	3.9% - E 6.3% - S	6.3% - S
I access the school website regularly to access PHS News and information.	20.65% - E 0% - S	41.2% - E 75% - S	5.8% - E 6.3% - S	32.3% - E 18.8% - S	
Communication with my child's teachers is effective.	19.1% - E 6.3% - S	55.5% - E 56.3% - S	3.5% - E 6.3% - S	9% - E 31.3% - S	9.4% - E
The discipline policy at PHS is effective at keeping the campus safe and supports a positive school environment.	17.9% - E 18.8% - S	63% - E 62.5% - S	4.3% - E	14.8% - E 18.8% - S	
I feel acknowledged and respected by PHS staff.	27.6% - E 31.3% - S	58% - E 62.5% - S	1.9% - E	12.5% - E 6.3% - S	
My child has adequate access to a qualified PHS counselor.	30.7% - E 37.5% - S	45.1% - E 43.8% - S	4.3% - E	14% - E 6.3% - S	4.8% - E
My child feels safe at PHS.	29.2% - E 37.5% - S	61.1% - E 50% - S	0 - E	9.3% - E 6.3% - S	
We have a positive school culture at PHS.	30% - E 25% - S	59.5 - E 75% - S	1.6% - E	8.9% - E	
My child is sufficiently challenged to work hard at this school.	32.3% - E 18.8% - S	58% - E 62.5% - S	1.2% - E	8.6% - E 18.8% - S	
My child's academic success is assessed fairly and objectively.	27.2% - E 18.8% - S	63% - E 68.8% - S	2.3% - E	7.4% - E 12.5% - S	
My child has opportunities to participate in athletic and other extracurricular activities.	54.9% - E 62.5% - S	42.4% - E 31.3% - S	0 - E	2.3% - E 6.3% - S	
I feel that the education my child is getting is rigorous, challenging, and is preparing him/her for college or career.	29.2% - E 6.3% - S	58% - E 75% - S	2.3% - E	10.5% - E 18.8% - S	

As evidenced above, the WASC Parent Survey reveals that a majority of parents are extremely satisfied by the culture and academics at Poly High School. There is a clear need for improved communication measures between Poly parents, teachers and counselors. The discoveries from this survey will help drive our WASC Action Plan even further.

Riverside Unified School District (RUSD) Survey: RUSD sent out a parent survey in spring of 2018. The results for Poly High School are as follows: On a 1-5 scale, Poly's highest average scoring questions are:

- I feel welcome at my child's school (3.84).
- The school uses many ways to communicate with me, such as handbooks, newsletters, notes home, parent conferences, emails, parent education events, phone calls, etc. (3.96).

All the questions were answered with responses that averaged between 3 and 3.5; however, the only question below 3 is:

- I have a voice/input in school and district decision making (2.92).

Personalized Learning Survey: Poly is a custom school within Riverside Unified School district, which means we focus on a minimum of two components of Personalized Learning ([Personalized Learning Definition](#)). As part of the program, our students are presented a survey twice per year. In the winter of 2018, 730 students completed the survey. Areas of focused growth based on the student results are around the following questions: (Scale 1-4, 1 being lowest and 4 being the highest score)

- My teacher knows me and knows what I like: (1 = 23%; 2 = 41%; 3 = 30%; 4 = 6%)
- I set learning goals with my teachers: (1 = 41%; 2 = 31%; 3 = 21%; 4 = 7%)

A response that indicates a strength at Poly is:

- I feel like I belong at school (1 = 13%; 2 = 22%; 3 = 37%; 4 = 28%)

[Personalized Learning District Student Survey – Spring 2019](#)

Student Gallup Poll – Fall 2018: Annually, students at Poly High School complete a Hope and Engagement survey generated by Gallup Poll. This survey measures engagement, hope, entrepreneurial aspirations, and career/financial literacy.

- Engagement: Of the 1,539 students who completed the survey, 32% feel engaged; 36% not engaged, and 32% are actively disengaged. Our 11th and 12th grade students appear to be less engaged than our 9th and 10th grade students. Although Poly works diligently to get students connected on campus, the disengagement of such a large portion of our students needs to be in the forefront of our action planning.
- Hope: Of the 1,539 students who completed the survey, 38% feel hopeful; 30% feel stuck; 22% feel discouraged. The students who feel the most hopeful are our 10th (4.13%) and 12th (12.18%) graders. These results show an overall decrease from last year's hope indicator.
- Entrepreneurial Aspirations: Of the 1,539 overall students who have entrepreneurial aspirations is below the state and district average.
- Career and Financial Literacy: Of the 1,539 of our overall students who believe they have career and financial literacy is fewer than the district and the state.

[Student Gallup Poll Survey – Fall 2018](#)

Staff/Classified Gallup Poll Survey Fall 2018: In Fall 2018, Poly's staff self-assessed their engagement with a 3.84 mean on the 12-question survey. Overall, the survey revealed that 41% of the staff is engaged, which places Poly High School Staff in the 35 percentile.

[Gallup Employee Survey – Fall 2018](#)

[Gallup Admin. Survey – Fall 2018](#)

Student Participation in co- and extra-curricular activities:

Riverside Unified School District implemented a “School +2” initiative that encourages students to participate in at least two co-curricular activities while attending high school. Research shows that students who participate in co-curricular activities are not only more successful academically than those who do not, however they also report to having a more positive high school experience. Poly High School has a full complement of activities for its students to be involved, including the athletic program, choral and instrumental programs, drama, newspaper, yearbook, student government (ASB), Link Crew, Principled Centered Leadership, mock trial and ethics bowl. Many of our students are involved in one or more of the 43 clubs that nurture our students’ cultures and interests and promote civic engagement and service within our Riverside community. These clubs are run by students, but Poly’s teachers volunteer as advisors. The clubs meet in teacher classrooms during lunch, and some of our more active clubs meet many times outside of the school day for community activities and community service. There are approximately 1,750 students in at least one extra-curricular or co-curricular activity.

Associated Student Body (ASB): The primary goals of ASB are to create a memorable experience for all students on campus, to promote Poly High School “PRIDE,” unity and spirit, and to empower student leaders. ASB actively works to ensure that student activities and campus life are alive and well. ASB is constantly making contributions to the community, school, and their fellow students. This group consists of students that represent the entire student body. ASB is responsible for providing student activities and being the student voice to staff, school district, and community. The main objective of ASB is to make students feel connected to school and each other through involvement in ASB organized activities. Riverside Unified School District implemented a “School +2” initiative that encourages students to participate in at least two co-curricular activities while attending high school. Research shows that students who participate in co-curricular activities are not only more successful academically than those who do not, however they also report to having a more positive high school experience. Poly High School has a full complement of activities for its students to be involved, including the athletic program, choral and instrumental programs, drama, newspaper, yearbook, student government (ASB), Link Crew, Principled Centered Leadership, mock trial and ethics bowl. Many of our students are involved in one or more of the 43 clubs that nurture our students’ cultures and interests and promote civic engagement and service within our Riverside community. These clubs are run by students, but Poly’s teachers volunteer as advisors. The clubs meet in teacher classrooms during lunch, and some of our more active clubs meet many times outside of the school day for community activities and community service. There are approximately 1,750 students in at least one extra-curricular or co-curricular activity.

[Poly High School's Active Club List](#)

2018-19 Poly High School Active Clubs

Club	Staff Advisor	# in Club	Purpose
Amnesty International Club	Gahre	15	Advocacy for human rights
Art Club	Beckman	30	Creative expression through art and sculpture
ASL	DeHoyos	20	Learn, practice and experience American Sign Language
ASB**	Statham	40	*****
AVID**	Shulte	400	Executive decision making and planning
Band**	Hernandez	130	Pep tunes – Rally at sports events
Bear Pals	Murtaugh	70	Inclusion activities with SPED

Begin with You (Nutrition)	Showalter	50	Promote nutritional awareness and healthy lifestyle habits.
Black Student Union (BSU)	Delcampo	15	African American cultural awareness and community
Choir**	Walton	213	Leadership and executive decision-making and support
Comedy Sportz	Markermorse	42	Competitive Improv team safe collaborative creative community involvement
Dance Collective**	Neal	43	Supports competitive Dance team – decision making/planning
Fellowship of Christian Athletes (FCA)	Dewitt	50	Religious affiliates group of athletes. Encourages fellowship between churches
French Honor Society	Kund	20	Embracing French language and culture
Girls Who Code	Philyaw	8	Involving and encouraging more girls to get involved in the computer coding
Gay Straight Alliance (GSA)	Bicksler	25	Inform students on gay/bi/lesbian students as well as straight students – cultural awareness - acceptance
Interact	Schulte	52	Community Service and interaction within the community
Jesters	Markermorse	120	Promotion of theater activities
JROTC	Dominguez, Napoleas	100	Improve military skills for the future
Key Club	E. Chavez	15	Community Service
Link Crew**	Douty	100	Mentorship for freshman and new students
Live to Laugh	Ramos (SAP Counselor)	15	Promote mental health awareness (sui-silence) and well-being
MECHA	Nava	135	Promotes Latina and Chicano cultural awareness
Mock Trial	Schiller	22	Public speaking, work ethic, law skills - competitive
Motocross	Statham, Scott	10	Promote the use of dirt bikes and all career fields in the motocross industry
Muse	Habereder	30	Orchestra select and play created music
Music Tech**	Habereder	169	Musical theory, technology, and create music
National Honor Society	Zlaket	10	
National Organization of Women (NOW)	Cherniss	15	Activists with focus on bringing equal rights to women in American Society. Discuss currents issues
Orchestra**	Habereder	90	Support school orchestra program and study music
Pawz	Navarro	30	Volunteers with local animal shelters.
Principle Centered Leadership**	Fulwider	25	Student leadership focused on promoting student involvement and academics, staff-student relations, and positive campus culture
Photography	Schiller	125	Lessons in aspects of photography with creative projects
Puente**	Avila	240	Promote cultural literature and service
Save	Aniol	10	
Science Olympiad	Bagwell	10	Study topics and build various things to participate in competitions throughout the district
Spanish Honors Society	Soliman	30	Focuses on Spanish culture and languages of spanish
Sports Medicine**	Maxim	100	Assist the certified athletic trainer at games and practice of sports teams
Spotlight	Yeyna	26	School Newspaper

Unicef	Bagwell	25	Partner with Unicef USA to achieve their local community
Video Crew	Enyeart	25	Providing knowledge about the realm of film. Film different events around Riverside and learn about different sects of film.
Yearbook**	Llera	26	School Yearbook
Zine	A. Wilson	10	School Magazine
TOTAL:		2,736	

Some students are in multiple clubs

**club is also a curricular class

Competitive Sports Activities

Throughout the school year, Poly High School students have the opportunity to participate in many different competitive sports activities. We have approximately 910 boys and 350 girls who participate in 22 different athletic teams.

Fall ~

- Football
- Volleyball (Girls)
- Cross Country (Boys and Girls)
- Tennis (Girls)
- Golf (Girls)
- Water Polo (Boys)

Winter ~

- Basketball (Boys)
- Basketball (Girls)
- Soccer (Boys)
- Soccer (Girls)
- Wrestling (Boys and Girls)
- Water Polo (Boys)

Spring ~

- Baseball (Boys)
- Softball (Girls)
- Track & Field (Boys and Girls)
- Swimming (Boys and Girls)
- Diving (Boys and Girls)
- Golf (Boys)
- Tennis (Boys)
- Volleyball (Boys)
- Lacrosse (Boys and Girls)
- Stunt Cheer (Girls)

Poly currently has 17 on staff teachers who also coach one or more athletic teams. We also employ 61 “walk-on” athletic coaches and have approximately 10 volunteer coaches, many who are Poly alumni.

We also have academic clubs, such as our highly successful Riverside County Champion Mock Trial Team Mock Trial, which is a competitive academic competition that involves students from opposing schools presenting the prosecution or defense side of a court case. The Poly Mock Trial team has been extraordinarily successful in its history dating back to 1986. Since then, Poly has won 18 County Championships (the second highest in Riverside County is 3). Poly has also won three State Championships (only one team in California has won more with four). And in its three showings at Nationals, has placed 3rd, 4th, and 10th in the U.S. Poly’s Mock Trial coaching staff consists of Poly Alumni attorneys, including a practicing defense attorney, a Supervising Deputy District Attorney for Riverside County, a legal researcher, and a student who just passed the bar and will soon be practicing law within our community.

Competitive Clubs~

- Color Guard
- Drumline
- Ethics Bowl
- Mock Trial
- Marching Band
- Show Choir
- Comedy Sportz
- JROTC



Poly also has received awards for our [National High School Ethics Bowl](#) (NHSEB) team three of the four years since it began in 2015, and our Performing Arts department has received numerous awards for its marching band, jazz band, concert choir, vocal ensemble and its theater productions. The visual arts department students regularly receive recognition at local, county and state competitions. Such activities not only benefit our students, but our community often benefits from our many student-led community service projects/programs. ASB, Key Club, MECHA, Puente, JROTC and AVID students complete many community service hours helping several local agencies. Poly students also serve on the Mayor’s Council, Student Court, School Board, and County Youth Council providing insight and a student voice to government.

LCFF PRIORITY 7: Access to Broad Course of Study

College and Career Indicator Data:

At Poly High School our goal is to prepare our students for college and career readiness. As we complete this self-study process, the Dashboard data has provided us with pertinent information to guide our Action Plan goals. We have seen a decrease in College and Career Readiness in all of our student groups and are closely analyzing the different College and Career Indicator Success criteria to align our goals. Of note, is the large percentage of students who reached “prepared” status for the CCI indicators due to their completion of UC and CSU “a-g” requirements (86.6%). Our SBAC results increased significantly in 2018-19 (ELA 28.7% increase; Math 14.6% increase). We have 0% in the college credit course criteria; however, we are in the beginning stages of our Dual Enrollment program and were only granted by Riverside Unified School District one college course on our campus (Introduction to Business,) and unfortunately, students have shown little interest in this course. We have 46.4% approaching prepared in the UC and CSU “a-g” requirements, and upon further analysis of our Dashboard Data, we see that we must formulate an ongoing plan to increase the “a-g” completion rate. As noted previously, many actions are already in place at Poly toward this end.

[College and Career Indicator Report \(Full\)](#)

2017 PREPARED COLLEGE CAREER INDICATORS

Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.0%	261
African American	5.0%	13
American Indian or Alaska Native	*	*
Asian	4.6%	12
Filipino	3.1%	8
Hispanic	48.7%	127
Two or More Races	*	*
Native Hawaiian or Pacific Islander	*	*
White	36.0%	94
English Learners	2.3%	6
Socioeconomically Disadvantaged	51.3%	134
Students with Disabilities	1.1%	3
Foster Youth	*	*
Homeless	5.7%	15

2018 PREPARED COLLEGE CAREER INDICATORS

Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.0%	242
African American	4.1%	10
American Indian or Alaska Native	*	*
Asian	4.1%	10
Filipino	*	*
Hispanic	50.0%	121
Two or More Races	*	*
Native Hawaiian or Pacific Islander	--	--
White	38.0%	92
English Learners	2.5%	6
Socioeconomically Disadvantaged	50.4%	122
Students with Disabilities	0.4%	1
Foster Youth	*	*
Homeless	5.0%	12

Overall Prepared		College Career Indicator Component Analysis Polytechnic High- Class of 2018							
261	44.1 %								
PREPARED <i>Number & percentage of students meeting "Prepared" criteria</i>			APPROACHING PREPARED <i>Number & percentage of students meeting "Approaching Prepared" criteria</i>				NOT PREPARED <i>Number & Percent Not Prepared criteria</i>		
	2018	2017		2018	2017	2018	2017		
Smarter Balance Summative Assessment (SBAC)*: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics.	139	135	Smarter Balance Summative Assessment: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics	66	81	178	205		
	53.3%	55.8%		43.1%	56.6%	30.1%	34.7%		
Advance Placement (AP) Exams: Score of 3 or higher on two AP exams	72	88							
	27.6%	36.4%							
International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams	0	0							
	0%	0%							
College Credit Course: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded	0	0	College Credit Courses: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.	2	0				
	0%	0%		1.3%	0%				
State Seal of Biliteracy (SSB): SSB awarded and score of Level 3 or higher in ELA on the SBAC.	53	52							
	20.3%	21.5%							
Leadership/Military Science: Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 or higher in other subject area	5	3.9	Leadership/Military Science: Two years of Leadership/Military Science	21	18				
	1.9%	2.5%		13.7%	12.6%				
University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria ^Δ	226	212	(UC) and (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better	71	69				
	86.6%	87.6%		46.4%	48.3%				
Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria ^Δ	5	2	CTE Pathway: Pathway completion with a grade of C- or better in the capstone course	6	0				
	1.9%	0.8%		3.9%	0%				

^Δ See reverse for Additional Criteria Table

* SBAC taken in 11th grade

Riverside Community College

College Career Indicator Component Analysis Polytechnic High - Class of 2018

APPROACHING PREPARED										
	Smarter Balance Summative Assessment		College Credit Course		Leadership/Military Science		UC and CSU a-g requirements		CTE Pathway	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
ALL	66	81	2	0	21	18	71	69	6	0
	43.1%	56.6%	1.3%	0%	13.7%	12.6%	46.4%	48.3%	3.9%	0%
African American	4	6	0	0	0	1	6	6	0	0
	40%	54.5%	0%	0%	0%	9.1%	60%	54.5%	0%	0%
American Indian										
Asian	1	2	0	0	0	0	1	1	0	0
	50%	100%	0%	0%	0%	0%	50%	50%	0%	0%
Filipino	1		0		0		0		0	
	100%		0%		0%		0%		0%	
Hispanic	33	44	1	0	14	13	34	41	3	0
	41.3%	53.7%	1.3%	0%	17.5%	15.9%	42.5%	50%	3.8%	0%
Pacific Islander										
Two or More Races										
White	26	29	1	0	4	4	28	21	3	0
	47.3%	60.4%	1.8%	0%	7.3%	8.3%	50.9%	43.8%	5.5%	0%
English Learners	3	2	0	0	1	1	2	6	0	0
	50%	28.6%	0%	0%	16.7%	14.3%	33.3%	85.7%	0%	0%
Foster Youth										
Homeless	6	6	0	0	1	2	6	5	0	0
	46.2%	60%	0%	0%	7.7%	20%	46.2%	50%	0%	0%
Socioeconomic Disadvantaged	39	56	0	0	16	13	34	41	3	0
	44.3%	60.2%	0%	0%	18.2%	14%	38.6%	44.1%	3.4%	0%
Students with Disabilities	2	1	0	0	5	10	1	3	0	0
	25%	7.7%	0%	0%	62.5%	76.9%	12.5%	23.1%	0%	0%

Dual and Concurrent Enrollment: Riverside Community College continues to work intimately with us to provide college educational opportunities for students in both dual enrollment and concurrent enrollment opportunities. The Dual Enrollment program offers our students free college courses on our campus for student

convenience. As noted previously, our Dual Enrollment class consists of only one class right now, Introduction to Business. We recognize the need to building a stronger dual enrollment program with more course offerings. The Concurrent Enrollment program offers eligible high school students the opportunity to take college classes on the Riverside City College campus as well as online for specific courses offered. We currently have no data to draw on for our concurrent enrollment numbers but our counseling department is working toward developing proper recordkeeping for future comparison.

[Dual and Concurrent Enrollment – RUSD/RCC](#)

Honors/AP Courses: The Advanced Placement and honors program is a significantly successful feature of the Poly High School culture. We offer 12 honors and 23 AP courses. All of our AP courses are open access. Our honors program is successful in encouraging enrollment and preparing students with the foundational skills necessary to be successful in our AP courses. Within these AP courses, AP students follow a college level curriculum in order to prepare for the AP exam at the end of the year and to ultimately achieve success in their college pursuits. During the 2018-2019 AP Testing period, Poly administered 785 exams to 429 students with a 62.2% pass rate.

Poly High School - Advanced Placement Test Participation				
	2015-2016	2016-2017	2017- 2018	2018-2019
Total Students	582	521	444	429
Percent Passed	51%	46%	56.8%	62.2%

The Poly High school counselors deliver a comprehensive school counseling program that promotes student achievement through collaboration with counselors, teachers, parents, students and other educators. The PHS guidance program follows the ASCA National Model based on the standards in academic, college/career, and personal/social development. Our program is driven by student data, and counselors collaborate with the administration and teachers to identify areas of focus and promote systemic change as appropriate. The goal of our counseling department include: are as follows: equity and access to a rigorous education for all students, identification of the knowledge and skills all students need to acquire as a result of a comprehensive school counseling program and delivered systematically increase in the graduation rate, A-G university eligibility, and AP course access. Every year courses are offered, vetted and altered to fit student enrollment requests, teacher petitions for new courses, and restructuring to assist with “a-g” completion. As noted throughout this Self-Study document, Poly High School has a [Comprehensive Master Schedule](#).

LCFF PRIORITY 8: Other Pupil Outcomes

Poly School Budget:

Poly High School uses financial and material resources so that students are fully supported at every level. A wide variety of procedures are in place for the proper and necessary allocation of resources so that the school can accomplish its mission and meet all state requirements. Administration is involved in decisions affecting the budget, the academic and athletic facilities, the materials used in classrooms, the hiring and training of new teachers, the ongoing training of established personnel, and the achieving of long-term goals. The procedures in place support students and enable them to achieve our Student Learner Outcomes in a wide variety of ways. Poly's 2019-20 Base Allocation is Base allocation Poly HS 19-20 \$310,978.00, which equates to \$122 allocated per pupil.

[2019-20 Poly Budget Allocation](#)

Advancement Via Individual Determination (AVID)

Poly High School has had a Certified AVID program since 1990. The AVID program at Poly promotes building students' skills and behaviors to ensure academic success. The intensive support supplied through AVID tutoring and strong student-teacher relationships assists students in reaching their academic goals. The positive peer environment allows everyone to celebrate the successes of the students enrolled in the program. The program develops a sense of hope for personal achievement gained through hard work and determination. AVID's systemic approach is designed to support students and educators as they increase school wide/district wide learning and performance. The purpose of the AVID program is to prepare traditionally underserved students for four-year college eligibility and to restructure the teaching methodologies of an entire school to make college preparatory curricula available to almost all students. AVID recognizes that the only way students can get into or through college is by perseverance, hard work, and, as the program's name reveals, "individual determination." AVID students get no special break—only a chance. AVID provides what first generation college students may lack, what advantaged students receive from their parents and community: high expectations, encouragement, day to day help, a vision of college as attainable, an advocate, and guidance in how to negotiate the system. AVID involves students in a strong group of peers and adults who share a commitment to academic achievement. Ultimately, AVID provides scaffolding, a social and academic structure to support students as they work to succeed. AVID targets students of mid-range ability who have the potential to succeed in a rigorous academic program but who would not succeed without support. It is not a remedial program for students who are failing, and it is not for gifted students who are already performing well. It serves the students in the middle, who are capable of success but are not performing up to their potential. AVID is, at heart, a program that equips ordinary students to accomplish extraordinary things.

The teachers and students have seen success in college enrollment post-secondary in our AVID students since our initial WASC Visit in 2014, and enrollment has steadily increased over the past three years. The AVID Coordinator oversees our AVID teachers in the program. Data shows that the students enrolled in the AVID course are successful in meeting "a-g" requirements and other preparations for college enrollment. Our AVID graduates of 2019, had an average total grade point overage of 3.35 for our males and 3.45 for our females. 74.6% of of this student group were enrolled in at least one AP course. 33.3% of the AVID males and 66.7% of the AVID senior females took dual enrollment or college courses while attending Poly, and 99% successfully completed the "a-g" requirements. AVID is helpful in propelling our students toward success in their future college endeavors and continues to help Poly toward meeting the requirements of the College/Career Indicators.

[2019-20 AVID Demographics](#)

[2018-19 AVID Senior Data](#)

AVID Elective Student Enrollment			
Grade	2017-18	2018-19	2019-20
9 th	114	116	117
10 th	102	97	93
11 th	72	95	88
12 th	58	70	78
Total	347	378	376

AVID Higher Education Outcomes and Post High School Plans			
Outcomes	% of AVID Students	AVID Senior Total	# of AVID Seniors
AVID "a-g" completion	99%	67	66
Applied to a four-year college	86.6%	67	58
Accepted at a Four-Year College	83.6%	67	56
Planned to Attend a Four-Year College	55.2%	67	37
Planned to Attend a Two-Year College	41.8%	67	28
Total Planned to Attend a College or University	97%	67	64
Will be Attending Tech School or Military	1.5%	67	1

Student need, interest and counselor recommendation dictates the number of AVID sections we offer at Poly; therefore, we are able to accommodate the increase, not only in AVID course, but in A-G required courses. We currently have 11 AVID sections. The number of Poly seniors who graduate meeting all A-G requirements has increased consistently.

Common Formative Assessments:

Poly High School continues to make an effort to improve its process of data analysis and recognizes this is an area of critical need. Poly continues to use district-wide CCSS aligned IAB assessments within the English and Math Departments to focus on specific skills-sets in need of focus. Illuminate Data System is a program that is used on campus for district common assessments. Data analysis is done during Professional Learning Community (PLC) time held every Wednesday. The use of Illuminate allows for greater data gathering and analysis by departments and individual teachers. Currently, most departments utilize district common Assessments. Some of the assessments are administered by each quarter and others each semester. The data gathered from these assessments is then used to discuss effective instructional strategies for student success. With the implementation of High Impact Teaming, an emphasis on creating valuable student-centered formative assessments is taking root at Poly in the core departments. Common formative assessments are used by various content areas at different times, in different ways.

Beginning with the 2018-2019, math teachers teaching Math 1 and Math 2 will give a district-wide assessment three times per year and math teachers teaching Math 3 and Accelerated Math 3 will administer Interim Assessment Blocks (IABs) three times per year as a means to prepare students for the format, rigor and style of CAASPP summative assessments. Math teachers will then use that data as a measurements of progress towards meeting schoolwide goals. Similarly, English teachers in grades nine through eleven will administer IABs three times per year as a means to prepare students for the format, rigor and style of CAASPP summative assessments. IABs in both English and math are generated by the Smarter Balanced Assessment Consortium (SBAC) system and are modeled after the exams students taken in the spring.

Data from the IAB exams is released from the Smarter Balanced Consortium approximately two weeks after their completion, and training for teachers and site support staff in the methods of access, interpretation and application of this data has just begun at the district level with department and team leads. There is still a challenge with accessing the data at each grade level, since the data reports at this time can only either be accessed by individual teacher reports or all grade levels (9-11) in one report; therefore, we are in need of intensive training on further disseminating the data. The 11th grade Professional Learning Community (PLC) team has found the IAB data to be extremely helpful with the limited amount of training on data dissemination. The breakdown of core skillsets within standards is extremely helpful. In addition to the IABs that are administered, the English Department administers two synthesis essay prompts, which are normed and scored utilizing the district rubric. The Social Science department administers two common written assessments – 12th – Government and Economics (Short Answer Questions) and Two DBQs – document-based questions, and

these assessments are normed and scored to the Riverside Unified School District Rubric. Other courses use common finals, unit tests, project-based learning and rubrics to monitor and identify struggling students.

2019-20 Secondary Assessment Calendar				
District Assessment Window		Data entered by	Assessment	Grades
Quarter 1	Aug. 19 - Sept. 20		LAS Links	DLI 7th - 12th, ELD Pilot TBD
	Sept. 23 - Oct. 4		ELA IAB-1	7th - 11th
	Sept. 23 - Oct. 4		History DBQ's	7th - 12th
	Sept. 30 - Oct. 10		ELA Writing	7th - 12th
	Sept. 30 - Oct. 10		Designated ELD 1, 2, 3	7th - 12th
Quarter 2	Oct. 16		PSAT	10th, TBD - 8th & 11th
	Oct. 7 - 25		Math IAB-1	7th - 11th
	Dec. 2 - 19		ELA - IAB-2	7th - 11th
	Dec. 2 - 19		World Language	7th - 12th
Quarter 3	Dec. 2 - Jan. 31	Jan. 31st	ELA AP Practice Testing	10th - 12th
	Dec. 16 - Jan. 27	Jan. 27	Math IAB-2	7th - 11th
	Jan. 6 - 17	Jan. 31	ERWC	12th
	Feb. 24 - March 6	March 20	ELA Writing	7th - 12th
	Feb. 24 - March 6	March 13	Designated ELD 1, 2, 3	7th - 12th
	Give by March 11	Score by March 20	History DBQ's	7th - 12th
	March 9 - 19	March 20	ELA - Interim Block 3	9th & 10th
	March 16 - 20	April 3	ELA AP Practice Testing	10th - 12th
Quarter 4	March 9 - April 3		Math - Interim Block 3	9th & 10th
	May 4 - 15	May 15	AP Testing	All AP Courses
	May 4 - 22	May 28	World Language	7th - 12th
	April 27 - May 8	May 15	ERWC	12th

ELA Riverside Unified School District Common Assessment Data – QTR 1 (2019-20)

Performance Bands of ELA 7-12 Writing 18-19 4 performance ×

bands(s)

Color	Minimum Value	Label	Mastery?
■	80% and above	Exceeds	Yes
■	65% to any score less than 80%	Meets	Yes
■	50% to any score less than 65%	Nearly Meets	No
■	0% to any score less than 50%	Did Not Meet	No

Quarter One District Writing Prompts

- 9th Grade ([LINK](#))
- 10th Grade ([LINK](#))
- 11th Grade ([LINK](#))
- 12th Grade ([LINK](#))

9th ELA Writing Prompt – Qtr 1

Summary

Students	% Not Mastered	% Mastered
485	89.1%	10.9%

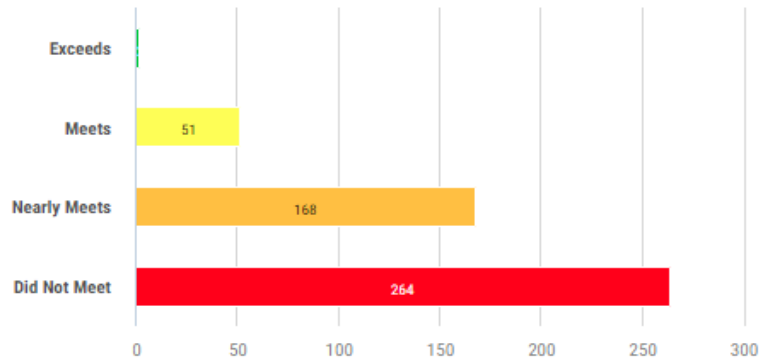
Site Assessment Overview

Assessment: ELA Quarter 1 9th Grade Writing 19-20
 Site: Poly High School
 Course: All Courses

Roster Date: Current Year (2019-20)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Performance Band Distribution

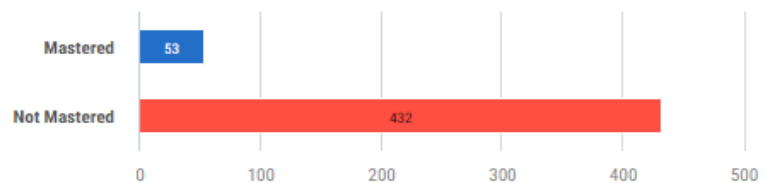
Performance Band (minimum % correct)	# of Students	% of Students
■ Exceeds (80%)*	2	0%
■ Meets (65%)*	51	11%
■ Nearly Meets (50%)	168	35%
■ Did Not Meet (0%)	264	54%
Total	485	100%



Mastered/Not Mastered* Distribution

	# of Students	% of Students
■ Mastered	53	11%
■ Not Mastered	432	89%
Total	485	100%

*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



10th ELA Writing Prompt – Qtr 1

Summary		
Students	% Not Mastered	% Mastered
317	75.7%	24.3%

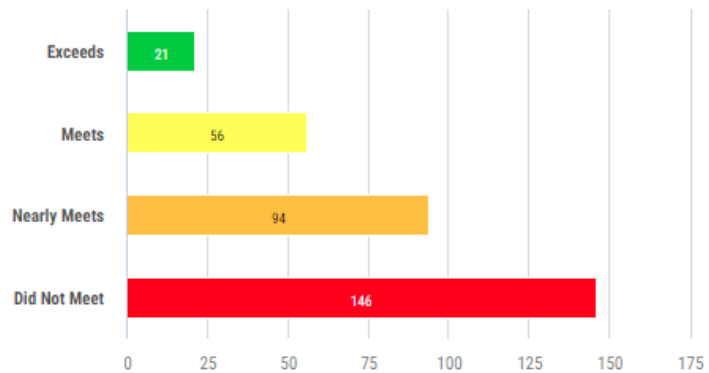
Site Assessment Overview

Assessment: ELA Quarter 1 10th Grade Writing 19-20
 Site: Poly High School
 Course: All Courses

Roster Date: Current Year (2019-20)
 Gender(s): All
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Performance Band Distribution

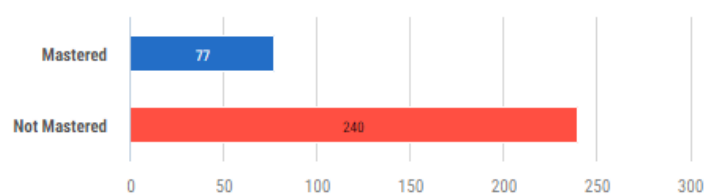
Performance Band (minimum % correct)	# of Students	% of Students
Exceeds (80%)*	21	7%
Meets (65%)*	56	18%
Nearly Meets (50%)	94	30%
Did Not Meet (0%)	146	46%
Total	317	100%



Mastered/Not Mastered* Distribution

	# of Students	% of Students
Mastered	77	24%
Not Mastered	240	76%
Total	317	100%

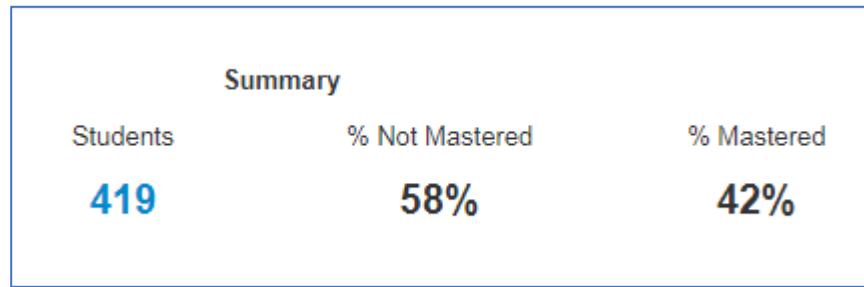
*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



Rubric

Question	% Points Earned ▲	Points Possible	No Response	0	1	2	3	4	5	6
Q1	42.2%	6	0	28	52	66	94	56	13	8

11th ELA Writing Prompt – Qtr 1



Site Assessment Overview

Assessment: ELA Quarter 1 11th Grade Writing 19-20

Site: Poly High School
Course: All Courses

Roster Date: Current Year (2019-20)

Gender(s): All

Reported Race: All Reported Races

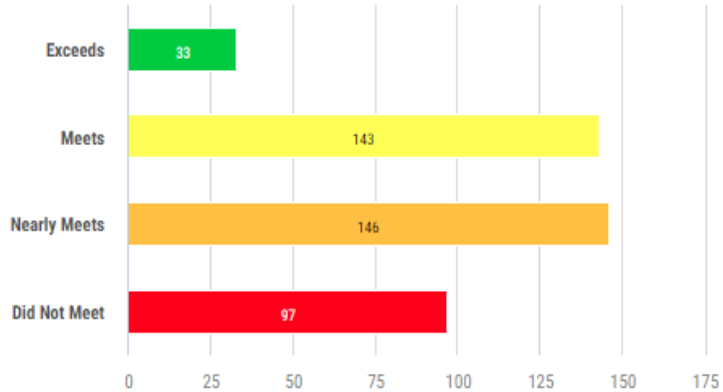
Special Education: Special & Non Special Ed

Socio-Economic: SED & Not SED

English Proficiencies: All

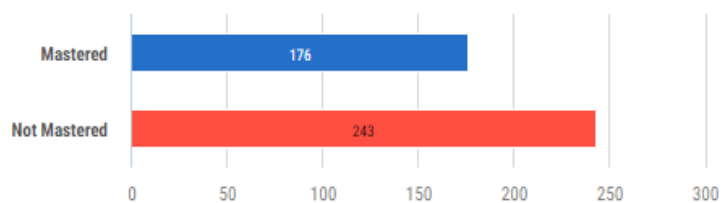
Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Exceeds (80%)*	33	8%
Meets (65%)*	143	34%
Nearly Meets (50%)	146	35%
Did Not Meet (0%)	97	23%
Total	419	100%



Mastered/Not Mastered* Distribution

	# of Students	% of Students
Mastered	176	42%
Not Mastered	243	58%
Total	419	100%



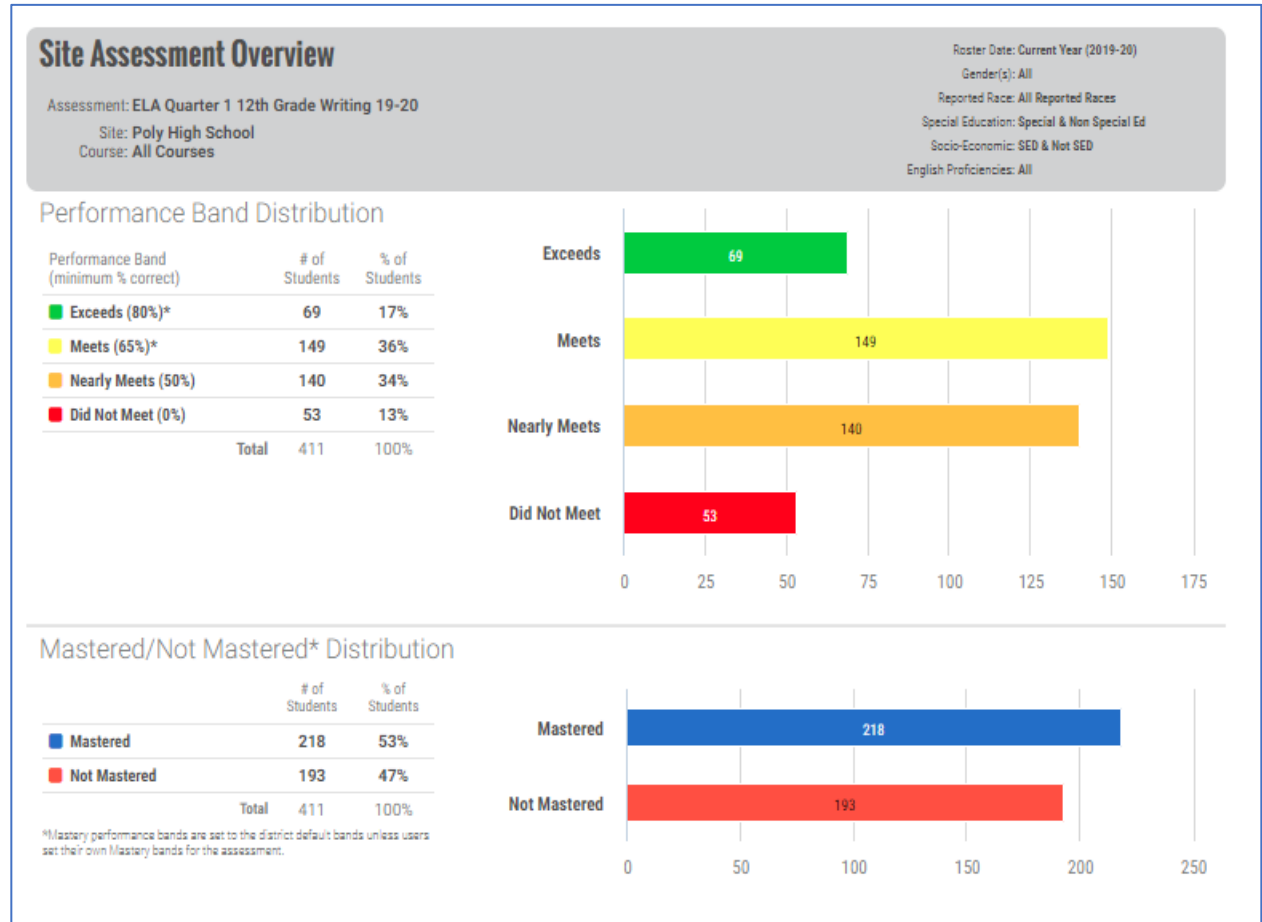
*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.

Rubric

Question	% Points Earned ▲	Points Possible	No Response	0	1	2	3	4	5	6
Q1	52.9%	6	0	5	33	59	146	143	29	4

12th ELA Writing Prompt – Qtr 1

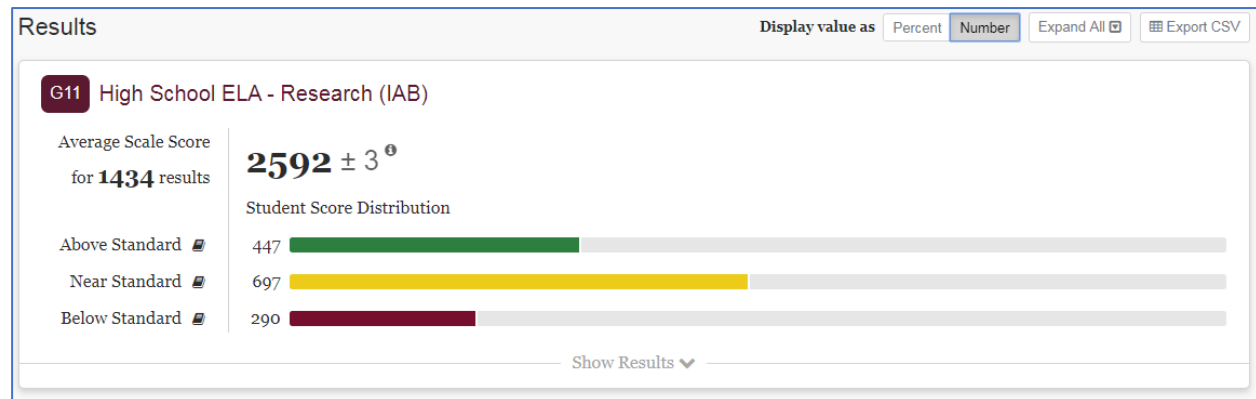
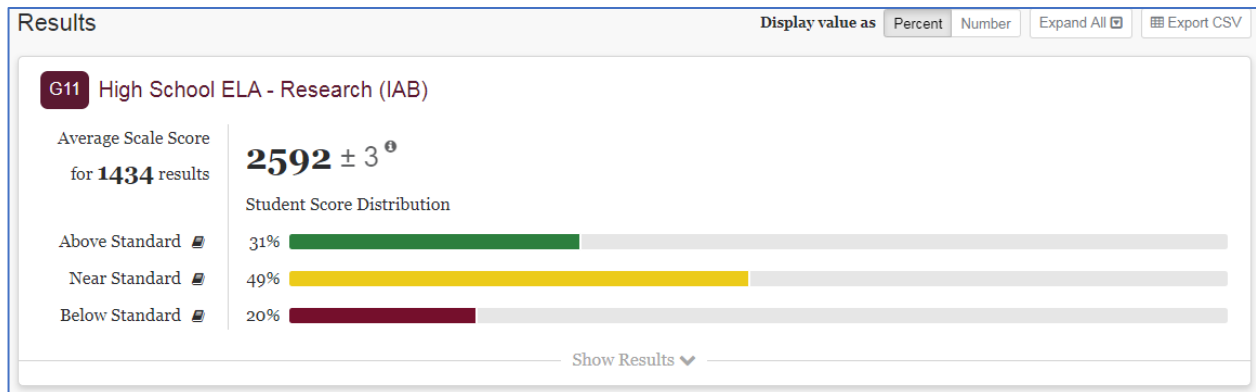
Summary		
Students	% Not Mastered	% Mastered
411	47%	53%



Rubric

Question	% Points Earned ▲	Points Possible	No Response	0	1	2	3	4	5	6
Q1	59.4%	6	0	5	7	41	140	149	55	14

Smarter Balanced English Interim Assessment Block – District Common Assessment (Poly)



****9th -11th students took the same assessment and scores reflected are grades 9-11**

The Illuminate data system utilized to track the Writing Common Assessments for the district writing does not, at this time, help in analysis of writing targeted skill-sets that are in particular need of focus. At the current time, the district provides norming and scoring time for each grade level team to score to the district rubric, and this proves advantageous for targeting those focus target skills in need of addressing in the classroom, as well as goal-setting for individual students.

[RUSD District Common Assessment Synthesis Writing Rubric](#)

2019-2020 Secondary Math Riverside Unified School District Assessments
Cycle #1 Window: 10/07 - 10/25

High School				
Course	Assessment	Student Work Template	Administer/ Scan	Formative Blueprint
Math 1	Common Formative Assessment (CFA) #1 Spanish Version	No - use assessment document	Illuminate: 67056 Generic Scan Sheet	Math 1/ SDC Math 1 S2
SDC Math 1 S1	N/A	N/A	N/A	N/A
SDC Math 1 S2	Common Formative Assessment (CFA) #1 Spanish Version	No - use assessment document	Illuminate: 67056 Generic Scan Sheet	Math 1/ SDC Math 1 S2
Math 2 & Accel Math 2	Common Formative Assessment (CFA) #1 Spanish Version	No - use assessment document	Illuminate: 67058 Generic Scan Sheet	Math 2/ Accel M2
SDC Math 2 S1	N/A	N/A	N/A	N/A
Math 3	Seeing Structure in Expressions and Polynomials	Yes - Print and Copy	CAASPP	Math 3/ Accel Math 3
Accel Math 3	Seeing Structure in Expressions and Polynomials	Yes - Print and Copy	CAASPP	Math 3/ Accel Math 3

Revised: 09.06.19

Math Riverside Unified School District Common Assessment – 2018-19

District Assessment Overview

Assessment: 2019-2020 Poly High School CPM Integrated Math 2 Final

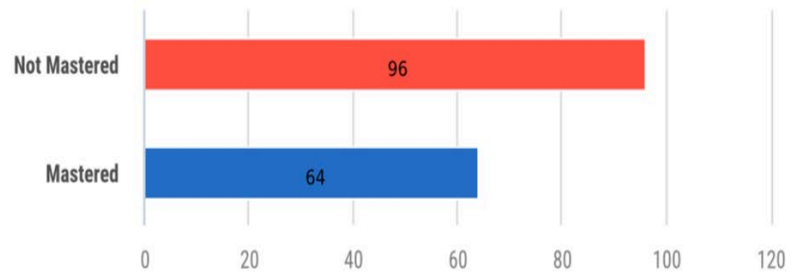
Site: Poly High School
Course: All Courses

Roster Date: Control Panel (01-16-2020)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Mastered/Not Mastered* Distribution

	# of Students	% of Students
■ Mastered	64	40%
■ Not Mastered	96	60%
Total	160	100%

*Mastery performance bands are set to the district default bands unless users set their own Mastery bands for the assessment.



District Assessment Overview

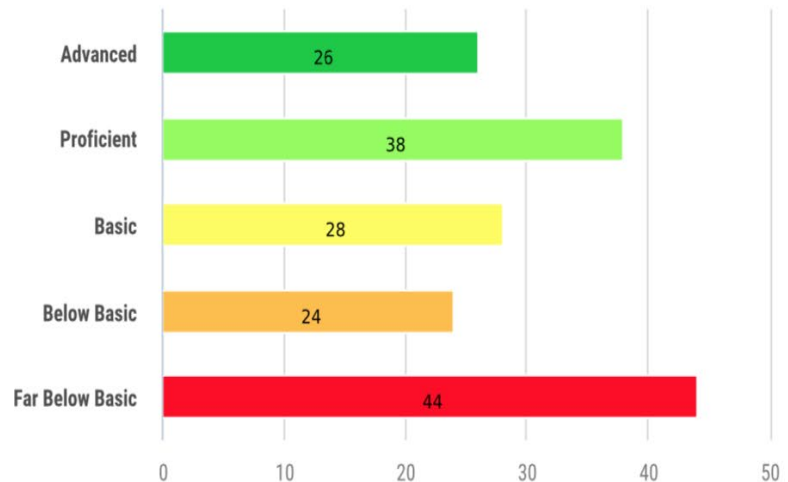
Assessment: 2019-2020 Poly High School CPM Integrated Math 2 Final

Site: Poly High School
Course: All Courses

Roster Date: Control Panel (01-16-2020)
Gender(s): All
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
■ Advanced (90%)*	26	16%
■ Proficient (80%)*	38	24%
■ Basic (70%)	28	18%
■ Below Basic (60%)	24	15%
■ Far Below Basic (0%)	44	28%
Total	160	100%



Standard Performance

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCCS.MA.9-12.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	71%	114	82%	1.64	2
CCCS.MA.9-12.A-SSE.2	Use the structure of an expression to identify ways to rewrite it.	65%	104	73%	3.64	5
CCSS.MA.9-12.A-SSE.2	Use the structure of an expression to identify ways to rewrite it.	61%	98	75%	4.50	6
CCSS.MA.9-12.G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	59%	95	79%	2.36	3
CCSS.MA.9-12.G-CO.9	Prove theorems about lines and angles.	59%	95	77%	4.59	6
CCCS.MA.9-12.G-CO.9	Prove theorems about lines and angles.	57%	91	74%	1.48	2
CCSS.MA.9-12.G-SRT.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	54%	86	71%	1.42	2
CCCS.MA.9-12.G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	51%	82	51%	0.51	1

District Assessment Overview

Roster Date: Control Panel (01-16-2020)

Gender(s): All

Reported Race: All Reported Races

Special Education: Special & Non Special Ed

Socio-Economic: SED & Not SED

English Proficiencies: All

Assessment: 2019-2020 Poly High School CPM Integrated Math 2 Final

Site: Poly High School

Course: All Courses

Standard	Description of Standard	% at Mastery	# at Mastery	Avg % Correct	Average Points	Points Possible
CCSS.MA.9-12.G-SRT.7	Explain and use the relationship between the sine and cosine of complementary angles.	44%	70	69%	2.06	3
CCSS.MA.9-12.S-CP.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	31%	50	53%	1.06	2
CCSS.MA.9-12.G-CO.10	Prove theorems about triangles.	24%	39	60%	3.59	6
CCSS.MA.9-12.G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	22%	36	62%	2.49	4

District Assessment Overview

Assessment: 2019-2020 Poly High School CPM Integrated Math 2 Final

Site: Poly High School
Course: All Courses

Roster Date: Control Panel (01-16-2020)

Gender(s): All

Reported Race: All Reported Races

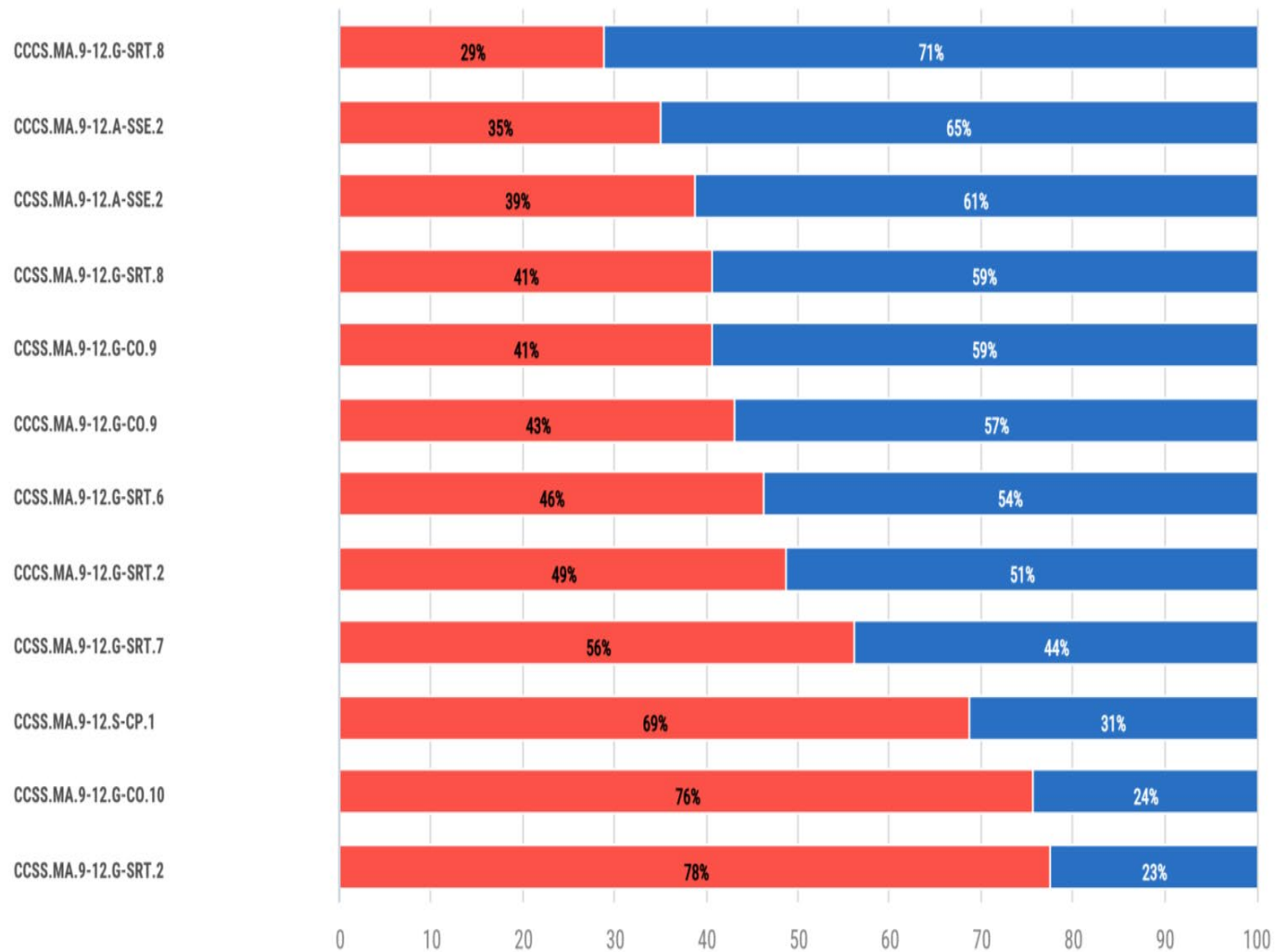
Special Education: Special & Non Special Ed

Socio-Economic: SED & Not SED

English Proficiencies: All

Standard Percent Mastered/Not Mastered

Not Mastered Mastered



Trends within Poly High School data:

- Poly High School still struggles with an achievement gap in our Students with Disabilities and our English Learners. Historically, Poly has seen an achievement gap in our African American student groups, but has seen a significant increase in their achievement levels on the CAASPP in ELA and Math.
- All student groups increased in graduation rate and are currently in the Blue on the Dashboard. The increase among our English Learners and Students with Disabilities places them in the Green on the Dashboard.
- Poly High School has a lower chronic absenteeism rate in comparison to district, county and state; however, our chronic absenteeism has increased by 3.1%. The increases fall in the identified student groups of our African American and Hispanic populations.
- Suspension data reveals that African American, Students with Disabilities, English Learners are suspended at a higher rate based upon the enrollment.
- Suspension Rate reveals that Poly's suspension rate increased for All Students with a Status/Change Level of Medium (Orange).
- Poly High School as successfully implemented CCSS in all subject areas, Poly needs to continue developing the implementation of NGSS in Science.
- The Dashboard Academic Success Indicator reveals that Math continues to be an area of need. The results on our Common Assessments, IAB tests, and D-F-Rate results indicate students are also struggling with Integrated Math I, Integrated Math II, and other higher level math mastery of standards.
- The Dashboard Academic Success Indicator reveals that English has achieved significant gains in our CAASPP results; however, there continues to be an area of need for close analysis and alignment to the results on our Common Assessments, IAB tests and D-F-Rate results.
- The College and Career Indicators show that those students who qualify as "prepared," from the graduating class of 2018 have decreased from the graduating class of 2017 in all indicator areas, with the exception of CTE pathways.
- Poly continues to see gains in our A-G completion rates in all subgroups.
- Poly maintains an extremely high graduation rate.
- Poly continues to see a slight decline in students taking AP examinations.
- There is a definite higher rate of females currently enrolled in our upper level classes at Poly.

Summary of Profile

Implications in respect to student performance:

The data reveals that student group performance is a key issue that needs to be addressed in all areas being monitored. Student group achievement levels of African American, Students with Disabilities and English Learners are lower than the White student group. The Suspension Rate and Chronic Absenteeism rate for Special Education, EL, Socio-Economically Disadvantaged and African American are significantly higher than the White and All student group levels. Even in the indicators that show Poly High School has a high graduation rate, with an increase in all student groups, there is still room for growth among our English Learners and Students with Disabilities.. As the data was analyzed at more precise levels, it was determined that the struggling student groups have not been supported through the base programs and that additional support within the school day will be needed to impact the Change Level over the next few years.

Perception data and stakeholder feedback indicates that where resources are allocated, such as in the Puente, AVID Program or in the Advanced Placement Program, Poly is seeing success. Additionally, the EL Program and Personalized Learning are beneficial to student learning.

Chronic Absenteeism and Suspension Rate data indicate that there is a disconnect between the site and the stakeholders. Student D-F-Rate and the need for Credit Recovery also indicate that students may fall off track to graduate. The need to build strong Character Education Programs and to articulate Other Means of Correction is needed.

The data also reveals that there is a need to be an explicit focus on the College and Career Readiness Indicators at Poly for all students, with an emphasis on our students groups. Students need clearer communication on different pathways to achieve college/career preparedness.

There continues to be an achievement gap in Math in the following student groups: African American, Students with Disabilities, English learners and Socioeconomically disadvantaged. There continues to be an achievement gap in ELA in the following student groups: African Americans, English Learners, Socioeconomically Disadvantaged and Students with Disabilities.

Chronic Absenteeism and Suspension Rate data indicate that there is a disconnect between the site and the stakeholders. Student D-F-Rate and the need for Credit Recovery also indicate that students may fall off track to graduate. The need to build strong Character Education Programs and to articulate other means of correction is needed.

In the past, the district paid for AP examinations for all AP students through LCAP funds. In 2018-19, this funding was no longer available, and students must pay the \$94 fee per test, unless they qualify for free and reduced lunch, and then the district pays the majority of the cost. This implies that students may choose to not take the test due to lack of funds, which we believe attributed to our decline in AP test takers. It is also clear that we need to make a concerted effort to motivate our male students to gain the confidence to challenge themselves in our higher level classes.

Preliminary Student Learner Needs Based on the Data:

School Climate, Culture and Connectedness:

1. Improve teacher-student connectedness
2. Improve student-school connectedness
3. Explore ways to further implement Restorative Practices
4. Vet and adopt schoolwide Collective Commitments
5. Develop ways to continue the importance of Poly PRIDE values and the tenants of Portrait of a Graduate, our adopted Student Learners Outcomes.
6. Continue the Shared Leadership Team model of decision making.
7. Improve communication among all stakeholders.

Student achievement and College and Career Readiness:

1. Support and resources for our "at-promise" students within the school day
2. Improve teacher efficacy during collaboration to ensure students master clearly defined success indicators
3. Ensure rigorous instruction is occurring at all levels
4. Promote instruction that is presented from an asset-based perspective
5. Full implementation of NGSS standards in Science.
6. Communicate the varying pathways in which one can be college/career prepared with all stakeholders

Based upon the data and the discussions during our FOL Group meetings, several questions have developed to assist with providing a framework for the development of our WASC Action Plan focus (the questions are not in order of priority):

1. What are some ways in which we can support our “at promise” students within the school day?
2. How can we strengthen our base program (Tier 1) to improve best first-time instruction?
3. How will students be supported in Science as we continue to transition to the NGSS standards?
4. Why are students struggling significantly in mastering the skills targeted in the integrated math curriculum that aligns with CCSS?
5. What processes and procedures can we implement to build teacher-student and student-school connectedness to lower Suspension Rates and improve absenteeism
6. How do we increase the involvement of all stakeholders in our decision-making process?
7. How can we provide teacher with professional development that is student/teacher driven and focused on best first-time instruction?
8. What are some ways in which we can provide needed supports to all of our students within the school day?
9. Is our collaboration time being used effectively?
10. How can we capitalize on practices that foster college and career preparedness for ALL of our students?





Chapter 3 – Self-Study Findings



Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Governance: The Riverside Unified School District (RUSD) has a concise mission statement encompassing the "All Means All" belief that, if provided the resources and opportunities, every student can achieve: "RUSD provides engaging, innovative, and equitable learning experiences for all students." Riverside Poly High School (Poly) has implemented a mission statement that establishes a clear and coherent vision and purpose of what students should know and demonstrate with a belief that all students can learn and be college and career ready. The Poly Mission Statement is as follows: With academic, emotional, and social support, Poly High School will ensure that all students reach high standards of achievement by instilling the values of Poly "PRIDE" in every student." The vision of Poly High School is: We envision a school where: High expectations are held for all students All students meet or exceed grade level standards Interventions are in place to ensure academic excellence and success of all students. All graduate as lifelong learners with Poly "PRIDE" A professional learning community embraces the responsibility of working together to achieve all we envision District goals helped to formulate site goals reflected in the Mission Statement, Vision Statement and our Student Learner Outcomes (SLO).	Riverside Unified Mission Statement School Profile

RUSD has engaged in a concerted effort to streamline learner outcomes. Thus, the Guide for Instructional Direction was developed, with the shared efforts of teacher leaders from Poly High School. In the "Guide 2.0" RUSD, issued external student learner outcomes, and Poly High School staff has adopted these as our Student Learner Outcomes, They are as follows: K: Know -- RUSD graduates demonstrate deep knowledge of the core academic disciplines. A: Act -- RUSD graduates lead their own learning by setting and meeting reasonable goals and persevering to positively affect self, family, community, nation, and world. T: Think -- RUSD graduates think critically, communicate effectively, and solve problems creatively. B: Be -- RUSD graduates tend to their social-emotional and physical well-being. Poly invited students to develop <i>internal</i> student learner outcomes. The coordinated effort involved students from all walks of life and academic backgrounds. This resulted in the PRIDE acronym, which we now refer to as Poly <i>values</i>: P: Passion -- Ignites the fire that drives us to defy expectations. R: Respect -- To admire, appreciate, and accept people for who they are. I: Integrity -- We commit to principle-centered leadership built on responsibility, trust, and honesty. D: Determination -- Relentlessly drive ourselves and others to achieve greatness. E: Extraordinary -- Empowering ourselves to defy the expectations of the ordinary. The P.R.I.D.E. acronym is featured on banners above the gym entrance as well as on banners hanging on light-poles along the main thoroughfare by the school. The community is made aware of values that are inherently fostered in Poly's students as they drive by. Poly recognizes the importance of setting the tone and culture for the upcoming year. As such, the PRIDE acronym is reinforced throughout the entirety of the first week of school where students are delivered and engage in lessons that address each tenet. The end of the week features a back to school P.R.I.D.E. dance. To reinforce Poly's culture throughout the year, each quarter features a Principal's Breakfast where students who exhibit qualities of P.R.I.D.E. are nominated by teachers to attend. Students are celebrated with a meal and awarded with a plaque. They are also afforded the opportunity to personally engage with the Principal. Additionally, at the end of the first week of the second semester, a P.R.I.D.E. carnival takes place as a reminder and reward for engaging in "P.R.I.D.E.ful" behavior. Link Crew is a class/club that connects student leaders with incoming freshmen. The program offers helpful transition skills for new students and reinforces school culture and the attributes of P.R.I.D.E. values. Periodically, Link Crew leaders will meet with their cohort of new students and check in/offer guidance. There are also Freshmen Advisory Days hosted by Link Crew. At these	K.A.T.B. Acronym/External SLOs P.R.I.D.E. Acronym/Internal SLOs Grid 1 P.R.I.D.E. Acronym/Internal SLOs Grid 2 P.R.I.D.E. Week P.R.I.D.E. Carnival P.R.I.D.E. Carnival Bell Schedule P.R.I.D.E. Back to school dance Principal's Breakfast Nomination Form Link Crew Freshmen Advisory Days Freshmen of the Week
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advisory days, the Link leaders solicit information from freshmen regarding their knowledge of opportunities on campus, i.e. how to become involved. The freshmen offer insight of how to best advertise these opportunities and create a positive and engaging climate on campus. Following the distributed leadership model, Poly has formed a site leadership team comprised of individuals from all academic and elective course offerings. Poly's WASC Focus on Learning (FOL) teams are comprised of certificated and classified staff, and parents/students that guide the refinement of our vision and mission. Throughout the year, Poly holds parent and community engagement meetings, inclusive of our English Learner Advisory Council (ELAC) and our African American Parent Advisory Council AAPAC. Our PTSA also are active participants in our goal-setting at Poly High School. At these meetings, parents and stakeholders are brought up to date with the district's plans concerning LCAP funding apportionment. School +2 program implemented by ASB, encourages students to be involved beyond classroom learning. Students are monitored by the HERO system for participation. Curricular and instructional goals are developed with the belief that all students can learn. Poly High School continually reviews school goals as an entire staff as well as in collaborative department meetings, both allowing for analysis of data to determine current student needs related to improved student performance. Through analysis of data, Poly High School's master schedule reflects the need for embedded interventions, continued Credit Recovery classes, and structured English and Math classes. Based on the evidence, there is clear stakeholder involvement in all aspects of the development of the school plan, LCAP, the school's vision and purpose, and the Student Learner Outcomes.	Student Leadership Organizations: ASB, Link Crew, Principled Centered leadership Campus Clubs Shared Leadership Team WASC FOL Teams Parent Engagement Meetings School +2 SPSA and College/Career Indicator Goals Booster Clubs
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Riverside Unified School District Governing Board follows the California Education Code as it applies to School Board governance. School Board meetings are the first and third Tuesday of each month and are open to the public, with the exception of the close sessions. These meetings are communicated via the RUSD website, and all agendas and meeting minutes are posted on the RUSD website. The RUSD Governing Board consists of five members: Dr. Angelov Farooq, President Mrs. Kathy Y. Allavie, Vice President Mr. Tom Hunt, Clerk Mr. Brent Lee, Member Mrs. Patricia Lock-Dawson, Member The Superintendent and his Cabinet are also in attendance. Each meeting the agenda allows time for public comment on agendized and non-agendized topics during the open session. Students, parents, and teachers have access to and can address the Board at board meetings. The Riverside City Teachers Association (The Association) President also has an opportunity to report during the Board meeting. The Guide for Instructional Direction (1.0 and 2.0) provides for a focused overview of student learner outcomes as directed by the governing board. The following are all opportunities for stakeholders to engage in the governance of the school: Principle Centered Leadership (PCL) is a class for students to assist with the organization of student engagement events and model student leadership for their peers. The Associated Student Body (ASB) serves a similar function, but more broadly as ASB has a higher enrollment. The Parent/Teacher/Student Association	California Ed Code Board Meeting Agenda and Notes RUSD Website Guide for Instructional Direction Poly ASB Poly PTSA ELAC RUSD Community Advisory Committee

(PTSA) provides for input from all stakeholders. The English Learner Advisory Committee (ELAC) consists of English Language Development (ELD) teachers that meet and target students that need additional help in order to reclassify them as well as guide the direction of our EL programs. The Community Advisory Committee (CAC) meets periodically to discuss issues concerning the RUSD community as a whole and the Poly community specifically. The FOL WASC Team Members continue to meet every year to monitor the Action Plan Goal implementations. The PLC leads meet monthly in Department meetings during Wednesday PLC time. The Departmental Leads meet monthly with administration to assess data, goals, and implementation of action steps. The Principal's cabinet are a group of student leaders from varied groups throughout the campus who meet four times a year with the principal to have direct access to the decision making process. The Student Advisory Board is an elected student from each second period class who meets with administration three times a year to address overall concerns and considerations of. They return to their class to update their classmates on pertinent Poly High School news, events and issues discussed. RUSD has a good relationship with the Riverside City Teacher's Association, which hasn't always been the case. There are Association site representatives at every campus. Email communiques from Association leadership often follow Board meetings. The school board, through the approval of our school plan, supports the SLOs and the Poly P.R.I.D.E. core values. This ensures that the SLOs and Poly P.R.I.D.E. core values also support the District and School Board policies and vision. Policies, procedures, and priorities are clearly articulated through the Board Policies, Administrative Regulations, and the Local Control Accountability Plan. These elements are regularly updated with most changes being accomplished by committees that consist of representatives from all stakeholder groups. Any changes are presented to site principals at monthly meetings and are then disseminated to sites. These policies include the uniform complaint procedure. Staff is instructed what constitutes as non-discrimination, harassment, and intimidation/bullying. Additionally, certificated staff instructs students in California Ed Code's non-discrimination clause in a beginning-of-the-year school rules and student behavior presentation.	Riverside City Teacher's Association RUSD Board Policies 2019-2020 LCAP Annual Update Uniform Complaint Procedure Direct Link to UCP School Rules Presentation
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The staff and faculty at Poly High School strives to improve our school community through the implementation of several new and past proven programs designed to offer our students a variety of educational opportunities and pathways to success. These pathways are designed for our students with collegiate as well as vocational aspirations, partially funded through RUSD's LCAP plan. Poly offers a Dual Enrollment partnership with Riverside Community College. The dual enrollment pathway is designed to acclimate Poly students to a college atmosphere while also providing them with an opportunity to earn college credit in an area of interest (business). The District also offers concurrent enrollment at Riverside City College. Students can earn college credits a variety of ways: AP classes, Dual Enrollment, concurrent enrollment, and articulated classes (class offered at the Secondary level that earn college credit without having to take a test. Poly counselors and teachers continue to encourage students to complete coursework that will provide them the foundations to be successful in their future college and career plans. AP and honors classes are open-access, and Poly had 429 AP test takers with a 62.2% pass rate on the AP examinations in 2019. We are aware of the decrease in test-takers and in enrollment over the past few years if some of our AP courses but attribute this to the high cost of the examination and a focus on well-being at Poly High School, where balance is emphasized at the time of the registration process. Poly High School has three CTE pathways currently. We are dedicated to offering more pathways and are currently in the process of developing new CTE pathways for Design for Print, Computer Science, CTE Dance, and Tech Theater that students can choose from, and each pathway has a sequence of two or more Career Technical Education courses that relates to the industry sector. These pathways align to college, industry	What Poly Offers CTE Pathways through Riverside County Office of Education RUSD LCAP Dual Enrollment at Poly in Conjunction with Riverside City College Concurrent Enrollment Poly Counselor's Website

certifications and career entry requirements. CTE programs focus on core school subjects like math, science, and writing and ultimately how to apply these skills to real-life scenarios. Students in CTE courses have the option to pursue attending college or focus on a career pathway instead. Internships/externships are developed through the partnership created between the CTE Pathways and local businesses which serve on advisory boards and become mentors to the program. A district liaison provides further opportunities for enrichment. The Site Plan for Student Achievement (SPSA) goals and action items are aligned to improvement on the CAASPP, which aligns to our CA dashboard. The school's SPSA is directly correlated to the analysis of student achievement data about critical learner and career readiness needs, schoolwide learner outcomes, and academic, college, and career standards. Matching our site needs to the SPSA is an organic process that begins at the classroom level and extends to the community. Through the PLC process as well as the WASC context, our goals align to our needs and are strategic. The SPSA is a collaborative effort that employs all stakeholders including students, teachers, administrators, parents and community members. The Shared Leadership Model divides up responsibilities and allows for input from all stakeholders. The Site Leadership Team (SLT) is the result. The SLT is comprised of certificated teachers that meet monthly to assess data and discuss the academic progress and pitfalls of Poly. The SLT is instrumental in developing the SPSA. At the SLT meeting November 5th, the team discussed the 2018 CA Dashboard results and noted several areas of improvement: Students with Disabilities and African-American suspension rates, as well as the College and Career Readiness Indicator (SBAC English and Math scores). The team assessed the data and developed actionable items to improve scores and reduce suspensions. The 2019 results show an improvement to SBAC scores. Professional Learning Communities (PLC) meet every Wednesday in various groups and team configurations that include department, grade-level/subject, cross-curricular, and specialty programs. At PLCs, teachers use the cycle of inquiry to assess common assessments (district and site-level), data to inform their instruction on how best to meet the needs of the students they serve. Within our Professional Learning Communities, Poly High School began implementation of High Impact Teaming in the winter of 2019 to develop assessment capable learners within the classroom. A student's ability to gauge where they are and where they need to go demonstrates leaps in growth over the course of their education. The Principal has an open door policy with faculty and staff to discuss questions or concerns and problem-solve issues. The Assistant Principals follow this same policy.	SPSA and College/Career Indicator Goals Shared Leadership Team Cycle of Inquiry Poly 2018 Dashboard Poly 2019 Dashboard SPSA and College/Career Indicator Goals Exemplar Core Meeting Minutes: English PLC Minutes #1 English PLC Minutes #2 Math PLC Minutes #1 Math PLC Minutes #2 Social Science Minutes #1 Social Science Minutes #2 Science PLC Minutes #1 Science PLC Minutes #2 Cycle of Inquiry High Impact Teaming Assessment Capable Learners Shared Leadership Team
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Poly High School has shifted its organization constructs to support shared leadership decision-making as well as communicative effectiveness. The shared leadership team was trained in the Five Dysfunctions of a Team to learn how to engage in healthy conflict with one another to build the peer accountability context versus top-down command and control punitive measures. The result of the training led a host of teachers to realize that there was a sense of artificial harmony within their teams and a clear lack of trust. The focus to develop trust within the Professional Learning Communities has been an ongoing focus throughout the past six years	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Riverside Unified School District employs a multi-step process for hiring to ensure that all staff, both certificated and classified, meet qualifying criteria for available positions, as outlined in the contracts. The school works in direct conjunction with the Office of Personnel and Leadership to ensure that our staffing needs are accurately communicated as well as teachers placed appropriately to ensure students have access to an appropriate and challenging learning environment. All open positions are posted on EdJoin as well as made accessible through the District Office for current employees. District personnel, as well as staff and administration from Poly High School, participate in a rigorous interview process to guarantee that qualified candidates can fulfill the job responsibilities, as well as embody the P.R.I.D.E. core values. There exists clear expectations for classroom and extra duties. At the beginning of the year, a collaborative document is published listing every planned extra-curricular event based on the master schedule. This includes visual and performing arts events and	Riverside County/RUSD Job Postings Certificated Contract Classified Contract Extra Duty Sign Up Sheet

sporting events. Teachers can then sign up for their duties ahead of time. To receive credit for their extra duty, they must check in with an administrator at the event. Poly High teachers are well-prepared to be successful in the classroom. They complete training programs including a Riverside Unified New Teacher Orientation and an induction program. Previously, the Beginning Teacher Support and Assessment (BTSA) system was used to induct new RUSD teachers. This has now been replaced with a Professional Growth System (PGS). The district has implemented PGS for new and new-to-the-district teachers, as well as teachers identified as needing performance improvement. These teachers are identified using the new district evaluation instrument, modeled after Charlotte Danielson's Framework for Teaching. The new and identified teachers are mentored by seasoned RUSD staff to acclimate them to the district. The district has invested a two year rollout of professional development in familiarizing its certificated staff with the evaluation instrument. Site administration has clear assignments of which administrator performs which duties and who they are evaluating. In preparation for evaluation, teachers are notified in advance and must occur no later than 30 days before the end of the school year, per contract. Teachers and evaluators meet three times: pre-observation, observation, and post-observation. "Core" subjects receive support and trainings during adoption of new standards/curricula and/or textbooks as well as receive district training on instructional strategies, Common Core alignment and technology implementation. The Advanced Placement, Honors (including Puente), and AVID teachers receive professional development opportunities at week-long summer academies offered by their respective organizations. In the summer of 2019, this professional development was paid by the district. In previous years, the site paid for this training. Necessary and/or optional trainings are provided through the District Office, and staff is made aware through a schedule portal (SCHED). Many of the teachers at Poly High School take advantage of additional professional development available. Counselors attend yearly or bi-annual (twice a year) conferences that address college entrance requirements and FAFSA/financial aid information they can pass on to their students. A contingent of teachers went to the ASCD Empower Conference March 25th-27th, 2017 in Anaheim to train more in the area of personalized learning. CTE teachers are provided opportunities to work in their teaching field over the summer.	BTSA PGS Handbook PGS Handbook Danielson Framework for Teaching Information Page Principal Discipline and Restorative Practices AP Athletics and Activities AP Testing and Guidance AP Attendance and Testing AP Certificated Contract PD Opportunities Sched PD Scheduler Puente Project Summer Institute Agenda AP Summer Institute (2019) AVID Summer Institute (2019) Conference Request Form RCOE PD Calendar UC Counselor PD CSU Counselor Conference RCOE Counselor Leadership Conference Financial Aid Workshop for Counselors RCOE Equity Conference ASCD Empower Conference (2017) Personalized Learning CTE Externship Application
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
To continue our current programs and maintain effective instructional strategies, ongoing training is made available to staff. All programs related to our school vision and purpose will need to be continually supported through hiring personnel and structured professional development. For example, our AP programs, CTE College and Career pathways, EL and Special Education programs will need to be monitored and supported through SPSA and LCAP funding. Chromebook carts are accessible for all teachers to use. Poly maintains a 4 to 1 chromebook to student ratio. There is a need for more technology on the campus, as scheduling and sharing of the chromebook carts is challenging at times within the core departments. Programs available Sports Med Culinary Music Tech Performance Arts Theatre Band Choir Broadcasting Video Production Graphic Design w/ t-shirt production A bookkeeper is in place to assure accounts are used responsibly and checks and balances exist to maintain consistency in spending. The ASB and administration are responsible for spending decisions for student and district money, respectively.	Ellevation website for EL student data and reclassification. College and Career Information CTE Pathways

RUSD sponsored a long-term renovation project on the Poly campus to modernize the HVAC system. Over the course of three years, every unit was replaced with a new, more efficient system. This project required temporary portable classrooms to be installed to house displaced teachers as their respective buildings were being worked on. Bond money (Measure O) was passed by Riverside residents to modernize infrastructure on older campuses as well as construct several brand new, much needed elementary schools to relieve impaction. There is a uniform procedure for teachers and staff for ordering and approval of classroom supplies. This involves filling out a materials request form and submitting it to the front office liaison. Librarian and media specialists are meticulous in keeping records of textbooks. Copy machines are accessible to all staff and materials are supplied to keep them running. Technology is available widely to allow multiple methods of teaching. Hiring process is effective and rigorous in selecting teachers for content specialty and incorporation to campus culture. All teachers at Poly High School are highly qualified. The Professional Growth System implementation has replaced BTSA in supporting the development of new hires and teachers with identified needs. Many professional development opportunities are available and sign ups on new computer system are available. Development of 3 year LCAP plan is effective in anticipating site-based needs.	Measure O information Poly Office Supplies Request Form Williams Act Forms Professional Growth System Sched PD Scheduler SCHED RUSD LCAP
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**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Since Riverside Poly's last WASC visit, the site has made significant strides in ensuring the collective vision and mission are progressing. Poly's distributed leadership model has lent itself well to accomplishing a number of achievements including, but not limited to, improved test scores on the CAASPP, the establishment of an intervention program for freshmen, and focused PLCs. The distribution of leadership has led to an overall increase in the sense of ownership on the Poly campus among teachers and teacher-leaders.

Poly teachers have actively sought professional development from the district, the county, and other organizations. Currently, the district is implementing a new evaluation system using Charlotte Danielson's Framework for Teaching. The district provided one full day of training in the 2018-2019 school year and is allotting several afternoons in the 2019-2020 school year to fully train every certificated educator in the district. The aim is to improve self-evaluation, thereby improving the efficacy of the district's teachers overall. Additionally, Poly has been exploring and implementing the use of high-impact teaming (HIT). HIT addresses the question "What would happen if students could identify where they're at in their learning and what steps they need to take to get where they want to go?" In other words, students are engaging in meta-cognition and becoming what's known as "assessment-capable learners." This research and practice is backed by John Hattie and his indicators for learning. Assessment-capable learners experience more than a year's worth of growth in their learning by practicing such skills as taught using HIT.

The site maintains a 1:4 ratio of technology to students. This is useful in that the district recently adopted a new curriculum in English and Math that requires online access. Teachers either have a dedicated Chromebook cart in their classroom or develop a sharing schedule with a nearby teacher. It is an identified area of need to increase our number of Chromebook carts so that there is a dedicated Chromebook cart in the core classrooms. Sharing the carts is challenging.

Despite the sense of ownership increasing across campus, there exists a small number of teachers who do not engage with the campus culture outside of classroom duties. This is perhaps due to a decrease in organized activities for teachers and by teachers who do not involve the site itself, e.g. movie nights, trivia/board game nights, holiday parties. An effort is being spearheaded this year to confront that.

The school leadership team met earlier this year to determine Poly's status in regards to the California Dashboard College and Career Readiness indicators. More needs to be done to ensure all staff members are aware of Poly's status in terms of professional development or focus groups. Staff should also be more active in attending parent nights, aside from back to school night, and school board meetings to better communicate Poly's student learning outcomes. This effort would go a long way to establishing and maintaining roots within the community.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.¹

Areas of Strength

1. The superintendent and district leadership have a clear vision for the future of RUSD.
2. The process implemented for hiring new staff is effective in bringing in highly qualified personnel.
3. All staff are credentialed and subject knowledgeable in subject area.
4. Staff functions and activities foster unity among colleagues.
5. Communication from District and Administration to Teachers and Staff is done well.
6. There is a clearly defined distribution of administrative responsibilities to ensure clear and accurate communication.
7. Poly has a Shared Leadership model that includes many stakeholders in the decision-making process.

Areas of Growth

1. Small percentage of staff population are not involved beyond classroom responsibilities.
2. Communication from teachers to Administration needs clarity and improvement.
3. More professional development needed that is in alignment with the California School's Dashboard indicators.
4. Better articulation of Student Learner Outcomes to outside school members (parents, community partners, etc) is needed.



¹The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
Poly High School relies on Riverside Unified School District to apply educational research to the selection of our materials through the California State Curriculum Framework and Standards. The district uses the traditional method of curriculum adoption to select all materials for all programs, including core subjects, PE, foreign language, electives, and special education. This is done by a committee at the district level. All publishers are vetted. RUSD has adopted many research-based curriculums to maintain a viable, meaningful instructional program for students. Poly High School has signed the Secondary Mathematics Teachers' Practice Agreement, a document that outlines foundational commitments shared by the members of Riverside Unified School District's Secondary Mathematics team in order to support the effort to provide an equitable education for secondary mathematics students across the district. The RUSD Secondary Mathematics Program exists to prepare critical thinkers and equip them with the necessary tools to pose and solve individual, local and global problems. As a team, we share responsibility for the mathematical success of every student and for our personal and collective professional growth. Math 1, 2 and 3 are currently using CPM (College Preparatory Math) curriculum to lead instruction. This curriculum focuses on the building of teams throughout each lesson to enhance learning. All math 1, 2, 3 teachers have been attending CPM trainings since adopting the new textbook. These trainings serve to norm instruction between each school site as well as setting a pacing for instruction and assignments. In the sciences, curriculum design is guided by NGSS (Next Generation Science Standards). We have subject leads attending district meetings to learn how to better design and implement curriculum according to the NGSS model. The subject leads then return to Poly and share this with colleagues during department collaboration time, once a week. Biology teachers are transitioning to the CER (Claim Evidence Reasoning) model to incorporate an inquiry-based approach to laboratory/inquiry-based assignments and activities. The application of CER can be used to model/practice inquiry, deepen content mastery by building it through inquiry-guided practice, or invite/challenge students to take a topic to the "what would happen if" level of independent inquiry.	State Curriculum Framework and Standards Secondary Mathematics Teachers' Agreement Math Scope and Sequence College Preparatory Math NGSS CA Science Standards District Science Google Site Claim Evidence Reasoning Model

VAPA is utilizing CTE Pathways and CTE trainings to create links between our VAPA curriculum and instruction and the working world. VAPA needs to develop more Career readiness paths for our many VAPA avenues; CTE Acting, CTE Musical Performance and Production, CTE Graphic Design and Art. Making real-world connections from the award-winning programs and VAPA curriculum allow our students to use the skills and talents they are developing in career-oriented ways.

History /Social Science is working with Dr. Horton towards High-Impact teaming. The data indicates that students are writing at a higher-level with a greater understanding of the content. Students scored significantly higher on the 1st quarter district Data Based Question (DBQ) than they did on the 3rd quarter district DBQ from the previous year, in all grade levels.

High-Impact Teaming has increased the amount of writing History and Social Science teachers assign and has provided a framework for students to better understand expectations, identify areas of improvement in their own writing and that of peers, as well as the opportunity to set writing goals in the future. The High Impact Team is creating student-centered rubrics as well as peer-review and revision. History / Social Science has made student-centered rubrics for short-answer (SAQ) and document-based (DBQ) questions. The writing process has contributed to the site and district goal of critical thinking and higher-depth of knowledge assignments and project-based-learning (personalized learning) within our department.

All Foreign Language Courses follow State and National Standards and meet “a-g” requirements. New state standards will be implemented in 2020 which will align with our new textbook. World Language has been adapting lessons and instruction while we wait for new textbooks for the implementation of current World Language pedagogy. The World Language department focuses on project based learning that focuses on the four skills: Reading, Writing, Listening, and Speaking. Spanish and French AP classes are using the most up to date course curriculum as suggested by CollegeBoard. World languages will move from a teacher centered curriculum to a student centered and student led curriculum to promote language mastery from novice to mastery level.

ELA has a predominantly novel based curriculum. In addition, The English Department (RUSD) has adopted *StudySync* by McGraw Hill in grades K-12. *StudySync* is a CCSS compliant curriculum that is available as both a consumable textbook and online textbook for enhanced student access. The program has an emphasis on expository reading with culturally diverse authors, and perspectives in writing. Riverside Unified School District (RUSD) chose *StudySync* as it is a bridge to ELA and corresponding State and Common Core Standards and focuses on critical reading, writing, listening and speaking. Differentiated instruction and practice supports all language levels and combines independent, self-paced, and teacher-led instruction. Poly’s entire English Department has made shared

[California Visual and Performing Arts Content](#)

Partnership with LiveNation and the Riverside Fox, as our technical theatre and digital audio students work with professionals in a professional, Broadway-caliber house

[SAQ Success Criteria](#)

[DBQ Success Criteria](#)

[Stanford History Education Group Resource](#)

[Pearson Prentice Hall Course Content](#)

[US Bureau of Labor Statistics Resource - Economics](#)

[High Impact Teaming](#)

[Assessment Capable Learners](#)

[World Languages Standards for California Public Schools K-12](#)

[World Language Pedagogy](#)

[Spanish II RUSD Performance](#)

[Assessment Rubric](#)

[World Language RUSD](#)

[Assessment Protocol](#)

[StudySync](#)

[ELA Common Core State Standards](#)

[English Department Writing Commitments](#)

[9th Introductory to Literature Reading Resources](#)

[10th World Literature Reading Resources](#)

[11th American Literature Reading Resources](#)

commitments to ensure rigor in reading and writing skills in adherence with the CCSS. The English Department shares yearly writing commitments, and each core grade-level team has compiled a supplemental reading materials list developed utilizing the CCSS lexile standards. The English Department has committed to Writing Portfolios in all English classrooms to propel the growth mindset in students and for High Impact Teaming/feedback. All of the targeted skills within CCSS are built upon, year by year, with opportunities for students to follow Honors/AP, a Cal State recognized Expository Reading and Writing course or the standard English grade-level courses, all which satisfy “a-g” eligibility for all students.

English Learners:

Poly High School currently has three sections of ELD 1, 2, and 3, with an additional Language Arts Work Shop to assist our ELD population. Our ELD 1, 2, and 3 are taught by credentialed English teachers. In addition, Poly High School has a Newcomers class taught by the ELAC coordinator, Arturo Navarro, a credentialed Spanish teacher, which currently has an ELD population of all three levels (1, 2 and 3), but with a population of students with interrupted education. These students have had a substantial gap in their education due to a number of factors, including migrating to the country and not having access to an education in their home country. Additionally, on-Site support of EL students is provided through the EL Coordinator, counselors, Academic Case Carriers, teachers, Legacy Program, and site administration. The methods and instructional practices are implemented within the ELD classes and are included in the instruction within the English classes that contain the EL cluster of students. These English classes are taught using StudySync and Inside USA (for level 1 students) . A large number of students also receive an additional Strategic Math class to help them close the academic gap in their Math courses. Additional support for our ELD students includes Rosetta Stone for our ELD 1 and 2 level students and tutoring on Fridays with the Legacy teachers.

Teachers emphasize critical thinking and problem-solving tactics and strategies by using higher-order questions and thinking. Strategies, tactics, science biomechanical exercise analysis and fitness concepts are included throughout the curriculum. Students are educated to become wise consumers of the fitness, wellness and nutrition industries. They learn that physical activity is an important part of everyday activities. All of our physical education teachers use adhere to the Physical Education Framework for California Public Schools.

Special Education follows all of the required state standards – the same as the general education population. To ensure success in meeting the standards, scaffolds, accommodations and modifications are made through the IEP process.

The Poly High School AVID curriculum is a well-structured research-based meaningful instructional program for students first implemented in 1999. Poly AVID requires students to complete the “a-g” requirements in order to be eligible for a 4-year college/university. Students are given the opportunity to participate in a solid, research-based, viable, and well-structured AVID program that will better prepare them for college rigor. Poly’s AVID program focuses on a

[12th British Literature Reading Resources](#)

[California ELA/ELD Common Core State Standards](#)
[California English Learner Roadmap](#)
[RUSD ELD Scope and Sequence - Pathways](#)
[StudySync](#)

Inside USA (Text ELD1)
Rosetta Stone

[Physical Education Framework for California Public Schools](#)

graduated development of Study Skills, Time Management, Public Speaking, Leadership, Growth Mindset, and transferable skills. Students have tutorials on a weekly basis, with the curriculum focus of creating individuals who are college and career ready. Additionally students are educated in financial literacy and develop an understanding of budgeting in college and their personal future. Students exiting this program will have had intervention and assistance offered to stay "a-g" eligible and ultimately apply and attend 2 or 4-year universities.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Supporting Evidence
Poly High School teachers use the Common Core State Standards and Content Frameworks as the foundation for all planning in curriculum, instruction, essential skills, and course objectives. As a result, departments have created curriculum frameworks that are directly aligned to state standards. Poly teachers attend district level collaboration meetings to develop district common assessments course outlines. It is an expectation for students to complete an "a-g" course of study to ensure that they have ample options available upon graduation. Math follows the common core state standards given by the state of California. Our CPM curriculum and other textbooks also follow the California State standards. We also have a scope and sequence that is broken down by standard, and each math team is committed to ensuring the scope and sequence for each subject is followed. With the adoption of this CPM textbook our teachers have attended a series of trainings which have made them more understanding and capable of abiding by the new district provided curriculum, which focuses much more on student interaction than traditional lecturing. This departure offers challenges, but Poly has been able to coordinate with other school programs in order to make this transition more reasonable. Higher level mathematics classes are available to students to allow them to move beyond what is required including AP Statistics, Calculus AB, Calculus BC and Multivariable Calculus. Although the district provided scope and sequence is still in development, Poly high school is moving towards implementing the NGSS recommended standards and sequences for life (biology), physical (chemistry and physics), and earth/space sciences. All courses (biology, chemistry, physics, earth science) qualify for "a-g" placement with pathways for high school graduation, and UC and/or CSU eligibility. All science classes require district approved "wet	RUSD Graduation Requirements UC/CSU Requirements A-G Requirements CA Content Standards Common Core State Standards (Content/Skills) Standards (Content/Skills) Secondary Math Pathways NGSS CA Science Standards District Science Google Site

labs". With the district's transition to NGSS, we have reassessed the number of courses being offered in each content area to ensure access to all students.

History/Social Science (H/SS) has increased emphasis on writing. Students are required to respond to two document-based questions in essay form in the form of district assessments. AP scores in the H/SS department have increased a great deal over the past few years. Engaging more frequently in the writing process and project-based personalized learning takes more time than old-fashioned assignments and it has become difficult to balance that with the amount of content that must be taught in each H/SS course.

Poly High School offers 23 AP courses across numerous disciplines. All AP teachers have submitted course syllabi to the CollegeBoard at AP Central, and all class syllabi have been certified and are in alignment with the AP curriculum standards and the content state standards for each discipline. In 2019, we had a 62.2% AP pass rate overall. Many students have benefited from receiving college credit for these test scores. Our AP students have shown their college-readiness as they have already proven they can be successful in the AP classroom and on the various AP tests, which are taught at the college level in regards to the pace, rigor, and content. Passing AP tests and enrolling in AP courses is one of the indicators for college-readiness that our district and school has identified.

Career and Technical Education (CTE) offers our students the chance to get a head start on preparing for college and careers. CTE programs focus on core school subjects like math, science and writing and the application of these skills sets in real-life. Students in CTE courses have the option to pursue college or career pathways. All of our CTE courses are "a-g" compliant. Evidence of the opportunities our students have through CTE courses centers on learning career related skills through internship programs established within our local community. Internships/Externships are developed through the partnership created between the CTE Pathways and local businesses which serve on advisory boards and become mentors to the program. A district liaison provides further opportunities for enrichment opportunities. Students in CTE Pathways gain valuable work force skills and experience. Students also gain awareness into a potential career option to explore further. CTE Pathways and programs align with Schoolwide Action Plan/District Goals by encouraging students to think critically, communicate effectively, and problem solve creatively when working on a project either individually, or within a collaborative setting.

All English classes at Poly focus on all of the targeted skill-sets enumerated in the Common Core State Standards. Our student learner outcomes align with the Common Core State Standards in that they align with key tenets of the Portrait of a Graduate (student learner outcomes). In conjunction with the student learner outcomes, the PUENTE English course aligns with culturally relevant reading and writing that helps facilitate students readiness/eligibility to the UC system. Trips to different universities inform students about options post-high school. This program offers yet another pathway for students to follow toward their college and career readiness.

[World History DBQ: Was the Reign of Terror Justified?](#)

[Stanford History Education Group](#)
<https://phschool.com>
[U.S. Bureau of Labor Statistics - Economics](#)
[Library of Congress](#)

[CollegeBoard AP Central](#)

[Guide for Instructional Direction](#)
(Portrait of a Graduate)
[ELA Common Core State Standards](#)
[StudySync](#)

The Structured English program was implemented for students with reading and writing deficits, English language acquisition needs, and/or learning disabilities. Structured English is a college-preparatory course of study designed to assist students in being able to access grade level English-Language Arts standards. Structured English uses district adopted curriculum which includes the principles for Universal Design for Learning to address the Common Core State Standards (CCSS) and the requirements for foundational literacy skills. Riverside Unified School District has a complete Structured English Teacher Resource Site that is available and utilized by our Structured English Teachers. Embedded digital literacy lessons through the StudySync program are incorporated into the Structured English Program. StudySync follows the Common Core ELA/ELD framework.

Students in our Moderate/Severe Special Education Program study vocational readiness through the district Vocational Education program (Ms. Laura Williams) learning on the job behavior, interview and job application skills and take job interest surveys. Students rotate through career supporting modules, custodial training, public transportation training, coffee shop skills (phone answering, banking, delivery etiquette), sewing and gardening skills. Job skills are evaluated weekly using a job checklist.

World language courses lead monthly district-wide meetings, bringing consistency amongst schools in conjunction with the state and district mandated standards. A distinction between Natives 1 and 2 was the outcome of such meetings. Course Teams meet regularly to define and discuss implementation strategies and ensure that such standards are met.

There are new CA State Standards for VAPA which were implemented January 2019. All teachers are being trained currently on the new standards at our district VAPA meetings.

All Elective courses, including physical education courses, follow state and national accepted standards and reinforce college readiness. In PE, teachers help students interpret and use assessment data to set goals and to develop a lifelong fitness plan. Health related components of fitness are emphasized in relation to skill development.

[Structured English Teacher Resource Site \(RUSD\)](#)

[Study Sync:](#)

[California World Languages Content Standards](#)

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
All core subjects have a scope and sequence and our teachers have made a commitment to follow the sequence as established by the district and standards set by the state. This scope and sequence aligns perfectly with our student learner outcomes. Students are expected to “know” the academic standards in each content area and think critically, communicate effectively and solve problems creatively. These also serve to create consistency of instruction aligned with district provided outcomes to ensure college and career readiness. To ensure implementation of the NGSS model, science teachers are working toward developing units (as laid out by the California Framework) of study that include a corresponding real-world application of content knowledge that require students to think critically, and know key science. This could include at least one lab or other inquiry-based assignment intended to align with the desired engineering/real world application outcomes. These standards are being incorporated into assignments, labs, and other inquiry-based investigations with college and career ready skills as an integral component. History/Social Sciences is implementing High Impact Teaming to create student-centered rubrics that bring together the content standards and the skills necessary to demonstrate them in writing. Teachers have created learning objectives for each content unit that are growth-centered and written in a language that is easily consumed by the students (“I can do this...” or “I can’t yet do this...” or “I can do this, but...”). Students can gauge their preparation to demonstrate the state content standards using these objectives. Our students will have the skills, the discipline, the practice, and the routine of self-assessment that will allow them to be successful in college and in their careers. Some content is supplemented with higher-order thinking skills, writing, and project-based learning. Poly High uses the California World Language Standards to inform instructional pacing, while creating curriculum that supports our SLO’s by linking culturally relevant content and real world application of the target language. Students are given enrichment opportunities to enhance the instruction and create relevant skills practice. The Visual and Performing Arts program follows the California Arts Standards to provide balance to the student learner outcomes and our Portrait of a Graduate tenets. Specifically, within our student learner outcomes, Inquiry and Design, Resilience, and Self-Assurance are inherent in our curriculum..	Math Scope and Sequence Guide for Instructional Direction NGSS CA Science Framework SAQ Success Criteria DBQ Success Criteria History Unit 2 Self-Assessment Application Exercise – World Language California World Language Standards VAPA Standards

Students in our Moderate/Severe Special Education courses demonstrate functional skills with hands on projects specific to student's strength and preference in community activity. For example, a student may create a grocery list based on a desired recipe and predetermined budget then look for store specials before going to the grocery store. Such activities provide measurable, identifiable areas of growth as students work to meet the set district expectations at each level. Teachers of our Elective courses select activities to teach team sports, theater, band, choir and orchestra as well as select activities that represent culturally diverse environments. For example, in dance, students are given creative opportunities to learn about different world cultures through dance and drama. Teachers create an environment that is inclusive and supportive of all students, regardless of race, ethnic origin, gender, sexual orientation, religion or physical disability. Such differences are acknowledged, appreciated and respected. Experiences in class extend learning from in-class activity lessons to community and family activities, promoting a physically healthy lifestyle. The ELA teachers are incorporating all Common Core State Standards in each classroom on campus. Currently, we have 9th and 10th grade Inquiry Cycle Teams trained and utilizing the High Impact Team (HIT) inquiry cycle process. In the spring, we expand the use of the HIT process with our 11th grade ELA teams. The teachers work to increase their collective efficacy, develop assessment capable learners, while ensuring increased rigor and student engagement. Although the High Impact Teaming is in the developmental stages, student-friendly rubrics are proving effective in targeting skills in need of attention and in student-centered goal setting. With this process, the Inquiry Cycle Team works continuously to ensure curriculum, instruction, and assessments are aligned as we determine success criteria as identified through our Common Core Standards for learning. Many of our English teachers are on the Personalized Learning team, and therefore, continue to spark engagement through authentic learning experiences.	HIT Behaviors of a Successful Student Rubric HIT Year in Review 2018-19 (9th English HIT Evaluation Rubric – Textual Evidence HIT Evaluation Rubric – Thesis Statement and Verbs Personalized Learning
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B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
In order to promote academic integrity, Poly High School continues to purchase site licenses for all teachers to Turnitin.com. Various links are available to students through teacher's websites and at Polybears.org to guide them to relevant and secure academic sites. "Integrity" is focused on at the beginning of the year during PRIDE week, and some teachers have students read and sign an academic integrity contract.	Turnitin.com Academic Integrity Contract Scholar.google.com

A unit of study has been created to link physics and mathematics which has students of multiple disciplines work together to analyze aspects of an outdoor activity. This link allows students to see connections between our subject areas and offers students the capacity to show their content mastery to others in a positive, collaborative environment. Science has worked with CTE classes to make instruments in Physics class that correspond to music classes. Science collaborates with English and Math classes in the implementation of literacy across all disciplines, claim/evidence/reasoning model and mathematical expressions. ELD and Level 1 World Language classes connect to practice communication and social skills. This soft-skill practice allows our students to develop a connection between new language acquisition and practical speaking. The Career and Technical Education (CTE) program at Poly provides our students with opportunities that prepare them for college and careers. Our CTE programs work in conjunction with our core academic subjects (math, science and English) to create a learning experience that incorporate transferrable skills often found in real-world scenarios.	Khan Academy Geogebra.com Kuta Software (Site Licensed) Desmos.com Cross Curricular project between math and physics: PhET Simulations Gizmo Simulations RUSD Spanish I Performance Assessment RUSD Performance Assessment Rubric Bear Broadcast
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B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
Community partnerships have been created predominantly through CTE, VAPA, and other elective courses. Clubs and programs on campus offer a multitude of opportunities for students to become involved. In the past two years our interaction with feeder schools has seen increased growth as well as connections with RCC to create a system of concurrent enrollment which students can utilize to get ahead. One of our most distinguished programs at Poly that promotes teacher-student and school-student connectedness is the VAPA program. To have a complete understanding of the impact our community has on all stakeholders and the Riverside Community, please see the VAPA Connection to Community Link for a thorough description. Feeder schools (middle and elementary) toured our VAPA programs 2018-2019 school year Annual Poly at the Plaza showcases our current students for the community and feeder schools to see, building interest in the program. Poly graduates will also attend the annual show. Advanced artwork will be shown to beginning students around the time students choose classes in order to build interest in what they will learn/achieve if they commit to the art pathway/program.	VAPA Connection to Community

Visual Arts high school teachers organize a Chalk Day (held in downtown Riverside) where they invite all the middle schools to participate. They also visit the feeder middle school art classes to tell them about the day. This Chalk Day has been very successful, and last year every high school and middle school in Riverside Unified School district participated. We plan on continuing this event. Every year Poly Counselors visit the feeder middle schools to communicate courses available at Poly, review students' middle school transcripts, and help them select courses for 9th grade. The Poly Counselors provide the middle school Counselors with the 9th grade course selection sheet in January to use in their creation of a 6-year plan. In addition, our prospective 9th graders are invited to Poly's 8th grade family night held before Poly Counselors visit the middle schools. 8th grade family night provides the opportunity for our new freshman to learn about clubs, sports, classes, and programs available for them to join at Poly. Counselors lead a presentation on the graduation requirements, how to earn credits, "a-g" requirements, and course selection dates. RUSD has now enabled a feature for 4-year planning within our student information system, Aeries. Counselors have just been given access and are running a pilot use of it through the Freshman AVID classes. Once the issues have been worked out, Counselors will begin to work with students to complete 4-year plans within Aeries. The feature has the capability to roll classes selected in the 4-year plan to course requests which then become confirmed classes once the master schedule is built. Currently, AVID and PUENTE programs have designated class time where a Counselor goes in multiple days to help students create electronic 4-year plans. Counseling conducts an exit survey for the Seniors where they are asked to share their post-secondary plan. Since the information is prior to summer and self-reported, this is an area where documentation/data can be improved upon so that it is more accurate. Riverside Unified School District contracts with the The National Clearinghouse Student tracker which provides information on college enrollment for our graduates. Evaluation of data provided through the Student Tracker will be beneficial in assessing the amount of students who successfully enroll and persist in receiving a college degree. Math Course Leads meet with middle school course leads as well as other high schools in the district to articulate. Our feeder schools also have a copy of the scope and sequence and our California framework. They are provided this information through professional development through the district and department chair meetings. Poly communicated with our feeder schools last year and agreed to meet at least once a year. Currently in its fourth year, Poly High School, working in conjunction with Riverside Community College (RCC) and the University of California (UCR), was awarded a grant from the National Science Foundation (NSF) to work in conjunction with the	Chalk Walk 9th grade Registration 8th Grade Family Night AVID Puente National Clearinghouse Student Tracker Geode Program Salton Sea Field Guide
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Expository (12th grade) English teachers meet four times a year to align curriculum with Riverside City College to ensure college and career readiness. Four times a year, papers are normed and scored with Riverside Community College Professors, and professional development is offered to increase rigor. The Puente English teachers meet with college professors over writing structures. Writing portfolios are kept and reviewed to ensure alignment with Common Core skillsets and college and career readiness. The English Department Chair meets monthly with Department Chairs from all the district High Schools and Middle Schools to create and vet common assessments, and ensure curriculum, instruction and assessment are in alignment district-wide. In the past, English grade-level team leads have met with feeder middle school team leads for articulation purposes as well as common assessment vetting and creation. There is an identified need for more frequent and effective articulation with the feeder middle schools and Poly for better alignment of curriculum and articulation. In AVID, the tutors are all college students that attend nearby colleges. Students routinely ask questions, get advice, and benefit from listening to the tutors' post-secondary education experiences. Topics include: studying, class selection, professor-student interaction, balancing school and work, etc. AVID students from feeder schools are interviewed before joining our program in order to create early connections with future Poly students and foster an attitude of professionalism regarding the transition to high school.	Puente Fall Regional Training Puente and College Articulation Puente Summer Anchoring Workshops: Puente Student Sample Writing Portfolio
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
The Poly High school counselors deliver a comprehensive school counseling program that promotes student achievement through collaboration with counselors, teachers, parents, students and other educators. The PHS guidance program follows the ASCA National Model based on the standards in academic, college/career, and personal/social development. Our program is driven by student data, and counselors collaborate with the administration and teachers to identify areas of focus and promote systemic change as appropriate. Our primary goals are as follows: ➤ equity and access to a rigorous education for all students	Poly Course Catalog Comprehensive master schedule Independent Study Requests Open access to Honors/AP Special Ed. IEP Meetings 504 plans SSTs ELD reclassification and placements AVID curriculum Puente Program

➤ identification of the knowledge and skills all students need to acquire as a result of a comprehensive school counseling program ➤ deliver systematic increase in the graduation rate, A-G university eligibility, and AP course access Poly's Counseling Department delivers class presentations and works to create clear pathways of course offerings for all students. Each year courses offered are vetted and altered to fit student enrollment requests, teacher petitions for new courses, and restructuring to assist with "a-g" completion. Offerings for college/career programs include: AVID, JROTC, Puente, and a wide range of CTE courses. In our Visual and Performing Arts Program, students participate (and win awards) at various community art shows/contests, which also bolsters their resume. This creates a body of work that students can use to be able to determine their interest in the possibility of majoring in the arts. The Special Education students at Poly have equal access to a variety of classes offered. The students on diploma track all study the general education curriculum. Depending on the student and their IEP, they can take the academic classes in the general education setting or in a special education setting. Accommodations are often made to help the student be successful. They also have equal opportunities to earn a High School Diploma. Our moderate to severe population earn a certificate of participation before transitioning to our adult program (Project TEAM). Our more moderate to severe population have the option of attending Project TEAM, our adult program. In this program, they learn job raining skills at a wide variety of jobs to ascertain which job best fits their skills sets and desires. The IEP at the high school level always includes trasion pages which state the students' goals and a tentative plan to help them get there. The team discusses future goals and possible paths so that the students' can reach that goal. There are two organizations that help students after school. They are the Department of Rehabilitation (DOR) and Inland Regional Center (IRC). Depending on the students' disability, they are served by one or the other if the family signs up for the services offered. The students/families are informed of the organization that best fits their needs. IRC is able to help throughout high school; whereas, DOR is after high school only, if needed. The Special Education Department has noted that Poly has a weakness in a wide variety of hands-on Career and Technical Education (CTE) course options, ie., HVAC, electrician, landscape, auto, cosmetology, floral, etc. These classes and more would help fill the current void that many of our students need and ask for.	Summer School, Riverside Virtual High School Course Retakes, Alternative High School Credit Recovery Special Ed. Job Skills Class Workability programs VAPA Participation Press Enterprise Congressional Ghost Walk Riverside Art Museum PTSA Reflections Project Team Department of Rehabilitation Inland Regional Rehabilitation Beyond School CTE Community College Handbook Educational Planning Worksheet RCC Disability Resource Center School of Career Education Workability
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In AVID, students are given multiple lessons on college and career. We bring in guest speakers from an array of industries to inspire and educate our youth. We also use the website careerzone.org to explore their interests and potential careers. The website also breaks down the career to show the education needed, years of experience, need in the work force and average income. All students in the program are placed on a track that results in UC eligibility at the end of their four years. Throughout their time in the program, students are invited on field trips to assess college options and inform their choices at graduation. AVID has also provided a college and career fair on our Poly campus in past years which we plan on bringing back for this and future years.	Cacareerzone.org
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B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
All students have access to a rigorous curriculum and they are advised through their counselors and teachers regarding which class is suitable to their goals. Many courses are available to challenge and guarantee rigor for students to better prepare their future successes such as: AVID, AP options, honors classes, ROP, and dual enrollment. Within these courses students engage in real world projects, senior portfolios and interviews, and group collaboration on projects. In the English Department at Poly, 12th grade ERWC English completes a career unit which includes choices of colleges related to careers, potential income, and independent living. Students in general education British Literature and ERWC courses complete a Senior Capstone project, the goal of which is to provide students the opportunity to explore and identify their own strengths, and analyze themselves and their place in the world. They then design, implement, and evaluate a project based on both strengths and interests so they have the opportunity to relate to the world around them in a practical and relevant way. Particularly at the 12th grade level, student writing includes not only analysis of literature, but requires students to identify themes, ideas, and belief systems that are found in the literature and connect them to their own lives, school and society. Vertical alignment of the curriculum ensures that students are increasingly prepared for these critical thinking tasks throughout their education at Poly. All English courses at Poly are designed to enable the students to meet the entry level writing requirements for admission to University.	Project Based Learning ERWC Career Unit Link Senior Capstone Senior Capstone (Strengths/Values/Leadership Inventory Senior Capstone (Topic Approval Form)

The Math courses at Poly utilize CPM curriculum, which explores a variety of tasks and topics and even gets into a variety of careers and their applications through math tasks. Financial Algebra is a new course offering for the 2019-2020 school year as a result of an identified need for greater differentiation and opportunities for students to deepen their skills in math in preparation for success in college and career. The course focuses on several relevant, real-world concepts such as income tax, budgeting, consumer credit, and independent living. The personal finance course is targeted to seniors who need additional math credits for graduation and students who wish to gain additional knowledge in math. The personal finance course strengthens basic math skills while developing an understanding of the use of personal income, record keeping and budgeting, keeping a checking account, saving, accounts and types of interest, purchasing with cash or using credit, making large purchases (auto or home), types of life insurance, and types of investments. In science, students learn physics/chemistry based on California's version of NGSS. These new standards are focused on real life phenomenon and the 5E model (engage, explore, explain, expand, evaluate). Students have opportunities to solve real life problems in Physics/chemistry classes. In Poly's History/Social Science classes, there is regular engagement in discussions focusing on current and controversial issues to link recent events to historical content. All students in our 11th Honor's American History classes learn critical thinking, problem-solving skills, research and reading skills, self-esteem and confidence as they all participate in History Day. The History Day project creates an understanding and appreciation of history while developing the necessary 21st-century tools, skills, and aptitudes for a diverse student population. The top History Day submissions are judged, ranked, and the top ranked projects in each category compete in the National History Day competition. In the levels 1 and 2 in French and Spanish, the district common assessment provide students the opportunity to connect their learning to real world situations, which is a shift from a traditional paper assessment to performance based. Students in functional skills classes have an opportunity to practice vocational and community skills 1-2x per week off campus. Poly has three innovative Special Education teachers who run our Specialized Academic Instruction, Moderate/Severe program on a rotating class schedule that allows for and ensures highly differentiated instruction. For three days the teachers level their combined caseloads (Squad 1, 2 and 3) and rotate between a Reading/Writing teacher, a Math teacher and a Social Skills teacher (some mild/moderate students have joined the social skills class). One day a week the class goes into the community for instruction (CBI) and practices shopping at grocery stores, Dollar stores, restaurant etiquette and recreation skills. Another day is scheduled for focused job skills training (see numbers 2, 3 and 4). Additionally, many of our students are able to take electives or supported reading classes.	Financial Algebra NGSS CA Science Framework RUSD Science NGSS Website Physics Water Balloon Launches (application) World History Assignment: Introduction to Nationalism History Day National History Day Spanish II Prompt/Rubric World Language Assessment Testing Protocol
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Workability 1 is a California school and community transition program for Special Education students. We currently have 32 students taking advantage of this program. This program provides our students with pre-employment training and worksite training for students who are transitioning from the school setting to an occupation that best fits their skills and abilities. It is a program that benefits the students, the employer, and the community at large. Many of the supplies necessary for these innovative teaching strategies are paid for by donations from parents and local businesses, as well as the REEF grant award. Within this program, students are given “real-life” applicable skills-based activities that include: The students in our Moderate/Severe Program run a classroom Keurig coffee business that is coined “Honey Comb Café.. On a once-per-week basis, students take telephone orders, deliver coffee to teachers (only) and apply math skills as they calculate the change, prepare deposit slips for ASB, perform foundational accounting skills to find totals of bills and coins, total sales and total donations. Students also benefit from application of customer service skills, and form a greater connection within the Poly community. In our Sew and Sow Studio students learn hand sewing and machine sewing skills alternating with gardening skills. RTA Bus Skills: Students learn about and practice riding the city bus. Custodial Skills are practiced, as we partner with Victoria Presbyterian Church and bring a team for one hour a week to practice vacuuming, dusting and cleaning. To focus on vocational education, we practice job interview skills, job etiquette, test-taking skills, and preparation skills to possibly earn a food handlers card. Some students develop resumes and cover letters as well. Within many classrooms, students employ Google Classroom which will expose them to an online learning platform used in many colleges and real-world situations within workforce. Students and teachers have easy access to materials online so they may collaborate, give and receive feedback in real time, and edit content and assignments efficiently. There continues to be professional development offered in technology and Google platform resources. Continued professional development is needed. Students can monitor their progress through a course. There are several ways in which students can stay well-informed of their current academic status. Student conferences are utilized a few times a year to ensure students are mindful of where they are academically. Counselors monitor student enrollment in courses and assist students to ensure they are enrolled in options that meet their individual academic goals and well as confirm they have access to a rigorous, relevant, and coherent curriculum. AERIES Portal is used by students, parents, and teachers alike to monitor grades and graduation status. These activities assist students in accessing their progress toward meeting standards and helps them make decisions about courses and electives in post-secondary life.	Workability Workability – Transition Journeys Google Classroom Aeries A-G audit
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B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals

Findings	Supporting Evidence
At Poly, we are continuously striving to make our students career and college ready. We have many courses that help the school to ensure students have opportunities for college and career exploration, preparation for postsecondary education, and pre-technical training. Poly hosts multiple colleges, trade schools and military prep programs in our College/Career Center, which is located in a room in our library. College representatives are able to sign up for visits through a computer program called RepVisits through Counselor Community. In RepVisits, the colleges select a date and time available. Once Poly Counseling receives the request, the college visit is advertised to students and placed on the Poly website with a link for students to sign up. A period before the visit occurs, Counseling sends out passes to students who signed up to report to the College/Career Center. The Poly Counseling Department keeps an updated College/Career Counseling Calendar. Poly began the College and Career Kick-Off event in October of 2018 to mirror the initiative from Riverside County Office of Education (RCOE), which began in 2014-2015. The purpose of a College Kick Off Event is to "kick off" the college application/career exploration season. Poly High School's counselors embrace the philosophy that this event will give knowledge to students about the different options (college, trade school, military) after high school and provide them with a physical head start on working toward their future goals. This one big College and Career Kick-Off event is actualized to promote the importance of college and career planning to students and the entire school. Decision Day is Poly's rendering of College Signing Day put forth by Michelle Obama's Reacher Higher Initiative which aims to increase the enrollment and persistence of students attending college. The purpose of College Signing Day is to highlight and celebrate students who are continuing with their education and training beyond high school in the same sense that we celebrate and make a big deal about our athletes being signed to play for colleges; hence, college "signing day." At Poly this year we decided to rename the event to Decision Day because we find that sometimes students who are pursuing a military career or a trade school or an apprenticeship don't consider it college. This event is to celebrate all the different postsecondary choices that involve more training beyond a high school diploma. Poly High School counselors invite all of the seniors to the gym, have a motivational speaker, have students sign a pledge for their postsecondary goal and provide resources for next steps. A district-wide college fair is held every year in October at Riverside Galleria at Tyler. Students and their families can meet with recruiters from 60+ colleges. A variety of testing opportunities necessary for college entrance are also offered to students	Student Academic Plan (A-G) College and Career Indicators A-G audit Counselor Community College/Career Counseling Calendar College and Career Kick-Off College Signing Day Decision Day Video - Poly RUSD College/Career Fair

throughout the year. All 10th grade students at Poly take the PSAT test (paid or through LCAP funding). All students in grades 9 and 10 are encouraged to also take the examination for a nominal fee. Students can sign up through the career center and take the PSAT, SAT, and ACT. Students are also provided with an opportunity to take an additional PSAT/SAT exam through the LCAP funded PSAT/SAT Day in the Fall (all grades) and SAT Day in the Spring (Juniors only). Preparatory classes are also offered throughout the year, occasionally on Saturdays for extra preparation. Students also have the opportunity to receive free tutoring in a number of classes through the center. Dual enrollment in which students can concurrently take community college classes while still attending high school is a part of Poly students' opportunities. Honors and AP classes are offered with universal access for all willing students. Poly identifies the need for fundraising efforts or scholarship opportunities for fees for the AP tests, since only those who qualify for free and reduced lunch have fee waivers with a nominal fee. One way for students to prepare for college is by enrolling in Poly's AVID program which serves many students. In AVID, students make a 4-year plan in conjunction with their counselor to map out their desired courses from 9th grade to 12th grade. The courses picked are based on their desired career, and needed educational foundation to be prepared for post high school education. A Credit Recovery program is additionally offered for students in need. During the annual IEP, the IEP team of Parents, student, General Education teacher, special education teacher and direct services gather to collaborate, develop and monitor the student's IEP plan and discuss future goals. Two key components of our program, High Impact Teams and Bear Den, are the direct result of the implementation of Personalized learning program at Poly. Teachers see the need to empower students to participate in their own learning and evaluate their own progress in tandem with their teachers, which is the focus of High Impact Teaming. Bear Den provides a support network for 9th grade "at promise" students in the form of common teachers for their core classes as well as Pathways to Success. The Bear Den teachers collaborate daily to support and guide students in all of their classes and mentor them toward their future college and career endeavors. As a part of the personalized learner program, students have the ability to complete personalized learner profiles to help with organization, planning and post-secondary goals.	My AP AVID 4-year plan AVID SFS Strategies for Success Special Education Job Skills Workability Program Personalized Learning Profiles Bear Den
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B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
Students can participate in Dual Enrollment in which they are enrolled in both classes at Poly High School and college level courses at Riverside Community College. This allows students the opportunity to practice college level curriculum prior to being fully immersed in a college setting. Our students also have numerous Concurrent Enrollment opportunities through our partnership with Riverside Community College, as well as articulation class offerings that transfer as college credit. Poly Counselors coordinate to put on FAFSA presentation for seniors and senior's parents, as well as host FAFSA workshops to help with the FAFSA completion process. This allows students the opportunity to process all steps and paperwork required for qualifying for college level financial aid. Scholarships are shared monthly with all seniors through a flyer, and students are encouraged to take advantage of these opportunities. Our counselors also hold a "Cash for College Night" that empowers students to "Fund their Dreams" to further educate students and parents on financial aid and the California Dream Act application process. Poly's College/Career Center hosts numerous college representatives throughout the year, and students sign-up to take advantage of this opportunity. All students have the option to attend these visits. The College/Career Center also offers the ASVAB test to juniors and seniors. This is an opportunity for students to test their aptitude on potential future careers. The College and Career Center also offers Our counselors meet with students to discuss post-secondary plans and advise students on the best way to achieve these goals. Seniors are offered a field trip to Riverside City College. This opportunity to learn the layout of the campus, including locations for onsite registration, give students firsthand experience with the college environment. The SOAR (Student Orientation, Application, Assessment, Advising, and Registration) program is offered to Seniors during the spring semester. This four-day program offers counseling, education planning, priority registration, registration help for any interested incoming RCC students. Both the AVID and Puente programs take a college tour field trips with the students to familiarize the students with the college atmosphere and the admission process. These field trips are for 9th through 11th grade students.	Poly Course Catalog Poly Counseling Website FAFSA Workshops Scholarship Notifications Cash for College – Fund Your College Dreams College Visit Sign-up AVID College and Career-Kickoff

In addition to all of the resources offered to Poly students' to help in the transition to post-secondary college and career readiness, our annual College and Career Kick-Off and College Fair are now staples every year at Poly. As noted previously, in section B2-1, iEquity and Access to Curriculum, our Special Education educators work diligently to provide a smooth transition for the Special Education Students into their college and career futures. Transition Partnership Project for Seniors is a partnership between Poly/SELPA, and the California Department of Vocational Rehabilitation. The program helps students with disabilities enter the workforce and gain the necessary skills to succeed in the labor force. Students participate in transition activities in the Special Education settings on a monthly basis. We have a transition specialist who comes once a week to work with our Seniors. We do career interest surveys every fall for every Special Education student that have different career interests for each grade-level, which are discussed at the annual IEPs. When the students turn 18, and become an adult, we have a classified transition specialist who comes two days a week to help students with writing resumes, job applications, job interviews so that students can secure a job. We also have one certificated transition specialist who works on Community Partnerships and sets up activities within the community either on campus or off-site. We also have RCC field representatives visit our campus and share transition and college preparedness information session. In our Job Skills class, students have the opportunity to engage in a variety of life skills activities, including: career exploration and assessment activities, learning how to fill out job applications, creating a resume, practicing for and then participating in a mock interview, the opportunity to participate in the Workability I paid work experience program, lessons on budgeting and banking, soft skills development, the opportunity to hear from guest speakers in college, career, and job training fields, a field trip tour of Riverside City College hosted by Disabled Student Programs and Services. Our Moderate-to-Severe Special Education students, who are on a non-diploma track, continue their education in a vocation focused setting. Students visit the post high school vocational program 1-2 times per year to accommodate student transition. Parents, teachers, and paraprofessionals are invited to visit the available adult programs post-education 1 time per school year. Making available more frequent visit opportunities can assist all stakeholders feel comfortable with the transition of a student with special needs	Project Team Department of Rehabilitation Inland Regional Rehabilitation Beyond School CTE Community College Handbook Educational Planning Worksheet RCC Disability Resource Center School of Career Education Workability
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VAPA partnerships that connect our kids to the collegiate and working worlds are forming; band has some of their students involved the world-wide travel experience with RCC's band, while other of our band students are a part of local orchestras and performing groups. Theatre students have the opportunity to teach younger actors and performers in various Riverside youth and children's theatre, as well as performance opportunities in local and regional theatre companies. These possible connections can be powerful, but are currently limited to only a handful of our students. VAPA community connections can be, and need to be, stronger, explicit, supported and recognized if we are to close the opportunity gap that exists in the Visual and Performing Arts. Direct connections to local colleges and universities, partnerships with regional and local performing arts groups, professional development pointed directly to creating and maintaining these partnerships.	
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**ACS WASC Category B.
Standards-based Student Learning: Curriculum
Synthesize Strengths and Growth Needs**

Curriculum Summary

Riverside Unified School District (RUSD) ensures that all adopted curriculum is standards-based and universally accepted as effective in meeting the requirements of the state frameworks. The teachers are involved in the adoption process and serve on committees to finalize the selection. RUSD also provides professional development focusing on State Content Standards and Frameworks to ensure that teachers are prepared to make informed decisions and to provide teachers the proper foundation for preparing instruction aligned with the standards and frameworks.

There is alignment to district adopted curriculum throughout all departments. The scope and sequence is revisited through weekly PLC meetings to ensure that teachers are implementing the curriculum with proper pacing. Personal development provided by the district as well as site discretionary funding has assisted with implementing updates to curriculum. Teachers use collaboration time to enhance the curriculum through the use of technology and sharing of best practices. This scope and sequence assists teacher led discussions during collaboration time to review the alignment of Student Learner Outcomes, course content, measurable outcomes and college and career readiness standards.

Poly provides a wide range of Advanced Placement (AP) classes within each content area. Poly also participates in a Dual Enrollment program with a local community college to increase access to a post-secondary experience; however, we currently only have one course offering – Introduction to Business, and there has been very little student interest in this course. We recognize the need to expand our course offerings in this area. Dual-Language Immersion courses have also begun to roll out in our history/social science with a goal to expand into other subject areas when any growth areas have been addressed.

Counselors work with students to ensure they have access to all courses and receive all opportunities to participate in a rigorous educational experience. They design and implement classroom presentations which include direction on successfully completing an "a-g" sequence of courses that result in meeting all graduation requirements. Counselors have received training regarding the CTE Pathways and use the information they received at the training to begin recommending pathways to students that are integrated into four-year-plans. Stakeholders see a need for expanding our CTE pathways.

Students have access to the College and Career Center for job exploration, college presentations, and guest speakers and are informed via our school homepage and interactive calendar of events provided by the counseling department. Poly also sponsors a College Kickoff, Back to School Night and Eighth Grade Parent Night to share information regarding academic options with parents and students. Parents and students monitor student progress and through Aeries. Course requests are made through Student Portal and then students meet with counselors to verify the course selections.

ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.²

Areas of Strength

1. A variety of course offerings have been expanded to accommodate student needs. (Multivariable Calculus, Financial Algebra, Native Spanish 1 / 2, AP Physics 2, PCL, etc.)
2. Special program offerings have expanded to include Principled Centered Leadership, Dual-Language Immersion, Link Crew, and Bear Den which offer new routes for students to pursue growth opportunities in both social and academic spheres.
3. Opportunities for enhanced collaboration through Shared Leadership Team, Professional Learning Communities, and High Impact Teams.
4. When available, teachers take advantage of Professional Development related to strengthening our curriculum.
5. Teachers have embraced the use of the technology, and the district and site have supplied Chromebooks carts in several classrooms to support the adopted curriculum.
6. Collaboration time is scheduled weekly for teachers to discuss ways to address targeted skills missing from the curriculum in alignment with the California Common Core State Standards.
7. The district has supplied a scope and sequence for ELA and math. The district plans to expand access to include other content areas as newly adopted curriculum is introduced.
8. The district provides professional development when new curriculum is introduced.
9. The district has assigned an EL coordinator at each site to assist with the implementation of the ELD/ELA Standards and Framework.

Areas of Growth

1. The transition to Next Generation Science Standards (NGSS) and the sequence of science courses has not been fully implemented.
2. College and career pathways have been developed but have not been communicated effectively with all stakeholders.
3. Establishing stronger links between Career Technical Education and core academic coursework needs to occur in order to develop cross-curricular enrichment activities.
4. Provide structured interventions and solutions to help mitigate the D-F disparity.
5. Adapt to the changes in our district transition from Haiku/ Powerschool to Google Classroom.
6. Use data from our College Kick-off and senior matriculation to inform and expand our application of college conversations.
7. Create better community connections with local Cal State University and University of California schools to complement partnership with Riverside City College.

²*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
At Riverside Poly High School, students are involved in challenging and relevant learning to achieve the Schoolwide Learner Outcomes (SLOs). In 2019, Poly adopted the SLOs in accordance with the Portrait of a Graduate from the RUSD Guide for Instructional Direction. While the SLOs are broken into four categories, there are three that particularly address the criterion for Teaching and Learning: Know, Act, and Think. All classes seek to achieve the SLOs and prepare students to be college and career ready. Poly High School has fully implemented Common Core State Standards. In addition to the course content, students are taught soft skills in all classes. These skills are essential to cognitive and social-emotional growth, and culminate in the Schoolwide Learner Outcomes as students learn problem solving, multiple literacies, respectful communication, self-respect, character, grit, accountability, self-motivation, and critical thinking. In 2018, English, History/Social Science, Math, and Science began to implement High Impact Teaming. This process improves teacher efficacy in order to create assessment-capable learners. Teachers in 9th grade English, World History, Math 1, and Biology were trained by staff from The Core Collaborative on effective implementation of High Impact Teaming and began to employ instructional strategies in their classrooms in the spring of 2019. The plan is that each year, at least one new team will be trained in these strategies and begin implementation in their classrooms. The result of this training and implementation is that students will be more able to identify their own learning needs, set relevant goals based on development of skills, and will progress toward grade-level competency. Instruction in all courses require students to apply SLOs. They must work collaboratively and in diverse teams, to share and interpret information, draw conclusions and make presentations. They must be ethical in locating and evaluating information, utilizing resources in order to distinguish between opinion and fact to make informed decisions. They must be able to articulate thoughts using oral, written, non-verbal and technological skills in a variety of forms and contexts. Students at Poly are provided with a wide range of courses including required courses, AP courses and concurrent enrollment with Riverside Community College. We do not have official data on concurrent	Guide for Instructional Direction 2.0 – Poly Comprehensive Master Schedule Poly School Profile (2019-20) Math Rubric Thesis Statement Rubric Textual Evidence Rubric

enrollment for prior years, however, we have formalized an agreement with the College this year that will provide data on enrollment and completion of courses, and the information will be included on students' RUSD transcripts. All core classes at Poly are college preparatory, as are the majority of our elective courses In addition to using the curriculum and instruction that has been developed at the site, teachers are implementing high-yield strategies to increase rigor and continue to meet the Common Core State Standards. In order to work toward the level of rigor expected, teachers meet regularly to discuss student success, teaching strategies and course assignment rigor. All teachers meet on Wednesday afternoons in their department and/or course teams to evaluate student work and create lessons for rigorous instruction. Teachers develop rigorous assignments to supplement the curriculum which they can share within their content area during this time. Core subjects also use this time to evaluate common assessment scores to adjust and share teaching strategies to ensure rigor and student success. The teams that have already begun full implementation of High Impact Team strategies use the weekly PLC time to develop common skills-based performance tasks, rubrics, and lesson plans that will facilitate growth toward mastery on the identified skills in addition to the students' ability to assess their own progress toward their learning goals. Advanced placement courses are open to all students. Poly offers 23 AP courses. Within these courses, AP students follow a college level curriculum in order to prepare for the AP exam at the end of the year. During the 2018-2019 AP Testing period, Poly administered 789 exams to 425 students with a 62% pass rate. By taking the AP test, our students are displaying the SLOs of being accountable and demonstrating mastery in a core subject Poly offers several educational enrichment programs to support students' college and career preparation. AVID has a total enrollment of 391 students, an increase of more than 150 students in the last 6 years. Puente continues to support students, specifically in 9th and 10th grade literature classes. Heritage has shifted focus from supporting only A-G committed African American students in grades 10-12 to all African American students on campus. Legacy has also expanded to include all English Learners. District liason and Counselors and Interns work with foster youth. Career Technical Education (CTE) classes are a combination of instruction and job-specific training in classrooms equipped to industry standard. The district adopted StudySync as the primary textbook in 2018. While it directly aligns with state standards, the print version is extremely limited in content and contains few, if any, full text versions of plays, short stories, or other genres. Thus, teachers need to, and are encouraged to supplement the textbook with novels, plays, and other reading material to ensure students are presented with a rigorous curriculum. In order to ensure all students are engaged in challenging learning experiences, the English department has developed collective commitments per quarter for reading and writing. Grade level teams collaborate to identify core selections that must be taught at each grade level. Additionally, they have developed common writing prompts and	StudySync English Department Reading and Writing Commitments English Department Reading Supplemental Reading Selections
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rubrics. Students maintain a writing portfolio that tracks progress and growth for four years. Particular research-based teaching strategies that are utilized across all grade levels include Socratic seminars, dialectical journals, philosophical chairs, direct interactive instruction, reciprocal teaching, structured collaborative conversations, non-linguistic representations, anticipation guides, and providing learning feedback that is detailed and specific.

Select teachers have been trained in specific student-centered learning strategies as part of Poly's Personalized Learning/Custom Schools Initiative participation. Teachers routinely include project based learning and non-didactic performance tasks to assess student learning. Many teachers plan learning that focuses on real-world application of learning. Several activities stand out as exemplars. Students in World Literature have had the opportunity to travel to the Museum of the Holocaust and listen to a Holocaust survivor who visits during the school day as part of their study of the novel Night. Students in American Literature and AP Language (11th Grade) participate in a Poetry Slam competition in which all students present an original poem in their respective classes, and teachers choose students from different categories to compete in a full day, public competition judged by staff and alumni. Students in general education British Literature and ERWC courses complete a Capstone project, the goal of which is to provide students the opportunity to explore and identify their own strengths, and analyze themselves and their place in the world. They then design, implement, and evaluate a project based on both strengths and interests so that they have the opportunity to relate to the world around them in a practical and relevant way. Particularly at the 12th grade level, student writing includes not only analysis of literature, but requires students to identify themes, ideas, and belief systems that are found in the literature and connect them to their own lives, school and society. Vertical alignment of the curriculum ensures that students are increasingly prepared for these tasks throughout their education at Poly.

Many English teachers have been given time to collaboratively plan units of study through our Student Centered/Personalized Learning initiative. Such collaboration has been crucial for the development of the Senior Capstone project as well as units at other grade levels such as Genocide/Holocaust literature and Romanticism. While many teachers use projects as performance tasks/summative assessments, additional professional development in the area of targeted skill-development within this lesson development is needed. Rubrics of all types are increasingly used to clarify expectations and performance levels, including rubrics created collaboratively between teachers and students. Teacher generated and collaborative teacher-student rubrics are increasingly focused on specific skills rather than vague generalizations. There are rubrics created by the school district and other sources that are not as focused and cause some confusion for students. Teachers work to support student understanding of these outside rubrics to the best of their abilities, but they are less effective for formative assessment and student growth than for gathering summative data.

[Socratic Seminar rules](#)

[Personalized Learning Poetry Slam](#)
[Poetry Slam Rubric](#)
[Senior Capstone](#)
[Senior Capstone Exemplar](#)

[High Impact Teaming Assessment Capable Learners](#)
[HIT Behaviors of a Successful Student Rubric](#)
[HIT Year in Review 2018-19 \(9th English](#)
[HIT Evaluation Rubric – Textual Evidence](#)
[HIT Evaluation Rubric – Thesis Statement and Verbs](#)

Differentiation takes many forms in the English classes. The new curriculum, StudySync, includes integrated scaffolding for selected lessons and materials. High Impact Teaming has resulted in an increased focus on progress toward competency rather than evaluating student work only on outcomes. The majority of the department offer students choice wherever possible, including essay topics, format of formative and summative assessments, and projects that both demonstrate strengths and develop growth areas. The StudySync curriculum has a digital platform, but it is underutilized by teachers due to limited access to adequate technology. Some teachers have Chromebook carts in their classrooms, but not all. Access to such technology is not guaranteed, even for teachers with carts in their rooms, as carts might need to be moved on short notice or bandwidth/internet access may be limited. The StudySync curriculum has a breadth of resources accessible, and dedicated chromebook carts in each classroom would open up many other avenues for differentiation and support of our students.

In the fall of 2017, Poly introduced the RUSD adopted math curriculum, College Prep Mathematics (CPM) as both the textbook and the instructional system for Math 1, Math 2, and Math 3. As part of this implementation, all teachers of Math 1-3 attended 8 full days of training provided by the district. Poly's math teachers have agreed to the RUSD Secondary Mathematics Teachers' Practice Agreement. Teachers plan collaboratively using the district approved resources, follow the agreed-upon sequence of instruction and teach the required number of units per semester. Students are given opportunities to engage in collaborative and individual tasks that enable students to exercise their critical thinking skills. Teachers act as facilitators for many lessons in which students are engaging in small group learning activities. Students have designated time in each lesson to practice content for the specified lesson and gain procedural fluency. The tasks that students work on collaboratively are largely based on applications and address problem solving skills. Conceptual understanding is a focal point of each lesson. The challenge is that many of the tasks are vague and require foundational knowledge. The materials in the new curriculum are not organized in a mathematical sequence to support building foundations or connecting to prior knowledge, so teachers are constantly adding to the concepts they have to pre-teach before a given lesson. The Math department needs to develop more time to support students' procedural fluency to prepare students for future course content and conceptual understanding. Students need more fundamental practice for success.

Math offers several opportunities for advanced study, including Accelerated Math 2, Accelerated Math 3, AP Calculus AB and BC, and Multivariable Calculus. Students are also able to pursue graduation credit through Personal Finance Math or Financial Algebra which offer varying levels of difficulty to enable students of different skill levels to continue their math education appropriate to their needs. Financial Algebra is a new course offering for the 2019-2020 school year as a result of an identified need for greater differentiation and opportunities for students to deepen their skills in math in preparation for success in college and career. The course focuses on several relevant, real-world concepts such as income tax, budgeting, consumer credit, and independent living. The personal finance course is targeted to seniors who need additional math

[Secondary Mathematics Practice Agreement](#)
[Protocol Unit 2](#)
[Vertical Articulation](#)
[Professional Development](#)
[Calendar Math](#)
[Math tutoring schedule](#)
[Financial Algebra](#)
[Personal Finance Math](#)
[Physics/Math Joint project](#)
[Math 1 Scope and Sequence](#)

credits for graduation and students who wish to gain additional knowledge in math. The personal finance course strengthens basic math skills while developing an understanding of the use of personal income, record keeping and budgeting, keeping a checking account, saving, accounts and types of interest, purchasing with cash or using credit, making large purchases (auto or home), types of life insurance, and types of investments. There are interdisciplinary projects for both Math 2 and Multivariable Calculus that involve Physics and AP Physics courses. The Math 1 team is also implementing High Impact Teaming. Their focus is for students to articulate their learning intentions and success criteria. Students engage in co-construction of the success criteria with their classmates and teacher. Students will be able to identify success criteria in student work samples and exemplars and reflect regularly using essential questions connected to big ideas. Math 1 has developed several skills-based rubrics already, and plan to continue this development throughout the year in addition to moving the process to Math 2 in 2020 and Math 3 in 2021. Desmos has been a backbone for student learning as it helps students visualize concepts. It also supports differentiation as students have options for learning curriculum between Desmos and practice sheets. Use does require access to Chromebooks, and access is limited for math teachers as it is across campus. Teachers also need more training on using appropriate technology, particularly that which might be useful with students' smartphones or in whole-class instruction. In 2018-2019, the Social Science department implemented High Impact Teams in World History (10th grade). The U.S. History team (11th grade) will be trained to implement High Impact teams this year, followed by the Government and Economics team in the 2020-2021 school year. This process provides students and teachers with a visual roadmap of where they are presently and how to progress to the next steps. There has been a focus on including more writing in the social sciences, with short answer questions and document-based essays being the culminating assessments to demonstrate knowledge. As a result, the World History and US History teams have focused their High Impact meetings on creating cycles of inquiry that include creating student friendly rubrics and scaffolding strategies that align with district assessments Project based learning has also been implemented across all grade levels and subjects to promote higher cognitive abilities focused on creativity and analysis rather than recall and retention of facts. Students investigate and respond to authentic engaging and complex questions, problems, and challenges to acquire a deeper understanding of historical content through application and the creative process. Government and Economics have emphasized civic education to prepare students to be active participants in the democratic process. AP Psychology students design and implement a behavior modification program based on the principles of Classical Conditioning and Operant Conditioning. If they commit to changing a behavior on a fixed interval schedule of reinforcement, for example, limiting social media usage for a block of time, they can obtain various positive reinforcements in class. 2018-2019 marks the first year that RUSD's first cohort of Dual Language Immersion (DLI) students are in high school. This program began with	Math 1 Chp. 2 Test – Retake Unit 2 Interventions Desmos Student Friendly SAQ Rubric HSS District Rubric Academic Claims History Day National History Day Civic Engagement Civic Engagement Idea Sheet Civic Engagement Form Essential Question Paper Civic Education Behavior Modification Dual Language Immersion
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kindergarteners in 2010. As freshmen, this cohort of students will take World History as the first class and will be fully immersed in Spanish. This is a very rigorous course as both student and teacher are using academic language in Spanish to teach/learn the content. The planned implementation is to include DLI in US History as well as other content areas next year While Riverside Unified continues to transition to full implementation of NGSS, Poly High School has begun to evaluate how to support implementation of these standards to align with both district direction and state guidelines. Student-centered lessons focus on revealing how a student personally understands and interprets the tasks relevant to the topics covered. The biology team has implemented High Impact Teaming and, as a result, created central questions for each unit based on their interpretation of the most important aspects of the NGSS Living Earth framework. The lessons progress through various rounds of formative assessment toward understanding and addressing student misconceptions. Additionally, we are in the midst of developing and practicing the use of CER (Claim, Evidence, Reasoning) as a tool for writing as well as self-evaluation and peer evaluation. Across all disciplines in the department, teachers have developed common commitments. They teach three agreed upon units per semester. Each unit includes at least one common lab in which students apply their learning to real world experiences. All labs require notes and data collection as well as CER. This process is aligned with district middle schools as well. Student feedback based on ongoing formative assessment informs instruction as it progresses. Student samples are shared out in teams for whole-class learning. There are multiple options for student learning posted on teacher websites. Students in AP Environmental Science have the opportunity to attend a Geology Field. Study in Death Valley for three nights/four days in conjunction with UC Riverside. Students in both college prep and AP physics work problems and perform labs for the bulk of their learning. In both the labs and problem sets the initial problems are very basic and help kids develop vocabulary and basic concepts and formulas. Later in the problem set students are asked to go further to apply their learning. Students often engage in cross-curricular activities with math to support learning in both subject areas. The Science department has implemented multiple technologies and strategies to support differentiation. Teachers frequently allow for test corrections to supplement their grade and reinforce learning. Teachers encourage group work and peer mentoring for students that are struggling with concepts. English Language Learner students are able to use translators and other applications for scaffolding. Teachers frequently use PHET, from University of Colorado, and other simulation technology, including Gizmo, for labs that are difficult to reproduce in a high school setting. Teachers also use pH sensors, pressure sensors, temperature probes and spectrophotometers in their “wet labs” to engage students with content. Both Google Classroom and Google Sites provide on-demand access to many lessons and supports as needed by students. The drawback is that students often rely too much on technology without understanding the context. Additional teacher training	AP Environmental Science Unit 2 Playlist Energy and Life Rubric NGSS Scientific Summary Rubric Claim, Evidence, Reasoning Lab Guiding Questions Biology GEODE Field Study PHET Collision Lab PHET Student Instructions Gizmo-Explore Learning
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is needed to support not just use of technology, but integration with the curriculum.

The World Languages Department provides rigorous instruction with an emphasis on preparing students to create and perform real world conversations in Spanish, French, and ASL. World Language classes are adopting new standards in 2020. The new standards focus on practices, perspectives and products. Teachers and students will communicate in the target language and students will need to demonstrate cultural, grammatical and communicative competencies. Students will transition from old standards to new ones over the next two years. Rubrics and models are used in class. District assessments use standardized rubrics. Project-based assessments are created and used throughout the district for Spanish and French, levels 1 and 2 only. Students have a rubric that breaks down expectations through a grading scale of 1-4, 4 being the highest possible score. The categories include content, pronunciation, grammar, and fluency. World Language students participate in meaningful conversations, debates, and Socratic seminars. They discuss cultural topics in the target language. Students in beginning levels 1 and 2 collaborate with students in higher levels 3 and 4 (AP level) to apply concepts in real life situations using the target language. All of these activities are preparation for, and assessed through, a common district final exam for each semester. This is an oral final exam; emphasis is placed on students' ability to utilize the target language in conversation/signing, rather than writing. (Evidence: various written copies of last year's final oral projects from level 2 in Spanish and French) Students celebrate various traditions and holidays from around the world. Traditional celebrations such as Día de los Muertos, Mardi Gras, All Saints Day, are opportunities for students to learn new vocabulary and cultural practices. French and Spanish also incorporate current issues of interest to the global French and Spanish speaking community, particularly South America's concern for the rainforest, economic and environmental concerns in French-speaking Africa, just to name a few.

New to Poly in the 2019-2020 school year is American Sign Language. While we only have ASL 1 this year, we will have ASL 2 for next year and ASL 3 in 2022. The addition of this course provides many students who are not interested in or have not found success in other World Language courses with an additional opportunity to develop second language skills. Furthermore, as Poly is less than one mile from California School for the Deaf, Riverside, the real-world need for this language is even greater. American Sign Language (ASL) 1 is an introductory course that uses selected readings, visual recordings and interactive online activities to help students understand and respond to simple questions and statements in ASL. To demonstrate ability in signing skills, students will be asked to record videos of themselves signing to submit to their instructors. Students will also build their knowledge and understanding about deaf culture and history. This course adheres to both the National Standards for Learning American Sign Language and the World Readiness Standards for Language Learning, ensuring that students develop competence to communicate effectively and interact with cultural understanding of the Deaf community. There is a great need to increase the availability of qualified ASL interpreters in the community and mainstream programs in schools and colleges/universities. Some

places interpreters are in demand include hospitals, courts, governmental agencies, community activities, and local, county, and state legislatures. We have students volunteering at deaf events or a deaf school (California School for the Deaf, Riverside). We have guest speakers that use ASL for their job; such as school interpreters, medical professionals, and speech language pathologists. Students in ASL courses learn about deaf culture all year, but are encouraged to participate in community events throughout Deaf Awareness Month (September).

World Language teachers utilize collaboration, small groups, student mentors to support students of different ability levels. The French and Spanish teachers use the website conjuguemos.com to have students practice grammar concepts, vocabulary, and verb conjugations at their own pace and as needed. The department often utilizes multi-media to support student learning, including partnering with the film production class to help students create videos to show application of their learning.

Identifying and cultivating student strengths and recognizing and praising students for doing good work are both district goals for Visual and Performing Arts (VAPA), and are inherent in the performance/assessment model used in the VAPA classes. Students in Visual Arts are given criteria sheets for each project. These criteria sheets directly correspond to the rubric used to assess the work, and include the objective, goal, aesthetic expectations, and the new Visual and Performing Arts standards. Students often collaborate with the teacher to design the project rubrics, further engaging them in developing an understanding of learning outcomes. Students are also expected to assess their own performance on the rubric by identifying strengths and weaknesses. Students engage in self and peer critique throughout different phases of their projects. They are introduced to the Feldman Model and the 4-Step Critique model to support more meaningful assessment of work. AP Art students regularly utilize this model to critique their own work. Student artwork is shown in the community through means of performances (Ghost Walk posters, Orchestra Performances with artwork and Day of the Dead skulls), display (in front office, on the walls of classrooms, in other teachers' rooms), social media accounts (Instagram: @riversidepoly.visualarts, @riversidepolyceramics), and colleagues and students sharing on social media. Students collaborate with other departments to engage in relevant projects e.g., Day of the Dead Lanterns for the Orchestra Halloween show. Students also participate in numerous art competitions: PTSA Reflections Contest, Takano Congressional Contest, Press Enterprise Contest, and Ceramics Empty Bowls. AP Art students are completing portfolios of work for the exam. All work is standards based and written commentary is required for each image they create.

Structured peer support and instruction is implemented throughout the Performing Arts curriculum. A variety of performance opportunities are offered to students of all skill and experience levels. Multiple levels of classes are offered based upon assessment of student readiness. Within classes, structured leadership opportunities and collaborative performance contribute to differentiation within the programs.

[Conjuguemos.com](http://conjuguemos.com)

[Unity – Surrealism Collage Criteria](#)
[Rubric for Studio Art and AP Art](#)
[Feldman Model](#)
[4-Step Critique Model](#)
[Art Criticism Activity](#)

Social Media Accounts:
 @riversidepoly.visualarts
 @riversidepolyceramics

Within the Visual Arts classes, assistive technology and alternate projects meet the needs of all students and all abilities. Ceramics teachers split instruction time and studio time by relying on Google Classroom to frontload students so they are prepared for their projects. Because of the wide array of students in the classes, collaboration is encouraged and students both challenge and support each other with new ideas and techniques. As access to technology for the whole class is limited, teachers rely on student devices; however students are willing to share their devices with others as necessary. Riverside Unified has an MOU with Orange County USD to enable more teachers to earn a Career Technical Education (CTE) credential. As a result, two Poly teachers earned the credential, and CTE courses were added to the student registration forms (Dance and Theater Arts) for the 2019-2020 school year. These are in addition to the courses added in Computer Science and Digital Design. Poly High School offers CTE pathways in Media Arts Production and Computer Science, with plans to add or expand pathways to include Digital Design for Print, Digital Music Production, Dance, and Theater. Computer Science offers 3 courses for students to engage in. Exploring Computer Science is level 1. This course offers students the opportunity to gain communication skills, teamwork and collaboration skills, along with problem solving and critical thinking; all of which are key components for all other courses students will take during their high school time. Topics include Web Design, Programming, Game Development and Real-World applications. Major projects will include a working ePortfolio which is built in the form a live website. Their portfolio will include programming examples as well as their collaboration projects. Students will then move onto our Level 2 course in Computer Game Programming. Students are gaining knowledge in creating documents that will go along with a given game they will create. They will have more robust programming as it relates to game development. These students will continue their soft skills learned in Exploring Computer Science. Students will be building prototypes, 2D and 3D games for the computers. They will complete the course by building a fully working game from scratch. The level 3 course is in Mobile App Development. This course is the Capstone for the Computer Science pathway. Students will be fully engaged in a real-world building environment. Students will be creating applications that could be published as a marketable product. These apps will include a mobile game, a service app, an interactive app as well as an AR app. The students will then be responsible for creating a fully functioning app that is built from the ground up. We are in the process of articulation with Riverside Community College for level 1 and 2 computer science.	Career Technical Education
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In Performing Arts, performance rubrics (based on state VAPA standards and CTE Pathways indicators) as well as scoring criteria (based on professional organization's festival scoring guides) are shared with students as they prepare for performance at the school level, and as they prepare for festivals and competitions. As students develop their skills, aptitude, and performance acumen, the assessment of their instructors, adjudicators, judges, peers, and their own self-assessment allows them to develop both their personal, as well as their burgeoning professional "bag of tricks", and allows an ever expanding understanding of their abilities and possibilities in their performing art. Based on the RUSD focus in Inquiry-based learning, our students are able to apply their developing performing skills in multiple ways; student-generated performances, class/instructional-based performances, festival/competition performance, as well as community-based performances. Students are given many opportunities to not only perform works chosen and directed by staff, but they are also given opportunities to choose the pieces they would like to perform, and are given avenues to perform them. Students benefit from feedback from multiple sources and are offered a variety of approaches to their art. This also highlights areas of strengths and weaknesses and serves to reinforce the teaching that happens in the classroom.

By adding Dance to the CTE offerings for next year, students are able to earn VAPA or CTE credit. We are working a pathway for dance that would allow students to work toward being a choreographer or focus on being a performer. They are geared toward the exploration of careers in dance. In addition to teaching dance styles and techniques in alignment with the state standards, we seek out opportunities for students to teach dance (Elementary School Tour), learn about furthering their education (Studio School Field Trip), and Internships (performing at the Fox theater, working at studios-these are still in the works).

Media Arts Production includes Digital Film Production I and II, and Broadcast Journalism. In the Digital Film Production course sequence, students are provided with the opportunity to deepen and broaden their knowledge of the television and film production industries, its history, and the careers involved within through visual presentation, insightful analysis of film through reflective critiques, and by creating visual entertainment and thought-provoking media. Students will gain further training in the area of on-screen talent through the writing and performance of scripts. Students will gain further technical training in the design and critique of motion graphics and pictures as well as understand the psychological impact this digital media will have on their audience. The courses are aligned to specific CTE standards as well as several ELA standards. Broadcast Journalism is a college and career technical education course which integrates Visual and Performing Arts and CTE standards for the Media Arts Production Pathway. Broadcast Journalism uses an industry standard studio that includes both visual and audio concepts in preparation for a career in the broadcast industry. It requires students to answer numerous essential questions divided by various production project units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards. Upon completion of the Broadcast Journalism course, students will have a better understanding of the digital media industry and the influence of video on global communications, on culture, and the role it

[Bear Broadcast](#)

plays in social behaviors. Digital Design for Print is a new offering for the 2019-2020 school year. This is an introductory course in graphic communications, graphic design, typography, photography, and prepress for digital and offset printing and finishing processes. Students will learn advanced page layout and design for professional print publishing using Adobe InDesign software. This course is beneficial for students interested in becoming graphic designers, photo editors, journalists, production artists, or pre-press technicians. Students learn how to integrate the elements of art, principles of design, composition and structure, and element interaction in layout. They will build meaningful relationships between visual elements and tell visual stories by setting up and applying these techniques based on a structure. Students learn how to set up and manage document sizes and page attributes, pages palette, live area, margins, trim and bleeds. Students will learn aspects of logo and brand development in the form of personal branding, business corporate branding, apparel printing, merchandising, advertising, promotion and marketing. Students will learn aspects of planning, developing, designing, and creating various graphic based elements for various types of digital printing. Though we currently only offer one year, the plan is to expand this course to a three-year pathway within the next two years. Grizzly Grill is our student-run cafe. This program has faced significant challenges over the last six years as different teachers have entered and left the program. This year, we have hired a new Chef, who is creating a wonderful learning environment, and the students' are producing delicious food. The Grill seems to be on more solid footing as students are engaged in various aspects of restaurant management. Students are placed with safety quiz/Osha standards. They must obtain a Riverside County food handler's card or the equivalent. Students move through multiple roles in the hospitality industry (server, host, busser, dishes, prep, line cook. Students practice completing mock job applications, build resumes, and participate in mock interviews. Students develop a restaurant concept, logo, menu, unique programs, uniform standards, and floor plan. Teachers and students utilize digital media to enrich curriculum. Some students have the opportunity to participate in the RCOE catering program. The goals for the academy are to help students master basic career skills in culinary and hospitality In our Physical Education classes, students participate daily in individual and partner sports, team activities, dance, aerobics, walking for life, and weight training. Students progress from individual skills to team competition and tournaments. Every three weeks in general PE, teachers rotate areas between the football field, the softball field, they gym, the tennis courts, and the grass area. At the beginning of the school year, each class has access to the pool for an aquatic unit. Students are introduced to a variety of activities at each area which addresses standards: 1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities. 1.2 Demonstrate proficient movement skills in aquatic, rhythms/dance, and individual and dual activities. 1.3 Identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in aquatic,	Grizzly Grill Menu
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rhythms/dance, and individual and dual activities. Students build on previous knowledge, learned content and skills, and life-long habits of health. All PE courses meet the given state standards as well as federal guidelines for physical fitness. All students, including EL, adaptive PE students, and Special Education students, are met at their specific level and have multiple opportunities for success. Activities are selected and carefully modified to ensure a safe learning environment for students. Activities are selected carefully to ensure that they match the ability level of students and are safe for all, regardless of ability. Students have aides and interpreters when necessary. Lower level students are paired with higher level students to promote class participation and interactions. EL students are also encouraged to teach native English speakers specific terminology for the sport as well, promoting acceptance and multicultural integration. Students are given assignments on Obesity, Drug and Alcohol Addiction, and Exercise and Nutrition Poly's JROTC program is also incorporated into our PE department. Students are in positions of leadership within their classes. They work in tandem with instructors to create lesson plans for physical education or other elements of the program. All teachers have participated in professional development training for the Danielson Framework for Teaching over the course of the 2018-2019 and 2019-2020 school years. This is a district-wide initiative designed to improve teacher efficacy	Danielson Framework for Teaching Information Page
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications. Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
Instructional Technology: All classrooms are outfitted with a computer and projector; most classrooms have an interactive whiteboard. Staff members use these tools to engage students through the use of presentations, videos, and interactive technology that are accessible with this technology. While we are not a 1:1 school, staff have access to 47 Chromebook carts, supported/purchased in part through Custom Schools Initiative/Personalized Learning program implementation. While	Technology plan Textbooks Puente Website AP Physics Website Physics 1 Website Poly Theater Website 9th Grade Honors Lit Website Math 1 Snyder Website

this number is a vast increase in access to classroom computer use since our last WASC report, it is not completely adequate to meet the growing need to incorporate technology into classroom lessons, particularly as more of our textbooks rely heavily on an online platform for full implementation. Currently, English, Science, and Math textbooks are primarily digital, with a less comprehensive paper version available. The textbook for Drawing and Painting is available online. History/Social Science has not had a textbook adoption in 15 years; therefore, teachers often utilize online materials to supplement what is available in the textbooks. Teachers do not favor moving to a one student, one computer model as this requires students to carry and maintain the computers daily, and there is not currently an adequate number of electrical outlets in each classroom to provide students with the ability to charge devices. However, teachers would like to see a Chromebook cart permanently located in every core content classroom (English, Math, Science, and Social Science), with additional carts located permanently or as needed in other disciplines and electives. Lack of guaranteed access to necessary technology has been cited as an impediment to planning lessons that utilize available digital resources. Despite the obstacles, teachers frequently use programs and digital content to engage students in skills-based learning activities. World Language students listen to podcasts, watch videos, and listen to music in the target language. MyAP and PearsonRealize are useful tools for AP French and Spanish students. All students have a Google account through RUSD which gives them access to the standard G Suite tools such as documents, slides, and spreadsheets, among others. The district transitioned away from Haiku LMS this year, so teachers have switched to either Google Sites, Google Classroom, or other websites to share information, post lessons, and create interactive lessons. Teachers were given many opportunities to attend professional development/training on how to transition from Haiku to Sites and/or Classroom, but some are still struggling to get back to the same level of use they had before simply due to the extra time to transition previously developed resources to the new platform(s). In addition to teacher-mandated technology, students are also prompted to use more independent tools such as graphing calculators, simulations, measurement tools, and student phones, when appropriate. All teachers in English and Math have attended multiple day professional development on the use of the new textbooks, particularly their digital platform. Teachers in all disciplines have had multiple opportunities to attend training on instructional technology through district workshops, both mandatory and optional, and site-based, need-driven training provided by colleagues and instructional specialists. Many of the site-based trainings have been provided through our Personalized Learning initiative. Visual and Performing arts teachers frequently need to look to professional educational associations for specialized training to support their respective disciplines, unfortunately, often after school and on weekends at their own expense.	Old West DBQ Project Socratic Seminar Guidelines Science Fair Checklist Science Fair Handout Crucible Discussion Board Crucible Website (Dimmesdale) Odyssey Presentations Student Conference Goal Setting Worksheet Ted Talk: We the People PHET Collision Lab PHET Student Instructions Teach the Teacher Project Math 1 Year in Review Carousel Khan Academy Desmos Kahoot Conjuguemos.com Flipgrid TED Talks Quizlet Google Classroom Teacher Websites Aeries Remind Google Site-Based School
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Many teachers use effective coaching strategies which engage students to think and learn deeply about course concepts. Activities such as gestures/physical response, acting out concepts, drawing to learn, creation of music or videos to demonstrate understanding, Socratic seminars, document-based questions, project-based learning, simulations, and hands-on application of concepts in math and science are consistent strategies employed by teachers. Our school-wide focus on close and analytical reading has led to greater engagement in reading in all content areas, and supports the district focus on analytical and argumentative writing in Science (Claim, Evidence, Reasoning format), History, and English, and directly aligns with the performance tasks on the CAASPP test taken in 11th grade and the NGSS science test taken by 11th grade. In 2015, Poly High School became part of the Custom Schools/Personalized Learning Cohort 2 for RUSD. When we were invited to submit an application for participation, our principal tasked the 11-member Strategic Leadership Team with the development of the implementation plan. Every element of the plan is a direct response to demonstrated student needs. Implementation of Personalized Learning has changed the structure and culture of classrooms across campus. Many teachers have started using flexible seating/learning environments. Some are using flipped classroom techniques, particularly to differentiate lesson pacing. There has been an increase in project-based learning, alternative summative assessments and performance tasks to support student choice and increase engagement. For several years, English and Math teachers administered the MAP assessment three times per year. Data was then used to support individual learning goals and guide learner profiles for students. In 2018, the district ended the MAP assessment contract. The replacement, Interim Benchmark Assessments, do not provide the same quality of data with the same ease of use. Personalized Learning has continued to expand and evolve to meet changing student needs since first implementation. Two key components of our program, High Impact Teams and Bear Den, are the direct result of the implementation of Personalized learning. Teachers see the need to empower students to participate in their own learning and evaluate their own progress in tandem with their teachers, which is the focus of High Impact Teaming. Bear Den provides a support network, in the form of common teachers for their core classes as well as Pathways to Success. The Bear Den teachers collaborate daily to support and guide students in all of their classes. The English department created the Senior Capstone as a result of Personalized Learning. Social Science is once again participating in National History Day in order to provide students an opportunity to guide and enrich their learning. The math and Physics departments have collaborated on several project-based learning opportunities, including the Poly Motocross project, in which students designed a motocross track with the help of industry professionals. Science classes explore current issues such as global warming, declining insect populations, drought, and dietary guidelines/alternative diets in classroom activities, labs, and projects. Our CPM Math Curriculum focuses on training teachers to be coaches/facilitators while providing task-based lessons. In Visual and Performing arts, students are	Socratic Seminar Document Based Questions Claim, Evidence, Reason Personalized Learning Implementation Plan Personalized Learning Project Biology Bear Den Senior Capstone Project Math and Physics Tennis Ball Launch Tennis Ball Launch Task
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supported in creating student-led projects based on skills that have been developed through foundational lessons. Teachers of American Literature (11th grade) and Math 2 and 3 met individually with each 11th grade student to discuss progress toward goals, learning needs, and set future goals. We hope to expand this to support all grade levels in both English and Math as these are areas in which data tells us students need additional support. Students in our Moderate/Severe Special Education classes create a unique electronic portfolio for each student. Teachers are working to help students set goals for success and mastery, not just to meet deadlines. Students are leaders in their own learning, choosing pathways with teacher or counselor guidance. Teachers not only utilize, but rely on materials and resources beyond the textbook. Because the textbook is so outdated, Social Science teachers in particular seek materials to support students in historical inquiry. Stanford History Education Group, DBQ Project, and The Choices Program from Brown University are the most commonly used supplemental materials. Teachers from across disciplines use news outlets for current events and to create connections between concepts learned and application. English teachers use NoRedInk.com, NewsELA.com, CommonLit.org, along with many media and news sources, in particular to pair non-fiction with literature. Visual Art teachers use textbooks to build academic vocabulary and understanding of art concepts, but most assignments/projects are built around creation in a variety of mediums or performance. Because some textbooks are not current, Science also supplements textbooks by using additional outside resources. Math teachers frequently use Desmos and Khanacademy.org to support student learning. Physical Education students are also given access to several apps that help with a variety of health-related topics, such as water intake, meditation, fitness trackers, and meal planning. Teachers state that they would like to use more resources from outside the specific adopted textbook/curriculum materials, but they need both time to curate and training to develop the most effective methods of incorporating material into the classroom. Poly High School offers students a variety of opportunities to prepare for and be exposed to college and career opportunities.	Stanford History Education Group https://phschool.com U.S. Bureau of Labor Statistics - Economics Library of Congress NoRedInk News.ELA CommonLit.org Desmos
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Learning and Teaching Summary

Poly High School offers challenging and relevant experiences for all of our students. We offer traditional course offerings, career pathways, Advanced Placement, and high interest elective courses. Teachers are highly trained and offer rigorous instruction. We hold students to high expectations, as evidenced through our student learner outcomes and the samples of learning activities, lesson plans, and student work. We offer support to teachers through our Personalized Learning Program Manager, EL Contact, Heritage Coordinator, Legacy Coordinator, and our Shared Leadership model. High Impact Teaming has given teachers additional tools to engage students, provide timely feedback, and train students to be assessment-capable learners and evaluate their own progress toward meeting standards. We also have collaboration time built into our schedule to ensure teachers update instructional practices and differentiate instruction. This time is used not only for inter-departmental collaboration, but intra-department collaboration and professional development mini-trainings as well.

Teachers engage students using various types of technology. Teachers have access to laptops and some have other technology to support the classroom. Our course offerings address and are driven by student interests. Teachers use platforms and websites such as Google Classroom, Google Sites, Desmos, and other content-specific pages to facilitate student learning.

Many real-world and project-based activities support student engagement. Activities, field trips and academic competitions keep students involved and allow them to apply the skills they learn in the classroom to real world activities. Students compete in Mock Trial, Ethics Bowl, multiple Visual and Performing Arts Competitions, History Day, Science Fair, and other local opportunities. Poly students are actively involved in the community and participate in civic engagement activities and community service. Project based learning and real-world application of learning is infused throughout core content areas as well as electives.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.3

Areas of Strength

1. Students in all subject areas at all course levels are engaged in authentic, relevant learning experiences that extend not only beyond the textbook, but beyond the classroom.
2. CTE pathways offer various opportunities for students to engage in career based courses.
3. Poly has a designated EL coordinator to support ELPAC testing and EL student placement as well as support for transition to English based instruction.
4. Transition lessons have been developed for our Special Education students to engage our students and prepare them for life after high school.
5. Student learning needs are met through personalized learning implementation, High Impact Teaming, Common Formative Assessments, and teacher effective collaboration.
6. Teachers are focusing more on targeted skill-sets embedded within the standards in order to develop lessons that effectively provide students with skills needed to ensure they master the content outlined within the standards.
7. There is more teacher awareness of individual student learning needs through development of a

*The summary information will be used for Tasks 4 and 5.

growth mindset among the teachers and students.

Areas of Growth

1. There are student placement issues, particularly in electives, where students are sometimes relegated to a class they do not want due to lack of other options
2. While there is an increase in the use of rubrics, teachers need continued professional development to ensure rubrics are student-friendly and easy to understand.
3. Access to technology is not equitable across the campus. Some teachers and students have daily access to Chromebooks, while others report they have limited access.
4. There needs to be new adopted textbooks that align to the California Standards for Science and History/Social Science.
5. Teachers need to implement common assessments with fidelity and develop more methods to monitor student growth.
6. College and career pathways have been developed but have not been communicated effectively with all stakeholders.
7. Establishing stronger links between Career Technical Education and core academic coursework needs to occur in order to develop cross-curricular enrichment activities.
8. Provide structured interventions and solutions to help mitigate the D-F disparity and meet the needs of our students.
9. Adapt to the changes in our district transition from Haiku/ Powerschool to Google Classroom.
10. Use data from our College Kick-off and senior matriculation to inform and expand our application of college conversations.
11. Create better community connections with local Cal State University and University of California schools to complement partnership with Riverside City College.



Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP. Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
Staff and administration at Riverside Poly use various means of assessment to inform all stakeholders of students' progress towards meeting academic standards and Student Learning Outcomes (SLOs). Students are assessed across departments with various projects, common assessments and district assessments varying within each course strand and subject. In previous years, until the 2018-19 school year, English and Mathematics' students were assessed through the MAP testing system for both students and teachers to monitor progress toward meeting state standards in order to prepare for 11th grade CAASPP Testing and to inform instruction for possible reteaching. The MAP testing was discontinued in the the district, and Poly only currently has access to this test for our Bear Den students. Currently, IAB CAASPP common assessments are administered quarterly for Mathematics and Language Arts in place of MAP testing and Poly teachers are currently working on teacher training to use the IAB data to inform instruction and help students assess their own progress as part of the goals of our High Impact Teaming (HIT) - to create assessment capable learners. During 1st and 3rd Quarter, all grade levels in English administer a synthesis writing common assessments in order to assess student progress toward proficiency for the CAASPP Performance Task, which is given in the spring to all 11th grade students. The Junior English teachers proctor their own classes during CAASPP administration, and Mathematics teachers proctor the examination together in the gym, since their math cohorts are not pure to grade level. In 2017/18 12th grade students participated in the California Science Test (CAST) and in 2018/19 11th/12th grade students participated in the first year of statewide CAST testing. This year, CAST will be exclusively for 11th grade students and 12th grade students who did not participate in the test last year. In the Social Science Department, Document Based Questions (DBQ) assessments are created by teachers and graded with rubrics that teachers also create to analyze if students acquire literacy skills, critical thinking skills, and inquiry skills. Science is currently in development and running initial trials of Claim Evidence Reasoning (CER) rubrics for assessments. All departments and classroom teachers offer various formative and summative assessments throughout the year as needed to drive instruction.	PSAT, SAT, AP tests, District Assessments, 3 year IEP evaluation, annual reviews, parent requested reviews, grade level common assessments by subject area ELAC, Newspapers, state website, school site council, PLC meetings, department meetings, school accountability report card on school website MAP Data MAP Data 2017-2018 MAP Growth Reading 2017-2018 Social Science DBQ Social Science Rubric LEQ Rubric APUSH Science (Claim, Evidence, Reasoning)

Advanced Placement (AP) courses initiated newly launched MyAP progress checks for students to check their own understanding and to drive teacher instruction and reteaching. AP testing takes place every May for the 23 AP courses offered at Poly and is coordinated by site administration. PSAT testing is provided (through LCAP) to every sophomore student and offered to all other students in October, along with the Khan Academy tutoring that follows with the score report and booklet. Specialized assessments including: English Language Learning students. They are assessed annually through the ELPAC, using the Quarterly district synthesis writing assessments to determine eligibility for reclassification. Physical Education has 9th grade students participate in Physical Fitness Testing (PFT) each year. Annual IEPs are implemented by the IEP team to address the needs of each student. The IEP Parents, Teachers, Students, Counseling, School Psychologist, Student Advisor, and Administration are part of the IEP team. The majority of standardized testing occurs under the supervision of the Assistant Principal team and is outlined on the District/Site Testing calendar. The testing data is reported to parents and students utilizing Aeries Gradebook and mail. In years prior, teachers directly administered MAP testing during class with the support of site administration. Assessment data was shared with teachers to drive instruction and for students to monitor their own learning. In 2018-19, Riverside Unified School District did not renew the MAP testing contract, and Poly was disappointed in the loss of this effective measurement tool; however, our Bear Den program utilizes MAP testing to monitor student growth, which is supported through a grant. ELPAC testing is coordinated by the English Language (EL) coordinator and site administration. With EL supplementary English courses (ELD 1, 2, 3, Language Arts Workshop), an increased effort has been made to ensure that students are aware of their status and proficiency level as they work towards re-designation. Students are assessed by their teacher in their ELL English class. Results are shared with the student and parents through a district report, Aeries, and at the ELAC meetings. CAASPP Testing (ELA and Mathematics) is administered by classroom teachers with the support of site administration and the Director of Curriculum and Instruction Support Staff. Data is shared with departments, assisting individual Professional Learning Communities (PLCs) to use data to drive and adjust instruction. Students and parents receive CAASPP results in the mail along with an explanation of the scores. Collective responsibility by all grade levels in preparation for the CAASPP is included in vertical team planning. Student responsibility is also a focus, with 1:1 teacher meetings about goals and the importance of the test in all Junior English classes, as well as in Math classes.	AP Planner AP test scores Dashboard Counseling Key Dates Physical Fitness ELAC, Newspapers, state website, school site council, PLC meetings, department meetings, school accountability report card on school website RUSD Testing Calendar Counselors 3-4 times a year, IEP meetings, 504 plans, Link Crew Orientation, School Site Council, PLC, staff, and department meetings, e-mail and individual teacher websites and Google sites/classroom, Freshmen Advising Day, Progress reports, grade reports, and report cards. Aeries parent portal PLC-meetings, staff meetings, CST scores mailed home, newspaper, Poly High School Accountability Report Card on website , Department assessment data is used to develop SMART goals Department/District assessments, Data analysis by administration and departments, Lesson plans, student work District common assessments, department/grade level assessments, benchmarks SARC
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All CAASPP data is disaggregated to show areas of need within smaller subgroups in the school. This data is used to evaluate student needs and is shared with parents and the community through the California Dashboard. AP Test results are compiled and aggregated by College Board and reports are distributed to administration, teachers, students, parents through the College Board website, and through traditional mail. All stakeholders have access to the schools data through The community has access to data on the school's report card (SARC) on the school's online Dashboard, which includes data from AP, SAT and CAASPP scores. Our 11th English Language Arts (ELA) teachers met with their students, shared data from their 8th grade SBAC test, 10th grade PSAT, and classroom assessments prior to the the CAASPP to set goals for future success. In addition to the tests mentioned, teachers also continuously use summative and formative assessments to monitor student progress on standards. Data collected from the state and district assessments is summarized, disaggregated , analyzed and discussed during weekly collaboration time. Teachers utilize this data to guide further instruction.	California Dashboard 2017 California Dashboard 2018 California Dashboard 2019 ELA 11th CAASPP Student Meetings
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D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Focusing on professional learning communities (PLCs) throughout campus, efforts are in place to communicate more effectively and align instructional staff and common curriculum across grade levels, course strands, and departments schoolwide. In Science, Math, English, and Social Science departments common course strands are working to create and utilize common curriculum aligned with Common Core State Standards. PLCs regularly meet every week to analyze the effectiveness of instruction, best practices, grading policies, common commitments, and other instructional concerns. While efforts have taken place to ensure some common curriculum and assessments; in 2019/20, time has been focused on reassessing common assessments and ensuring equitable grading practices and policies are in place. In the newly developed Bear Den, a strategic intervention program for low-performing freshman students, teachers meet daily to debrief on student achievements, student needs, and best intervention practices. Every Tuesday, 1:1 student meetings are held to review their progress and goals with their Bear Den teachers. Poly uses a variety of methods to monitor and assess the academic achievement of students and the expected school-wide learning results, including district, site, and classroom assessments to develop tiers of intervention for students. All teachers use various	District common assessments, student work, Informal classroom assessments Projects, academic vocabulary, classroom engagement, community service, parent feedback, Aeries, Google Docs, Turnitin.com, progress and grade report cards, parent conferences, parent and teacher emails, IEP/504 meetings, counseling sessions, AVID, sports teams and grade checks Puente, AVID, reading intervention classes, Bear Den, Link Crew and JROTC tutoring Math - common grading practices across Math 1, Math 2, Math 3. ELA common assessment & common rubric ELA 10 Expo Rubric ELA 12 Expo Rubric ELA Writing portfolio rubric.

means of formative and summative assessments through the instruction cycle and many departments and course strands use common rubrics and norming-and-scoring sessions to ensure that common grading practices are unbiased and equitable for all students. The Science department is developing CER assessment. Math department use common rubrics for all tests for each course, common homework calendars and common range of percent weighting for assessment, homework and classwork at each level. However, consideration is needed in creating more consistent common expectations and grading policies that do not interfere with District contract. The English department has been implementing a new supplementary textbook series, McGraw-Hill's StudySync hybrid system and has common commitments for the number and rigor of reading and writing assignments per quarter as well as supplementary text expectations per grade level. History/Social Science has formative assessments throughout the unit, common summative assessments at the end of each unit and semester and works to maintain consistency across content area with grades and summative assessments. Grade level Counseling lessons are given to all grades at the beginning of the year in order to understand expectations on graduation, A-G college prep requirements, and CTE pathways by learning how to read transcripts. 1:1 academic and social/emotional student support meetings also occur by appointment and walk-in times consistently throughout the year.	ELA Reflection Guide ELA Portfolio Grid Peer Edit Grading Checklist Science CER Rubric Development Physics Chemistry Biology Career Technical Education ELA Common Commitments Social Science DBQ, Social Science Rubric LEQ Rubric APUSH Counseling calendar
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D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Many school, department, and student led action items and programs have been put in place to identify and support students. Special programs (ie., Heritage, Legacy, AVID) employ a variety of active monitors and intervention strategies to maintain communication with students and parents regarding student "A-G" eligibility and graduation status. Counselors spend time supporting students by having several meetings with all students throughout the year. Each semester, counselors come to every English and/or Social Studies class to review needed information for graduation and A-G completion by learning how to look at College Career Readiness Indicators and their individual student progress. Seniors are given detailed information on the college application process, and are offered numerous opportunities to attend FAFSA workshops on and off campus.	Academic eligibility for extracurricular activities, AVID, Legacy, Heritage, RIVERSIDE POLY HIGH SCHOOL Counseling Website - Homepage

Poly also offers the Link Crew program, a student-run freshman mentorship program where freshmen are able to connect several times with successful junior and senior student-mentors, where they problem solve, team build, and set goals together. The Special Education Department monitors progress on goals quarterly and offers a yearly IEP to review and create appropriate goals with the student and family. Teachers support students by offering many opportunities for the development and assessment of college and career-ready skills. We have both timed and process writing samples and essays that are used to evaluate writing and comprehension for college and career readiness. State mandated tests are used to evaluate overall proficiency levels. Benchmark assessments are also used across the curriculum to monitor progress toward proficiency goals. Regular informal assessments are used to check for understanding and monitor progress toward proficiency goals. Some departments (i.e., English and Math) even run 1:1 meetings with every student to review goals and gaps so that every student can be successful. Common assessments are scattered throughout the disciplines, with more structured common assessments in the core curriculum subjects. The High Impact Teaming implementation professional development will address the inconsistencies in utilizing formative testing to drive instruction in all disciplines. Poly uses Odysseyware for its online credit recovery platform which offers a complete online learning system including college preparatory coursework. Students in need of credit recovery are assigned a teacher that administers the program, provides support, monitors the progress of students through the online interface and through in-class meetings. Students reach checkpoints within the program that require the teacher to check the students progress and mastery of content before moving on, allowing for maximal student success from the regular 1:1 attention and self-paced nature of the program. All formal assessment data is updated frequently in Aeries to monitor student progress, including AP, ACT, SAT, ELPAC, and SBAC/CAASPP. Teachers, counselors and administrators review and determine student progress of the state academic standards and expected schoolwide learner results. This data can be reviewed individually or collectively by staff members to assess and monitor student lesson plans for the up-coming year. AP teachers receive comprehensive data on how students do on the exam for each course. This class data can be analyzed in relation to national testing data. Teachers then have the opportunity to restructure the curriculum for the year ahead in order to develop a program where students can be successful.	Link Crew Website In-class timed writing samples, teacher assigned essays and research papers, Precis, academic summary, DBQs, lab reports, Cornell notes, Active Reading Notes, MLA formatting, reflective writing, journaling, Socratic seminars, philosophical chairs, blogs, Wikis, Poll Everywhere, individual white boards, ticket-out-the-door, summary of class, vote with your feet, etc. Common assessments by content & grade level, CTE hands-on assessments to measure employment competencies, VAPA performance tests, oral, listening & speaking exams in FL and ELA, objective tests, project based assessments, ELCAP, AP Exams, California Physical Fitness Test, etc. Odysseyware Goal Setting sheet
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D1.4. Assessment of Program Areas: In partnership with district leadership, school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
PLCs meet regularly on Wednesdays during early release time to assess each department, course strands, and program with a primary focus on effectiveness of common curriculum, common assessment, and common grading and homework policies. In addition, on FLEX PLC days, several areas including Mathematics, Science, Special Education, English and Visual and Performing Arts participate in 9-12 vertical collaboration ensuring curriculum is challenging, coherent, and relevant as each student works toward graduation. Poly consistently uses Common Core standards to drive curriculum while maintaining teacher freedom to determine homework and grading policies. However, many departments on a yearly basis agree upon some commonalities of requirements. E.g., Math agrees to 30% assignments, 70% assessments as minimum with as many retakes as needed to master a skill. Faculty has also participated in professional development in high yield learner engagement strategies. Counseling has transcript audits to look for pitfalls, access to classes, and to make sure policies don't limit availability. Every year, county runs an audit to look at where our holes are. Furthermore, Counseling runs Aeries reports at each semester that show credit status of students toward graduation. Those that are not on track are paired with interventions including: credit recovery class, summer school and referrals to alternative ed continuation school. The online credit recovery program (for seniors behind on credits) started five years ago. Communication between Poly and local continuation schools is continually improving. These meetings are held to ease the transition for students to and from. Graduation Requirements are a continuing focus for the 2019-2020 school year since this was an area of weakness on a previous Dashboard. Administration presented the need to focus on increasing our A-G rates since a small number of students moving from D to C status would greatly improve our A-G numbers. How to address this gap is a work in progress at the PLC and site level, as it aligns to board policy and district vision and goals.	Social Science Rubric LEQ Rubric APUSH Science CER Rubric ELA Common Commitments <u>Math: common commitments to ensure rigor</u> High Impact Teams Danielson training <u>Counseling A-G audit</u> A-G Holistic Data <u>Poly Counseling</u> <u>Staff Meeting Presentation</u>

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Over the last six years, to improve consistency in curriculum, assessments, and grading practices, PLC teams focused on identifying best practices within course and department strands. Areas for growth included ELA and Mathematics based on the drastic drop in CAASPP scores for the graduating class of 2019, resulting in the development of support and reteaching needs to ensure students are college and/or career ready by graduation. The results from the CAASPP testing have identified needs in Math and English supports resulting in the creation of 1:1 teacher meetings for both ELA and Mathematics for 11th grade students and the need for communicating alignment of the instruction that takes place in the classroom with the test itself. Subsequently, the scores for the class of 2020 dramatically increased after implementing the new and continuing 1:1 teacher-student meetings at least twice a year for all junior students. To further support student areas of need, Poly is currently looking into a new schedule for the next school year to include intervention and enrichment through possible advisory or office hours. Assessment data was also used to make program changes and provide professional development and teacher support. Training and adoption of several researched-based and district adopted methodologies have helped teachers across the curricular areas create curriculum-embedded assessments to evaluate the ability of students to apply knowledge. These include the adoption of the Cycle of Inquiry (Guide for Instruction 2.0), trainings in Understanding By Design (UBD), High Impact Teams, and Danielson training. These are all used regularly for instructional lesson plan development both individually and within PLC teams for determining best practices for intervention and reteaching. The counseling department visits all students through English classes at the beginning of every school year that covers graduation requirements, "a-g" requirements in order to start putting together a four-year-plan for students. Implementation of the four-year plan varies from counselor to counselor, but because of this identified need, our Aeries system of reporting is including a program that all counselors will implement in the fall of 2020.	<u>Dashboard 2018</u> <u>Dashboard 2019</u> <u>Social Science Norming:</u> <u>ELA 11th CAASPP Student Meetings</u> <u>Portrait of a Graduate</u> <u>High Impact Teaming</u> <u>Biology developed framework based questions aligned to HIT training goals</u> Aeries Four-Year Plans

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The primary focus of PLCs has been to address the need to close the achievement gap on the Dashboard and for all of the success indicators. Teachers reteach skills-based activities, such as writing historical theses or writing historical contextualization within document based inquiry questions. Math and English departments use data from common assessments and District assessments to modify instruction for identified learning targets. We are currently monitoring student growth and targeted skill gaps in English and Math with IABs from the CAASPP system. 9th through 11th grade students in ELA and Math are currently taking the 11th grade IABs. The analysis of this data, is proving effective in our 11th grade ELA PLC group specifically; however, the IABs are aligned only to the 11th grade Common Core Standards, and the data is not proving highly effective in the 9th and 10th grade ELA PLCs to drive instruction. We are, however, seeking professional development through the district to further breakdown the report data by skill-sets of entire grade levels – not just by individual students. Teachers use Google forums to write papers. This allows the teacher to monitor student work and add comments while students are working. Turnitin.com is also utilized to provide student immediate specified feedback. Departments meet in PLCs by subject and grade level to review the results of common assessments. The assessments were created by staff and district were entered into the data system called Illuminate. Subject and grade level teams disaggregate the results to determine which standards were and were not mastered and reflect on the “why.” From this, the teachers share best instructional practices to teach or reteach the standards that were not mastered. CAASP, AP exams, SAT exams, common assessments, district final exams and teacher made exams are examples of assessments, some of which are reviewed by staff, to determine student and schoolwide performance. Departments often analyze student work samples during collaboration. This could help determine specific skills in which students are struggling to help improve student achievement or learning. Counseling runs reports at progress report time for students who are failing multiple classes and meets with them individually to create a plan to get back on track, i.e., assess areas they are failing class and be strategic about raising grade, practice how to ask the teacher for help, come up with credit recovery plan if class is failed, connect with strategies for test and study prep.	Portrait of a Graduate High Impact Teams District writing assessment IAB's Illuminate Turnitin.com Analysis of student work Exception Report

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
To ensure that all students understand class and schoolwide expectations across a variety of instructional strategies, learning objectives and various levels of explicit success criteria are used across disciplines to ensure that students are aware of the learning intention for the day and how it ties to state standards. Areas for growth include how each learning objective connects to the student learner outcomes and preparation for college, career, and community. Our High Impact Teams continue to work on breaking down focus standards within our PLCs and with our students so that they fully comprehend what is needed of them to make steps toward success of the overarching learning objectives. In PLCs when reviewing common rubrics, teachers work to align project and grading rubrics to support teacher-student communication clearly, showing expectations for student success and alignment to state standards. ELPAC data is used to determine which classes students should be enrolled in based upon their English fluency level. This helps determine students' proficiency levels in language acquisition. The site EL coordinator and teachers use this data to assist students in preparing for re-designation and reclassification. Efforts are being made to create more opportunities for students to self-assess, where students conduct self-reflection about their progress and achievement as it relates to the expectations and standards for each class. High Impact Teams (HIT) create peer and self-evaluation tools so that students can obtain feedback in a timely manner. HIT teachers are learning to create lessons that model self and peer evaluations in order for students to self-assess (assessment capable student). Formerly, MAP testing results were also used for student self-analysis in Math and English. MAP testing is utilized now in our Bear Den program. Teachers use Aeries to provide feedback through student grades. Some use turnitin.com or other online software to give students quick feedback. Teachers work diligently to return graded work to students to help students understand their strengths and weaknesses. In the past, Haiku/Powerschool Learning also helped with teachers providing feedback, but Haiku/Powerschool Learning has since been discontinued. Counselors meet with students and create 4-year-plans that incorporate career goals and post-secondary plans. The goal is to make students eligible for all postsecondary options so that they have a choice when they get to senior year. To create an effective data analysis system, it would be helpful to include: 1) cross-curricular collaborations; 2) collaboration between high school and middle school, and most importantly 3) training on how to develop teacher-made common assessments in content areas that do not currently have them.	11th grade ELA 1:1 meeting sessions on goals, skills, and plans for success Study Sync Turnitin.com Special Education Data Monitoring ELPAC HIT Evaluation Rubric – Textual Evidence HIT Evaluation Rubric – Thesis Statement and Verbs ELA High Impact Team Google Drive Writing Folders in Teacher Classrooms Aeries Counseling Key Dates

**ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs**

Assessment and Accountability Summary

The Assessment and Accountability Focus Group addressed all the prompts within the section to determine areas that are a current focus for Poly. The group met regularly to discuss the effectiveness of the current assessment program and made recommendations that would affect student achievement.

Focus Group members discussed the assessment process and the use of common formative and summative assessments as a means to evaluate our instructional practices. The use of common formative assessment data during collaboration time each week has been identified as a growth need. The FOL team notes that some PLC teams are utilizing data better than others. Some content area teachers use the data to determine what standards, concepts or skills need to be retaught or reviewed. Additionally, common assessment data is used to identify students that are struggling with the content. Poly is provided weekly collaboration time to analyze and further develop formative assessments within each content area to assess student progress and to identify students that are struggling; however, the creation of formative common assessments is a time-consuming task, and there are many other objectives that must be addressed during PLC time.

In the High Impact Teaming process, teachers and students create success indicator rubrics for targeted skills aligned to the Common Core State Standards. This allows for not only the teacher to understand specific learner needs – but the student as well. With this, teachers can identify students in need of targeted intervention, and the student is empowered as an “assessment capable learner” to have ownership of their own learning.

The common assessments results would be used in the same manner as ELA and Math Common Assessment Data. Appropriate assessment strategies have been put in place to help improve achievement of underperforming students and students with special needs/accommodations. Teachers update Aeries gradebook to keep students and parents informed of academic progress and provide continual feedback of current progress.

AP, SAT and state testing results are shared with teachers each year to assist in making decisions regarding course offerings and teacher assignments. Teacher's, counselor's, and administrators use assessment data to determine student placement and student interventions.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.⁴

Areas of Strength

1. Through collaboration time, Poly has the foundation of a strong system to develop an inquiry-cycle data analysis system.
2. Teachers have access to common assessment data and reports in Aeries, as well as Illuminate.
3. Poly has many course offerings in which students can be placed based upon their performance levels to challenge high performing students and to offer support to students that may be struggling.
4. Teachers have a clear understanding of their content standards and the rigor of the standards which assists them in creating standards-aligned assessments.
5. High Impact Team (HIT) creates student friendly self and peer assessment rubrics which has promoted common commitments within core departments at various levels.
6. There has been a schoolwide shift from a teacher-centered classroom to a student-centered classroom, and with the implementation of personalized learning and High Impact Teaming, non-traditional assessments are being encouraged to provide students with numerous opportunities to demonstrate mastery of the standards.

Areas of Growth

1. Expand High Impact Teams (HIT) to all subject areas.
2. Poly needs on-going staff Professional Development to build and implement diagnostics that teach students to identify their own learning needs.
3. The district needs to provide or develop, in tandem with school sites, common assessments for targeted skills that lead to valuable data analysis that will provide teachers with skill-specific learner needs.
4. Explore the concept of advisory time to work with students to identify and overcome their learning needs.

⁴*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

Parent and Community Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As the oldest high school in Riverside, Poly High School is the alma mater for many of the adults in the city. Generations of Riverside residents have attended Poly High School and Poly PRIDE is evident. The Poly "Foundations" were established around <i>Family, Faith, Tradition and Belief</i>. As conversations with all stakeholders continued, approximately 250 8th-12th grade students utilized the 40 Developmental Assets Framework to develop our Internal Student Learning Outcomes (SLO's). The students were challenged by leadership to create Student Learner Outcomes that would not only connect them to school and each other, but their ideal self, personal and professional aspirations. These Internal Student Learner Outcomes were developed to address the physical and social-emotional wellbeing of ALL of our students. The students chose the PRIDE acronym: Passion, Respect, Integrity, Determination and Extraordinary. During the WASC Self-Study evaluation process (2019) our Focus on Learning Groups evaluated our previous External Student Learner Outcomes, our Schoolwide Action Plan, SPSA, and the Riverside Unified School District's Guide for Instructional Strategies. We recognized that the <i>Portrait of a Graduate</i> in the Riverside Unified School District's Guide for Instructional Strategies is in perfect alignment with our collective vision for our students and can be achieved with the values inherent in <i>PRIDE</i>; therefore, we have adopted the Riverside Unified School District's <i>Portrait of a Graduate</i> as our Student Learner Outcomes and have re-defined our <i>PRIDE</i> (our previous Internal Student Learner Outcomes) as the <i>values</i> that work as a catalyst toward achievement of the Student Learner Outcomes. Poly High School is committed to instilling the following <i>values</i> inherent in our PRIDE acronym in all of our students. The first week of school is dedicated to visiting – or revisiting for returning students – the importance of these values with short lessons and activities across the campus. Each year a PRIDE carnival is held by the ASB to celebrate our schoolwide commitment to these values.	Poly PRIDE Internal Learner Outcomes RUSD Guide for Instructional Direction Portrait of a Graduate (SLO's) Riverside Poly High School website PRIDE Week PRIDE Carnival

Local businesses partner with many of our curricular/co-curricular clubs and athletics on campus, and help support these organizations through donations, supports, and fundraising opportunities. Currently, Poly has partnerships with the following businesses/organizations: Greater Riverside Chamber of Commerce, Magnolia Center Business Council, Rotary International, Young Life, KTM, Romano's Restaurants, Fellowship of Christian Athletes, Champion Electric, Boys and Girl Scouts of America, California Baptist University, Riverside Latino Network, Latino Network Leadership Institute, Hispanas Organized for Political Equity (HOPE), Mi Familia Vota, Congressman Mark Takano, State Assembly member Jose Medina, Senator Richard Roth, Las Comadres, Riverside County Office of Education, Citrus Heritage Foundation, Riverside City Council, Historically Black College University, Navy, Army, Marines, Air Force, California Student Aid Commission, RCC Outreach/Welcome Center, Donors Choose. Care Solace, UC Riverside, Inland Empire Future Leaders, Family Resource Center, Riverside University Mental Health Center, Raincross Boxing Academy, Diego Hills Charter. Guatemalan Consulate, Mexican Consulate, Riverside County Board of Supervisors, Reach Higher, and Better Make Room.

Poly's history is evident in subtle ways. For example, there are class time capsules embedded in the sidewalk outside the library. Several Poly staff members were once Poly students. Home-buyers vie for the Poly district. Homecoming Day (conducted on a Saturday) includes a parade down a major avenue in the city with student-made floats built by each class, performances from the Proud Heritage Marching Band, prince and princess nominees from participating clubs, representatives from all sports teams on campus, and a prestigious Poly alumnus serves as the Grand Marshal. The parade ends in a pep rally and school carnival of club booths that attempt to bring the community onto school grounds as a fundraiser for clubs and grade level classes. Poly's homecoming festivities always have a major turnout because it is more than just its current students, but everyone who has ever walked the halls of Poly. From near and far, people come around once a year to relive their memories and keep their childhood alive within their community, because regardless of how much time passes by, one thing will always hold true; Once a Poly Bear, always a Poly Bear.

Students can choose among the many clubs, academic teams (Mock Trial and Science Olympiad), athletics teams, performing arts groups, and journalism organizations on campus such as the online newspaper (Poly Spotlight), news cast (Bear Broadcast), and printed magazine (Zine). At Poly, our goal is to serve the interests of every student and every need. The vast number of clubs and variety of activities on campus provide outlets for cultural expression and a sense of belonging. Students regularly seek opportunities to connect

Community Partnerships

[Poly's Active Club List](#)

[Poly ASB website:](#)

[Poly Spotlight \(online newspaper\):](#)

[Riverside Poly Bear Broadcast](#)

their personal interests and Poly's campus through the creation of new student organizations and the process for the creation of these new groups has been streamlined to allow for the approval by the Associated Student Body (ASB) twice a week. Some new groups added this year include Begin with You Nutrition Club and Pawz. Poly ASB's role as a host of the district's Leadership Exchange, offers an opportunity to reach deeper into our community of leaders. The exchange has typically been an activity for RUSD ASB classes only, but as host, Poly invited students from our Principled Centered Leadership class, and all alternative education sites (Lincoln, Raincross and Riverside Virtual School) as well as North High School's Multicultural Council and Arlington's and King's Renaissance programs. Poly ASB also works with California Association of School Leadership (CASL) to develop leadership skills amongst student leaders in ASB, Principle Centered Leadership, and Link Crew. Through activities and guest speakers, these students are instructed on how to become better leaders and create a more inclusive school environment. DECIDE Riverside is an opportunity for selected Riverside Unified School District's 11th grade leaders to participate in a leadership program centered around connecting students to the city's resources and providing opportunities to be civically involved. Students participate in leadership workshops at colleges/universities in the local area, Path of Life Homeless Shelter, Rape Crisis Center, Riverside Fire Training Center, Riverside Police Department, the historic Mission Inn, Riverside Art Museum and Bourns Technology Center Poly High School also uses the HERO system to track student participation in athletics, co-curricular clubs and activities, and attendance at school events. Students can earn prizes and awards based on the number of HERO points a student earns. ASB can track HERO points to reach out to students who are not participating in schoolwide events, and send personalized invitations to students who have not been actively engaged in the school culture. Along with reaching out to a wider group of student leaders in RUSD's community, Poly High School hosts the Bear Bowl for Kids, where more than 200 severely handicapped students from all of RUSD's elementary/secondary schools enjoyed the experience of running in a touchdown to the raucous cheers and music of Poly's Cheer & Dance Teams and Proud Heritage Band. This is not only a once in a lifetime event for the special athletes, it is also an opportunity to highlight Poly students, football players, Link Crew leaders, ASB leaders, Bear Pals and Cheerleaders. This event shows Poly High School's tremendous capacity to embrace and celebrate the differences in all members of our community.	RUSD Student Leadership Exchange Principled Centered Leadership California Association of School Leadership DECIDE Riverside video Bear Bowl
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Parents and students are encouraged to use the AERIES student/parent portal. This portal allows students and parents the accessibility to check student grades and communicate with teachers. The attendance office contacts parents via an automated system to report student absences. The HERO program is instrumental in tracking student tardiness and communication of consequences. Other positive contacts are the opportunities to have meetings with the student, parent(s), counselors and teachers. These programs include: Teachers emailing grade reports, social media updates, Back to School Night, 8th grade Family Night, Puente Student-Led Parent Conference and the Remind App. Poly's Counseling Department collaborates with colleges and vocational programs to provide speakers and informational materials, and to help students with applications, which includes College Application Night, Cash for College Nights, and FAFSA & Dream Act Workshops, College Kick-Off Day, and College Signing Day. In addition to the above, Riverside Poly High School has several booster organizations that allow parental involvement in their students' activities. Athletics is not the only department with a booster organization. Band, choral, theater and Mock Trial (to name a few) have active booster organizations that help in so many areas throughout the year. Though Poly has had a very solid and consistent staff of teachers, we have experienced a turnover of new administrative staff at our school since the last review. We have a new Principal, and two new Assistant Principals this school year. Clubs and classes participate in community service opportunities in an effort to prepare students for life beyond the classroom and to encourage students to become active members of the city of Riverside. Examples of community service opportunities offered to students include, but are not limited to: Volunteers at local elementary schools for school events (carnivals, Read Across America, Skills Day, etc.), Canned Food Drives, Salvation Army Angel Tree & Angela's Wishes Foundation Toy Drive, participation in the Riverside Empty Bowls event to aid Feeding America, volunteers at the Mission Inn Run (5K/10K), volunteers at the Arlington Chili Cook-Off, and volunteers/performers at Riverside's Ghostwalk. Poly has recently moved forward in adopting a new curriculum focused on video and digital music production. The video production courses partner with a district liaison to produce different television shows, including live broadcasts of sporting events and cultural events both on campus in the community, including City Council Meetings.	AERIES HERO Poly Counseling website: Poly Band Booster Website Poly Choir Booster Poly Mock Trial Boosters Riverside Poly Athletics: Riverside Puente Program website: Riverside Poly AVID website:
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The Mock Trial team utilizes the historic courthouse and other courtrooms in the Downtown Riverside area. This team also benefits from volunteer coaching by local attorneys from the Riverside County District Attorney's Office, the Riverside Public Defenders Office, and private practice. The Grizzly Grill (student-run café on campus) works with local business partnerships, including Mimi's Café and Lazy Dog Restaurants, that encourage students to pursue careers in the hospitality industry. The Poly Theater Department participates annually in "Poly at the Plaza," which showcases choral, theater, orchestral, band, and dance performing arts groups at the Riverside Plaza. The AVID and Puente programs welcome guest speakers from the community who share both their education experience and their career experiences.

Poly's all-school assemblies have moved toward increasing student recognition by highlighting all student athletic teams and featuring performances from Choir, Theater, Color Guard, Cheer & Dance Teams and student formed musical groups. Poly awards Athletic, Academic, and Activity Letters to recognize the efforts of students who dedicate their time to the varsity-level athletics, academic achievement, and/or their energy to promoting a diverse culture of involvement in clubs and performing arts groups on campus.

In addition to school wide recognition, Poly Link Crew works to recognize a Freshman of the Week. This student is selected by the students on Link Crew as an exemplar of what a Freshman Bear should be. These students are recognized for both their academic and athletic achievement, as well as their involvement in clubs and activities on campus.

Poly High School teamed up with Harvard University's Making Caring Common project and became the first school in the country to endorse and enact measures consistent with the Turning the Tide Report. Poly High School continues these practices via our Principled Centered Leadership Class (PCL), and this work drives the reinforcement of our *values* inherent in PRIDE. The objective of PCL is to create a community that links our whole campus from every student to every staff member. To do so, PCL focusses on performances, competitions, games, and school events. They celebrate the students through principal's breakfasts, awards, and celebratory posters around the school. They acknowledge our staff by awarding hardworking individuals with Teacher of the Month, breakfast for staff members, goody bags for teacher appreciation, and constant reassurance of their impact on students. To improve the experience that students and staff members have at Poly, we ensure that each and every individual student gets recognized for their efforts, not only academics but activities, athletics, and displayed acts of kindness and caring. PCL hopes to ensure that all students and staff members feel connected,

[Poly Mock Trial](#)

[Grizzly Grill Menu](#)

[Riverside Poly Theater website:](#)

[Poly Link Crew](#)

[Harvard – Making Caring Common
Turning the Tide Report](#)

valued and cared about. The main focus of this class is to strengthen the connections between students and their fellow students, students and their teachers, teachers and other teachers, and the school as a whole, and the community. Decision Day is Poly's rendering of College Signing Day put forth by Michelle Obama's Reacher Higher Initiative, which aims to increase the enrollment and persistence of students attending college. The purpose of College Signing Day is to highlight and celebrate students who are continuing with their education and training beyond high school in the same sense that we celebrate and make a big deal about our athletes being signed to play for colleges; hence, college "signing day." At Poly this year, we decided to rename the event to Decision Day because we find that sometimes students who are pursuing a military career or a trade school or an apprenticeship do not consider it college. This event is to celebrate all the different postsecondary choices that involve more training beyond a high school diploma. Poly High School counselors invite all of the seniors to the gym, have a motivational speaker, have students sign a pledge for their postsecondary goal and provide resources for next steps. The crowd is hyped up by performances and giveaways, and the inclusion of our award-winning band creates an even more memorable experience. Poly recognizes an Athlete of the Week. Athletes are nominated by an in-season coach and/or the Athletic Director for an achievement in his/her sport. Students are recognized and celebrated on the Riverside Poly Athletics' Instagram page	College Signing Day Poly's Decision Day Poly Athletics' Instagram: @rivpolyathletics
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicator

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Riverside Poly High School has made strides to provide the safest possible environment for students. Measures have been taken at the district and site level to make sure staff are trained for things such as active shooters and recognizing signs of sexual or physical abuse in students. Beginning this year, all the district staff received training on how to recognize the signs and symptoms of suicidal ideations, and how to take appropriate actions. Every year, staff are required to take a Mandatory Reporter training; this is done at the beginning of the year and must be completed by the end of the first month of school. Poly has a "Closed Campus" policy, and visitors must be scanned in using proper California identification prior to entering the front office. The Raptor System scans the visitor's identification through a database and the individual must be cleared before gaining access to the front office. The system produces a name tag with the visitor's picture, information, date and destination that the visitor must wear while on school grounds. Upon leaving campus, visitors must check-out with Campus Supervisors at the Raptor station and return the name tag they were provided. The Raptor System also allows Campus Supervisors to issue a Lockdown Alert via text message to all staff members who have provided cell phone numbers to the Student Support Services office in advance. This allows staff to be notified immediately if the campus is locked down for any reason. Poly High School employs a staff of seven campus supervisors and a School Resource Officer from Riverside Police Department. These individuals work continuously to control entry and exit points. All other doors and gates remain locked. After the morning bell, the only way onto campus is through the front office which is monitored by a campus supervisor. Parking lots and gates are monitored throughout the day by campus supervisors on foot and in golf carts. Students that do not have a first, fifth, or sixth period get their identification cards punched so campus supervisors can monitor if they can leave campus. In classrooms, lock blocks were installed on classroom doors to allow these entry points to be secured without key access. In 2018-2019, , remodeling occurred in the 600 Building and certain portable classrooms. During this time, lock blocks were removed from classrooms in these buildings and have not be reinstalled.	Parent Student Handbook Safety Plan Child Abuse Reporting Disaster Preparedness

In 2018, 1539 students participated in a Gallup Student Poll. Of the students polled, 24% of males and 19% of females strongly agreed that they felt safe on Poly's campus. Overall, on a scale of 1 – 5, students rated their feeling of safety on campus at 3.57. One area of concern is keeping students safe in the event of a school shooting, based on events that have transpired nationwide. To provide students support with this, Poly provides staff and students with ALICE Training to better understand what to do during an active shooter situation. Another area of concern that Poly has made strides to address is the issue of bullying. The administration and staff are quick to respond to these issues and protect the students. Poly has instituted an anonymous online bully reporting system where students can report any incidents of bullying to administration. Recently, Poly has also dealt with a rise in the incidents of marijuana and nicotine use, specifically vaping. In 2018-19, an assembly was presented to the student body on the dangers of vaping and nicotine use. A parent informational session on the dangers of vaping was also provided. Nonetheless, vaping continues to be an ongoing issue at Poly High School, as it is amongst teenagers nationwide. Providing a safe and secure learning environment is a primary focus at Poly. Poly High School's modernization began in 2001. The Air Conditioning in the 600 building and the library were replaced during the summer of 2018. In the summer of 2020, Poly High School is scheduled to undergo renovations to our campus that will help Poly address American's with Disabilities Act (ADA) needs, as well as relocation of the front of campus from Victoria Avenue to the Central Avenue entrance to provide more campus security. Lighting for night events is also a concern. Poly has an insufficient number of outdoor lights on campus, so the hope is that this will be addressed in the new construction that is set to begin. This modernization process will allow us to better serve the student population of 2465 students, since the original campus, built in 1965, was built to accommodate only 1200 students. Tardiness has been addressed by use of the HERO system. Students who are late to class beyond 1st period need to report to a campus supervisor or the Attendance Office to receive a tardy slip. This tardy slip provides the student with an immediate consequence to be served by the student and notates the tardy on the student Aeries account. Currently, one issue that occurs is that students do not always serve the consequence assigned. We have implemented a No-Release List for students who fail to serve the assigned consequence. Students on this list are prohibited from participating in field trips, extracurricular activities, and school dances until the consequence has been served. This No-Release List is also emailed home to parents to communicate the students need to serve their consequence for being late to class. Poly has also implemented a 10/10 policy, which means that students are not allowed to leave class for any reason during the first ten minutes and last ten minutes of a class period. When students do leave class, all students are required to sign out and	Student Gallup Poll Survey – Fall 2018 ALICE Training Bullying Policy Measure O information Parent-Student Handbook
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carry a Poly Bathroom or Office Pass with them at all times. The goal is to get students to class faster and try to limit the amount of student time out of class. The Student Support Services Office oversees school discipline issues and notes issues and consequences provided in Aeries. The staff, however, feel that direct feedback regarding discipline referrals is an area that can be improved upon. Poly High School maintains a Cell Phone Use policy that states that each teacher can determine if cell phone usage is allowed in the classroom. Teachers were provided with signage to let students know when it is appropriate to use cell phones in class. (Green signifies it is OKAY to use cell phones in class, Yellow means a student must have TEACHER APPROVAL before using phones, and Red means it is a NO CELL PHONE USAGE day.) If the device becomes a distraction, the teacher will refer the student to the Student Support Services office. The district has an Acceptable Use Policy which is a type of internet safety contract for students. It must be signed by the student and a parent/guardian before the student can use the school computers and internet. Within the last six years, Poly has increased the number of Chromebook carts on campus to address the need to student access to technology and online services such as Google Classroom, Aeries, and teacher webpages. This increase in technology has allowed for more teachers to institute Personalized Learning. Teachers also provide lessons in digital citizenship and internet safety to all students. Riverside Unified School District also employs the use of Go Guardian which monitors internet browsing and alerts school counselors when any searches relating to self-harm are found. Counselors follow up with a risk assessment of the student. Additionally, dress code violations are problematic and can cause students to miss instructional time when they are sent to the office to change into appropriate clothing. There is a school wide dress code policy that is enforced sporadically because, as a staff, we are not consistent in enforcing the policy. Likewise, many voice the concern that consequences for dress code violations are not enforced uniformly. Students receive the Discipline Policy, review it, and acknowledge receipt of it at the beginning of each school year. Teachers present the school rules at the beginning of each year using a PowerPoint presentation provided by administration. In this presentation, students are required to sign stating that they were made aware of the rules, policies, and procedures at Poly. The staff and administration work together to enforce discipline policies.	RUSD Digital Citizenship and Internet Safety Go Guardian Discipline Policy Dress Code
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Some areas of concern for staff members are trash, rodents and insects. There is evidence of rodents and insect infestations in some classrooms, storage rooms, and office areas of the campus. Janitorial staff has set traps and tries to keep areas free of trash and other debris in order to diminish places for the rodents to hide. The trash left around campus after lunch has improved over recent years, but it is still a problem. Trash left around campus and in classrooms attracts rats, mice, pests and seagulls that can create a nuisance and health hazard for students and staff. The Global Team reviews campus safety concerns and the Disaster Preparedness Plan for emergency situations. Fire, earthquake, and active shooter drills are held to enhance the safety of students and staff. The school safety plan, including procedures for varied types of lockdown situations, are reviewed and updated to better protect the Poly students and staff. One concern that Poly is working to address is what students and staff are required to do when a fire, earthquake or active shooter drill occurs in between passing period, at lunch, or before/after school. Currently students are told to report to the area of evacuation assigned to their previous class they attended when a drill occurs during these non-class period times; however, mastery of this procedure has not occurred.	
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E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Poly has recently gone through a major change in administration. This change took effect at the beginning of the 2019-2020 school year. Poly welcomed back former Assistant Principal, Darel Hansen as the new principal of Poly High School, as well as added two new assistant principals, Laura Nelson and Lisa Kells. The administrative team has worked diligently to create an atmosphere that honors individual differences, supports the social and emotional needs of staff and students, and is conducive to learning. Poly High School promotes a positive atmosphere for learning and growth for each student. Through our Student Learner Outcomes, we encourage our students to become lifetime learners who can KNOW, ACT, and THINK in a global society so they are ultimately college and career ready.	Poly Counseling Website Poly ASB Website Guide for Instructional Direction

Poly teachers are able to recognize the unique and special efforts of individual students in non-traditional ways. Our Midwinter Court is nominated by teachers, based on a variety of characteristics exhibited in the classroom. This has resulted in a refreshing and diverse group of students being elevated in a public, social setting. Teachers are also able to recognize students for demonstrating Poly PRIDE. These students receive a plaque and attend a catered breakfast with the principal. Link Crew recognizes freshmen students who are excelling on Poly's campus with a Freshman of the Week. This student is announced during 4th Period Announcements and receives a certificate and treats from Link Crew.	Principal's Breakfast Freshman of the Week
A multitude of multicultural and social justice clubs represent Poly's celebration of students' culture and individual differences. Clubs such as Movimiento Estudiantil de Chicanos de Aztlan (MEChA), Puente, Black Student Union, French Honor Society, and Spanish Honor Society celebrate culture, heritage, and ethnicity. Clubs such as Gay Straight Alliance, Bear Pals, Catholic Club, Fellowship of Christian Athletes, and National Organization of Women are further examples of student-led organizations that encourage and celebrate students' culture and differences.	MECHA Puente BSU French Honor Society Spanish Honor Society Gay/Straight Alliance National Organization of Women Fellowship of Christian Athletes
At the beginning of each school year, staff members create and present lesson plans to introduce students to Poly PRIDE (Passion, Respect, Integrity, Determination, and Extraordinary). Each day of the first week of school is dedicated to instructing students on how each tenet of the Poly acronym will be addressed in the curriculum and on campus.	Poly PRIDE Week
Principled Centered Leadership (PCL) celebrates student achievement and growth via special assemblies featuring fun performances like comedians and hypnotists. These events are offered after Semester 1 grades are posted. PCL also recognizes student birthdays by creating and delivering birthday buttons to students on/near their birthdates. On holidays, PCL will post individualized paper cutouts with student's names on them that are posted around campus (EXA: hearts on Valentine's Day, shamrocks for St. Patrick's Day, etc.).	
The top 10% of the Junior class are named as Honor Escort participants. These juniors are allowed to assist with Senior PRIDE night and the graduation ceremony. They also escort the Senior class onto the field during the graduation ceremony. These students are also recognized at an Honor Escort Luncheon prior to the close of the school year.	Honor Escorts
Each year Link Crew demonstrates caring and concern for our freshmen students by creating a mentorship with an upperclassman. This begins prior to the start of the school year. Link Crew welcomes freshmen to campus with a structured	Freshman Advising Day Commitment to Graduate

Freshmen Orientation session. Throughout the school year, they support freshman via two assemblies. Freshmen Advising Day occurs during first semester and includes an opportunity for freshmen to sit one-on-one with a Link Leader, review Quarter 1 grades, and set goals for the next quarter. In the spring, Link Crew hosts the Commitment to Graduate assembly where freshmen make a commitment to graduating in four years from Poly High School with their peers. At this event, all freshmen are invited to autograph two caps and gowns that will be worn by randomly selected seniors when the class graduates. In addition to these two assemblies, Link Crew hosts events such as Wacky Wednesdays, Cookies and Cram study sessions before final exams, and Freshman Tailgate Parties before selected football/basketball games to encourage students to become active participants in the Poly community.	Wacky Wednesdays Cookies and Cram Study Sessions Freshman Tailgate
Social/Emotional needs of Poly's students and staff are now being addressed by the Wellness Committee. This committee is comprised of staff members who are tasked with creating opportunities to increase student and staff wellness on campus. Currently, afterschool classes, such as yoga, painting, ceramics, comedy sports, walking for fitness, and mindfulness coloring are all being discussed. The Poly Counseling Team continues to support the social/emotional needs of students in accordance with ASCA standards. Poly also staffs a part-time SAP counselor who provides therapy for a limited number of students. We would like to extend the SAP counselor to full-time status to meet the growing needs of the Poly student community.	Poly Wellness Committee Poly Counseling Wellness Resources ASCA Standards SAP Counselor
Riverside Unified School District implemented two special programs to meet the needs of targeted subgroups within our district. The Heritage program is designed to assist African-American students in meeting A-G Requirements in order to be eligible for admission to colleges/ universities. Each year, Heritage participates in the U Can Conference which brings historically black colleges and universities to the area, and these colleges/universities often offer on-the-spot admissions and scholarships to RUSD students in attendance. Poly High School has participated in this conference since its inception and, at the latest event, over 100 students participated in the conference. The Legacy Program was created to increase graduation rates for English Learners/Long-Term English Learners and re-designated students. This includes increasing the enrollment and completion of A-G courses, assisting students with post-graduation plans (CTE programs, Colleges, FAFSA), and increasing communication with students and parents. Legacy accomplishes these goals by meeting regularly with Legacy students, monitoring and intervening during the student's academic progress, monitoring grades quarterly, and providing opportunities for off and on-site excursions (academic/cultural).	Heritage Legacy Dual and Concurrent Enrollment

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Teachers at Poly work hard to collaborate and communicate effectively as educators with one another in order to enhance student learning. The core departments have created grade level, subject, and vertical teams. Grade level teams are comprised of teachers who teach at a certain grade-level who have collaborated throughout the year to discuss lesson planning, data analysis, and research-based strategies. Subject level teams would be comprised of teachers who teach a common class. In the past year, several grade levels and departments have participated in High Impact Team training in order to create assessment-capable learners. Additional teams are now participating in High Impact Team trainings with the hopes that these practices will be implemented school-wide. Vertical teams also work to align curriculum goals as students move from one grade level to the next, and/or move from regular to honors to AP curriculum. Our English department has created a vertical team around the AP class. The AP teacher is the leader. The honors teachers meet to discuss what needs to be taught at each level to ensure that AP expectations are covered ensuring the passage of the AP examination. These vertical teams also exist for Science, Social Science and Mathematics. Department Leads serve on the principal's Tactical Committee. The purpose of this committee is to maintain open communication between the principal and staff. It is imperative that teachers have an open line of communication with the principal, as well as a means to share concerns. This creates a level of trust and transparency. Department Leads are tasked with taking the items discussed back to his/her department and sharing information. Poly's Local Control and Accountability Plan (LCAP) funds school needs including athletics, clubs, and academic programs such as AVID and Puente. LCAP budgets are reviewed annually by all stakeholders. Open forums for parents and community members are also held annually to share how these funds are allocated. Poly hosts two programs intended to increase a strong AVID program (also funded through LCAP) and is close to becoming a demonstration school. All teachers received AVID training during staff development days, and many have attended district and summer institute trainings. All students benefit from AVID strategies in the classroom. AVID gives students' college and career readiness. Wednesday afternoons are set aside for Professional Learning Community meetings and collaboration, as well as staff meetings	High Impact Teaming Shared Leadership Team LCAP

and district-required trainings. Teachers are given the time and opportunity to work together to plan, share best practices, and connect with other teachers. Professional development opportunities are available to teachers throughout the year, and are accessible via SCHED. Teachers are also provided technology training opportunities such as how to use Google Classroom, how to create teacher webpages, and how to use the CAASPP site to access and interpret student data. There is a district technology staff member on campus several days throughout the week, and also has a Teacher on Special Assignment who can assist with technology issues on a daily basis. The campus is wired for Wi-Fi and internet is accessible across a majority of the campus. In 2018-2019, all students and staff were asked to participate in a Gallup Poll Survey which further allowed them to voice their opinion. Students were surveyed on the areas of Engagement, Hope, Entrepreneurial Aspirations, and Career/Financial Literacy. The teacher/staff survey measured... The following information was received from the survey: <i>Student Gallup Poll – Fall 2018:</i> Annually, students at Poly High School complete a Hope and Engagement survey generated by Gallup Poll. This survey measures engagement, hope, entrepreneurial aspirations, and career/financial literacy. ➤ Engagement: Of the 1,539 students who completed the survey, 32% feel engaged; 36% not engaged, and 32% are actively disengaged. Our 11th and 12th grade students appear to be less engaged than our 9th and 10th grade students. Although Poly works diligently to get students connected on campus, the disengagement of such a large portion of our students needs to be in the forefront of our action planning. ➤ Hope: Of the 1,539 students who completed the survey, 38% feel hopeful; 30% feel stuck; 22% feel discouraged. The students who feel the most hopeful are our 10th (4.13%) and 12th (12.18%) graders. These results show an overall decrease from last year's hope indicator. ➤ Entrepreneurial Aspirations: Of the 1,539 overall students who have entrepreneurial aspirations is below the state and district average. ➤ Career and Financial Literacy: Of the 1,539 of our overall students who believe they have career and financial literacy is fewer than the district and the state. <i>Staff/Classified Gallup Poll Survey Fall 2018:</i> In Fall 2018, Poly's staff self-assessed their engagement with a 3.84 mean on the 12-question survey. Overall, the survey revealed that 41% of the staff is engaged, which places Poly High School Staff in the 35 percentile	SCHED Student Gallup Poll Survey – Fall 2018 Gallup Employee Survey – Fall 2018 Gallup Admin. Survey – Fall 2018
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Open enrollment to our AP and Honors courses allows for any interested student to enroll in AP level curriculum. This leads to a higher number of students taking AP classes and examinations. In addition to this, both the AVID Program and the Puente program serve as support systems for students enrolled in AP and Honors classes. The Puente program serves students who are traditionally underrepresented on college campuses who exhibit academic potential. The AVID program serves primarily first-generation college-going students who show academic promise. The Poly counseling department consists of six counselors. With a student population of more than 2500, the student caseload for each counselor averages just under 500. All students at Poly High School meet with their counselors to create a 4-year plan for graduation. Students meet with their counselors 2-3 times a year to discuss course offerings, A-G and Graduation Requirements, college/career readiness, as well as provide social/emotional lessons. Poly High School provides students the resources necessary to help them get into college. The AP tests, PSAT/SAT and guaranteed admission to a variety of colleges and universities help students be prepared to enter post-secondary life. Through the district and LCAP funds we can administer the PSAT for free for all sophomores. These tests are given in early October. Prior to this last school year, AP tests were also paid for from LCAP funds. Since these funds are no longer being provided, registration for AP exams has dropped. Any student who has an Individualized Education Plan (IEP) is eligible to take a Job Skills course. This helps all students on an IEP plan for their post-secondary goals. Students are given assistance in applying for community college, FAFSA as well at the variety of scholarships they are eligible for. These students are also given priority registration, so they can have guidance in selecting their courses. Students not on an IEP can also receive guidance in filling out both college and community college applications through the	Poly Counseling Website

counseling office. There are common application days that run by the counselors so that seniors can complete the application process. The school counselors hold FAFSA workshops and Cash for College Nights so that students and their parents can understand how and when to start the FAFSA process. And complete the application. Our Counseling department starts the college process without College Kick Off Day in October, and end the college application process with College Singing Day in May. These events help to focus on the College Process. Even though these are focused on College, we include career opportunities for all students at these events.

Students with qualifying disabilities are eligible to receive 504 accommodations. Teams meet annually to determine the necessary accommodations each student requires. Parents, student, teachers, and counselor are a part of the 504 team.

Poly offers a Strategies for Success (SFS) Class based on the needs of a student's Individual Educational Plan (IEP). Within the SFS class period, students work closely with a special education teacher to reinforce skills, gain additional background knowledge necessary to access curriculum, and provide an environment for testing and assignment completion that is required by the student's IEP accommodations.

Student Study Teams are developed to support struggling students throughout the school year. Meetings take place with all stakeholders approximately every eight weeks to create an intervention plan that will assist the student in meeting his/her academic goals.

In order to eliminate technological barriers, RUSD has partnered with Sprint to provide hotspots (for internet access) to students so that these students can access the internet free of charge from home.

In 2019-2020, Poly implemented a program (Bear Den) - designed to target students who demonstrated a greater need for academic and motivational support, but did not have a history of discipline infractions. These students were placed with specific teachers who are trained in highly-effective interventions and who meet daily during a common prep period to help students reach their academic potential.

Credit Recovery class was implemented to allow students to recover credits in-house during the school day, allowing more students to be on track to meet A-G Requirements and RUSD Graduation Requirements without a need to refer students to alternative education campuses.

In recent years, Poly has implemented Personalized Learning

Bear Den

[Personalized Learning](#)

(PL) practices to better serve our student population. While PL is implemented in varied ways across campus, the intention is to provide students with voice and choice in how students demonstrate mastery of Common Core standards. Poly also offers a variety of tutoring options for students both in and outside the school day. Many teachers offer tutoring during lunchtime, as well as before/after school. In addition, Link Crew offers several opportunities for studying prior to semester final exams through their Cookies & Cram Study Sessions held after school and organized by Link Leaders. An area of need at Poly is more intervention tutorial opportunities. Due to a need for additional interventions throughout the school day, Poly is currently researching the implementation of school-wide Office Hours to allow students a time period during the day where they can be assigned to a tutorial session with a specified teacher, or can receive time to participate in wellness practices, curriculum extension activities, and/or attend co-curricular activities that would normally occur during lunch. RUSD is expanding the MOU with Riverside City College in order to provide more opportunities for students to take college courses both on Poly's campus and at RCC. Riverside Poly is continuing with the articulated classes already in place. These courses allow a student to take a class on campus with a Poly High School teacher, but that counts for both high school and community college credit	Dual and Concurrent Enrollment
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E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The social/Emotional needs of Poly's students and staff are now being addressed by the Wellness Committee. This committee is comprised of staff members who are tasked with creating opportunities to increase student and staff wellness on campus. Currently, afterschool classes, such as yoga, painting, ceramics, comedy sports, walking for fitness, and mindfulness coloring are all being discussed. The Poly Counseling Team continues to support the social/emotional needs of students in accordance with ASCA standards. Poly also staffs a part-time SAP counselor who provides therapy for a limited number of students. We would like to extend the SAP counselor to full-time status to meet the growing needs of the Poly student community. The Poly Counseling Team is also trained and equipped to complete threat and risk assessments, as well as immediate crisis counseling. Counseling also works Care Solace, which is a resource for outside counseling services	Poly Counseling Website

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
Poly uses Professional Learning Communities and High Impact Teams to determine the effectiveness of academic instruction. In these groups, teachers evaluate standards, and break standards into requisite skills for mastery. Evaluation checklists of skills are created and used to assist students in measuring their own proficiency, thus creating assessment-capable learners. Poly also uses three shared leadership committees to reflect on student learning, staff and student wellness, discipline and attendance policies, and plan for the future of Poly High School. These teams are the Strategic, Global, and Tactical Teams The Counseling Department reviews the counseling program through every RAMP process in order to ensure the department is aligned with the current student needs.	High Impact Teaming Shared Leadership Team RAMP Certified

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

Findings	Supporting Evidence
As referenced in E1, students can choose among the many clubs, academic teams (Mock Trial and Science Olympiad), athletics teams, performing arts groups, and journalism organizations on campus such as the online newspaper (Poly Spotlight), news cast (Bear Broadcast), and printed magazine (Zine). At Poly, our goal is to serve the interests of every student and every need. The vast number of clubs and variety of activities on campus provide outlets for cultural expression and a sense of belonging. Students regularly seek opportunities to connect their personal interests and Poly's campus through the creation of new student organizations and the process for the creation of these new groups has been streamlined to allow for the approval by ASB twice a week. Some new groups added this year include Begin with You Nutrition Club and Pawz. Poly High School also uses the HERO system to track student participation in athletics, co-curricular clubs and activities, and attendance at school events. Students can earn prizes and awards based on the number of HERO points a student earns. ASB can track HERO points to reach out to students who are not participating in school wide events, and send personalized invitations to students who have not been actively engaged in the school culture. After four years of high school, the Poly PRIDE Foundation Award is presented to the graduating senior with the most HERO points to acknowledge his/her commitment to the Poly High School community. As mentioned in E1, clubs and classes participate in community service opportunities in an effort to prepare students for life beyond the classroom and to encourage students to become active members of the city of Riverside. Examples of community service opportunities offered to students include, but are not limited to: Volunteers at local elementary schools for school events (carnivals, Read Across America, Skills Day, etc.), Canned Food Drives, Salvation Army Angel Tree & Angela's Wishes Foundation Toy Drive, participation in the Riverside Empty Bowls event to aid Feeding America, volunteers at the Mission Inn Run (5K/10K), volunteers at the Arlington Chili Cook-Off, and volunteers/performers at Riverside's Ghostwalk. Poly boasts many options in Career Technical Education (CTE) that allow students to meet the College and Career Readiness Index. These programs include offerings in Digital Media, Culinary, Medical, and Theater, with additional pathways expanding annually.	Poly's Active Club List Poly Master Schedule HERO

Poly High School Counseling Department continues to support students' College and Career Readiness through a variety of programs and activities such as College Kick-Off, FAFSA Nights, and in-class College and Career Readiness instruction. The Poly High School Counseling Program is a RAMP Program (a recognized ACSA Model Program).	RAMP College and Career Kick-Off
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Culture and Support for Student Personal and Academic Growth Summary

Students feel safer with the implementation of gating around the campus, use of the HERO and RAPTOR systems, and the adults found on and around campus. Protocols are in place to maintain order with the constant reviews and changes to emergency procedures, discipline policies, and campus mental health offerings. The campus is cleaner in recent years, with the implementation of the Poly PRIDE tenets and we feel that this is due to the fact that more students take PRIDE in being a Poly Bear. These *values* of PASSION, RESPECT, INTEGRITY, DETERMINATION, and EXTRAORDINARY impact every classroom, club, athletic program, and student across campus, as we all seek to demonstrate PRIDE on a daily basis. Our newly adopted student learner outcomes were adopted from Riverside Unified School District's Guide for Instructional Direction, Portrait of a Graduate and embodies the RUSD community's expectations for all students to be college, career and world ready. Mastery of essential learning supports system of instruction, assessment and academic reporting that are based on students demonstrating mastery of knowledge and skills over time. Our student learner outcomes include the knowledge, concepts, skills and habits each student needs to exhibit world readiness.

Poly's master schedule is built to meet the individual academic needs of each member of the Poly community and help each student become College & Career Ready. All students are encouraged to participate in the 'School plus Two' initiative, which means that all students should be involved on campus in at least two extra or co-curricular activities. The purpose is to ensure that students are engaged in campus life, which in turn, will promote academic success.

Many of our students are involved in extracurricular activities that take up time beyond the school day, so building interventions into the regular daily schedule will ensure that our students have access to the skills and strategies needed to meet their educational goals. We are currently seeking out ways to implement Office Hours/advisory as a possible solution to the need for interventions.

The Gallup Survey has been a valuable means of assessing how well Poly is meeting the needs of all stakeholders; however, we need to ensure that we are receiving input from a larger population of staff, students, parents, and community members. Currently, we have approximately a third of the Poly community responding to the survey, so we need to work to ensure that a larger percentage of stakeholders participate in Gallup Survey so we can attain an accurate perception of where improvement is needed.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Poly prides itself on creating a safe and orderly campus.
2. Poly fosters many opportunities for parent involvement.
3. Poly has strong business partnerships within the community and alumni base.
4. Poly has a wide-variety of clubs for students to join in alignment with RUSD's School+2 Program.
5. Poly has successful athletic programs on campus that promote student and school connectedness.
6. Poly has highly successful Visual and Performing Arts Programs (VAPA) including band, choir, orchestra, theater, and visual technology.
7. There are a variety of extracurricular activities that help connect students to Poly, such as Mock Trial, History Day, Science Fair and Math competitions.
8. Counselors work hard to ensure that students are on track to graduate and meet the college and career readiness pathways.
9. Poly has a strong Link Crew that has worked extensively to ensure that incoming Freshman make a successful transition to high school life at Poly.
10. Since 2014, the implementation of the Poly PRIDE tenets has provided overarching values for all our students and staff to aspire to.
11. Our newly adopted student learner outcomes that address the needs of the "whole" student do not just address the academic needs but also the social-emotional needs of our student body.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. There is an urgent need to offer schoolwide intervention programs within the school day.
2. Poly needs a more user-friendly website for better communication avenues for all stakeholders.
3. We currently have limited methods in which we obtain valuable stakeholder feedback.
4. Increase student involvement across cultures and socioeconomic levels.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- There is an urgent need to offer schoolwide intervention programs within the school day.
- Small percentage of staff population not involved beyond classroom responsibilities.
- Communication from teachers to Administration needs clarity and improvement.
- More professional development needed that is in alignment with the California School's Dashboard indicators.
- Teachers need to implement common assessments with fidelity and develop more methods to monitor student growth
- Increase student involvement across cultures and socioeconomic levels.
- Better articulation of Student Learner Outcomes to outside school members (parents, community partners, etc) is needed.
- The transition to Next Generation Science Standards (NGSS) and the sequence of science courses has not been fully implemented.
- College and career pathways have been developed but have not been communicated effectively with all stakeholders.
- Establishing stronger links between Career Technical Education and core academic coursework needs to occur in order to develop cross-curricular enrichment activities.
- Provide structured interventions and solutions to help mitigate the D-F disparity.
- Adapt to the changes in our district transition from Haiku/ Powerschool to Google Classroom.
- Use data from our College Kick-off and senior matriculation to inform and expand our application of college conversations.
- Create better community connections with local Cal State University and University of California schools to complement partnership with Riverside City College.
- There are student placement issues, particularly in electives, where students are sometimes relegated to a class they do not want due to lack of other options
- While there is an increase in the use of rubrics, teachers need continued professional development to ensure rubrics are student-friendly and easy to understand.
- Access to technology is not equitable across the campus. Some teachers and students have daily access to Chromebooks, while others report they have limited access.
- There needs to be new adopted textbooks that align to the California Standards for Science and History/Social Science..
- Expand High Impact Teams (HIT) to all subject areas.
- Poly needs on-going staff Professional Development to build and implement diagnostics that teach students to identify their own learning needs.
- The district needs to provide or develop, in tandem with school sites, common assessments for targeted skills that lead to valuable data analysis that will provide teachers with skill-specific learner needs.
- Explore the concept of advisory time to work with students to identify and overcome their learning needs.
- Poly needs a more user-friendly website for better communication avenues for all stakeholders.
- We currently have limited methods in which we obtain valuable stakeholder feedback.



Chapter 4 – Major Student Needs



Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Poly staff and other stakeholders have reviewed all available data to evaluate the effectiveness of the programs, policies and procedures of the site. The Home and Focus Groups have met regularly to review data as it became available. Stakeholder committees met to discuss the impacts of the data and to make informed decisions about what areas of need require immediate attention. Based upon the data analysis and committee discussions, the following areas of Critical Need were developed.

Evaluation of the data has revealed that Poly staff and teachers need to continually improve instructional practices and planning to ensure that students are mastering the California State Standards in all content areas. A plan to improve instructional practice and a need to inform stakeholders about various ways to interpret the indicators will assist the teachers and staff in data-driven decision-making. Although Poly has made significant growth in academic achievement in ELA and Math, as exhibited on the academic performance success indicators, we still show a need for growth in college and career readiness indicators, and our suspension rates have increased.

The need to improve student to school connectedness and teacher to student connectedness is evident. All student groups show a need to decrease the number of suspensions; however, the African American student group and the Students with Disabilities student group have a higher suspension rate than the other student groups. The teachers and staff have worked diligently to promote the *values of PRIDE* in order to solidify the school's core values, but the vision and purpose of the school needs to be more clearly articulated to the staff, because there have been many revisions with administrative changes. State indicators show that work must be done to improve student connectedness and the school culture.

After completing the data analysis in Home and Focus on Learning Groups, teachers and staff have identified the need to develop a more explicit and consistent method of addressing the needs of all of our student groups in order to increase the number of overall students receiving a Blue rating level of preparedness on the College and Career Indicator. The Inquiry cycle established to review common assessment data should also include time to discuss progress in other areas monitored on the State Dashboard. Teachers have a direct impact on the performance of students and on the students' desire to attend school and participate in all areas of the school program. Creating and maintaining a safe and secure school and creating policies that support student attendance should remain a focus for Poly High School.

Focus Groups evaluated the school program and identified areas of growth. These areas of need were communicated to the committees on campus that assist with site decision-making. Executive Cabinet, Administration Team, Shared Leadership Teams (Global/Tactical/Strategic), PTSA, key student leadership groups (Principled Centered Leadership/ASB/Link Crew).

Focus on Learning Group leaders met regularly with the WASC coordinator and administration to discuss the development and revision of the WASC Action Plan. Many areas of need focused around four key areas. These areas were developed into goals which are reflected in our Action Plan. The Focus on Learning leaders, the WASC coordinator and administration reviewed the preliminary critical student learner needs from Chapter 2 in order to draft the prioritized overall critical student needs. The critical student learner needs were then shared with the Shared Leadership Team and staff for review.

To keep the focus on the key areas of WASC and to align the areas of the Self-Study to our SPSA and the district LCAP, the following goals were developed:

Critical Student Learner Needs

Action Plan Goal #1: Implement systematic intervention schoolwide practices to support academic achievement for students at all levels that are timely, targeted and align with the student learner outcomes.

A. This critical area of need developed out of our discussions in our Shared Leadership Team, all of our Focus on Learning Groups. All groups discussed the need to create accessible and equitable interventions for all student groups by improving the effectiveness of the collaborative team process. Although we have made significant gains in our ELA and Math academic indicators, there is still a need to increase the number of students meeting standards, especially in Math, and a need to move students from lower performance levels to meets or exceeds standards. The high D-and-F rate across many content areas affects students in many ways. Students falling behind in their freshmen and sophomore years is indicated in the elevated fail rate in these grade levels. In addition, all students need to improve their ability to think critically, problem solve, read and write at increasing levels of rigor to college and career ready. The Low-rating on the College and Career Indicators has prompted us to develop individual goals and action plans for each of the college and career indicators through our Shared Leadership Teams:

B. Areas to be addressed in the goal based upon the Focus on Learning Groups Findings and Feedback Include:

- There is a need to explore how intervention time (office hours/advisory) is used to support instruction across all content areas.
- More professional development needed that is in alignment with the California School's Dashboard indicators.
- College and career pathways have been developed but have not been communicated effectively with all stakeholders.
- Provide structured interventions and solutions to help mitigate the D-F disparity
- Teachers need to implement common assessments with fidelity and develop more methods to monitor student growth.
- College and career pathways have been developed but have not been communicated effectively with all stakeholders
- Poly needs on-going staff Professional Development to build and implement diagnostics that teach students to identify their own learning needs
- The district needs to provide or develop, in tandem with school sites, common assessments for targeted skills that lead to valuable data analysis that will provide teachers with skill-specific learner needs.
- There is an urgent need to offer schoolwide intervention programs within the school day

Action Plan Goal #2: Improve the effectiveness of our Professional Learning Communities, the conditions of learning, and student learner outcomes.

A. This critical area of need developed out of discussion within our Curriculum Focus on Learning Group, our Assessment Focus Group, as well as many of our Department Home Groups. The self-study process revealed that Poly has the greatest opportunity for growth and success by the improvement of our Inquiry Cycle process and improved teacher collective efficacy. Many teachers identify the need for common formative and summative assessments that yield meaningful data that clearly identifies students' strengths and learner needs to master the identified targeted skill-sets within the California Common Core State Standards.

B. Areas to be addressed in the goal based upon the Focus on Learning Groups Findings and Feedback Include:

- While there is an increase in the use of rubrics, teachers need continued professional development to ensure rubrics are student-friendly and easy to understand.
- There needs to be new adopted textbooks that align to the California Standards for Science and History/Social Science.
- Teachers need to implement common assessments with fidelity and develop more methods to monitor student growth.
- Expand High Impact Teams (HIT) to all subject areas.
- Improve efficacy of High Impact Teams (HIT) and the Inquiry Cycle Process
- Poly needs on-going staff Professional Development to build and implement diagnostics that teach students to identify their own learning needs.
- The district needs to provide or develop, in tandem with school sites, common assessments for targeted skills that lead to valuable data analysis that will provide teachers with skill-specific learner needs.
- Explore the concept of advisory time to work with students to identify and overcome their learning needs.
- Additional support for English Learners.

Action Plan Goal #3: Improve student's college and career readiness, as measured on the California Dashboard Success Indicators.

A. The Shared Leadership team analyzed the Dashboard data and discovered the following: The D-and-F data reflects that the course grades that are preventing students from graduating "a-g" compliant are primarily the core English and Math courses as well as the 9th and 10th grade core classes. The demographic concerns within our student groups for "a-g" completion are our African American, English Learners and Students with Disabilities. The current "a-g" completion rate is 52%. In the area of Suspension Rates, all students are within the Orange, with the exception of Students with Disabilities and African American students, who are of urgent need of intervention since they fall within the Red. In the Career Pathway Completion data, we discovered that many students are unaware of the CTE pathways at Poly and a need an increased number of new CTE pathway opportunities. The analysis of the college credit eligibility success indicator revealed that we need to increase the number of students enrolling in College Credit Eligibility Courses. Although we have made significant gains in our Academic Performance Indicators for Math and English, we are aware of our need to continue to focus on mastery of the Common Core State Standards. Our AP pass rate has historically been high; however, there continues to be a need to increase the enrollment, especially among our male students and our African American student group. Moreover, we also need to increase the number of students who take and pass the AP tests with a 3 or better.

B. Areas to be addressed in the goal based upon the Shared Leadership Team Findings and Focus on Learning Groups Findings and Feedback Include:

- More professional development needed that is in alignment with the California School's Dashboard indicators.
- Better articulation of Student Learner Outcomes to outside school members (parents, community partners, etc) is needed.
- College and career pathways have been developed but have not been communicated effectively with all stakeholders.
- Establishing stronger links between Career Technical Education and core academic coursework needs to occur in order to develop cross-curricular enrichment activities.
- Use data from our College Kick-off and senior matriculation to inform and expand our application of college conversations.
- Provide structured interventions and solutions to help mitigate the D-F disparity.

- Create better community connections with local Cal State University and University of California schools to complement partnership with Riverside City College.
- Explore the concept of advisory time to work with students to identify and overcome their learning needs.

Action Plan Goal #4: Implement processes and procedures that build connectedness, increase engagement and improve overall well-being.

A. This critical need area was identified throughout all of the Focus on Learning Groups for varying reasons. It has been identified that student connections to teachers and involvement in school activities impacts students' overall success and well-being. Research shows that teacher and staff well-being and connectedness influences work performance and overall success criteria. The Gallup Survey showed that only 32% of our students feel engaged, while 41% of our staff reported feeling engaged. In the latter part of 2018, a cohort of teachers gave surveys to both teachers and students to provide data in hopes to set us on the right path toward improving the efficacy of our teacher teams the needs of our students. The pertinent data results were discovering that the majority of our teachers want to be held accountable and feel a deep sense of responsibility to things in which they commit. With this, the teachers began the discussion on the need for identifying shared values and creating collective commitments that speaks to the core of the Poly community. Our Hero data is a head start to monitoring student connectedness to school activities; however, there is a large portion of Poly's campus who are still disconnected and disengaged.

B. Areas to be addressed in the goal based upon the Focus on Learning Groups Findings and Feedback Include:

- Small percentage of staff population not involved beyond classroom responsibilities.
- Communication from teachers to Administration needs clarity and improvement.
- Better articulation of Student Learner Outcomes to outside school members (parents, community partners, etc) is needed.
- There are student placement issues, particularly in electives, where students are sometimes relegated to a class they do not want due to lack of other options
- Explore the concept of advisory time to work with students to identify and overcome their learning needs.
- We currently have limited methods in which we obtain valuable stakeholder feedback.
- Increase student involvement across cultures and socioeconomic levels.



Chapter 5 – Schoolwide Action Plan



Goal	Actions	Timeline	Responsible	Student Learner Outcome
1 Implement systematic intervention schoolwide practices to support academic achievement for students at all levels that are timely, targeted, and align with the student learner outcomes.	Action Step #1: Interventions and support for students not on track to graduate a. Maintain credit recovery program. b. Provide targeted skills support through tutoring for core classes within the school day. c. Provide professional development for teachers to support our “at promise” student groups.	Fall 2019- Fall 2020 implementation support within the school day Ongoing support	Admin Counseling Heritage Legacy Dept. Chairs/tactical PLC Teams	Know: Academic Standards in each content area Think: Critically, communicate effectively and solve problems creatively.
		LCAP - RUSD	State Priority	Measurable Outcome
	Action Step #2: Targeted support for the EL and RFEP students: a. Provide students with structured tutoring sessions to improve language acquisition required for reclassification. b. Provide students with resources and support for the rigor of the general education curriculum within the school day. c. Provide professional development for teachers and staff to support EL. Action Step #3: Interventions for students not acquiring the skills needed to master grade-level standards a. Provide professional development to expand High Impact Teaming to improve teacher collective efficacy in developing the assessment capable learner. b. Provide tutoring and supports during the school day.	1 – Provide high quality teaching and learning environments for all students. 2 – Prepare all students to be college, career, and world ready upon graduation	4 – Pupil Achievement 6 – School Climate 8 – Pupil Outcomes	#1 Continuous growth #2 10% increase of our EL who are redesignated #3 Increase ELA and math CAASPP scores by 4 pts. distance from standard

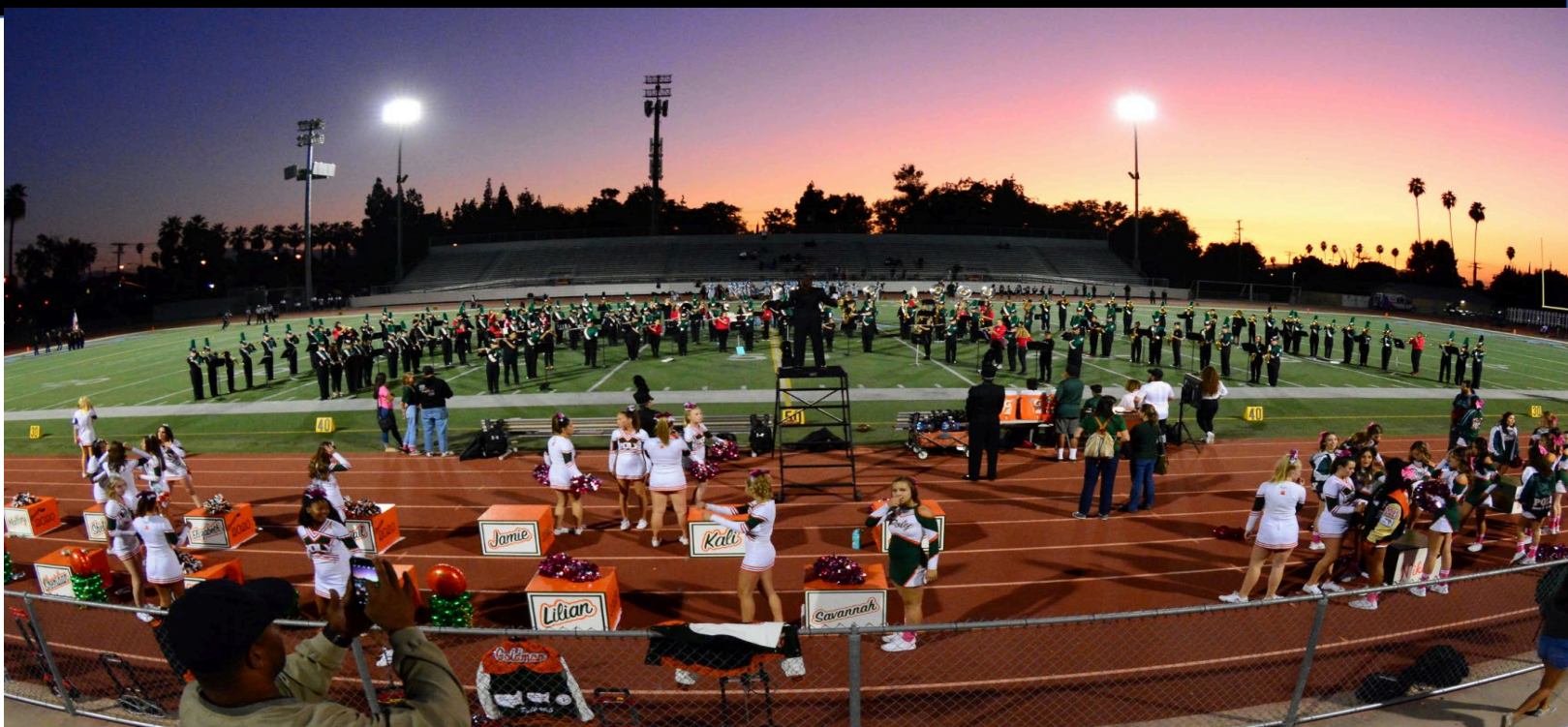
Goal	Actions	Timeline	Responsible	Student Learner Outcome
2 Improve the effectiveness of our Professional Learning Communities, the conditions of learning, and student learner outcomes.	Action Step #1: Expand the implementation of schoolwide high impact teaming to facilitate assessment capable learners. a. Provide High Impact Team (HIT) foundation day training for our Math III, Chemistry, and 11 th ELA teachers in the Spring of 2020. b. Develop teacher leaders to provide High Impact Team (HIT) training to other teachers on campus.	Spring 2020- expand HITs training- Chem, US Hist., Math 2 Spring 2021 all staff will be trained with HIT Inquiry Cycle Process training by spring 2021 Ongoing	Admin PLC Teams Teachers Students	Know: Academic Standards in each content area Act: Set reasonable goals and persevere to positively affect self, family, community, nation and world Think: Critically, communicate effectively and solve problems creatively.
	Action Step #2: Provide professional development in the inquiry cycle process that results in effective collaborative teams. a. Schedule professional development within the calendar year for professional development focused on the Inquiry Cycle Process.	RUSD LCAP	State Priority	Measurable Outcome
	Action Step #3: Utilize common formative assessments to monitor the progress of student academic growth. a. Define the California State Standards' Success Indicators and skillsets that determine mastery. b. Develop or identify common formative assessments that accurately measure skillsets or California State Standards' Success Indicators.	1 – Provide high quality teaching and learning environments for all students. 2 – Prepare all students to be college, career, and world ready upon graduation 3 – Fully engage students, parents and the community in support of short and long-term educational outcomes	1- Conditions of Learning 2 – State Standards 4 – Pupil Achievement 8 – Pupil Outcomes	#1 All Staff will be HIT trained by spring 2021 #2 All teachers will be Inquiry Cycle trained by spring 2021 #3 All PLC teams will utilize quarterly (minimally) common formative assessments by spring 2021

Goal	Actions	Timeline	Responsible	Student Learner Outcome
3 Improve student's college and career readiness, as measured on the California Dashboard Success Indicators	Action Step #1: Utilize research-based instructional strategies to improve first instruction. a. Implementation of High Impact Teams (HIT) b. Research instructional strategies that best meet identified needs of the students. c. Professional Development on research-based instructional strategies. Action Step #2: Increase the number of students who graduate "a-g" compliant. a. Quarterly transcript audits b. Increased communication between Heritage and Legacy Coordinators and other staff members to support the needs of our EL and African American students. c. "D-F" rates will be analyzed and addressed in departments. Action Step #3: Continue to monitor Career and Technical Education pathways to articulate programs and services that improve college and career readiness. a. Correct inaccurate data b. Increase awareness of the CTE Pathways, especially the new course offerings through varying methods. c. CTE courses will be represented in College and Career Pathways Awareness Week Action Step #4: Increase the number of students who take and pass AP exams with a 3 or higher. a. Foster self-confidence in enrolled AP students. b. Determine why current AP students choose not to take the test at the end of the c. Actively recruit our African American and male students to enroll and take AP coursework.	Ongoing Quarterly transcript audits	Admin Counselors PLC teams Teachers	Know: Academic Standards in each content area Act: Set reasonable goals and persevere to positively affect self, family, community, nation and world. Think: Critically, communicate effectively and solve problems creatively.
		RUSD LCAP	State Priority	Measurable Outcome
		1 – Provide high quality teaching and learning environments for all students. 2 – Prepare all students to be college, career, and world ready upon graduation. 3 – Fully engage students, parents and the community in support of short and long-term educational outcomes	2- State Standards 3 – Parent Involvement 4 – Pupil Achievement 5 – Pupil Engagement 6 – School Climate 7 – Course Access 8 – Pupil Outcomes	#1 Classroom walk-through data indicates an increase in engaging students in learning and effective teacher-student communication techniques. #2 Increase the number of students who graduate "a-g" compliant from 55% to 60% #3 Increase the number of students who are college/career prepared via CTE pathway from 30 to 80 students.

	Goal	Actions	Timeline	Responsible	Student Learner Outcome
4	Implement processes and procedures that build connectedness, increase engagement and improve overall well-being	Action Step 1: Increase student involvement by encouraging them to engage with school in at least two extra-curricular or co-curricular areas in addition to their academic pursuits. a. Monitor student involvement in extra-curricular activities through HERO. b. Encourage students to participate in clubs on campus.	Ongoing Spring 2021 May 2020 Ongoing	Administration PLC Teams Teachers Students Parents	Act: Set reasonable goals and persevere to positively affect self, family, community, nation and world Be: Attend to social-emotional and personal well-being
			RUSD LCAP	State Priority	Measurable Outcome
		Action Step 2: Improve and increase positive student behavior and accountability through positive behavioral support systems. a. Offer professional development to staff in Restorative Practices. b. Continue to instill Poly PRIDE in all students. c. Increase explicit instructional opportunities that teach character development.	1 – Provide high quality teaching and learning environments for all students. 2 – Prepare all students to be college, career, and world ready upon graduation.	1 – Conditions of Learning 5 – Pupil Engagement 6 – School Climate	#1 Increase the numbers of students who participate in 2+ extracurricular activities by 2% #2 Decrease the number of students who are suspended from 5.1% to 4.1%
		Action Step 3: Create and implement staff collective commitments that support teaming, collective focus and the conditions of learning. a. Vet Collective Teacher Commitments draft within all departments. b. Adopt Collective Teacher Commitments that define the essence of what it means to be a Poly Bear. Action Step 4: Teachers and students attend to their physical as well as social-emotional needs. a. Continue the work of the Wellness Committee. b. Promote involvement in the wellness committee activities to all staff. c. Communicate various resources for academic and social-emotional supports offered to students.	3 – Fully engage students, parents and the community in support of short and long-term educational outcomes		#3 Adopt collective commitments by spring 2021 #4 75% of all staff will participate in at least 1 of Poly's Wellness Initiative activities. All teachers will have a "Where Can I Get Help?" poster posted in their classroom.



Appendices



Appendices:

- A. [Local Control and Accountability Plan \(LCAP\):](#)
- B. Results of student and parent questionnaire/interviews
 - a. [Student Gallup Poll Survey – Fall 2018](#)
 - b. [Gallup Employee Survey – Fall 2018](#)
 - c. [Gallup Admin. Survey – Fall 2018](#)
 - d. [WASC PARENT SURVEY \(ENGLISH\)](#)
 - e. [WASC PARENT SURVEY \(SPANISH\)](#)
 - f. [Personalized Learning District Student Survey – Spring 2019](#)
- C. [Poly High School Approved AP course list:](#)
- D. [UC a–g approved course list:](#)
- E. [California School Dashboard performance indicators](#)
- F. [School accountability report card \(SARC\)](#)
- G. CBEDS school information form
 - a. [2019-20 Enrollment by Ethnicity](#)
- H. [Graduation requirements](#)
- I. [2019-20 Allocated Budget – Polytechnic High School](#)

