Polytechnic High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

School and Community
Established in 1887, Riverside Poly High School is the oldest high school in Riverside, California.Poly serves students in grades 9 through 12 with an approximate enrollment of 2,750 students.   Expected Schoolwide Learning Results: P.R.I.D.E

Proficient users of technology
1.   Incorporate technology skills into academic disciplines.
2.   Apply computer skills in vocational and business occupations.

Responsible and reflective citizens
3.   Demonstrate concern and involvement in community issues.
4.   Demonstrate respect for other cultures, individual rights and property.

Independent and self-motivated learners
5.   Set and strive to achieve goals.
6.   Develop a personal sense of self-worth.

Diligent critical thinkers
7.   Formulate solutions based on analysis.
8.   Reason logically.

Effective communicators who work collaboratively
9.   Participate in democratic process.
10.   Convey ideas in a clear and coherent manner when speaking and writing.   Special Programs   AVID Advancement Via Individual Determination (AVID) Students with a minimum 2.5 GPA and a desire to attend college may participate in AVID, which offers supplementary tutoring and extra guidance throughout the college admissions process.   Puente Puente students take an accelerated 9th and 10th grade sequence of college preparatory English classes integrated with Mexican American/Latino and other multicultural literature. Puente is focused on increasing the number of students who enroll in a four year university.

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

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	734
Grade 10	720
Grade 11	664
Grade 12	626
Total Enrollment	2,744

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.5
Asian	2
Filipino	0.9
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.4
White	31.2
Two or More Races	1.1
Socioeconomically Disadvantaged	53.9
English Learners	8.5
Students with Disabilities	10.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	97	104	107	1855
Without Full Credential	2	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	1	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.3
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/09/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/09/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

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 in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008) Holt, Rinehart and Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Pre-Calculus-Mathematics for Calculus (adopted in 2008) CengagePersonal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	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 in 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy and Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe-McGraw-Hill	Yes	0%
Foreign Language	Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3 Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)	Yes	0%
Visual and Performing Arts	Standards-based theater, instrumental and vocal music, and visual art as electives.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1965
Last Modernized: 2013
Lot Size: 40 Acres
71 Permanent Classrooms
18 Portable Classrooms
Completely Air Conditioned
Theater
Gymnasium
Computer Lab
Library
Cafeteria

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Poly High School completed their school site inspection on 04/10/17.

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

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

# of Work Orders = 1268

Labor Hours = 4567.48

Assessed Value of Work = $214949.18

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/10/17				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 04/10/17				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	63	53	44	48	44	48
Mathematics	29	24	33	35	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	11	614	596	97.1	53.2
Male	11	299	287	96.0	45.5
Female	11	315	309	98.1	60.4
Black or African American	11	31	30	96.8	36.7
Asian	11	17	17	100.0	82.3
Hispanic or Latino	11	347	335	96.5	44.0
White	11	204	200	98.0	67.8
Socioeconomically Disadvantaged	11	313	306	97.8	41.8
English Learners	11	51	45	88.2	13.3
Students with Disabilities	11	90	83	92.2	13.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	614	597	97.2	24.3
Male	11	299	287	96.0	25.8
Female	11	315	310	98.4	23.0
Black or African American	11	31	30	96.8	6.7
Asian	11	17	17	100.0	47.1
Hispanic or Latino	11	347	337	97.1	18.1
White	11	204	199	97.5	36.2
Socioeconomically Disadvantaged	11	313	307	98.1	14.4
English Learners	11	51	47	92.2	4.3
Students with Disabilities	11	90	83	92.2	1.2

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56	48	46	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	668	650	97.3	46.0
Male	337	328	97.3	50.6
Female	331	322	97.3	41.3
Black or African American	37	37	100.0	48.7
Asian	15	15	100.0	53.3
Hispanic or Latino	394	382	97.0	35.6
White	197	193	98.0	63.7
Socioeconomically Disadvantaged	366	353	96.5	34.3
English Learners	51	48	94.1	10.4
Students with Disabilities	72	64	88.9	20.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

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

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

California Partnership Academies

11. Education and Human Services Academy
12. Global Business Information and Technology Academy
13. Health and Biosciences Academy
14. Law and Protective Services Academy
15. Media and the Arts Academy

Career Technical Education Pathways

16. CISCO Networking
17. Engineering and Design
18. Game Design
19. Graphic Design
20. Microsoft IT Academy
21. Music Technology
22. Video Production
23. Web Design

ROP Programs

24. Health – Patient Care
25. Health – Sports Medicine
26. Hospitality – Culinary
27. Marketing – Retail Sales
28. Media – TV/Video Production

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	864
% of pupils completing a CTE program and earning a high school diploma	96.42
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.13
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	48.8

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	19.3	20.4	46.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.80	2.40	1.80	8.00	6.50	4.90	11.40	11.50	10.70
Graduation Rate	94.45	95.74	96.60	85.46	87.15	89.39	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	89	86
Black or African American	90	85	78
American Indian or Alaska Native	100	80	78
Asian	100	98	93
Filipino	100	97	93
Hispanic or Latino	100	88	83
Native Hawaiian/Pacific Islander	100	95	85
White	95	90	91
Two or More Races	86	84	89
Socioeconomically Disadvantaged	75	68	66
English Learners	95	63	54
Students with Disabilities	100	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.9	3.7	3.3	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.4	0.5	0.3	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	36	20	57	26	36	27	49	28	25	23	52
Mathematics	30	15	24	46	30	15	16	54	29	18	23	48
Science	31	13	17	47	31	13	9	53	29	13	29	34
Social Science	30	11	31	37	29	18	22	39	30	15	17	46

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	4	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,258	$825	$5,433	$77,029
District	N/A	N/A	$5,235	$81,908
Percent Difference: School Site and District	N/A	N/A	3.8	-6.0
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-4.3	1.6

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

Types of Services Funded (Fiscal Year 2015-16)

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

$260,141   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,907	$45,092
Mid-Range Teacher Salary	$76,557	$71,627
Highest Teacher Salary	$100,120	$93,288
Average Principal Salary (Elementary)	$119,891	$115,631
Average Principal Salary (Middle)	$127,709	$120,915
Average Principal Salary (High)	$139,500	$132,029
Superintendent Salary	$270,000	$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	19	1.5

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

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

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

In 2016-17, professional development continues with the following:

29. RUSD Professional Development Day (teachers and classified staff) (1 day)
30. Poly Faculty Professional Development with Leadership (1 day)
31. Poly Staff Meetings with emphasis on WASC/Shared Leadership/Site Goals
32. RUSD Personalized Learning Professional Development (teachers have the opportunity to approach learning outcomes from a variety of different places that target specific student needs) (1 day)
33. Shared Leadership Systems/Developing Teacher Leaders (2 days)

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.