Polytechnic High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

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	poly.riversideunified. org
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 2017-18)

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.

Our Strategic Vision is as follows:

1. Excellence in every classroom;
2. Shared leadership opportunities for all stakeholders; and
3. Structures and roles to support organizational capacity and problem solving.

Expected School-wide Learning Outcomes: P.R.I.D.E

PASSION- Ignites the fire that drives us to defy expectations

RESPECT- To admire, appreciate and accept people for who they are

INTEGRITY- We commit to people-centered leadership built on responsibility, trust and honesty

DETERMINATION- Relentlessly drive ourselves and others to achieve greatness

EXTRAORDINARY- Empowering ourselves to defy the expectations of the ordinary

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 2016-17)

Grade Level	Number of Students
Grade 9	746
Grade 10	719
Grade 11	668
Grade 12	614
Total Enrollment	2,747

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.5
Asian	2
Filipino	0.9
Hispanic or Latino	58.7
Native Hawaiian or Pacific Islander	0.3
White	28.9
Two or More Races	1.4
Socioeconomically Disadvantaged	53.8
English Learners	8.2
Students with Disabilities	10.2
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	104	107	109	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments *	0	1	2
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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 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 in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & 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) CA StudySyn Grades 7-12 (adopted in 2017)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%
Science	Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & 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) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art, theater, instrumental music, and vocal music as electives at all schools. Offer standards-based electives in theater tech, music tech, media arts and dance at some schools.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 40 Acres
Year Constructed: 1965
Last Modernized: 2013
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.

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.

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

\# of Work Orders = 1265
Labor Hours = 5106.958
Assessed Value of Work = $239,418.75

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			504: Door will not self latch, drain clogged on uncovered sink, 3 other sinks covered Portable 51: Stained loose ceiling tiles, HVAC access panel bent on wall unit - exposing cut side Portable 57: Missing outlet cover, 4 light fixtures out, 4 other half lit, damaged ceiling tiles, door closes w/too much force, compressor did not come on w/call for cooling, tstat upside down
Interior: Interior Surfaces			X	610:00:00 611:00:00 107: Filthy floor, counters, etc., missing ceiling tiles 108: Filthy floor, hundreds of dead bugs, stained ceiling tiles 202: Carpet is in complete disrepair 203: Clock pulled off wall - opening in box, missing ceiling tiles, floor is filthy, 3 desks ruined with vandalism 204: 2 light fixtures out, floor very dirty, sink stained with paint & rust 205: Floor stained, marked & cracked 206: Floor stained, marked & cracked, walls dirty & marked, no fire extinguisher - has pull station 207: Marked walls & floor, floor dirty 210: Carpet stained & rippled, trip hazard, walls and paint chipped/peeled, marked, no fire extinguisher 212: Carpet stained & rippled, no fire extinguisher 654: Floors and walls damaged, no extinguisher 703: exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams 707: 5 can fixtures out, door to hall will not self latch, stained ceiling tiles WO# 17-280481 801: Chipped/peeled paint, damaged ceiling tiles, marked floor, ants coming from sink, lamp out in 6 fixtures, no water at sinks 802: No water at any sink - off master switch, 2 light fixtures out 803: West side door will not self latch - must push, 6 of 20 fixtures out, 14 have 1 or 2 lights out

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				Boys Locker Room: Damaged surfaces, showers don't work at all Boys Restroom - Portable: Floor severely damaged Gym Boys Locker Restroom: Floors and walls damaged, fixtures don't flush fully, stall partitions broken/missing pieces Poratable 54: Smells of skunk, 1 light fixture out, damaged ceiling tiles and walls Portable 44: Falling ceiling tiles Portable 46: Stained & falling ceiling tiles, not fire extinguisher Portable 47: Damaged ceiling tiles, very stained carpet, no fire extinguisher or pull station Portable 51: Stained loose ceiling tiles, HVAC access panel bent on wall unit - exposing cut side Portable 52: 1 outlet cover missing, damaged walls & ceiling tiles, 1 light fixture out, no extinguisher or pull station Portable 53: 2 missing outlet cover plates, damaged walls and ceiling tiles Portable 55: Damaged ceiling tiles, light fixture missing 2x4 lense cover, no fire extinguisher or pull station Portable 56: Falling ceiling tiles Portable 57: Missing outlet cover, 4 light fixtures out, 4 other half lit, damaged ceiling tiles, door closes w/too much force, compressor did not come on w/call for cooling, tstat upside down Portable 59: Broken light switch cover plate, falling/sagging ceiling tiles Storage 703: 2 light fixtures out, exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams Theater: Stage has soft spots, superficial cracks and chips, fixed seating has broken chair arms - missing table arms, trash throughout seating area, carpet stained, food on floor, concours has 6 light out
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			107: Filthy floor, counters, etc., missing ceiling tiles 108: Filthy floor, hundreds of dead bugs, stained ceiling tiles 201 Office: Floors stained and dirty, counter and sink dirty, room cluttered 201: Door will not self latch, must push hard, floor very dirty, walls dirty, slightly cluttered, 3 light fixtures out - need WO 203: Clock pulled off wall - opening in box, missing ceiling tiles, floor is filthy, 3 desks ruined with vandalism 606: Floor very dirty, wall dirty and marked up

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				703: exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams 801: Chipped/peeled paint, damaged ceiling tiles, marked floor, ants coming from sink, lamp out in 6 fixtures, no water at sinks Boys Locker Office: Dirty, dingy, no pull station or fire extiguisher in whole area Poratable 54: Smells of skunk, 1 light fixture out, damaged ceiling tiles and walls Storage 703: 2 light fixtures out, exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams Theater: Stage has soft spots, superficial cracks and chips, fixed seating has broken chair arms - missing table arms, trash throughout seating area, carpet stained, food on floor, concours has 6 light out
Electrical: Electrical			X	805:00:00 201: Door will not self latch, must push hard, floor very dirty, walls dirty, slightly cluttered, 3 light fixtures out - need WO 204: 2 light fixtures out, floor very dirty, sink stained with paint & rust 701: 9 out of 35 lights out, no extinguisher or pull station 707: 5 can fixtures out, door to hall will not self latch, stained ceiling tiles WO# 17-280481 800 Wing Girls RR: ADA stall toilet will not flush, 1 light fixture out 801: Chipped/peeled paint, damaged ceiling tiles, marked floor, ants coming from sink, lamp out in 6 fixtures, no water at sinks 804: Front lab stations no water at sink, rear station - faucet leaks at vacuum breaker, 1 fixture of 6 out 822: 2 lights out 824: 1 fixture out 1 half lit 825: 5 fixtures half lit Poratable 54: Smells of skunk, 1 light fixture out, damaged ceiling tiles and walls Portable 40: 1 light fixture out Portable 41: 1 light fixture out Portable 43: 3 lights out Portable 45: 2 light fixtures out Portable 48: 2 light fixtures out Portable 52: 1 outlet cover missing, damaged walls & ceiling tiles, 1 light fixture out, no extinguisher or pull station Portable 53: 2 missing outlet cover plates, damaged walls and ceiling tiles

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Storage 703: 2 light fixtures out, exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams Theater: Stage has soft spots, superficial cracks and chips, fixed seating has broken chair arms - missing table arms, trash throughout seating area, carpet stained, food on floor, concours has 6 light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		805:00:00 200 Wing Girls Restroom: Center toilet will not stop flushing for 2 minutes 501: Door does not self latch, rear door loose strike plate, front lab station no water at sink 504: Door will not self latch, drain clogged on uncovered sink, 3 other sinks covered 800 Wing Girls RR: ADA stall toilet will not flush, 1 light fixture out 804: Front lab stations no water at sink, rear station - faucet leaks at vacuum breaker, 1 fixture of 6 out Boys Locker Room: Damaged surfaces, showers don't work at all Boys Restroom: 3 out of 6 urinals don't flush Girls Locker Restroom: Center sink - no cold water Gym Boys Locker Restroom: Floors and walls damaged, fixtures don't flush fully, stall partitions broken/missing pieces
Safety: Fire Safety, Hazardous Materials	X			608: No extinguisher or pull station Boys Locker Office: Dirty, dingy, no pull station or fire extiguisher in whole area Portable 46: Stained & falling ceiling tiles, not fire extinguisher Portable 47: Damaged ceiling tiles, very stained carpet, no fire extinguisher or pull station Portable 52: 1 outlet cover missing, damaged walls & ceiling tiles, 1 light fixture out, no extinguisher or pull station Portable 55: Damaged ceiling tiles, light fixture missing 2x4 lense cover, no fire extinguisher or pull station
Structural: Structural Damage, Roofs	X			662:00:00 Gym Boys Locker Restroom: Floors and walls damaged, fixtures don't flush fully, stall partitions broken/missing pieces

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/28/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			11: Door will not self latch, must push or pull 12: Door will not self latch, must push or pull 201: Door will not self latch, must push hard, floor very dirty, walls dirty, slightly cluttered, 3 light fixtures out - need WO 208: Door will not self latch, must be pushed closed 501: Door does not self latch, rear door loose strike plate, front lab station no water at sink 504: Door will not self latch, drain clogged on uncovered sink, 3 other sinks covered 661: Door will not latch must push to close 703: exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams 707: 5 can fixtures out, door to hall will not self latch, stained ceiling tiles WO# 17-280481 803: West side door will not self latch - must push, 6 of 20 fixtures out, 14 have 1 or 2 lights out 804: Front lab stations no water at sink, rear station - faucet leaks at vacuum breaker, 1 fixture of 6 out Gym Boys Locker Restroom: Floors and walls damaged, fixtures don't flush fully, stall partitions broken/missing pieces Portable 57: Missing outlet cover, 4 light fixtures out, 4 other half lit, damaged ceiling tiles, door closes w/too much force, compressor did not come on w/call for cooling, tstat upside down Portable 58: Stained ceiling tiles, rear left hand window will not open Storage 703: 2 light fixtures out, exterior side door will not latch - must push closed, trash & clutter, damaged ceiling tiles, carpet damaged, dirty walls, damaged door jams

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/28/2017			
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	55	48	47	48	48
Mathematics (grades 3-8 and 11)	24	27	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	601	573	95.34	55.32
Male	296	278	93.92	50.36
Female	305	295	96.72	60
Black or African American	37	35	94.59	62.86
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	64.71
Filipino	--	--	--	--
Hispanic or Latino	340	322	94.71	49.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	174	97.21	62.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	311	292	93.89	46.58
English Learners	51	41	80.39	9.76
Students with Disabilities	60	55	91.67	16.36
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	602	583	96.84	27.32
Male	296	285	96.28	27.82
Female	306	298	97.39	26.85
Black or African American	37	35	94.59	28.57
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	52.94
Filipino	--	--	--	--
Hispanic or Latino	341	331	97.07	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	174	97.21	37.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	312	301	96.47	17.33
English Learners	51	47	92.16	8.7
Students with Disabilities	60	55	91.67	5.45
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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.

Career Technical Education Pathways
- Computer Technology
- Music Technology
- Video Production
- Web Design

ROP Programs:
- Culinary Arts
- Sports Medicine

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	894
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.95
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	49.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.4	18.2	47.5

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 State priority: Parental Involvement (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 2017-18)

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), English Learner Advisory Council (ELAC) and RAMP Advisory Council (Recognized ASCA Model Program in Counseling) are important ways that parents and community members can learn about and support Poly High School. Annual events also include Back-To-School Night and College Information Workshops. 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. Lastly, Poly's Global Team amassed of stakeholder representation from Standards Based Student Learning Focus Groups: Culture and Student Support and Vision/Organization.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.4	1.8	1.7	6.5	4.9	5.3	11.5	10.7	9.7
Graduation Rate	95.74	96.6	95.39	87.15	89.39	89.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.85	88.45	87.11
Black or African American	97.3	87.69	79.19
American Indian or Alaska Native	0	50	80.17
Asian	100	95.45	94.42
Filipino	100	100	93.76
Hispanic or Latino	95.61	86.65	84.58
Native Hawaiian/Pacific Islander	33.33	94.44	86.57
White	96.79	91.2	90.99
Two or More Races	100	80	90.59
Socioeconomically Disadvantaged	77.42	67.56	63.9
English Learners	86.05	58.7	55.44
Students with Disabilities	94.79	86.09	85.45
Foster Youth	0	52.94	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.7	3.3	4.8	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.5	0.3	0.3	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	27	49	27	31	21	52	25	43	21	50
Mathematics	30	15	16	54	29	20	21	48	29	19	24	45
Science	31	13	9	53	29	14	27	34	30	10	19	40
Social Science	29	18	22	39	30	15	17	46	29	16	17	44

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6806	847	5959	85854
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-7.2	-11.7
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-17.4	-2.8

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

Types of Services Funded (Fiscal Year 2016-17)

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

$248,114   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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2016-17)

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	3	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	20	20.7

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)

Professional Development (Most Recent Three Years)

During 2015-2016 school year, the Poly staff members participate in professional development practices 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 2016-2017 school year, Poly staff members again participated in both on-site (1 day certificated, 1 day classified) and district (1 day 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. In addition, Poly staff members participated in staff meetings (10 meetings) with emphasis placed on WASC refinements, capacity building in Shared Leadership practices and identified school site goals. To assist with these elements, identified teacher leaders participated in additional of professional development programming (3 days certificated) in Personalized Learning Methodologies and Shared Leadership Systems. Poly also worked closely with consulting firm, InnovateEd® on site based instructional planning as well as district aligned focus areas as noted in the Riverside Unified School District's Guide for Instructional Direction.

In 2017-18, professional development continues with the following:

- RUSD Professional Development Day [Certificated and Classified Staff-1 day]
- Poly Professional Development with Leadership [Certificated and Classified Staff-1 day]
- Poly Certificated Bi-Weekly Professional Learning Communities [17 meetings]
- Poly Staff Meetings with emphasis on WASC/Shared Leadership/Site Goals [10 Meetings]
- Poly Departmental Collaboration with emphasis on Counseling/Intervention Practices [5 Meetings]
- RUSD Personalized Learning Professional Development [4 days]
- Teachers have the opportunity to approach learning outcomes from a variety of different places that target specific student needs
- Shared Leadership Systems/Developing Teacher Leaders [2 days]
- Monthly and weekly Tactical Leadership meetings and collaboration;
- Bi-yearly Strategic Meetings that include representation from WASC Focus Groups: Curriculum, Instruction and Assessment.
- Bi-yearly Global Meetings that include representation from WASC Focus Groups: Culture and Student Supports and Vision and Organization.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of focused professional development in addition to other conferences and trainings that varied based on core content area.

Comprehensive information related to professional development and curricular initiatives can be found here: Poly Team Website – Focus Areas and Action Planning http://polyccss.weebly.com/