

Polytechnic High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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 | Darel Hansen |
| Email Address | DEhansen@riversideunified.org |
| School Website | http://poly.riversideunified.org/ |
| County-District-School (CDS) Code | 33-67215-3336237 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Riverside Unified School District |
| Phone Number | (951) 788-7135 |
| Superintendent | Ms. Renee Hill |
| Email Address | rhill@riversideunified.org |
| District Website | http://riversideunified.org/ |

2023-24 School Description and Mission Statement

School and Community

Established in 1887, Riverside Poly High School is the oldest high school in Riverside, California. Poly High School serves students in grades nine through twelve with an approximate enrollment of 2,550 students. We exist to create a school community where team members are engaged, enthusiastic and love what they do, the students they serve and one another.

Our Strategic Vision is as follows:

1. Excellence in every classroom
2. Shared leadership opportunities for all stakeholders
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

2023-24 School Description and Mission Statement

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.

Career Technical Education

Digital Film, Digital Print, Culinary Arts, Sports Medicine, Computer Science, Game Programming, and Dance

EXTRACURRICULAR and CO-CURRICULAR OPTIONS

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 709 |
| Grade 10 | 686 |
| Grade 11 | 642 |
| Grade 12 | 623 |
| Total Enrollment | 2,660 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.8% |
| Male | 49.9% |
| American Indian or Alaska Native | 0.3% |
| Asian | 1.5% |
| Black or African American | 4.7% |
| Filipino | 0.6% |
| Hispanic or Latino | 65.3% |
| Native Hawaiian or Pacific Islander | 0.3% |
| Two or More Races | 1.8% |
| White | 23.8% |
| English Learners | 10.4% |
| Foster Youth | 0.3% |
| Homeless | 2.8% |
| Socioeconomically Disadvantaged | 69.5% |
| Students with Disabilities | 10.6% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 84.40 | 85.24 | 1509.80 | 87.78 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.40 | 0.40 | 3.30 | 0.19 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.60 | 4.73 | 38.00 | 2.21 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.20 | 1.22 | 17.00 | 0.99 | 12115.80 | 4.41 |
| Unknown | 8.30 | 8.38 | 151.80 | 8.83 | 18854.30 | 6.86 |
| Total Teaching Positions | 99.00 | 100.00 | 1720.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 81.40 | 84.80 | 1505.40 | 87.33 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 8.80 | 0.51 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.80 | 2.98 | 44.30 | 2.57 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.90 | 4.16 | 38.00 | 2.21 | 11953.10 | 4.28 |
| Unknown | 7.70 | 8.05 | 127.00 | 7.37 | 15831.90 | 5.67 |
| Total Teaching Positions | 96.00 | 100.00 | 1723.70 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.30 | 0.50 |
| Misassignments | 4.30 | 2.30 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 4.60 | 2.80 |

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Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.20 | 0.80 |
| Local Assignment Options | 0.00 | 3.10 |
| Total Out-of-Field Teachers | 1.20 | 3.90 |

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Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.5 | 1.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.2 | 0.4 |

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Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|---|-----------------------------|--|
| Reading/Language Arts | McGraw Hill Education StudySync Grades 9-12 (Adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12 | Yes | 0% |
| Mathematics | Core Connections Integrated Math 1 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 2 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 3 College Preparatory Mathematics (Adopted 2018) Cengage Mathematics for Calculus (Precalculus) (Adopted 2008) McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008) Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus) Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008) Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006) | Yes | 0% |

| | | | |
|-------------------------------|---|-----|----|
| | <p>Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)</p> <p>Fundamentals of Java AP Computer Science</p> | | |
| Science | <p>Miller & Levine Experience Biology (Medical Biology) (Adopted 2020)</p> <p>Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Savvas Experience Chemistry, Vols. 1 & 2 (Chemistry, Medical Chemistry) (Adopted 2020)</p> <p>Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)</p> <p>Savvas Experience Physics (Physics) (Adopted 2022)</p> <p>Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)</p> <p>Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)</p> <p>Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)</p> <p>Marieb: Essentials of Human Anatomy and Physiology (Anatomy & Physiology) (Adopted 2022)</p> <p>Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)</p> <p>McGraw Hill Marine Biology (Adopted 2012)</p> <p>2nd Edition Chemistry for IB Diploma (Adopted 2016)</p> <p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)</p> <p>Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)</p> | Yes | 0% |
| History-Social Science | <p>IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022)</p> <p>IB World History DP Authoritarian States Course Book (Adopted 2022)</p> <p>IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022)</p> <p>IB World History DP The Move to Global War Course Book (Adopted 2022)</p> <p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Economics for IB Diploma 2/e Book + eBook (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)</p> | Yes | 0% |

| | | | |
|---|---|-----|-----|
| | CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022) | | |
| Foreign Language | Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019) | Yes | 0% |
| Health | N/A | | N/A |
| Visual and Performing Arts | McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005) | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

School Facility Conditions and Planned Improvements

Lot Size: 40 Acres
 Year Constructed: 1965
 Last Modernized: 2020
 73 Permanent Classrooms
 26 Portable Classrooms
 Completely Air Conditioned
 Theater
 Gymnasium
 Computer Lab
 Library
 Cafeteria

Riverside Unified School District maintains both short and long-term 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 15 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 has a plant supervisor plus six full-time custodial staff who, along with other district personnel, maintain the grounds and facilities.

Poly's construction is complete. Exterior renovations including ADA upgrades, in addition to a new auxiliary gym was completed.

Year and month of the most recent FIT report

10/04/2023 - 12/19/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | POLY100-105 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access POLY100-106 (Classroom): 4: (D) Ceiling tiles have holes or stains POLY100-107 (Classroom): 4: (D) Ceiling tiles have holes or stains POLY100-108 (Classroom): 4: (D) Ceiling tiles have holes or stains POLY100-109AA (Utility): 4: (D) Ceiling tiles have holes or stains POLY100-109AB (Utility): 4: (D) Ceiling tiles have holes or stains POLY100-111 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Carpeting is stained (D) Carpeting is damaged POLY100-150 (Classroom): 4: (D) Ceiling tiles have holes or stains POLY200-202 (Classroom): |

School Facility Conditions and Planned Improvements

4: (D) Ceiling tiles have holes or stains
 POLY200-203 (Classroom):
 4: (D) Ceiling tiles have holes or stains
 POLY200-206 (Classroom):
 4: (D) Ceiling tiles have holes or stains
 10: (D) Fire extinguisher is missing
 POLY200-210 (Classroom):
 4: (D) Ceiling tiles have holes or stains
 POLY200-212 (Classroom):
 4: (D) Carpeting is stained
 (D) Carpeting is damaged
 (D) Ceiling T-Bar Broken
 10: (D) Fire extinguisher is missing
 POLY300-301K (Administration):
 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)
 (D) Ceiling tiles have holes or stains
 POLY600-602 (Classroom):
 4: Un-secure racks
 7: (D) Unauthorized personal appliances
 Small fridge, String lights,
 POLY800-805 (Classroom):
 4: (D) Ceiling tiles have holes or stains
 POLY800-808 (Restroom):
 4: No paper towel dispensers or hand dryers.
 POLY800-821 (Classroom):
 4: (D) Ceiling tiles have holes or stains
 15: window light in entry door is taped over, blocking view into classroom.
 POLYA-100B (Administration):
 4: (D) Ceiling tiles have holes or stains
 POLYA-103 (Administration):
 4: (D) Walls appear to have hazards from tears and holes. West Wall
 7: (D) Lighting does not appear to be adequate
 POLYA-104C (Restroom):
 4: (D) Walls appear to have hazards from tears and holes east wall
 POLYA-104F (Restroom):
 4: (D) Missing floor tiles
 (D) Walls need patch and paint
 POLYA-106 (Administration):
 4: (D) Walls appear to have hazards from tears and holes north wall
 POLYA-106A (Administration):
 4: (D) Walls appear to have hazards from tears and holes south wall
 POLYA-107 (Administration):
 4: (D) Walls appear to have hazards from tears and holes north wall
 POLYL-100A (Library):
 4: (D) Walls appear to have hazards from tears and holes
 POLYL-205 (Administration):
 4: (D) Carpet is torn
 (D) Ceiling tiles are missing
 POLYP52-BLDG:
 4: (D) Walls appear to have hazards from tears in wall vinyl

School Facility Conditions and Planned Improvements

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|---|---|---|--|
| | | | POLYP60- BLDG: 4: (D) Ceiling tiles are missing |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | | X | <p>POLY100-105 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>POLY100-105A (Corridor): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>POLY100-112 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>POLY100-116 (Corridor): 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>There is no functional light switch for the hallway. Staff is using circuit breaker switches to turn lights on and off</p> <p>POLY100-153 (Administration): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>POLY200-201 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>POLY200-204 (Classroom): 7: (D)There is an electrical junction box underneath one of the non-working sinks. 9: (D)Two sinks do not function. (D)There is an electrical junction box underneath one of the non-working sinks.</p> <p>POLY200-211 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>POLY500-503 (Classroom): 7: (D) Unauthorized personal appliances Microwave, Coffee Maker 11: Found Clorox products under sink (X) Hazardous chemicals, chemical waste, and/or flammable materials are NOT stored properly (eg locked and labeled properly)- Site staff was notified to take immediate action. This has been deescalated to a (D)</p> <p>POLY500-506 (Classroom): 7: (D) Unauthorized personal appliances Microwave, Coffee Maker</p> |

School Facility Conditions and Planned Improvements

POLY600-602 (Classroom):
 4: Un-secure racks
 7: (D) Unauthorized personal appliances
 Small fridge, String lights,
 POLY600-604 (Classroom):
 7: (D) Unauthorized personal appliances
 Microwave
 Missing cover plate
 (X) There are exposed electrical wires Electrical
 equipment is NOT properly covered and secured from
 pupil access this was issued work order; 23-433964
 for immediate repair and changed to (D).
 POLY600-605 (Classroom):
 7: (D) Unauthorized personal appliances
 Mini fridge
 POLY600-606A (Administration):
 7: (D) Unauthorized personal appliances
 Fridge and microwave
 POLY600-608 (Classroom):
 7: (D) Unauthorized personal appliances
 Fridge
 POLY600-609 (Administration):
 7: (D) Unauthorized personal appliances
 Fridge
 POLY600-611 (Classroom):
 7: (D) Improper usage of surge protectors or daisy
 chain of surge protectors
 Light switch missing plate cover
 Power strips
 POLY600-612 (Classroom):
 7: (D) Outlets, access panels, switch plates, junction
 boxes and/or fixtures are NOT properly covered and
 secured from pupil access
 Missing outlet cover
 POLY600-652 (Classroom):
 7: (D) Unauthorized personal appliances
 Microwave and fridge
 POLY600-653 (Classroom):
 7: (D) Unauthorized personal appliances
 Christmas tree with lights
 POLY600-654 (Classroom):
 7: (D) Unauthorized personal appliances
 Microwave
 (D) Improper usage of surge protectors or daisy chain
 of surge protectors
 POLY600-655 (Classroom):
 7: (D) Unauthorized personal appliances
 Microwave and fridge
 POLY600-656 (Classroom):
 7: (D) Unauthorized personal appliances
 Lamp, Lighted sign on window
 POLY600-657 (Classroom):
 7: (D) Unauthorized personal appliances
 Small microwave
 POLY600-658 (Classroom):
 7: (D) Outlets, access panels, switch plates, junction
 boxes and/or fixtures are NOT properly covered and
 secured from pupil access
 POLY600-659 (Classroom):

School Facility Conditions and Planned Improvements

| | | | |
|--|----------|--|---|
| | | | <p>7: (D) Improper usage of surge protectors or daisy chain of surge protectors POLY600-660 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords POLY600-661 (Classroom): 7: (D) Unauthorized personal appliances 2- Microwaves, Table with glass top, coffee maker, Fridge POLY600-663 (Administration): 7: (D) Unauthorized personal appliances Fridge, Microwave, furniture, Lamps POLY600-664 (Classroom): 7: (D) Unauthorized personal appliances Microwave, Lamps POLY600-666 (Classroom): 7: (D) Unauthorized personal appliances Mini fridge, power strips POLY700-705 (Utility): 7: (D) Lighting is flickering POLY700-707B (Utility): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Missing outlet cover POLY800-823 (Classroom): 7: (D) Unauthorized personal appliances Extension cords POLY800-824 (Classroom): 7: (D) Unauthorized personal appliances POLY800-825 (Classroom): 7: (D) Unauthorized personal appliances 15: Potential unauthorized window coverings. POLYA-101B (Utility): 7: (D) Lighting does not appear to be adequate POLYA-103 (Administration): 4: (D) Walls appear to have hazards from tears and holes. West Wall 7: (D) Lighting does not appear to be adequate</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | <p>X</p> | | <p>POLY200-204 (Classroom): 7: (D) There is an electrical junction box underneath one of the non-working sinks. 9: (D) Two sinks do not function. (D) There is an electrical junction box underneath one of the non-working sinks. POLY200-213 (Restroom): 8: (D) Restrooms are NOT fully operational (D) Toilet Leaking POLY600-668 (Utility): 8: Paper towel holder missing cover POLY800-802 (Classroom): 9: (D) Water pressure is inadequate south wall POLY800-807 (Restroom): 9: (D) Water pressure is inadequate POLYL-203 (Restroom): 8: (D) Restrooms are NOT fully operational</p> |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|--|
| <p>Safety: Fire Safety, Hazardous Materials</p> | X | | <p>POLY200-206 (Classroom): 4: (D) Ceiling tiles have holes or stains 10: (D) Fire extinguisher is missing POLY200-212 (Classroom): 4: (D) Carpeting is stained (D) Carpeting is damaged (D) Ceiling T-Bar Broken 10: (D) Fire extinguisher is missing POLY500-503 (Classroom): 7: (D) Unauthorized personal appliances Microwave, Coffee Maker 11: Found Clorox products under sink (X) Hazardous chemicals, chemical waste, and/or flammable materials are NOT stored properly (eg locked and labeled properly)- Site staff was notified to take immediate action. This has been deescalated to a (D) POLY600-600 (Corridor): 10: (D) Fire extinguisher is missing POLYL-204 (Restroom): 10: (D) Fire extinguisher is missing</p> |
| <p>Structural: Structural Damage, Roofs</p> | X | | |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | <p>02 Storage: 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason) (D) Broken flush bolt 04 Elect Room: 15: (D) Door closer needs adjustment 07 Boys RR: 15: (D) Door closer needs adjustment 08 Training Room: 15: (D) Door closer needs adjustment POLY200-201 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason) POLY200-208 (Classroom): 15: (D) Door closer needs adjustment POLY800-821 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: window light in entry door is taped over, blocking view into classroom. POLY800-822 (Classroom): 15: window light at entry door is covered over blocking view into classroom. POLY800-825 (Classroom): 7: (D) Unauthorized personal appliances 15: Potential unauthorized window coverings.</p> |

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 66 | 66 | 46 | 44 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 24 | 22 | 30 | 31 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 604 | 599 | 99.17 | 0.83 | 65.89 |
| Female | 295 | 293 | 99.32 | 0.68 | 67.92 |
| Male | 307 | 304 | 99.02 | 0.98 | 63.70 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 34 | 32 | 94.12 | 5.88 | 53.13 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 394 | 392 | 99.49 | 0.51 | 60.36 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 80.00 |
| White | 142 | 141 | 99.30 | 0.70 | 81.56 |
| English Learners | 62 | 62 | 100.00 | 0.00 | 6.56 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 27 | 27 | 100.00 | 0.00 | 37.04 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 416 | 413 | 99.28 | 0.72 | 60.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 70 | 70 | 100.00 | 0.00 | 12.86 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 601 | 594 | 98.84 | 1.16 | 22.05 |
| Female | 293 | 291 | 99.32 | 0.68 | 21.31 |
| Male | 306 | 301 | 98.37 | 1.63 | 22.92 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 34 | 32 | 94.12 | 5.88 | 15.63 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 391 | 388 | 99.23 | 0.77 | 15.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 30.00 |
| White | 142 | 140 | 98.59 | 1.41 | 40.71 |
| English Learners | 60 | 59 | 98.33 | 1.67 | 1.69 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 26 | 26 | 100.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 414 | 410 | 99.03 | 0.97 | 16.83 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 69 | 69 | 100.00 | 0.00 | 2.90 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 32.71 | 33.08 | 26.85 | 27.64 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1200 | 1192 | 99.33 | 0.67 | 32.97 |
| Female | 613 | 609 | 99.35 | 0.65 | 29.56 |
| Male | 582 | 578 | 99.31 | 0.69 | 36.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 14 | 14 | 100.00 | 0.00 | 42.86 |
| Black or African American | 63 | 61 | 96.83 | 3.17 | 32.79 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 743 | 738 | 99.33 | 0.67 | 26.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 49 | 49 | 100.00 | 0.00 | 36.73 |
| White | 312 | 311 | 99.68 | 0.32 | 48.87 |
| English Learners | 107 | 106 | 99.07 | 0.93 | 3.77 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 41 | 41 | 100.00 | 0.00 | 7.32 |
| Military | 44 | 44 | 100.00 | 0.00 | 13.64 |
| Socioeconomically Disadvantaged | 800 | 796 | 99.50 | 0.50 | 26.01 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 128 | 128 | 100.00 | 0.00 | 6.25 |

2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provide students with academic and technical knowledge and skills through integrated academic and technical instruction. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Arts, Media, & Entertainment; Building & Construction Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation
Arlington

Arts, Media and Entertainment: Design, Visual and Media Arts
Applied Digital Media - CPA Name: Media and the Arts Academy
Digital Media Arts
Multimedia Arts
Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology
Biomedical Sciences (Project Lead the Way)
Principles of Biomedical Science
Human Body Systems
Medical Interventions
Biomedical Innovations

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Information and Communication Technologies: Networking
Networking & Cybersecurity - ROP
RCOE IT Cybersecurity Fundamentals
RCOE Advanced Cybersecurity
King
Arts, Media and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production II
RCOE Digital Film Production III

Technical Theater & Live Event Production
Intermediate Technical Theater
Advanced Technical Theater

Business and Finance: International Business
International Business
Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology

2022-23 Career Technical Education Programs

Architectural Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

Engineering Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Manufacturing and Product Development: Graphic Production Technologies
Graphic Design & Print Production
Digital Arts
Commercial Arts
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales
Marketing
RCOE Retail Merchandising & Principles of Marketing
Digital Marketing Through Social Media

Professional Sales
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Sales and Marketing

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
SSP Name: Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE
Urban Sustainable Agriculture
Urban Sustainable Living

Business and Finance: Business Management
International Business - CPA Name: Global Business and Information Technology Academy
Business 100
Entrepreneurship and Small Business
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development
Child Development - CPA Name: Education and Human Services Academy
Educational Psychology
Introduction to Education
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2022-23 Career Technical Education Programs

Introduction to Law
Criminal Justice: Law Enforcement
RCOE Forensic Science & Crime Scene Investigation (ROP course)
RCOE Law Enforcement Principles and Practices (ROP course)

Poly
Arts, Media, and Entertainment: Design, Visual, and Media Arts
Applied Digital Media
Design for Digital Print I
Design for Digital Print II
Design for Digital Print III

Arts, Media, Entertainment: Performing Arts
Dance & Movement Applications
Dance Fundamentals
Performance Dance
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production
Digital Film Production I
Digital Film Production II
Broadcast Journalism

Music Technology & Audio Production
Music Technology I
Music Technology II
Music Technology III

Professional Photography
Professional Photography I
Professional Photography II

Technical Theater & Live Event Production
Intermediate Technical Theater
Advanced Technical Theater

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Hospitality, Tourism & Recreation: Food Service and Hospitality
Culinary Arts & Services (ROP)
RCOE Intermediate Culinary Arts
RCOE Advanced Culinary Arts
RCOE Culinary Cafe

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Ramona
Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production II
RCOE Digital Film Production III

2022-23 Career Technical Education Programs

Professional Photography (ROP)
RCOE Digital Photography I
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction
Residential & Commercial Construction (ROP)
RCOE Construction Technology I
RCOE Construction Technology II
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care - CPA Name: Health Careers Academy
Introduction to Health Careers
First Responder
Medical Terminology (Honors)
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Public Services: Emergency Response
EMT (ROP)
RCOE Emergency Medical Technician

EOC
Health Science and Medical Technology
Health Careers & Patient Care (ROP)
RCOE Intermediate Patient Care - Body Systems
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Intermediate Automotive Technology
RCOE Advanced Automotive Technology

Riverside STEM Academy
Engineering and Architecture
Engineering Design
Introduction to Engineering Design
Principles of Engineering
Engineering Design and Development

Riverside Virtual School
Arts, Media and Entertainment: Production and Managerial Arts
Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business & Finance

2022-23 Career Technical Education Programs

International Business
Business Technology & 21st Century Skills

Information Communication Technology
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 859 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 33.3 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.02 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 62.99 |

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9 | 96.10% | 92.70% | 97.40% | 92.60% | 97.10% |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The parental involvement contact at this school is Darel Hansen, 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 competitive athletic programs. Parents are welcome and encouraged 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), DAAPAC (District African American Parent Advisory Council), School Site Council (SSC), 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, District Community Action Meetings, College Information Workshops, Financial Aid Workshops, and School District Board Meetings. Parents actively contribute resources and personal time 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 is amassed of stakeholder representation, including parents and students, focused on Standards-Based Student Learning within the following sub-committees: Culture, Vision/Organization, and Student Support.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 2.9 | 1.2 | 1.7 | 2.2 | 3.2 | 3.6 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 94.5 | 97.1 | 96.3 | 94.3 | 94.1 | 92.5 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 591 | 569 | 96.3 |
| Female | 318 | 310 | 97.5 |
| Male | 270 | 256 | 94.8 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 11 | 9 | 81.8 |
| Black or African American | 28 | 27 | 96.4 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 340 | 325 | 95.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 11 | 11 | 100.0 |
| White | 171 | 167 | 97.7 |
| English Learners | 48 | 41 | 85.4 |
| Foster Youth | -- | -- | -- |
| Homeless | 28 | 22 | 78.6 |
| Socioeconomically Disadvantaged | 405 | 386 | 95.3 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 64 | 55 | 85.9 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2835 | 2759 | 560 | 20.3 |
| Female | 1409 | 1373 | 298 | 21.7 |
| Male | 1417 | 1377 | 260 | 18.9 |
| Non-Binary | 9 | 9 | 2 | 22.2 |
| American Indian or Alaska Native | 13 | 11 | 2 | 18.2 |
| Asian | 41 | 40 | 8 | 20.0 |
| Black or African American | 138 | 135 | 33 | 24.4 |
| Filipino | 17 | 17 | 3 | 17.6 |
| Hispanic or Latino | 1865 | 1814 | 403 | 22.2 |
| Native Hawaiian or Pacific Islander | 7 | 7 | 2 | 28.6 |
| Two or More Races | 50 | 50 | 9 | 18.0 |
| White | 658 | 641 | 91 | 14.2 |
| English Learners | 325 | 305 | 96 | 31.5 |
| Foster Youth | 16 | 13 | 6 | 46.2 |
| Homeless | 118 | 107 | 30 | 28.0 |
| Socioeconomically Disadvantaged | 1987 | 1928 | 464 | 24.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 312 | 302 | 93 | 30.8 |

C. Engagement

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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.11 | 5.02 | 6.14 | 0.18 | 4.11 | 4.60 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.37 | 0.07 | 0.00 | 0.20 | 0.07 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 6.14 | 0.07 |
| Female | 4.4 | 0 |
| Male | 7.9 | 0.14 |
| Non-Binary | | |
| American Indian or Alaska Native | 7.69 | 0 |
| Asian | 7.32 | 0 |
| Black or African American | 4.35 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 7.4 | 0.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 2 | 0 |
| White | 3.5 | 0 |
| English Learners | 12.31 | 0 |
| Foster Youth | 6.25 | 0 |
| Homeless | 10.17 | 0 |
| Socioeconomically Disadvantaged | 7.6 | 0.1 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 9.94 | 0 |

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 8 | 329 | | |
| Mathematics | 9 | 283 | | |
| Science | 9 | 229 | 3 | |
| Social Science | 9 | 252 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 49 | 18 | 48 |
| Mathematics | 23 | 40 | 19 | 41 |
| Science | 24 | 31 | 19 | 34 |
| Social Science | 24 | 35 | 22 | 31 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 64 | 38 | 35 |
| Mathematics | 22 | 50 | 35 | 30 |
| Science | 22 | 43 | 23 | 34 |
| Social Science | 24 | 38 | 30 | 31 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 443.33 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 6 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 2.4 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 8,845.21 | 1,449.12 | 7,396.09 | 101,043.89 |
| District | N/A | N/A | 6,918.86 | \$98,845 |
| Percent Difference - School Site and District | N/A | N/A | 6.7 | 4.3 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | 1.5 | 16.8 |

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$62,701 | \$55,550 |
| Mid-Range Teacher Salary | \$92,477 | \$80,703 |
| Highest Teacher Salary | \$120,945 | \$109,418 |
| Average Principal Salary (Elementary) | \$141,865 | \$137,703 |
| Average Principal Salary (Middle) | \$149,298 | \$143,760 |
| Average Principal Salary (High) | \$161,115 | \$159,021 |
| Superintendent Salary | \$332,800 | \$319,443 |
| Percent of Budget for Teacher Salaries | 34.24% | 30.35% |
| Percent of Budget for Administrative Salaries | 5.44% | 4.87% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 21.3 |
|-----------------------------------|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 8 |
| Fine and Performing Arts | 2 |
| Foreign Language | 6 |
| Mathematics | 4 |
| Science | 6 |
| Social Science | 9 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 35 |

Professional Development

Professional Development (Most Recent Three Years)

In our pathway to full implementation, Tactical Department Leaders began 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 updated and facilitated dialogue with colleagues regarding the work of Impact Teams and our collective progression.

Professional Development

- Poly Certificated Weekly Professional Learning Communities [32 meetings]
- Poly Staff Meetings with emphasis on WASC/Shared Leadership/Site Goals [10 Meetings]
- Poly Departmental Collaboration with emphasis on Counseling/Intervention Practices [10 Meetings]
- Shared Leadership Systems/Developing Teacher Leaders [5 days]
- Monthly Tactical Leadership meetings and collaboration
- Bi-yearly Strategic Meetings that focus on school-wide classroom expectations, MTSS behavioral goals, and district instructional expectations (DOK 2, Student Artifacts, Grade Level Standards, and Checking for Understanding.
- Bi-yearly Global Meetings that focus on school-wide classroom expectations, MTSS behavioral goals, and district instructional expectations (DOK 2, Student Artifacts, Grade Level Standards, and Checking for Understanding.

In 2020-21, Poly High School focused professional development on increasing teacher capacity in the area of connectivity between teachers and Poly High School with students and families. Other areas of focus included educational technology usage, virtual teaching pedagogy, and equity/cultural proficiency. The following opportunities were conducted virtually due to the COVID-19 pandemic so all safety protocols designated by the district office will be followed.

- * Poly High School Virtual Staff Meetings with emphasis on WASC, Equity/Cultural Proficiency, and Site Goals [10 Meetings]
- * Riverside Unified School District Professional Development Platform, RISE:
 - ~5 Virtual Modules of Professional Development regarding health and safety measures; as well as instructional supports during the COVID-19 pandemic.
 - Modules 1-3: Required Modules
 - Modules 4-5: Choice-Based Modules
- * Safe School Training: Virtual Mandated Reporter Training

In 2021-22, Poly High School will focus on professional development on academic, behavioral, and socio-emotional practices to create a learning environment and school culture where all students are fully valued, welcomed, well supported, and engaged in learning. Other areas of focus include educational technology usage, 1:1 teaching pedagogy, and equity/cultural proficiency. Some opportunities are conducted virtually due to the COVID-19 pandemic so all safety protocols designated by the district office will be followed.

- * Staff Equity Cohort A to participate in a Book Study, Articles, Videos to share applied practices with staff.
- * Staff Equity Cohort B to participate in EPOCH training.
- * Admin Team to participate in district leadership training with Dr. Muhammad and Dr. Cruz on Time for Change.
- * Safe School Training: Virtual Mandated Reporter Training
- * Shared Leadership Team will participate in MTSS Training and planning
- * Math Cohort will attend the state California Math Conference (CMC).
- * Science Cohort will attend the state NSEA Conference.
- * Team Professional Development and curriculum planning to align and connect professional learning communities.
- * BEAR Cohort to participate in 2 Day BAR training.

In 2022-23, Poly high school will continue to engage in strengthening our equity work for a campus that demonstrates "All Means All" in all that we do. Collaboration, staff meetings, and conferences will focus on school-wide classroom expectations, MTSS behavioral goals, and district instructional expectations (DOK 2, Student Artifacts, Grade Level Standards, and Checking for Understanding.)

- * Student groups to update school-wide behavioral expectations.
- * Math Cohort will attend the state California Math Conference (CMC).
- * Science Cohort will attend the state NSEA Conference.
- * BARR Training expanded for 9th grade teachers.
- * MTSS training
- * Admin Team to participate in leadership training and development with the district office.
- * Enrichment Time is dedicated to support students academically and social-emotionally

In 2023-24, Poly High School will continue with all past professional development and will include.

- * All staff participated in day 1 of the Kagan training centered around classroom engagement and student / teacher connectedness.
- * New groups were formed in the areas of Discipline, Attendance, Wellness and Safety. These groups meet monthly to discuss their specific areas and how they impact the overall school culture.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 16 | 16 | 16 |