Polaris Alternative High School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Polaris Alternative High School
Street	1800 West Ball Road
City, State, Zip	Anaheim, CA 92804
Phone Number	(714) 999-3738
Principal	Kelly Wilson
E-mail Address	wilson_k@auhsd.us
CDS Code	30664313030384

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Polaris High School is a voluntary alternative educational placement for students who would benefit from a flexible academic schedule. Independent Study requires a minimum of one hour per week of on site interaction with a case carrier/supervising teacher to review curriculum assignments, instructional activities, and to assess academic progress. Students with grade-level academic study skills and possess the ability to work independently are considered for this program. Using a standards-based curriculum founded upon research-based strategies, Polaris High School will offer students a unique opportunity to earn their high school diploma in an emerging technologically sophisticated society by enhancing their skills of self-discipline and motivation, integrity, and independent thinking. The mission of Polaris High School is to provide an alternative to traditional or continuation school education that offers opportunities for students to achieve academic, career, and personal success by providing a variety of individualized instructional programs.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parental involvement is essential in the independent studies model, as students are likely to have limited exposure at the school site. Parents are encouraged to take an active role in their students' academic and social/emotional development. In addition, parents have the opportunity, and are expected, to participate in any at-risk counseling for their child beginning with the first required Parent/Student Orientation meeting. Parents are required to meet with their student's case carrier once each semester to review their student's individual learning plan, and sign a master agreement. Parenting classes are available throughout the year through the district Parent Involvement Office. Parents receive home calls periodically to inform them of activities or incidents on campus. Weekly student progress is also communicated through teacher notations in each student's daily planner. All parents have access to school counselors and administrators as needed. There is bilingual support on campus for parents with language needs. Additionally, all parents are invited to attend School Site Council meetings for alternative education to provide input on school policies and procedures under discussion.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	37	30	37	49	54	52	54	56	55
Mathematics	10	9	10	35	37	35	49	50	50
Science	21	24	27	58	64	62	57	60	59
History-Social Science	34	25	20	49	51	50	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	35	62	50
All Student at the School	37	10	27	20
Male	34	12	42	23
Female	39	8	14	18
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	30	7	24	17
Native Hawaiian/Pacific Islander				
White	51	14	33	32
Two or More Races				
Socioeconomically Disadvantaged	27	6	15	10
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	34	35	34	58	53	55	59	56	57
Mathematics	30	28	38	55	58	57	56	58	60

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	22	33	43	34	23
All Students at the School	66	17	17	62	38	
Male	64	7	29	67	33	
Female	67	27	7	58	42	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	71	14	14	61	39	
Native Hawaiian/Pacific Islander						
White				67	33	
Two or More Races						
Socioeconomically Disadvantaged	92	8		71	29	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	1	1
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-73	26	-24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		**District**		**State**	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	42	622	25,373	777	4,655,989	790
Black or African American	1		665	752	296,463	708
American Indian or Alaska Native	1		132	759	30,394	743
Asian	0		3,111	927	406,527	906
Filipino	3		1,030	882	121,054	867
Hispanic or Latino	20	632	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	0		176	793	25,351	774
White	17	638	3,035	819	1,200,127	853
Two or More Races	0		853	804	125,025	824
Socioeconomically Disadvantaged	14	569	18,299	746	2,774,640	743
English Learners	6		10,907	685	1,482,316	721
Students with Disabilities	2		2,547	554	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	No	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	Yes	No

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	92.9

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 8	4
Grade 9	3
Grade 10	15
Grade 11	44
Grade 12	95
Total Enrollment	161

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.9	White	32.9
American Indian or Alaska Native	2.5	Two or More Races	3.1
Asian	4.3	Socioeconomically Disadvantaged	20.5
Filipino	3.7	English Learners	30.4
Hispanic or Latino	50.9	Students with Disabilities	0.0
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	320.7	1	0	2					2	44		
Mathematics	0	0	0	0					3	28		
Science	0	0	0	0					2	14		
Social Science	0	0	0	0					4	34		

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. A School Safety Plan Committee meets three times each year to update the plan. The completed plan was presented to the School Site Council October 22, 2013 The plan is further reviewed once each quarter in connection with regularly scheduled emergency-drill events including post-drill debriefing.

Suspensions and Expulsions

Rate	School			District		
	2010-11	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions	1.81	2.35	0.93	9.85	4.55	
Expulsions	0	0.00	0.00	1.02	0.52	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Polaris High School is located on the Trident Educational Center at 1800 W. Ball Road, and shares the campus with Gilbert High School and Community Day School.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 25, 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 (School Year 2013-14) Year and month in which data were collected: September 2013				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	Evidence of cockroaches in Room 46.
Electrical: Electrical	[ ]	[ ]	[X]	Two lights are out in Room 47. Replace ballast in one light in Room 48.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Drinking fountain in sink in Room 47 needs adjustment.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	Wall panel is coming off frame at north side of building at Room 48.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Windows are leaking on west side of building in Room 46.

Overall Facility Rate

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	**School**			**District**
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	10	10	11	11
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	100.0	0.0

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	161
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.33	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2009

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students. As provided for through the Williams Act, all students have access to all District adopted textbooks, supplemental materials and any other related instructional materials.

This information was collected in September, 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2002-03. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign Language is currently not offered through independent studies. Polaris students attend other AUHSD campuses or community college to fulfill the foreign language requirements for college entrance.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	Polaris students attend other AUHSD campuses or community college to fulfill the lab requirements for college entrance. Currently, there are limited science lab facilities available on the site. There are plans to provide a science lab classroom for the 2009-10 school year.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$8,468	$1,746	$6,722	$102,943
District	---	---	$5,824	$83,851
Percent Difference: School Site and District	---	---	15.4	22.8
State	---	---	$5,537	$71,584
Percent Difference: School Site and State	---	---	21.4	43.8

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Polaris High School receives limited federal and State categorical funding. The English Learner students' targeted needs are funded through the Local Control Funding Formula Supplemental and Concentration grants. Each of these funding sources supports English Learners in the acquisition of English. Title II funding supports the professional development needs of the Polaris staff, including acquiring instructional strategies that benefit the independent studies student.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,407	$42,865
Mid-Range Teacher Salary	$86,266	$69,484
Highest Teacher Salary	$99,147	$89,290
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$123,886	$119,946
Average Principal Salary (High)	$136,711	$128,378
Superintendent Salary	$244,008	$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/.

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at http://www.calstate.edu/admission/admission.shtml.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	39.50	30.40	43.80	10.20	13.10	12.10	16.60	14.70	13.10
Graduation Rate	57.69	48.10	42.98	88.68	82.11	82.46	80.53	77.14	78.73

Completion of High School Graduation Requirements
This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	69	4,553	418,598
Black or African American	3	140	28,078
American Indian or Alaska Native		3	3,123
Asian	5	674	41,700
Filipino	2	201	12,745
Hispanic or Latino	39	2646	193,516
Native Hawaiian/Pacific Islander		49	2,585
White	17	707	127,801
Two or More Races	3	132	6,790
Socioeconomically Disadvantaged	29	2783	217,915
English Learners	23	1556	93,297
Students with Disabilities		325	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Polaris Alternative High School is in the process of identifying current industry pathways that best suit the needs and interests of its deverse student body.

Career Technical Education Participation (School Year 2012-13)

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

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	50.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	10.1

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. Alternative Education provides site specific staff development through a Lesson Design Specialist who provides weekly trainings in data collection, instructional strategies, and curriculum development and alignment. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. In addition, Polaris High School teachers are continually updating and revising course learning plans to better meet the needs of students. Site categorical funds are utilized to provide release time for teacher trainings.