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

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

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

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Polaris Alternative High School
Street	1800 West Ball Road
City, State, Zip	Anaheim, CA 92804
Phone Number	(714) 999-3738
Principal	Jei Garlitos
E-mail Address	garlitos_j@auhsd.us
Web Site	http://polaris.auhsd.us/
CDS Code	30664313030384

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

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

School Mission Statement:
Polaris High School's mission is to provide a safe learning environment with academic rigor to equip our students with the 21st century skills they will need to attain college and career readiness. Through a collaborative effort with parents/guardians and the community, as well as differentiated and standards-based instruction, students will improve their academic and social skills, so they can think critically, communicate appropriately, and navigate life responsibly.

General Information:
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 the ability to work independently are considered for this program. Polaris High School's mission is to provide a safe learning environment with academic rigor to equip our students with the 21st century skills they will need to attain college and career readiness. Through a collaborative effort with parents/guardians and the community as well as differentiated and state standards-based instruction, students will improve their academic and social skills so they can think critically, communicate appropriately, and navigate life responsibly.

Highlights:
Students enter the independent studies program throughout the academic year with varying skills and deficiencies; therefore, the programs offered at Polaris do not follow the traditional 18-week, two-semester model. The flexible schedule allows the students to work at different paces and to complete courses at different times. All Polaris students receive individual instruction tailored to their needs. The teachers serve as case carriers, mentors, counselors, and tutors during the student's scheduled appointments or when needed. The teachers/case carriers coach the students by encouraging them to succeed, coordinating their schedules, and monitoring their credit completion. Polaris students must meet the District's minimum graduation requirements to earn a high school diploma, which includes 220 total credits. Completed coursework must include the District's graduation requirements of: English 1-4, U.S. History, World History, Government, Economics, Algebra 1 P, Algebra Core Concepts, Algebra 1 Plus, Geometry, Algebra 2, Earth Science, Biology, Art, as well as Business System Tech, PE, Health, and electives. Targeted instruction is offered via APEX online courses and ALEKS supplementary coursework. Career Technical Education (CTE) courses include accounting, wood, law and legal, culinary arts, and masonry.

Demographic Information:
Polaris High School, an independent studies alternative education school, is located in Anaheim, California, and serves eight comprehensive high schools in the Anaheim Union High School District. Enrollment is continuous and students are admitted throughout the year, and enrollment usually peaks at approximately 300 students, in which approximately 55% are low-income. In October 2016, the enrollment consisted of 204 students, and approximately 16% were English Learners. Student demographics from the September 2016 enrollment also indicate: 64% Hispanic, 24% White, 3% Black, 3% Asian, 3% Native American/Pacific Islander, 2% Filipino, and 1% other.

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

Grade Level	Number of Students
Grade 8	5
Grade 9	9
Grade 10	27
Grade 11	60
Grade 12	103
Total Enrollment	204

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	2.9
Asian	2.5
Filipino	1.5
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.5
White	23.5
Two or More Races	2.9
Socioeconomically Disadvantaged	62.7
English Learners	15.7
Students with Disabilities	1
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	8	8	1250
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	8	59

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	10
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.0	2.0
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	97.0	3.0

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.

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

Year and month in which data were collected: September 2016

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 in-depth 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 2016.

Subject	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, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected 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 college entrance requirements.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 October 23, 2014.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 6, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 6, 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	32	41	44	47	44	48
Mathematics	5	5	29	29	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	7	--	--	--	--
	8	14	14	100.0	25.0
	11	92	66	71.7	46.7
Male	7	--	--	--	--
	8	--	--	--	--
	11	36	29	80.6	48.1
Female	7	--	--	--	--
	8	--	--	--	--
	11	56	37	66.1	45.5
Black or African American	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	59	44	74.6	46.5
White	8	--	--	--	--
	11	19	12	63.2	55.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	11	11	100.0	33.3
	11	64	44	68.8	48.8
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	14	12	85.7	
	11	92	71	77.2	6.3
Male	7	--	--	--	--
	8	--	--	--	--
	11	36	30	83.3	6.9
Female	7	--	--	--	--
	8	--	--	--	--
	11	56	41	73.2	5.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	59	47	79.7	2.3
White	8	--	--	--	--
	11	19	11	57.9	10.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	11	10	90.9	
	11	64	46	71.9	2.4
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	25	28	32	61	56	51	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	71	44	62.0	31.8
Male	29	20	69.0	40.0
Female	42	24	57.1	25.0
Hispanic or Latino	44	25	56.8	28.0
White	16	12	75.0	41.7
Socioeconomically Disadvantaged	45	24	53.3	29.2

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

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

Career Technical Education Programs (School Year 2015-16)

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

Career Technical Education Participation (School Year 2015-16)

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 or articulated between the school and institutions of postsecondary education	na

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.01
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.5

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 encouraged 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. Parents routinely receive home calls in their preferred language to inform them of activities or incidents on campus. In addition, weekly student progress is communicated through teacher notations in each student's daily planner, and all parents have access to school counselors and administrators as needed. Parents are invited to join the School Site Council (SSC) and other committee meetings to provide input on school policies and procedures. There is bilingual support on campus for parents with language needs, and parenting classes are available throughout the year through the District Parent Involvement Office.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	36.20	37.10	40.00	8.60	8.60	7.30	11.40	11.50	10.70
Graduation Rate	46.67	36.36	40.00	84.34	84.81	87.31	80.44	80.95	82.27

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

Group	Graduating Class of 2015		
	School	District	State
All Students	52	86	86
Black or African American	100	86	78
American Indian or Alaska Native	0	69	78
Asian	75	96	93
Filipino	0	94	93
Hispanic or Latino	46	83	83
Native Hawaiian/Pacific Islander	100	82	85
White	71	87	91
Two or More Races	17	90	89
Socioeconomically Disadvantaged	0	63	66
English Learners	42	53	54
Students with Disabilities	36	80	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	0.4	0.9	5.4	5.4	5.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Polaris High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.The plan is further reviewed once each quarter in connection with regularly scheduled emergency-drill events, including post-drill debriefings.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4	44			5	48			5	48		
Mathematics	4	28			4	42			4	42		
Science	2	16			2	13			2	13		
Social Science	5	30			5	36			5	36		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	204
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0	N/A
Social Worker	0.05	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,825	$1,538	$7,287	$92,911
District	N/A	N/A	$8,344	$90,749
Percent Difference: School Site and District	N/A	N/A	-12.7	2.4
State	N/A	N/A	$5,677	$77,824
Percent Difference: School Site and State	N/A	N/A	28.4	19.4

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

Types of Services Funded (Fiscal Year 2015-16)

Polaris High School receives limited federal and state categorical funding. Funding for the LCAP goals of college and career readiness, parental involvement, and a safe and positive school environment is through the Local Control Funding Formula. Title II funding targets the literacy needs of the students as well as the professional development needs of the Polaris staff, including acquiring instructional strategies that benefit the independent study student and aligning the curricula to the current state adopted standards, the Partnership for 21st Century Skills, and the Next Generation Science Standards.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,833	$46,184
Mid-Range Teacher Salary	$90,682	$75,179
Highest Teacher Salary	$104,163	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$133,509	$124,243
Average Principal Salary (High)	$138,901	$137,939
Superintendent Salary	$225,500	$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	N/A

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. 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 training.