

Polaris Alternative High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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 | Jose Lara |
| Email Address | lara_j@auhsd.us |
| School Website | https://polaris.auhsd.us |
| County-District-School (CDS) Code | 30664313030384 |

2021-22 District Contact Information

| | |
|---------------------------------|---------------------------------------------------------|
| District Name | Anaheim Union High School District |
| Phone Number | (714) 999-3511 |
| Superintendent | Michael B. Matsuda |
| Email Address | webmaster@auhsd.us |
| District Website Address | https://www.auhsd.us |

2021-22 School Overview

School Mission Statement:

Polaris High School's mission is to provide safe and individualized support to students who need an alternative setting. Through instruction that is based on the current state-adopted standards, we help our students improve their academic and social skills so they can think critically, communicate appropriately, navigate life responsibly, and strive for advancement.

General Information:

Polaris is a voluntary alternative educational placement for students who would benefit from a flexible academic schedule. 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. Polaris students are each assigned to a supervising teacher and Instruction is tailored to the student's needs. Students must meet the District's minimum graduation requirements of 220 credits to earn a high school diploma. Completed coursework must include the District's requirements of: English 1-4, U.S. History, World History, Government, Economics, Math 3, Math 4, Math 5, Introduction to Functions, Earth Science, Biology, Art, as well as PE, Health, and electives. Targeted instruction is offered via Apex online courses and ALEKS supplementary coursework. Career Technical Education (CTE) courses include digital design, business and finance, and culinary arts. Polaris students have access to the alternative education offerings of academic, behavioral, and social interventions, including two academic counselors, two full-time social workers, social work interns; a school psychologist, a health services technician, substance abuse workshops; college application and FAFSA workshops; field trips, campus support groups and clubs; an on-site essential needs pantry, and community resources.

Educational Highlights:

Polaris teachers have all been trained in Apex and offer online classes as well as the traditional independent study coursework. Students can attend Polaris on the Trident Campus or at the independent study centers at Kennedy and Katella high schools.

Demographic Information:

Annual enrollment at Polaris fluctuates throughout the year but typically ranges between 30 to 35 students per teacher. A September 28, 2021 enrollment snapshot (n=175) showed 81.7% of Polaris students were socioeconomically disadvantaged, 24.6% were English Learners, and 6.3% were McKinney-Vento. A September 1, 2021 enrollment snapshot (n=148) showed the majority of Polaris students were Hispanic (75.7%) and female (60.8%).

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 64 |
| Grade 8 | 54 |
| Grade 9 | 69 |
| Grade 10 | 75 |
| Grade 11 | 110 |
| Grade 12 | 260 |
| Total Enrollment | 632 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 57.1 |
| Male | 42.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 18.7 |
| Black or African American | 2.2 |
| Filipino | 3.3 |
| Hispanic or Latino | 58.9 |
| Native Hawaiian or Pacific Islander | 0.8 |
| Two or More Races | 2.1 |
| White | 13.8 |
| English Learners | 12.8 |
| Foster Youth | 0.2 |
| Homeless | 8.4 |
| Socioeconomically Disadvantaged | 71.5 |
| Students with Disabilities | 0.6 |

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

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

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) | 20.4 | 53.9 | 897.9 | 74.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 3.0 | 0.2 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 49.9 | 4.1 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 16.6 | 43.9 | 29.5 | 2.5 | 12115.8 | 4.4 |
| Unknown | 0.8 | 2.2 | 226.0 | 18.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 37.9 | 100.0 | 1206.4 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--------------------------------------------------------------|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|--------------------------------------------------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 16.6 |
| Total Out-of-Field Teachers | 16.6 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.8 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

This information was collected in September 2018.

Year and month in which the data were collected

September 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student. | Yes | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition | Yes | 0 |

| | | | |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|
| | 8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student. | | |
| Foreign Language | Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student. | Yes | 0 |
| Health | Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School were adopted in 2016-17. 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

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 27, 2019.

Year and month of the most recent FIT report

September, 2019

| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|-------------------------------------------------------------------------------|---|--|--|--|
| 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 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 272 | 222 | 81.62 | 18.38 | 61.54 |
| Female | 161 | 133 | 82.61 | 17.39 | 67.42 |
| Male | 111 | 89 | 80.18 | 19.82 | 52.81 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 74 | 66 | 89.19 | 10.81 | 90.91 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100 | 0 | 76.92 |
| Hispanic or Latino | 119 | 89 | 74.79 | 25.21 | 38.64 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 15 | 83.33 | 16.67 | 60 |
| White | 43 | 34 | 79.07 | 20.93 | 61.76 |
| English Learners | 30 | 21 | 70 | 30 | 20 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 30 | 26 | 86.67 | 13.33 | 33.33 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 163 | 124 | 76.07 | 23.93 | 47.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 272 | 223 | 81.99 | 18.01 | 43.05 |
| Female | 161 | 131 | 81.37 | 18.63 | 45.04 |
| Male | 111 | 92 | 82.88 | 17.12 | 40.22 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 74 | 66 | 89.19 | 10.81 | 86.36 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 13 | 13 | 100.00 | 0.00 | 61.54 |
| Hispanic or Latino | 119 | 88 | 73.95 | 26.05 | 11.36 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 15 | 83.33 | 16.67 | 60.00 |
| White | 43 | 36 | 83.72 | 16.28 | 27.78 |
| English Learners | 30 | 21 | 70.00 | 30.00 | 14.29 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 30 | 26 | 86.67 | 13.33 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 163 | 126 | 77.30 | 22.70 | 24.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|------------------------------------------------------|-----|-----|-----|-----|-----|
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| All Students | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|------------------------------------------------------|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | 21.73 | N/A | 28.33 | N/A | 28.72 |

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 451 | 360 | 79.82 | 20.18 | 21.73 |
| Female | 246 | 200 | 81.30 | 18.70 | 24.00 |
| Male | 204 | 160 | 78.43 | 21.57 | 18.87 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 33 | 31 | 93.94 | 6.06 | 64.52 |
| Black or African American | 12 | 9 | 75.00 | 25.00 | -- |
| Filipino | 15 | 15 | 100.00 | 0.00 | 40.00 |
| Hispanic or Latino | 315 | 242 | 76.83 | 23.17 | 13.69 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 25.00 |
| White | 57 | 45 | 78.95 | 21.05 | 28.89 |
| English Learners | 81 | 62 | 76.54 | 23.46 | 4.92 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 106 | 74 | 69.81 | 30.19 | 2.70 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 296 | 229 | 77.36 | 22.64 | 12.28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 219 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| 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 |
|-----------------------------------------------------------------------------|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.37 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 7.69 |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

Parents are required to meet with their student's supervising teacher once each semester to review their student's individual learning plan and sign a master agreement. Family orientation nights are held at the beginning of each semester and on-campus events, such as Back to School Night, Open House, and an awards and talent show, are held throughout the year.

2021-22 Opportunities for Parental Involvement

Parents/family members are invited to join the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and other committee meetings to provide input on school policies and procedures. SSC members help write the annual school plan and the family engagement policy. Our full-time, bilingual Family and Community Engagement Specialist (FACES) supports parent/family needs via school, District, and community resources; conducts family workshops and events, and sends to parents a Weekend Updates newsletter. Parents/family members receive home calls, text messages, and email in their preferred language to inform them of their student's progress and of school events. In addition, all parents/family members have access to their student's progress through the Aeries (student information system) Parent Portal, which is available with instructions on the school website.

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 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 34.0 | 20.0 | 3.5 | 5.1 | 3.2 | 2.9 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 52.0 | 40.0 | 89.7 | 87.8 | 92.3 | 90.9 | 84.5 | 84.2 | 83.6 |

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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 | 310 | 278 | 89.7 |
| Female | 163 | 150 | 92.0 |
| Male | 146 | 127 | 87.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 250 | 219 | 87.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 35 | 34 | 97.1 |
| English Learners | 87 | 70 | 80.5 |
| Foster Youth | -- | -- | -- |

| | | | |
|-----------------------------------------------|-----|-----|------|
| Homeless | 70 | 62 | 88.6 |
| Socioeconomically Disadvantaged | 287 | 257 | 89.5 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 866 | 819 | 0 | 0.0 |
| Female | 477 | 454 | 0 | 0.0 |
| Male | 388 | 364 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 137 | 130 | 0 | 0.0 |
| Black or African American | 21 | 18 | 0 | 0.0 |
| Filipino | 31 | 30 | 0 | 0.0 |
| Hispanic or Latino | 523 | 492 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 0 | 0.0 |
| Two or More Races | 24 | 23 | 0 | 0.0 |
| White | 120 | 116 | 0 | 0.0 |
| English Learners | 125 | 114 | 0 | 0.0 |
| Foster Youth | 6 | 5 | 0 | 0.0 |
| Homeless | 89 | 83 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 640 | 606 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 9 | 9 | 0 | 0.0 |

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 3.13 | 0.00 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 1.86 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|------------------------------------------------------|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

Our Safe School Action Plan is reviewed, discussed, and updated on an annual basis. Spearheaded by our assistant principal, the Plan includes input from our School Safety Committee (which consists of certificated and classified staff members), local law enforcement officials (police and fire), and our School Site Council (which includes an administrator, staff members, students, and parents/community members). Input from these groups is used to determine any needed changes to current emergency response procedures. The Safety Plan is revised in December to reflect updates that impact response procedures as well as new resources that impact our ability to respond to emergency situations. The Plan addresses survey and trend data, social climate (PBIS and MTSS), student interventions, and the physical environment. Emergency response protocols are reviewed with staff during the first two days (non-student professional development) of the school year. Red folders with pertinent information for emergencies (campus map, instructions and procedures, class rosters, and attendance sheets) hang in every classroom and office, and also in the cafeteria and kitchen, and are used during our campus-wide safety drills. The Safe School Action Plan is implemented by all staff members, and our school community (students and staff) participates in no less than six safety/evacuation drills throughout the school year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 4 | 22 | | |
| Mathematics | 5 | 10 | | |
| Science | 3 | 9 | | |
| Social Science | 4 | 15 | | |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 5 | 20 | | |
| Mathematics | 3 | 11 | | |
| Science | 4 | 10 | | |
| Social Science | 4 | 18 | | |

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 | 129 | 6 | 8 |
| Mathematics | 4 | 78 | 4 | 1 |
| Science | 7 | 33 | 6 | |
| Social Science | 8 | 109 | 5 | 5 |

2020-21 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 | 316 |

2020-21 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) | 2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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 | \$20,245 | \$3,533 | \$16,712 | \$90,791 |
| District | N/A | N/A | \$10,336 | \$97,540 |
| Percent Difference - School Site and District | N/A | N/A | 47.1 | -7.2 |
| State | | | \$8,444 | \$92,222 |
| Percent Difference - School Site and State | N/A | N/A | 65.7 | -1.6 |

2020-21 Types of Services Funded

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 culture is provided by the Local Control Funding Formula (LCFF) and Title II. Our LCFF funds are used to improve and increase educational services for our educationally disadvantaged students and English Learners. Our Title II funding targets the professional development needs of the Polaris staff, including developing instructional strategies that benefit the independent study student and aligning the curricula to the current state-adopted standards, the Partnership for 21st Century Skills, the Next Generation Science Standards, and the District's 5Cs initiative. For the past few years, Polaris received Comprehensive Support and Improvement (CSI) funds, which are earmarked for improving student achievement through evidence-based interventions, strategies, and activities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$52,748 | \$54,687 |
| Mid-Range Teacher Salary | \$95,987 | \$92,222 |
| Highest Teacher Salary | \$113,485 | \$114,208 |
| Average Principal Salary (Elementary) | \$143,647 | \$143,647 |
| Average Principal Salary (Middle) | \$143,647 | \$145,785 |
| Average Principal Salary (High) | \$156,132 | \$162,322 |
| Superintendent Salary | \$267,196 | \$258,950 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2020-21 Advanced Placement (AP) Courses

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

| | |
|------------------------------------------|------|
| Percent of Students in AP Courses | 23.4 |
|------------------------------------------|------|

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 | 6 |
| Fine and Performing Arts | 0 |
| Foreign Language | 1 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 6 |
| Total AP Courses Offered | 13 |

Professional Development

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 four professional development days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. 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. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the District provides, Polaris has several professional development opportunities, including weekly meetings and collaborations. All educational staff is involved in a variety of workshops and conferences. This year we participated in Zoom and Jamboard workshops with the goal of engaging with the students who are remaining in distance learning.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 6 |

Anaheim Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|---------------------------------------------------------|
| District Name | Anaheim Union High School District |
| Phone Number | (714) 999-3511 |
| Superintendent | Michael B. Matsuda |
| Email Address | webmaster@auhsd.us |
| District Website Address | https://www.auhsd.us |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 14162 | 11693 | 82.57 | 17.43 | 49.54 |
| Female | 6805 | 5827 | 85.63 | 14.37 | 54.90 |
| Male | 7356 | 5866 | 79.74 | 20.26 | 44.20 |
| American Indian or Alaska Native | 26 | 24 | 92.31 | 7.69 | 29.17 |
| Asian | 1936 | 1831 | 94.58 | 5.42 | 83.17 |
| Black or African American | 283 | 220 | 77.74 | 22.26 | 45.79 |
| Filipino | 526 | 487 | 92.59 | 7.41 | 76.45 |
| Hispanic or Latino | 9759 | 7855 | 80.49 | 19.51 | 38.56 |
| Native Hawaiian or Pacific Islander | 63 | 48 | 76.19 | 23.81 | 50.00 |
| Two or More Races | 357 | 281 | 78.71 | 21.29 | 61.96 |
| White | 1212 | 947 | 78.14 | 21.86 | 58.06 |
| English Learners | 2903 | 2121 | 73.06 | 26.94 | 5.28 |
| Foster Youth | 92 | 59 | 64.13 | 35.87 | 18.97 |
| Homeless | 1916 | 1424 | 74.32 | 25.68 | 33.63 |
| Military | 38 | 30 | 78.95 | 21.05 | 66.67 |
| Socioeconomically Disadvantaged | 11255 | 9181 | 81.57 | 18.43 | 43.05 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1812 | 1120 | 61.81 | 38.19 | 10.47 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 14161 | 11490 | 81.14 | 18.86 | 29.66 |
| Female | 6805 | 5734 | 84.26 | 15.74 | 29.61 |
| Male | 7355 | 5756 | 78.26 | 21.74 | 29.72 |
| American Indian or Alaska Native | 26 | 24 | 92.31 | 7.69 | 25.00 |
| Asian | 1936 | 1820 | 94.01 | 5.99 | 75.30 |
| Black or African American | 284 | 223 | 78.52 | 21.48 | 21.72 |
| Filipino | 526 | 478 | 90.87 | 9.13 | 54.76 |
| Hispanic or Latino | 9757 | 7676 | 78.67 | 21.33 | 16.38 |
| Native Hawaiian or Pacific Islander | 63 | 44 | 69.84 | 30.16 | 20.45 |
| Two or More Races | 357 | 271 | 75.91 | 24.09 | 42.22 |
| White | 1212 | 954 | 78.71 | | 34.04 |
| English Learners | 2902 | 2048 | 70.57 | 29.43 | 3.29 |
| Foster Youth | 92 | 64 | 69.57 | 30.43 | 9.84 |
| Homeless | 1914 | 1376 | 71.89 | 28.11 | 15.56 |
| Military | 38 | 28 | 73.68 | 26.32 | 46.43 |
| Socioeconomically Disadvantaged | 11254 | 9003 | 80.00 | 20.00 | 22.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1812 | 1090 | 60.15 | 39.85 | 4.82 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|-----------------------------------------|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|------------------------------------------------------|-----|-----|-----|-----|-----|
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|------------------------------------------------------|-----|-----|-----|-----|-----|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.