

Polaris Alternative High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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

2022-23 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

2022-23 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. Targeted instruction is offered via Apex online courses and ALEKS supplementary coursework. Polaris students have access to the alternative education offerings of Career Technical Education (CTE) courses, college workshops and field trips, as well as academic, behavioral, and social interventions.

Educational Highlights:

Polaris classrooms moved into the portable buildings on the west side of the campus. The separated classrooms provide students with quieter working spaces and more privacy. Polaris also has independent study centers at Kennedy and Katella high schools.

Demographic Information:

2022-23 School Overview

Annual enrollment at Polaris fluctuates throughout the year but typically ranges between 30 to 35 students per teacher. An August 10, 2022 enrollment snapshot (n=100) showed 89% of Polaris students were socioeconomically disadvantaged, 19% were English Learners, 17% were Students with Disabilities, and 2% were Foster Youth. Also, the majority of Polaris students were Hispanic (74%) and female (58%).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	25
Grade 8	50
Grade 9	46
Grade 10	75
Grade 11	140
Grade 12	273
Total Enrollment	609

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.7
Male	43.2
American Indian or Alaska Native	0.0
Asian	4.1
Black or African American	1.5
Filipino	2.1
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	1.1
Two or More Races	2.5
White	10.5
English Learners	19.4
Foster Youth	0.3
Homeless	10.0
Migrant	0.0
Socioeconomically Disadvantaged	83.7
Students with Disabilities	4.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	20.40	53.86	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	16.60	43.87	29.50	2.45	12115.80	4.41
Unknown	0.80	2.24	226.00	18.73	18854.30	6.86
Total Teaching Positions	37.90	100.00	1206.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	16.60	
Total Out-of-Field Teachers	16.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 September 14, 2021.

Year and month in which the data were collected

September 2021

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 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.	Yes	0
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
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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 15, 2022.

Year and month of the most recent FIT report	September, 2022
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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			
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			

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	32	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	199	66.11	33.89	31.82
Female	196	129	65.82	34.18	34.38
Male	104	69	66.35	33.65	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	12	8	66.67	33.33	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	159	67.37	32.63	25.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	16	64.00	36.00	50.00
English Learners	41	24	58.54	41.46	4.17
Foster Youth	--	--	--	--	--
Homeless	28	20	71.43	28.57	15.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	245	166	67.76	32.24	29.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	10	47.62	52.38	--

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	198	65.56	34.44	7.07
Female	197	128	64.97	35.03	4.69
Male	104	69	66.35	33.65	10.14
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	157	66.53	33.47	5.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	16	64.00	36.00	6.25
English Learners	41	24	58.54	41.46	0.00
Foster Youth	--	--	--	--	--
Homeless	28	19	67.86	32.14	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	245	164	66.94	33.06	5.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	9	42.86	57.14	--

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	21.73	15.43	28.33	28.29	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	505	377	74.65	25.35	15.43
Female	311	232	74.6	25.4	13.36
Male	193	144	74.61	25.39	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	26	20	76.92	23.08	50
Black or African American	--	--	--	--	--
Filipino	16	16	100	0	31.25
Hispanic or Latino	382	285	74.61	25.39	11.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	12	75	25	25
White	51	36	70.59	29.41	22.22
English Learners	73	55	75.34	24.66	0
Foster Youth	0	0	0	0	0
Homeless	51	40	78.43	21.57	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	390	288	73.85	26.15	12.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	5	35.71	64.29	--

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	140
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.42
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	12.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	25%	25%	25%	25%	25%
Grade 9	23%	25%	25%	25%	25%

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.

2022-23 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. Student progress can be monitored via quarterly progress reports and report cards,

2022-23 Opportunities for Parental Involvement

the Aeries Parent Portal, and school-to-home phone calls, emails, or text messages in their preferred language. Our on-campus events, shared with Gilbert Continuation High School, include Back to School Night, Open House, parent learning walks, an awards and talent show, and family dinners. Parents and family members are invited to join the English Learner Advisory Committee (ELAC), the School Site Council (SSC), and our newly-formed PTSA to provide input on school policies and procedures. SSC members review and approve the annual school plan, family engagement policy, and school-to-home compact. Parent involvement has been increasing on the Alternative Education campus due to the efforts of our Family and Community Engagement Specialist (FACES), Community Schools Coordinator, Community School Lead Teacher, and Child Welfare and Attendance Liaison, who are all based in the Parent Center. The Alternative Education Parent Center was relocated this year from Gilbert's faculty room into Polaris' former location, which provides more space and easier access from the parking lot.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		20	2.2		3.2	3.6		8.9	7.8
Graduation Rate		40	95.3		92.3	92.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	320	305	95.3
Female	180	176	97.8
Male	140	129	92.1
American Indian or Alaska Native	--	--	--
Asian	12	12	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	244	233	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	39	38	97.4
English Learners	74	69	93.2
Foster Youth	--	--	--
Homeless	60	55	91.7
Socioeconomically Disadvantaged	302	287	95.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	922	888	0	0.0
Female	538	518	0	0.0
Male	382	368	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	38	35	0	0.0
Black or African American	20	16	0	0.0
Filipino	22	21	0	0.0
Hispanic or Latino	703	680	0	0.0
Native Hawaiian or Pacific Islander	10	10	0	0.0
Two or More Races	22	21	0	0.0
White	99	97	0	0.0
English Learners	158	151	0	0.0
Foster Youth	4	3	0	0.0
Homeless	93	91	0	0.0
Socioeconomically Disadvantaged	776	751	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	47	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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.33	0.00	2.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.19	0.00
Male	0.52	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	0.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	1.01	0.00
English Learners	0.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

This year's Safety Plan includes additional exterior security cameras, upgrades to existing cameras (viewable degree), and an inventory of all camera locations on Google Sheets.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	115	3	6
Mathematics	3	89	1	
Science	3	47		
Social Science	7	110	1	8

2021-22 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	203

2021-22 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$37,366	\$9,872	\$27,494	\$91,933
District	N/A	N/A	10,543	\$98,524
Percent Difference - School Site and District	N/A	N/A	89.1	-6.9
State	N/A	N/A	\$6,594	\$85,856
Percent Difference - School Site and State	N/A	N/A	122.6	6.8

2021-22 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), Title I, and Title IV. Our LCFF funds are used to improve and increase educational services for our educationally disadvantaged students (low-income, English Learners, Foster Youth). Our Title I funding is to support our targeted students, parent involvement, and professional development of our staff. Our Title IV funds are used to support physical education and visual arts.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$54,602	\$55,947
Mid-Range Teacher Salary	\$93,635	\$90,080
Highest Teacher Salary	\$119,824	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,438	\$146,364
Average Principal Salary (High)	\$156,492	\$164,633
Superintendent Salary	\$284,644	\$261,984
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22
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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	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	10