

# SOAR High School (Students On Academic Rise)

## 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

<b>School Name</b>	SOAR High School (Students On Academic Rise)
<b>Street</b>	3041 West Avenue K
<b>City, State, Zip</b>	Lancaster, CA 93536
<b>Phone Number</b>	(661) 722-6509
<b>Principal</b>	Wendi Johnston
<b>Email Address</b>	wjohnston@avhsd.org
<b>School Website</b>	<a href="https://www.soarhs.org">https://www.soarhs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 0111872

## 2022-23 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2022-23 School Overview

SOAR (Students On Academic Rise) High School is an early college high school in the Antelope Valley Union High School District located on the Antelope Valley College campus. This program is supported by both the high school and college district.

In the Fall of 2005, the California Community College Foundation approached the college and high school districts about the possibility of an early college high school program in the area. Since the concept was supported by both districts it required cooperative agreements and staff with the vision and desire to operate outside the box to do something completely different than any other school program in the area. The college and high school district boards agreed and supported the creation of an early college high school in the Antelope Valley.

### Mission:

Students On the Academic Rise (SOAR) High School provides a supportive, flexible and academically enriched environment with an emphasis in mathematics, science and engineering for underrepresented students who may be high potential but low performing in the traditional educational system. SOAR High School is designed to promote academic achievement, social maturity, and enhanced economic opportunities through the completion of high school and success in college. SOAR High School embraces the Core Principles of the Early College High School (ECHS) Initiative, including improving the graduation rates by creating a flexible high school year, by compressing the number of years to complete a college degree, and removing financial and other barriers to college.

### Vision:

SOAR Stars are life-long learners and self-advocates who solve the most pressing challenges through an unwavering pursuit of knowledge, innovation, and collaboration, becoming engaged and productive leaders in their communities.

### Values:

S - Self Advocate  
T - Teachable  
A - Accountable  
R - Respectful

### Motto:

Dream High and SOAR Higher!

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	120
Grade 10	120
Grade 11	109
Grade 12	115
Total Enrollment	464

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.1
Male	36.9
American Indian or Alaska Native	0.2
Asian	4.7
Black or African American	13.1
Filipino	3.2
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.8
White	10.6
English Learners	0.6
Foster Youth	0.2
Homeless	0.0
Migrant	0.4
Socioeconomically Disadvantaged	55.8
Students with Disabilities	1.5

#### 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)	14.70	98.66	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.34	76.10	7.63	12115.80	4.41
Unknown	0.00	0.00	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	<b>14.90</b>	<b>100.00</b>	<b>997.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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						
<b>Total Teaching Positions</b>						

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	
<b>Total Teachers Without Credentials and Misassignments</b>	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	0.20	
<b>Total Out-of-Field Teachers</b>	0.20	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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.

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

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
<b>Science</b>	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
<b>History-Social Science</b>	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021 IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021	Yes	0%
<b>Foreign Language</b>	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All labs are fully equipped with the appropriate materials	Yes	0%

## School Facility Conditions and Planned Improvements

Students have access to the college facilities as needed. SOAR High School Lancaster is comprised of nine classrooms on the main campus, an administration building, and restroom facilities for both adults and students respectfully. Additionally, AVC provides, for our use, an additional six classroom spaces on the AVC campus. The construction of the facility was completed in December of 2008 and occupied in January 2009. All classrooms are in good operating condition and preventative safety measures are in place to uphold overall campus maintenance. SOAR Palmdale is a stand alone site. On this campus, there are currently six classroom spaces, one multipurpose room (or maker space), 1 commons/cafe space, two locker-rooms, and an administrative building. All classrooms are in good operating condition and preventative safety measures are in place to uphold overall campus maintenance.

Year and month of the most recent FIT report

12/5/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		boys locker room: ceiling tile girls locker room: ceiling tile room 106: ceiling tile room 107: ceiling tile room 111: ceiling tile, tape stuck to carpet(residue) Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			: custodial closet: cluttered room 116: cluttered computer techs office Repairs to be rectified.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			room 105: wall coverage Repairs to be rectified.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	92	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	47	N/A	8	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
<b>All Students</b>	108	106	98.15	1.85	91.51
<b>Female</b>	70	69	98.57	1.43	91.30
<b>Male</b>	38	37	97.37	2.63	91.89
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	91.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	67	67	100.00	0.00	91.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	93.75
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	30	30	100.00	0.00	86.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>All Students</b>	108	106	98.15	1.85	47.17
<b>Female</b>	70	69	98.57	1.43	34.78
<b>Male</b>	38	37	97.37	2.63	70.27
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	67	67	100.00	0.00	43.28
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	68.75
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	30	30	100.00	0.00	50.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	52.84	NT	12.35	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
<b>All Students</b>	232	229	98.71	1.29	52.84
<b>Female</b>	153	150	98.04	1.96	47.33
<b>Male</b>	79	79	100	0	63.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100	0	72.73
<b>Black or African American</b>	30	29	96.67	3.33	44.83
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	144	143	99.31	0.69	53.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	16	15	93.75	6.25	46.67
<b>White</b>	22	22	100	0	45.45
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	87	97.75	2.25	44.83
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

All of our students are on target for graduation and many will earn their AA degrees within their four years in our school. Many will be venturing into CTE career majors as we are a Math, Science, Engineering, and Technology focused program. SOAR Seniors take advantage of attending other schools in order to participate in CTE coursework: Health Careerss Academy, Emergency Medical Technician, and International Business.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	98.06

## 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 9	99.15%	99.15%	99.15%	99.15%	99.15%

## 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 an integral feature of this program. They are responsible for student transportation to and from school. They also maintain contact with the school and teachers via our online student information system (PowerSchool). We have periodic parent meetings as is a requirement of our school-wide AVID certification qualification, the Title I program, and ongoing accreditation work. We have regularly scheduled school site council meetings which several parents participate in. We also

## 2022-23 Opportunities for Parental Involvement

communicate as needed via our ParentLink communication system for announcements, alerts, and helpful information. And it is a standard practice that administration is as close as the telephone or internet.

SOAR's Parent Workshop Series assists parents in understanding what to expect from the SOAR experience with their students. Coffee with the Stars gives stakeholders an opportunity to receive updates on the program and ask any questions pertinent to student success. SOAR now has two large scale events for families: the SOAR Family BBQ and the 2nd Semester Back to School Night. Additionally, SOAR continues to outreach to our parental community to engage in committees and volunteer opportunities to support our campus.

### 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	0	0	0	9.7	18.3	9.8	8.9	9.4	7.8
Graduation Rate	100	100	100	76.4	71.9	80.6	84.2	83.6	87.0

## 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	116	116	100.0
<b>Female</b>	79	79	100.0
<b>Male</b>	37	37	100.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	15	15	100.0
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	69	69	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	13	13	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	76	76	100.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	465	36	7.7
Female	292	292	23	7.9
Male	175	173	13	7.5
American Indian or Alaska Native	1	1	0	0.0
Asian	23	23	0	0.0
Black or African American	62	61	3	4.9
Filipino	15	15	1	6.7
Hispanic or Latino	281	280	19	6.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	36	36	8	22.2
White	49	49	5	10.2
English Learners	3	3	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	274	273	20	7.3
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	8	8	1	12.5

### 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	5.43	2.45
Expulsions	0.00	0.12	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	0.00	0.07	7.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

## 2021-22 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

## 2022-23 School Safety Plan

SOAR Lancaster is physically located on the AV College campus. As such, the campus follows AVC's plan and practices, which can be accessed at <http://www.avc.edu/information/emergency>. In addition, our safety plan is accessible to all entities via our website:

<https://resources.finalsite.net/images/v1665973691/avdistrictorg/nttmbrm7Innoeernw0hr/SOARComprehensiveSchoolSafetyPlan2022-23docx-GoogleDocs.pdf>

SOAR Palmdale is a stand alone campus. The safety plan for this site is located here:

<https://resources.finalsite.net/images/v1665973757/avdistrictorg/yqtkzrk8o1qvpm3kokfo/PalmdaleSOARComprehensiveSchoolSafetyPlan2022-23docx-GoogleDocs.pdf>

In addition to safety enhancements across the District (see below), SOAR students are expected to have an ID on them at all times. Students are expected to stay together while on the broader campus and be aware of emergency procedures. Large bags are subject to being checked. SOAR has also implemented a new visitor check-in system. If you plan to visit the school, please always check in at the front office with an ID and we will advise you of the process to follow. The Sheriff's Department at AV College is available to address safety or security questions or needs, and counseling staff is available for additional support.

District Statement:

We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

## 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	27	2	12	1
Mathematics	24	6	8	1
Science	27	1	12	2
Social Science	25	3	9	1

## 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	29	1	12	2
Mathematics	22	9	7	
Science	27		15	
Social Science	28	3	7	2

## 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	29	1	10	3
Mathematics	26	4	7	2
Science	26	2	13	1
Social Science	29		8	4

## 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	464

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
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	\$2,536.09	\$902.74	\$1,633.35	\$143,467.57
District	N/A	N/A	\$2,490.03	\$82,765
Percent Difference - School Site and District	N/A	N/A	-41.6	53.7
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	-120.6	41.5

## 2021-22 Types of Services Funded

SOAR is a school-wide AVID school and all categorical funds support the program. SOAR also uses Targeted Funding as appropriate.

Specifically, our funding supports the following goals and activities to meet said goals:

Goal 1: Ensure that students are academically proficient and prepared for college, plus career ready.

## 2021-22 Types of Services Funded

Fully Implement the AVID Program and Enhance Academic and College/Career Counseling. SOAR Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success. This puts students at a disproportionate disadvantage for college and career readiness. English learner (EL) students need additional literacy instruction and interventions to access the core curriculum and college classes successfully. LI, FY, and EL need additional academic, literacy, behavioral, and organization support through the AVID elective to build confidence in academic achievement and increase conceptual understanding in core and college classes to increase their access to college and career readiness. To fully implement the AVID Program and Enhance Academic and College/Career Counseling, AVID is a required course offering at all grade levels at SOAR High School. Counselors will coordinate services and AVID Site Teams and site administrative teams each semester to counsel with students, review student profiles, performance data, and be intentional about providing equitable access to AVID. AVID students will be provided with small group tutoring instruction and grade monitoring by College AVID Tutors. AVID teachers will meet monthly in AVID Site Teams to collaborate with core content teachers, refine practices, discuss student needs to increase positive outcomes for identified students, as evidenced by GPA, graduation, A-G and CCI rates for SOAR students.

Enhance Academic and College/Career Counseling - Parent and student feedback indicated the need for access and support in the area of college and career support which is tied to the increase in staffing for student support. As a result, actions were added to increase access to counseling and support staff in the form of parent workshops, collaboration, and events for both English speaking parents/guardians and non-English speaking parents/guardians.

Goal 2: Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Increase Professional Development Opportunities for AVID Site Team Members - In an effort to build capacity among the AVID Site Team members (consisting of both Classified and Certificated personnel) with the goal of supporting student achievement through instructional growth, AVID Site Team members will receive professional development opportunities throughout the year, observation hours, and collaboration hours. The professional development, observation, and collaboration hours will allow for AVID Site Team members to collaborate, to plan, and to provide them with increased opportunities to access internal and external expertise to further their development, increase depth of knowledge about English learner (EL), Foster Youth (FY) and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments, to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies, that increase academic outcomes for English learner (EL), Foster Youth (FY) and Low Income (LI) students as indicated on NWEA growth, proficiency scores in CAASPP, A-G completion, and graduation rates.

Enhance Student Exposure to Science, Technology, Engineering, Art, and Math (STEAM). At SOAR High School, our Mission is to provide a supportive, flexible, and academically enriched environment with an emphasis in mathematics, science, and engineering for underrepresented students who may be high potential but low performing in the traditional educational system. SOAR High School is designed to promote academic achievement, social maturity, and enhanced economic opportunities through the completion of high school and success in college. SOAR High School embraces the Core Principles of the Early College High School (ECHS) Initiative, including improving the graduation rates by creating a flexible high school year, by compressing the number of years to complete a college degree and removing financial and other barriers to college. STEM is a focal point of SOAR High school to inspire inquiry and curiosity; to empower students to ask thought-provoking questions that promote creativity and exploration, and to connect their problem-solving to real-world solutions.

Enhance Core and Elective Offerings by Providing Technology, Supplemental Curriculum, Supplies, and Supports. Supplemental materials provide instructors a way to fill in gaps within the prescribed instructional materials and can offer instructors additional approaches to motivate students. Additionally, supplemental materials and technology can also aid instructors with meeting the diverse needs of all learners. When used effectively, these assets can inspire and transform learning, enhance motivation, and even supply additional assistance for students who need it.

Goal 3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

Enhance and Support Student Wellness and Social Emotional Learning (SEL). SEL is beneficial in increasing self-awareness, academic achievement, and positive behaviors both in and out of the classroom. From an academic standpoint, students who participate in SEL programs see an increase in their overall grades and better attendance. By integrating social emotional learning (SEL) into students' regular high school routine, they can practice the skills they need for a successful transition to college, or any environment they find themselves in after graduation. SEL naturally aligns with SOAR High School as a full AVID school site which designs learning opportunities that challenge students to think critically, ask questions, and collaborate to create solutions. The role students play in the classroom changes, as does their level of ownership of their learning.

## 2021-22 Types of Services Funded

Support a SOAR Stakeholder Ambassador Program. Students generally achieve better grades, test scores, and attendance with parental involvement. Research demonstrates that students consistently complete their homework, have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.

Support the SOAR Ambassador Program. The SOAR Ambassador Program is a transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their Early College High School experience. Built on the belief that students can help students succeed. As positive role models, SOAR Ambassadors are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. SOAR Ambassadors provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that SOAR poses, and understand that the transition to an Early College High School can sometimes be overwhelming.

Goal 4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

## 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
<b>Beginning Teacher Salary</b>	\$43,341	\$55,947
<b>Mid-Range Teacher Salary</b>	\$75,853	\$90,080
<b>Highest Teacher Salary</b>	\$111,782	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$146,364
<b>Average Principal Salary (High)</b>	\$143,196	\$164,633
<b>Superintendent Salary</b>	\$308,342	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	27%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Teachers are given many opportunities for professional development; these opportunities rarely impact classroom instruction time. SOAR High School overhauled this year's Professional Development calendar. Each Friday, there is an opportunity to collaborate as a school site. Starting with the first day that teachers returned, there was a focus on the Continuous Cycle of Improvement. Our focus this year is What It Means to SOAR. Each Friday, we, as an AVID Site Team meet either as a staff, in departments, in our AVID Site Teams, in Houses (which are single grade level, cross-curricular teams), or for PD.

The purpose of this framework is to build capacity among the AVID Site Team members (consisting of both Classified and Certificated personnel) with the goal of supporting student achievement through instructional growth, AVID Site Team members will receive professional development opportunities throughout the year, observation hours, and collaboration hours. The professional development, observation, and collaboration hours will allow for AVID Site Team members to collaborate, to plan, and to provide them with increased opportunities to access internal and external expertise to further their development, increase depth of knowledge about English learner (EL), Foster Youth (FY) and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments, to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies, that increase academic outcomes for English learner (EL), Foster Youth (FY) and Low Income (LI) students as indicated on NWEA growth, proficiency scores in CAASPP, A-G completion, and graduation rates.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	5