

Lee V. Pollard High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lee V. Pollard High School
Street	185 Magnolia Avenue
City, State, Zip	Corona, CA 92879
Phone Number	(951) 736-3367
Principal	Michael Ridgway
Email Address	mridgway@cnusd.k12.ca.us
Website	pollard.cnusd.k12.ca.us
County-District-School (CDS) Code	3367033-3330586

Entity	Contact Information
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
Email Address	mclin@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Vision

We do all we can to prepare students to meet life's opportunities and challenges with confidence and determination.

Motto: A place where students find success and learn to love school again.

Students do not fail into Pollard; they mature into Pollard.

Mission

We seek to support students who work, who are behind in credits, who have challenging family situations, who have made mistakes, and who have made a real commitment to graduate from high school.

The programs of the school are designed:

- To empower students to pursue, achieve, and accept success
- To develop a partnership with parents and community that encourages their involvement in the students' education, future endeavors, and vocations
- To ensure an environment where students feel safe in order to succeed

All participants in the 2016 WASC visit worked on revising and fine-tuning the school Vision and Mission statements.

Community

Lee V. Pollard High School is a Model Continuation School for the state of California within the Corona-Norco Unified School District in Corona, California, and is located in the south-central portion of the city. Students are from Corona, Norco, Eastvale, a segment of Jurupa Valley, and two unincorporated areas called El Cerrito and Home Gardens. The school services students from the five comprehensive high schools of our district. The primary purpose of Lee V. Pollard High School is two-fold: (1) to provide an opportunity for credit recovery and (2) to assist students within the district who have exceptional educational needs reach their goal of graduating from high school and prepare students for their future whether that includes college or career.

Enrollment

Lee V. Pollard's over 800 students may choose from three programs of study, Regular Day Program, Academic Learning Center, and Independent Study. In addition to our Special Education Resource level students, we have added to our options a Special Education Adult Community Transition (ACT) class for 18-22-year-old students, which is ending its second year. In the Regular Day Program and Independent Study student, ethnicities are (approximately) listed as 76.8% Hispanic or Latino, 15.6% Caucasian, 3.5% African American, and 4.1% other. There approximately 41 % are females, and 59% are males in our programs. Sixty-nine percent of our student population qualifies for free or reduced-price lunch.

Lee V. Pollard High School staff is also diverse and reflects the three largest ethnicities of students on the campus, however not in the same proportion. Pollard seeks to employ faculty and staff who best qualify for the positions available without regard for ethnicity. There is a total of 60 persons on staff. If listed by ethnicity for our instructional staff, the percentages are approximate as follows: Caucasian 77%, Hispanic 23%. The total number of credentialed instructional personnel at Lee V. Pollard High School is 35, along with 3 Administrators, and 2 credentialed Academic Counselors. Lee V. Pollard has 100% highly credentialed teachers on site. Approximately 67% hold advanced degrees.

Each year, approximately 400 students transfer to, or from, this school for a variety of reasons. This high turnover rate affects assessment results and student achievement. Students may choose from three programs of study currently being offered. The objective is to place our students in an educational setting that best suits the needs of each individual. Each program has been designed to eliminate barriers to success. For many students, the possibility of being successful in a four-year comprehensive high school environment is not realistic. Some students cannot focus within a classroom of 42+ students, some work 40 hours a week, and some care for one or more children. It is mandated by law that the district meets the needs of these students, and Lee Pollard High School does just that by accepting and being responsible for the education of these exceptional students.

Enrollment in most programs is determined through an application; criteria include attendance, discipline, and lack of credits for graduation. The administrative staff review the applications, a placement is recommended based on available student data, student needs, parental concerns, and an appropriate program choice. Student progress is closely monitored, which results in some changes in programs to ensure student educational success. Once eligibility is determined, an orientation meeting with student, parent, and administration is held to provide additional information and review academic expectations for student success. The three different programs serving student needs are:

- **Regular Program:** This program is designed to accommodate students who do best in high school classes with teacher-directed, standards-based instruction. Each day, a student receives 270 minutes of instruction and attends classes on a rotating block schedule, which provides an excellent educational environment. A student is enrolled in a minimum of six classes plus an academic enrichment homeroom, all of which meet state standards. Success in completing credit deficiencies is dependent on student willingness to complete take-home and/or individualized instruction classes, as well as enrollment in Work Experience, Riverside Community College, or the county's Regional Occupational Program.
- **Academic Learning Center (ALC):** This program allows a student to work at his/her own pace to complete classes by fulfilling course requirements outlined in portfolios. Two fully credentialed teachers are available to answer questions and assist students toward their goals of high school graduation. Students attend 180 minutes in their daily ALC classes, as well as completing 20 hours of homework each week. The rigorous course of study, along with portfolios that strictly address state standards provide students the opportunity to return to their home school or to matriculate into our regular program resulting in graduating from Lee Pollard High School. This shorter day schedule is beneficial to many students who do not function well in a traditional classroom setting, have jobs, or have personal and/or family concerns. Most students in this personally demanding program are successful, and those who are not are given a chance to succeed in another program on campus.
- **Independent Study (IS):** This program is offered to students encountering extenuating circumstances, which inhibit their ability to attend school daily. These students meet weekly with fully credentialed teachers who design a standards-based, individualized workload within the parameters of district graduation requirements. The intent of IS is not to serve students over an extended period, but rather to provide a means for students to continue their education when personal difficulties arise. At the end of a school semester, students who have resolved their circumstances return to their home schools or are referred to another LPHS program.

Adult Community Transition class (ACT): is a community-based, functional instructional program that leads students from high school to post-secondary education, vocational training, integrated employment, adult services, independent living, and community participation. The ACT is designed for the student who has graduated from high school with a Certificate of Completion after participating in a functional academic and vocational program. ACT Programs provides students with a natural transition to adult life. The goal of the CNUSD ACT Program is to enable the student identified as an individual with exceptional needs to improve his/her ability in all areas so that he/she may function as independently as possible at home, in school, in the community, and in the vocational setting.

In addition to the programs directly associated with the school, other programs are offered to assist students in meeting graduation requirements and future vocational plans. The County of Riverside offers the site-based Career Technological Education/Regional Occupational Programs, off-campus CTE/ROP, Work Experience and Night School classes, as well as Riverside Community College co-enrollment, which also assist the students in meeting their goal of graduation.

Adult education ensures students an opportunity for added educational possibilities such as a GED, Night School Classes, or an Adult Education High School diploma. Many concurrent Night School classes are offered to Pollard students through Night School to make up course deficiencies before their graduation date. Students must be a least 18 years of age and have completed their senior year before seeking regular Adult Education. The California High School Proficiency Exam is offered through the state twice a year to students wishing to leave high school with an equivalency certificate.

In the regular program, students are enrolled in core curriculum classes for 10th, 11th, and 12th grade with California State Standards embedded in the textbooks, pacing guides, and teacher lesson plans. The standards are posted and are an integral part of lessons taught in core subjects, as well as integrated throughout the curriculum. Students use Standard Based Curriculum Guides (Portfolios) to access knowledge and complete subjects not mastered previously in freshman, sophomore, or junior classes. All core curriculum Credit Recovery Portfolios (CRP) have been realigned to the California State Standards, and new CRPs are being written to incorporate Common Core standards and performance tasks. Teachers follow core curricular pacing guides developed by representative faculty from district schools. Some of our teachers have worked on their development. The pacing guides, in turn, govern the curriculum, which prepares students for the district and state assessments. Results of the End of Course Exams are used to evaluate and modify teaching methods. These results also define the modifications teachers use in teaching a course the second time. There are varieties of electives offered, as evidenced by the Course Offerings List. These electives include the following classes: Regular Program classes, CTE/ROP, Credit Recovery Portfolios, Work Experience, School Service, and Riverside Community College Dual-enrollment.

The Academic Learning Center Program, Extended Day, and Independent Study Program are independent learning programs where teachers assist students in mastering Standards-Based Core Curriculum with CRPs. The California State Standards are embedded in all core curricular assignments. Independent Studies students, throughout high school, have California State Standards as the basic curriculum for all core subject areas. Portfolios from Language Arts, Algebra, Social Science, and Science are included in the resource file for perusal.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	60
Grade 11	197
Grade 12	339
Total Enrollment	596

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.2
Asian	2
Filipino	0.5
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	0.3
White	15.4
Two or More Races	0.8
Socioeconomically Disadvantaged	70.8
English Learners	16.6
Students with Disabilities	9.1
Foster Youth	1.7
Homeless	0.7

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	28	29	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	17	14	14	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 3, 2019

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Pearson My Perspective English Language Arts, CA Student Edition, 2008 Bedford Fremont and Worth Pub. The Language of Composition: Reading, Writing, Rhetoric Student 2007, 1997 Prentice Hall, AP Literature and Composition: An Introduction of Fiction, Poetry & Drama, 1999, Journalism Today, 5th ED 1998 NTC Contemporary, 2018 iLit CA Inspire Literacy Pearson 2017, 2008 Hampton Brown Edge Fundamentals, 2008 Hampton Brown Edge Level A	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	2008 Integrated Math I,II & III envision Integrated Mathematics I, II & III Common Core 2019 Pearson Student Edition + Digital Courseware, 2012 Financial Algebra (11-12) Cengage Learning 2018,Financial Algebra: Advanced Alegebra with Financial Applications, 2nd Student Edition + MIndTap, 2008 Trigonometry 1-A-1-B (11-12) Prentice Hall 8th Edition Lial Trigonometry Student Edition, 2008 Pre-Calculus 1A-1B (10-12) Cengage 2020 Precaluculus with Limits:A Graphing Approach, 8th Student Edition + Webassign, 2008 Pre-Calculus 1A-1B Honors (10-12) Cengage 2020 Precalculus with Limits: AGraphing Approach, 8th Student Edition + WebAssign, 2008 Calculus 1A-1B (10-12) Cengage 2017 Calculus for AP Student Edition + WebAssign+online Fast tract to a (6-year access) Larson/battaglia 1st Edition, 2008 Calculus AP)11-12) Cengage 2017 Calculus for AP Student Edition + WebAssign + Online Fast Tack to 5 (6-year access)Larson/Battaglia 1st Edition, 2008 Statistics (10-12) Bedford,Freeman & Work 3rd Edition MPS 2017 Statistics and Probability with Applications Student Edition, 2008 Statistics 1A-1B AP (11-12) Bedford, Freeman & Worth 6th Edition MPS 2020 The Practice of Statistics Student Edition, 2012 Statistical Reasoning in Sports (11-12) VHPS- Bedford Fremont Worth Publishing Statistical Reasoning in Sports 2011 Tabor and Franklin, Freeman Publishing, 2016 Finite Math 1S-1B (11-12) Cengage 2016 Finite Mathematics for the Managerial, Life and Social Sciences 11th, Brooks, Cole 2014 Student Edition, 1998 computer Science Advanced Placement /AB (11-12) Fundamentals of Java (TM): AP* Computer ScienceEssentials 4th Edition,	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>2007 Natural Science 1A-1B (9-12) Holt Cali Edition 2007, 2007 Biology 1A-1B (9-12) Prentice Hall Cali Edition, 2007 Biology 1A-1B (9-12) Holt Cali Edition Modern Biology Student Edition w/ Interactive Online w/ Live Ink, 2014 Biology 2A-2B AP (11-12) Prentice Hall 2014 Edition, Campbell: Biology in Focus AP Edition & Test Workbook, 2007 Chemistry (10-12) Holt Cali Edition Chemistry Student Edition w/Interactive Online w/Live Ink, 2007 Chemistry HR 1A-1B (10-12) Holt Cali Edition 2006 Modern Chemtry Student Edition w/Live Ink Online Reading Help, 2015 Chemistry 2A-2B AP (11-12) Pearson 2015 by Brown Lemay Bursten Murphy Woodward Stoltzfus, The central Science 13th Ed. Student Edition with TestPrep Workbook, 2007 Physics 1A-1B (10-12) Glencoe Cali 2008 Principals and Problems Student Edition, 2015 Physics 1A-1B & 2B AP (11-12) Prentice Hall 2015 College Physics: a strategic Approach 3e w/MP etxt Knight Coll Student Edition, 2007 Physics AP C (11-12) HOLT Thomson Learning Physics for Scientists/Engineers 7th Ed. Student Edition, 2007 Oceanography 1A-1B (10-12) Prentice Hall 2005 Essentials of Oceanography Student Edition, 2007 Astronomy (10-12) HOLT Thomson Learning Foundation of Astronomy 9th Ed. Student Edition, 2007 Anatomy & Physiology (10-12) Prentice Hall 2006 Fundamental of Anatomy & Physiology Martini Student Ed. 2011 Environmental Science (11-12), Pearson 2011 Environmental Science: Your World, Your Turn Student Edition + MyEnvironmental Science.com, 2007 Environmental Science AP HOLT Thomson Learning Living in the Environment: Principles, Connections and Solutions by Miller 15th Edition Student 2006 ,2007 Zoology 1A-1B Glencoe 2006 Integrated Principles of Zoology 13th Edition,</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2006 Geography 1A-1B McDougal Littell California World Geography, 2012 Human Geography AP Pearson 2017 The Cultural Landscape: An Introduction to Human Geopgraphy, 2006 World History 1A-1B McDougal Littell California Modern World History Patterns of Interaction, 2006 World History Honors Glencoe California: Modern Times Student Edition, 2007 World History AP McGraw Hill 2017 Bentley, Traditions & Encounters: A Global Perspective on the Past, 2016 European History AP Cengage Learning Western Civilization: since 1300, 2006 U.S History1A-1B Glencoe California Edition: California the American Vision: Modern Times, 2015 U.S. History AP 1A-1B MPS Bedford/St.Martin 2014 American's History for the AP Course 8th Edition + Strive for a 5 for American's History, 2006 U.S Government Prentice Hall Magruder's American Government, 2006 U.S. Government AP Bedford, Freeman, Worth 2019 American Government:Stories of a Nation, 2006 Economics Prentice Hall CA Economics: Principals in Action, 2015 AP Macroeconomics McGraw Hill McConnell AP Economics, 2006 Psychology 1A-1B VHPS 2003 Edition Thinking about Psychology, 2006 Psychology AP 1A-1B VHPS 2007 Edition Psychology/Myers,	Yes	0

<p>Foreign Language</p>	<p>2005 Introduction to Spanish Holt Cali Edition 2003 Ven Conmigo! Level 1 Student Edition, 2003 Spanish 1A-1B (9-12) HOLT Cali Edition 2003 Ven Conmigo Level 1 Student Edition, 2003 Spanish 2A-2B (9-12) HOLT Cali Edition 2003 Ven Conmigo! Level 2 Student Edition, 2003 Spanish 3A-3B (10-12) HOLT Cali Edition 2003 Ven Conmigo Level 3 Student Edition, 2013 Spanish 4A-4B AP (11-12) Pearson 2014 Abriendo Paso Temas Y Lecturas 2014 Student Edition, 2013 Spanish 4 AP Literature Houghton Mifflin Harcourt Bowen-Abriendo puertas: Ampliando persepectivas , 2002 Spanish for Native Speakers 1A-1B (9-12) Prentice Hall 2001 Sendas Literarias 1 Student Edition, 2002 Spanish for Native Speakers 2A-2B (9-12) Prentice Hall 2001 Sendas 2 Literarias Student Edition, 2002 French 1A-1B (9-12) EMC Paradigm 2002 C'est a Toi! Level 1 student edition, 2002 French 2A-2B (10-12) EMC Paradigm 2002 C'est A Toi! Level 2 Student Edition, 2001 French3A-3B (11-12) French Honors/Pre-AP(9-12) EMC Paradigm 2002 C'est A Toi! Level 3 Student Edition, 2002 German 1A-1B (9-12) HOLT 2003 Komm Mit! Level 1 Student Edition, 2002 German 2A-2B (9-12) HOLT 2003 Komm Mit! Level 2 Student Edition, 2002 German 3A-3B (9-12) HOLT 2003 Komm Mit Level 3 Student Edition-Holt, 2002 German 4A-4B AP (11-12) HOLT 2002 Kaleidoskop 6th Edition Student Edition, 2010 Chinese 1A-1B(9-12) Cheng & TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 1 Student Edition simplified Character, 2010 Chinese 2A-2B (9-12) Cheng & TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 2 Student Edition, 2011 Chinese 3A-3B (9-12) Cheng & Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 1 Student Edition Simplified & Traditional 2012 Chinese 4A4B (11-12) Cheng & Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 2 simplified & Traditional Student Edition, 2012 Chinese for Native Speakers 1A-1B (9-12) Cheng & Tsui 2008 Beyond the Basics Student Edition, 2012 Chinese for Native Speakers 2A-2B (10-12) Cheng & TSUI 2008 Integrated Chinese Level 2 part 1 Student Edition Simplified & Trandtional,</p>	<p>Yes</p>	<p>0</p>
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	2006 Physical Education Glencoe 2005, Foundation of Personal Fitness, 2008 Health (9-12) Holt 2009, Lifetime Health	Yes	0
Visual and Performing Arts	2007 Digital Photography: Focus on photography Davis Pub, Instruction to digital Photography Prentice Hall, 2001 Photography A short course in Photography Prentice Hall, 2002 Photography 2A-2B Photography London Pearson Ed., 1998 Calligraphy Lettering, Watson-Guptill, 1998 History of Art A.P. AP Art History MyArtsLab, Prentice Hall 2014, 2015 History of Video Games the Ultimate History of video games Three Rivers Press 2010, 1990 TV Production, Glencoe-McGraw-Hill Co 89, 1997 Introduction to media Production Understanding Non-Media, Jawitz, Nat'l Textbook 96', 1997 Video Production 1A-1B Video Basics, Zettle, Wadsworth Publishing, Int. Thompson 95, 1998 Multimedia/Web Page Design Multimedia, Making it work Vaughan, McGraw 1996, 1999 Theatre Technology, Theatre Arts, Theatre Prod. The stage and the school, Glencoe/McGraw Hill, 2000 Studio Arts 1A-1B AP, 2005 Visual Arts Arttalk Student Edition 05 Glencoe, 2005 Visual Arts 2a-2B The Visual Experience Student Davis, 2003 Contemporary Media 1A1B Apple computer 1-apps: i-movie Adobe Photoshop, 2012 Contemporary Media 2A-2B Scholastic Art, 2005 Drawing and Painting 1A-1B Discovering Drawing Student Edition, Davis, 2005 Ceramics 1A-1B Experience Clay Student Edition Davis, 2013 Dance performance 3 Dance Composition Basics, 2002 Music Theory 1a-1B Music & Theory Practice, 2002 Music Theory 2A-2B AP Music & Theory Practice, 1990 Music Through the Ages, A living Language W.W. Norton & CO, 2010 Graphic Design 1A-1B Design Basics Index Krause J How, 2015 Fashion 1 & 2 Goodheart-Willcox co., 1999 Choir-Beginning, essential Repertoire for Developing Choir Hal Leonard Publisher 1995, Treble Choir Two treble Hal Leonard Publisher 1995, Treble Choir-Advanced Essential Repertoire for the Concert Choir , Three Treble, Hal Leonard Publisher 1995,		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Standard Basic Equipment for Lab Science	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lee V. Pollard High School's original facility was constructed in 2005. Through ongoing maintenance and campus improvements, the school ensures that the facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Upgrades to technology
- Migration of computers to VDI (Virtual Desktop Interface)
- Upgrades to landscaping to be drought-friendly

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention before students and staff entering school grounds. Two-day custodians and two evening custodians are assigned to Lee V. Pollard High School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General maintenance
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Kitchen/Cafeteria cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 4/6/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	2ND FL/RM E 201: 4. WATER STAIN CEILING TILES LIBRARY: 4. PVC IS BROKEN WITH HOLES IN FLOOR AT EAST ENTRY/ TRIP HAZARD RM C 101: 4. WATER STAIN CEILING TILES RM C 102: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS OUT RM C 103: 4. WATER STAIN CEILING TILES ABOVE TEACHERS DESK RM C 104: 4. WATER STAIN CEILING TILES RM C 105: 4. WATER STAIN CEILING TILES RM D 202: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM E 202: 4. WATER STAIN CEILING TILES RM E 205: 4. CEILING TILE HAS HOLE TEACHERS LOUNGE: 4. SMALL WATER STAIN CEILING TILES AT SINK AREA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM C 102: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS OUT RM D 202: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	25	61	61	50	50
Mathematics (grades 3-8 and 11)	1	2	46	47	38	39

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	232	97.07	2.93	24.57
Male	146	141	96.58	3.42	21.99
Female	93	91	97.85	2.15	28.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	177	97.25	2.75	23.16
Native Hawaiian or Pacific Islander					
White	40	38	95.00	5.00	34.21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	160	154	96.25	3.75	22.08
English Learners	47	47	100.00	0.00	8.51
Students with Disabilities	15	14	93.33	6.67	14.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	230	97.05	2.95	1.74
Male	145	140	96.55	3.45	2.14
Female	92	90	97.83	2.17	1.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	175	97.22	2.78	1.71
Native Hawaiian or Pacific Islander					
White	40	38	95.00	5.00	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	152	96.20	3.80	0.66
English Learners	46	46	100.00	0.00	0.00
Students with Disabilities	15	14	93.33	6.67	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Students in grades ninth through twelve receive counseling from school personnel regarding career paths and courses of study. During their junior year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Lee V. Pollard High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Lee V. Pollard High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- CTE Program
- ASB
- Unity Focus on Leadership
- Business Certificate

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Career center/job surveys

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the Career Center advisor. Regional Occupational Programs (ROP) is offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2018-19 school year, Lee V. Pollard High School offered the following career technical education programs as elective courses:

- Business Management
- Financial Services
- CTE Autobody Collision Repair
- CTE Careers in Science
- CTE Construction Technician 1A
- CTE Dental Assisting
- CTE Digital Imaging A and B
- CTE First Responders A
- CTE Law Enforcement A and B
- CTE Medical Assistant Clinical
- CTE Medical Assistant Front Office
- CTE Medical Billing and Coding
- CTE Retail Sales/Marketing A and B
- CTE Sports Medicine
- CTE TV/Video Digital Media Production

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	749
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.9

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.32
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.39

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group or by attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, the school marquee, the school website, ParentConnect, and text messages. Contact Mike Ridgway, Principal, at (951) 736-3367 for more information on how to become involved in your child's learning environment.

Committees

English Learner Advisory Council
Safe Schools Committee
School Site Council

School Activities

Back to School Night
Open House
ASB Sponsored Events
Graduation Night
Graduation Ceremony
Senior Awards Night

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	9.4	11.6	16.2	2.6	3.2	3.2	9.7	9.1	9.6
Graduation Rate	70	67.4	69.1	94.9	93.2	93.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.0	5.2	7.7	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.8	0.9	0.9	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Lee V. Pollard High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	38	24	13	7	34	15	15	7	37	15	13	7
Mathematics	6	6			20	13	11		16	18	10	
Science	19	20	6	2	18	14	8	2	21	10	10	2
Social Science	24	39	16	5	25	28	18	5	22	32	13	6

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	298.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18772.7116334.	8750.82131	10021.89032	100,110.86
District	N/A	N/A	\$6,293	97905.00
Percent Difference - School Site and District	N/A	N/A	45.7	2.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	28.7	19.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

For the 2017-18 school year, Corona-Norco Unified School District spent an average of \$10,934 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per-pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs
- Medi-Cal Billing Option
- Other Federal Funds
- Education Protection Account
- Other ARRA Programs
- California Clean Energy Jobs Act
- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- STRS On-Behalf Pension Contributions
- California Career Pathways Trust

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6

Educators enjoy on-going, continuous professional development. Specific days are calendared by the district's calendar committee for site inservice trainings. Administration work with staff to select targeted areas for study. All training and curriculum development activities at Lee V. Pollard High School revolve around the California State Standards.

During this three-year time frame (2016-2019), Lee Pollard High School held, and will continue to hold, staff development training devoted to:

- Character Development
- Common Core State Standards
- Depth of Knowledge
- Professional Learning Communities (PLC)
- Student Engagement
- Equity
- First, best instructional practices (Marzano)
- Effective grading practices

We use the district identified inservice days, staff meetings, PLC time, articles and professional discussions regularly. Teachers, paraprofessionals and others attend trainings offered through the county, the district, UC regents and other appropriate agencies. Those implementing new initiatives receive support as indicated and requested.

Teachers new to education receive Beginning Teacher Support and Assessment (BTSA) from district resources and support from site administration. Probationary teachers, paraprofessionals and support staff receive monitoring and frequent feedback and support. The Corona-Norco Unified School District offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Lee V. Pollard High School supports ongoing professional growth throughout the year during Professional Learning Communities (PLC) on early release days. Teachers meet in grade level and department level teams to conduct data analysis to identify areas of need. Staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-2019 time frame, Lee V. Pollard High School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter and School Safety
- Benchmark Assessment Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Blended Learning
- Breath-Taking Mindfulness
- Canvas Training
- PBIS
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Educational Technology Training
- Language Arts Textbook Adoption
- Engaging in Challenging Conversations
- Integrated Math 1, 2 & Math 3
- Introduction to Restorative Practices
- Math Textbook Adoption
- Next Generation Science Standards (NGSS)
- Number Talks
- SBAC Boot Camp
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student