

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Westview High School	<b>District Name</b>	Poway Unified
<b>Street</b>	13500 Camino Del Sur	<b>Phone Number</b>	858-748-0010
<b>City, State, Zip</b>	San Diego, CA 92129	<b>Web Site</b>	www.powayusd.com
<b>Phone Number</b>	858-780-2000	<b>Superintendent</b>	Donald A Phillips, Ed.D
<b>Principal</b>	Dawn Kastner	<b>E-mail Address</b>	elehew@powayusd.com
<b>E-mail Address</b>	dkastner@powayusd.com	<b>CDS Code</b>	37682963731528

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Located in the community of Rancho Peñasquitos, Westview is the centerpiece of an expanding suburban area. Westview opened its doors in the fall of 2002, after several years of extensive planning to ensure the school's fundamental principles and facilities would support a standards-based learning community. The initial planning group consisted of a 16-member team, including district and school staff, parents, and school board members. The team visited other schools, studied reform literature, and met extensively to design the elements necessary for the vision of Westview to become a reality.

Westview's design is based on Rick DuFour's concept of a professional learning community. The school's vision, decision-making process, and daily operations reflect the four pillars of communication, collaboration, connectedness, and flexibility.

Teachers design assessments and daily lesson plans that support the state/district standards. Students must meet the standards to receive a passing grade. Student progress on these standards is regularly posted on Learning Point, which teachers, students, and parents can access on the internet.

Westview operates on a 4X4 block schedule that allows students to create learning plans to meet their individual academic needs and goals. Wolverine Time is scheduled twice a week to help students meet their academic standards by providing small group tutoring with their teacher. Longer instructional periods and individualized instruction allow for students to access the curriculum in an effective manner.

Homeroom becomes the student's place to experience connectedness with their teacher and fellow students. The homeroom teacher becomes the student's advocate and the primary home contact. The homeroom experience promotes student success through monitoring of student progress and attendance.

Student and parent involvement contribute to Westview's vision and success. All stakeholders support Westview's vision through involvement in ASB leadership, the U-Council, PTSA, the Foundation, and student/parent participation on school and district decision-making bodies.

Westview responds to the diverse needs of its community through facilities that offer state of the art technology, award winning performing and visual arts programs, a full complement of athletic and extracurricular offerings, wellness support programs, Special Education services, ELL classes, AVID, and NJROTC. The school also offers 25 advanced placement courses. Westview serves the community through an on-site preschool, Regional Occupational Program (ROP) classes, and facilities for district professional growth and community programs.

Westview is truly a reflection of its vision and the district's core value: All Students Learning – Whatever It Takes!

**Mission Statement**

Westview is a thriving learning community to which all members feel connected. At Westview, high academic and personal standards are established, accessed and achieved by all members through collaboration, meaningful activities, and ongoing, comprehensive evaluation. The culture of Westview is one of respectful communication and interdependence while still celebrating the uniqueness of each individual.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Westview recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Among many opportunities for parent involvement are: School Site Council, Westview Foundation, Parent advisory committees for ELL and GATE , Booster Clubs, and PTSA. Westview also benefits from the many parent volunteers in the front office, the college and career center, dances, performing arts and athletic support, and in various classrooms.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	612
Grade 10	621
Grade 11	614
Grade 12	551
<b>Total Enrollment</b>	<b>2398</b>

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.59%	White (not Hispanic)	56.92%
American Indian or Alaska Native	0.33%	Multiple or No Response	3.63%
Asian	20.73%	Socioeconomically Disadvantaged	6%
Filipino	8.3%	English Learners	3%
Hispanic or Latino	6.96%	Students with Disabilities	6%
Pacific Islander	0.54%		

### [Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				Avg. Class Size	2006-07			Avg. Class Size	2007-08				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
<b>English</b>	31.9	19	7	24	31.1	21	7	27	31.9	20	9	28		
<b>Mathematics</b>	30.6	11	8	21	29.6	15	6	26	30.5	13	9	26		
<b>Science</b>	32.9	2	8	21	32	1	13	19	33.9	3	4	27		
<b>Social Science</b>	42.6		4	30	42.1		8	26	41.2	1	6	27		

### III. School Climate

#### [School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Westview has a safety plan which encompasses campus supervision, disaster planning, and intrusion crisis. Students and staff participate in no less than six disaster/emergency drills on an annual basis. Plans are reviewed and updated annually.

#### [Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	3.5	1.2	2.4	3.1	2.5	2.7
<b>Expulsions</b>	0.2	0.7	0.4	0.2	0.3	0.2

### IV. School Facilities

#### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology.

In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	Needs upgrade to software
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## V. Teachers

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Research supports the positive effects staff development has on increasing student learning. A wide variety of professional development opportunities are available to teachers and staff including utilization of effective instructional strategies, computer technology, mathematics and writing seminars, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional growth activities at the school, district, state, and national level. (Additionally schools may utilize minimum days created by "Time Banking" to provide weekly periods for staff collaboration and professional growth). Three district wide professional growth days are provided which create time for district wide and site selected activities for professional growth. Poway Professional Assistance Program provides support for new teachers. Teachers are supported with stipends to participate in the National Board Certification process.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	86	93	97	1,474
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	---
Vacant Teacher Positions	---	---	---

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.7%	8.3%
All Schools in District	98%	2%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	97.9%	2.1%

## VI Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.5	436
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Science</b>	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Foreign Language</b>	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0
<b>Health</b>	Each pupil, including English learners, has a textbook or health material, or both as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	---	---	---	\$58,574
District	---	---	\$8,188	\$66,747
Percent Difference – School Site and District	---	---	---	-14%
State	---	---	\$5,300	\$65,008
Percent Difference – School Site and State	---	---	---	-11%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,877	\$40,721
Mid-Range Teacher Salary	\$73,410	\$65,190
Highest Teacher Salary	\$84,775	\$84,151
Average Principal Salary (Elementary)	\$114,386	\$104,476
Average Principal Salary (Middle)	\$121,279	\$108,527
Average Principal Salary (High)	\$127,119	\$119,210
Superintendent Salary	\$218,792	\$210,769
Percent of Budget for Teacher Salaries	43.2%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	70	73	76	72	73	74	42	43	46
Mathematics	34	35	36	65	65	67	40	40	43
Science	63	68	71	64	69	75	35	38	46
History-Social Science	62	58	62	60	60	64	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	53	13	46	30
American Indian or Alaska Native	*	*	*	*
Asian	83	55	84	76
Filipino	72	19	74	49
Hispanic or Latino	74	24	63	58
Pacific Islander	*	*	*	*
White (not Hispanic)	75	33	69	60
Male	72	37	73	65
Female	80	34	70	58
Economically Disadvantaged	53	18	43	
English Learners	28	31	41	22
Students with Disabilities	24	9	31	
Students Receiving Migrant Education Services				

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	82.7	81.2	86.8	79.1	77.4	80.5	51.1	48.6	52.9
<b>Mathematics</b>	83.9	87.3	86.9	78.2	82.1	78.6	46.8	49.9	51.3

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	13.2	60.1	26.7	13.1	35.7	51.2
<b>Male</b>	15.1	64.8	20.1	13.4	30.0	56.5
<b>Female</b>	11.5	55.7	32.8	12.8	41.0	46.2
<b>African American</b>	41.7	50.0	8.3	23.1	30.8	46.2
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	8.8	57.5	33.6	3.5	19.5	77.0
<b>Filipino</b>	10.2	73.5	16.3	14.3	51.0	34.7
<b>Hispanic or Latino</b>	25.9	55.6	18.5	24.5	43.4	32.1
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	12.3	59.4	28.3	13.6	38.0	48.5
<b>English Learners</b>	41.5	53.7	4.9	26.8	29.3	43.9
<b>Socioeconomically Disadvantaged</b>	28.9	62.2	8.9	35.6	31.1	33.3
<b>Students Receiving Migrant Education Services</b>	*	*	*	*	*	*
<b>Students with Disabilities</b>	45.7	54.3	0.0	61.1	25.0	13.9

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
<b>9</b>	61.8

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	10	10	10
Similar Schools	3	4	4

#### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	11	8	7	843
African American				
American Indian or Alaska Native				
Asian	-1	10	7	893
Filipino	19	-9	10	816
Hispanic or Latino	4	6	31	823
Pacific Islander				
White (not Hispanic)	19	8	3	835
Socioeconomically Disadvantaged			24	767
English Learners				
Students with Disabilities				667

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### [AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	Yes	Yes

### [Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	
<b>Percent of Schools Currently in Program Improvement</b>	N/A	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### [University of California](#)

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### [California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Dropout Rate (1-year)</b>		0.1	0.3	0.8	1	0.9	3.1	3.5	4.4
<b>Graduation Rate</b>	100	99.6	99.3	96.2	95.9	95.7	85	83	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

Poway Unified School District, in accordance with state guidelines as allowed parents to state their ethnicity as "undeclared." In an attachment to a letter from California Department of Education Deputy Secretary, D. Sigman, the following is stated: **Re-identifying current students and staff is not required.**

The federal guidelines do not require that current students and staff be re-identified based on the new format. The guidelines "encourage" re-identification, however, and respondents should be given the opportunity to re-identify. Race and ethnicity data must be collected according to the new format for any new students or staff.

The following data is for students who have not been given an opportunity to re-identify. We anticipate offering that opportunity during the spring of 2009. We do anticipate that not all parents will re-identify their children, thus we can anticipate having a number of "undeclared" students within our system for subsequent years, unless the state chooses to re-identify the ethnicity declaration of the parents.

Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
<b>All Students</b>	96.2%	89.8%	N/A
<b>African American</b>	92.9%	81.0%	N/A
<b>American Indian or Alaska Native</b>	100.0%	81.3%	N/A
<b>Asian</b>	94.7%	94.8%	N/A
<b>Filipino</b>	96.8%	86.3%	N/A
<b>Hispanic or Latino</b>	97.1%	78.4%	N/A
<b>Not Declared</b>	94.4%	83.9%	N/A
<b>Pacific Islander</b>	100.0%	93.8%	N/A
<b>White (not Hispanic)</b>	96.7%	91.7%	N/A
<b>Socioeconomically Disadvantaged</b>	90.5%	71.9%	N/A
<b>English Learners</b>	81.3%	66.3%	N/A
<b>Students with Disabilities</b>	81.6%	68.8%	N/A

[Career Technical Education Programs \(School Year 2007-08\)](#)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Poway Unified School District and our entire community value the key role that Career-Technical Education (CTE) plays in helping to fulfill the District's mission of college readiness for every student.

As an integral part of the entire educational program, Career Technical Education in Poway Unified School District offers academically challenging technical courses and programs. These courses and programs are comprehensive and future-oriented, are responsive to student, parent, community and workforce development needs, and are proven to positively affect student achievement.

The CTE courses offered during the 2007-08 school year are displayed below, listed by industry sector (U denotes a course that is UC approved, A denotes a course that is articulated, S denotes a course that is sequenced).

Career Pathway	Introductory	Concentrator	Capstone
<b>Agriculture and Natural Resources Industry Sector</b>			
Animal Science	<sup>US</sup> Agricultural Science 1,2;	<sup>US</sup> Agricultural Science 3,4	<sup>US</sup> Veterinary Science 1,2
Ornamental Horticulture	<sup>US</sup> Agricultural Science 1,2;	<sup>US</sup> Agricultural Science 3,4	<sup>S</sup> Floral Design 1,2
<b>Arts, Media, and Entertainment Industry Sector</b>			
Media and Design Arts	<sup>UAS</sup> Computer Graphic Arts 1,2	<sup>US</sup> Computer Graphic Arts 3,4; <sup>UAS</sup> 3D Animation 1,2; <sup>UAS</sup> Digital Media Production 1,2	<sup>US</sup> 3D Animation 3,4; <sup>AS</sup> Digital Media Production Advanced
<b>Education, Child Development, and Family Services Industry Sector</b>			
Education	<sup>US</sup> Child Development and Psychology 1,2	<sup>S</sup> Child Development Careers	<sup>S</sup> Teaching Interns
<b>Engineering and Design Industry Sector</b>			
Engineering Design	<sup>AS</sup> Computer Aided Drafting 1,2; <sup>AS</sup> Introduction to Engineering Design	<sup>S</sup> Computer Aided Drafting 3,4; <sup>UAS</sup> Architectural Design 1,2;	<sup>US</sup> Architectural Design 3,4; <sup>UAS</sup> Biotechnology; <sup>UAS</sup> Biomedical Technology 1,2
<b>Fashion and Interior Design Industry Sector</b>			
Fashion Design, Manufacturing, and Merchandising	<sup>AS</sup> Clothing 1,2	<sup>S</sup> Clothing 3,4; <sup>US</sup> Fiber Arts 1,2	<sup>UAS</sup> Fashion History and Design 1,2
<b>Hospitality, Tourism, and Recreation Industry Sector</b>			
Food Service and Hospitality		<sup>S</sup> Foods 1,2	<sup>S</sup> Culinary Arts 1,2
<b>Information Technology Industry Sector</b>			
Media Support and Services	<sup>S</sup> Introduction to Computers	<sup>AS</sup> Internet Publishing	<sup>AS</sup> Computer Applications; <sup>AS</sup> Business Technology
Programming and Systems Development	<sup>US</sup> Introduction to Computer Programming	<sup>US</sup> AP Computer Science A	<sup>US</sup> AP Computer Science AB
<b>Manufacturing and Product Development Industry Sector</b>			
Graphic Arts Technology	<sup>UAS</sup> Photography 1,2	<sup>S</sup> Photography 3,4	<sup>US</sup> AP Studio Art/Photography; <sup>UAS</sup> Screen Printing & Design
<b>Marketing, Sales, and Service Industry Sector</b>			
Entrepreneurship	<sup>S</sup> Introduction to Business	<sup>S</sup> Marketing Education; <sup>AS</sup> Financial Accounting	<sup>AS</sup> Business Management; <sup>US</sup> Virtual Enterprise
<b>Public Service Industry Sector</b>			

Career Pathway	Introductory	Concentrator	Capstone
Protective Services		<sup>AS</sup> Fire Science 1,2	<sup>AS</sup> Fire Science 3,4

Vehicle Maintenance,  
Service, and Repair

**Transportation Industry Sector**

<sup>S</sup>Power Mechanics

<sup>AS</sup>Auto Engine  
Performance;  
<sup>AS</sup>Auto Technology

[Courses for University of California and/or California State University Admission \(School Year 2007-08\)](#)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	79.9
Graduates Who Completed All Courses Required for UC/CSU Admission	70.6

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	2	N/A
Social Science		N/A
All courses	4	6