

Poway 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	Poway High School
Street	15500 Espola Rd.
City, State, Zip	Poway, CA 92064-2207
Phone Number	858-748-0245
Principal	Richard Nash
Email Address	rnash@powayusd.com
Website	http://www.powayusd.com/phs
County-District-School (CDS) Code	37682963735867

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

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

Poway High School, located in the City of Poway, serves a well-developed suburban area of metropolitan San Diego. When the school was built more than fifty years ago, it faced fields and groves. Now the neighborhood includes custom homes, a mobile home park, tract homes, apartments, a country club, and some properties that still corral horses. Poway High School prepares students for life after graduation. The school has a strong academic record that reflects a commitment to excellence. Instruction is focused on college and career success with a wide range of AP, honors and college prep courses offered to students. Elective course offerings include computer animation, architectural design, digital media, floral design, agriculture and a range of visual, technical and performing arts courses. Staff takes pride in the breadth and depth of extra-curricular and co-curricular programs. The visual and performing arts programs include a marching band that achieves top ratings in the state, a choir that receives awards in national competitions, and a photography program in which students earn top honors. Digital media classes have earned multiple winners for video and film, and automotive technology and engineering students have received top honors in state and national level contests. Part of the campus culture is the wide variety of programs benefiting and, in some cases, run by students including ASB, Peer Counseling, Link Crew, Student Advisory Board and over 70 clubs. The Student Services office offers support groups, conflict mediation and drug, alcohol and tobacco cessation classes. Poway High athletes have earned hundreds of Palomar League, CIF, and State championship titles over the years. The school fields Varsity, JV and freshman teams in 26 CIF-sanctioned sports and several club sports, with JV and freshman levels in most sports.

The Poway High School Community will ensure a safe, respectful, challenging learning environment that requires all students to meet high expectations and pursue their goals.

- Staff, students, and parents of the learning community will support, and have a personal connection to, the Poway High School Mission and Vision.
- Communication among staff, students and parents will be coordinated and clear, and will strengthen the connection between home and school.
- The school community will partner with the greater Poway Community and its businesses to promote interaction, and community members will have a supporting role on and off our campus.
- All members of the learning community will maintain a clean, safe and secure environment that requires respectful speech and behavior and instills pride in our school.
- All members of the learning community will give and receive common courtesy, inside and outside of classrooms, and for and among members of diverse groups.
- Staff will exemplify professionalism and model the speech and behavior expected of students.
- Students at all grade levels will meet or exceed academic standards and will demonstrate personal, social and career skills expected of all Poway High School graduates.
- Students will make connections between subject areas and the real world -- with staff assisting, and community partners providing opportunities for real-life experience.
- Staff will provide rigorous and relevant curriculum and daily lessons driven by academic standards and student performance.
- Teachers in all subject areas will support the basic skills of reading, speaking, writing, using technology and problem-solving in their curriculum.
- Staff will participate in professional development activities that result in measurable improvement in student learning.
- All students will graduate prepared for many options after high school.
- Students at all grade levels will set, and make progress towards, academic, personal, and future goals.
- Staff will assist students in goal-setting and achievement and help them to follow a plan for their future.

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

Grade Level	Number of Students
Grade 9	556
Grade 10	588
Grade 11	576
Grade 12	533
Total Enrollment	2,253

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	3.5
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0.5
White	56.7
Two or More Races	5.8
Socioeconomically Disadvantaged	26
English Learners	7.2
Students with Disabilities	12
Foster Youth	0.1
Homeless	1.1

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	89	90	88	1,562
Without Full Credential	1	0	1	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 1/16/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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.	Yes	0
Mathematics	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.	Yes	0
Science	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.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	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.	Yes	0
Foreign Language	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.	Yes	0
Health	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory 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.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. 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. Grounds 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 (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: 06/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Cracked/broken ceiling ties
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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)	66	67	74	76	50	50
Mathematics (grades 3-8 and 11)	48	56	67	70	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	559	533	95.35	4.65	67.11
Male	298	282	94.63	5.37	58.01
Female	261	251	96.17	3.83	77.29
Black or African American	12	12	100.00	0.00	58.33
American Indian or Alaska Native					
Asian	41	40	97.56	2.44	92.50
Filipino	16	15	93.75	6.25	60.00
Hispanic or Latino	131	124	94.66	5.34	50.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	314	299	95.22	4.78	70.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	35	35	100.00	0.00	71.43
Socioeconomically Disadvantaged	137	128	93.43	6.57	48.44
English Learners	54	50	92.59	7.41	16.00
Students with Disabilities	59	53	89.83	10.17	22.64
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	559	530	94.81	5.19	55.66
Male	298	282	94.63	5.37	53.55
Female	261	248	95.02	4.98	58.06
Black or African American	12	12	100.00	0.00	50.00
American Indian or Alaska Native					
Asian	41	40	97.56	2.44	87.50
Filipino	16	15	93.75	6.25	33.33
Hispanic or Latino	131	125	95.42	4.58	33.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	314	296	94.27	5.73	61.15
Two or More Races	35	34	97.14	2.86	64.71
Socioeconomically Disadvantaged	137	127	92.70	7.30	36.22
English Learners	54	52	96.30	3.70	9.62
Students with Disabilities	59	52	88.14	11.86	15.38
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)

The 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 and career readiness for every student. As an integral part of the educational program, CTE in the 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 at our high schools are advertised to students and parents through the regular course recruitment process each spring. This allows students and parents, with guidance from high school counselors, to choose CTE courses along with all of the other courses offered on that high school campus. This practice ensures that all high school students have access to the CTE courses, including students of special populations. Because the CTE courses are integrated at the high schools and are part of the regular school day, the unique needs of special populations are supported through our existing infrastructure, which includes teachers, counselors, and staff – including Special Education and EL program staff.

An advisory committee is convened at least once a year for each CTE industry sector or pathway. Business representatives from Agriculture; Arts Media and Entertainment; Building and Construction Trades; Business and Finance; Education, Child Development and Family Services; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales and Services; Public Services; and Transportation participate. The current chair of our CTE advisory committee is a local small business owner and a member of the Board of Directors of the Poway Chamber of Commerce.

All of the CTE courses offered fit into a sequence or pathway of courses within an industry sector. To move our CTE courses toward increased rigor and college readiness standards, several years ago, the Poway Unified School District set a goal that each CTE course must meet at least one of the following criteria: be UC approved; be articulated with a local community college; or prepare students for an industry certification. The CTE courses offered during the 2018-19 school year are displayed below. (“U” denotes a course that is UC approved; “A” denotes a course that is articulated.)

- 3D Animation (U; A)
- Accounting (U; A)
- Agricultural Economics (U)
- Agricultural Government Policy (U)
- Agricultural Science (U)
- AP Computer Science (U)
- AP Computer Science Principles (U)
- AP Studio Art 2D (U)
- AP Studio Art 3D (U)
- Architectural Design (U; A)
- Art History and Floral Design (U)
- Auto Body Repair/Refinishing
- Auto Mechanics
- Automotive Technology (A)
- Biomedical Technology (U; A)
- Broadcast Journalism/Television Production (U; A)
- Business Law (U; A)
- Chemistry and Agriscience (U)
- Child Development & Psychology (U)
- Civil Engineering & Architecture (U)
- Computer Graphic Arts (U; A)
- Computer Information Systems (A)
- Computer Integrated Manufacturing (U)
- Computer Programming
- Construction Technology
- Data Structures (U)
- Digital Media Production (U; A)
- Drama (U)
- Economics of Business Ownership (U)
- Engineering Design & Development (U)
- Exploring Technology
- Fire Science (A)
- First Responder (A)
- Gateway to Technology
- Graphic Design (U; A)
- Human Body Systems (U)
- Internship
- Introduction to Business
- Introduction to Computer Programming (U)
- Introduction to Computer Science
- Introduction to Design (U)
- Introduction to Engineering Design (U; A)
- Introduction to Finance (U; A)
- Marketing Economics (U)
- Medical Interventions (U)
- Photography (U; A)
- Principles of Biomedical Sciences (U)
- Principles of Engineering (U; A)
- Robotics (U)
- Screen Printing & Design (U; A)
- Sound Production and Engineering (U)
- Sports Medicine/Athletic Training (U)
- Studio Art (U)
- Sustainable Agriculture (U)
- Technical Production for Theater (U)
- Theater Study & Performance (U)
- Veterinary Science (U)
- Video Technology
- Web Design (U; A)
- Work Experience (A)

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1132
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.9

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	98.36
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.93

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
9	10.7	26.3	50.9

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)

Poway High recognizes the importance of the partnership between home/school and remains committed to supporting the Parents as Partners Core Value. Parents can get involved in the following ways:

- School Site Council: School Site Council (SSC) meets regularly to discuss and revise the School Plan for Student Achievement (SPSA) as well as allocate funds to support school goals. The SSC is made up of teachers, students and parents who are committed to improving student achievement. SSC parents participate in decisions that involve funding for ELL and EDY Supplemental budgets.
- Poway High Foundation: The foundation is committed to raising money for Poway High programs. Over the past seven years, the foundation has provided technology for all classrooms on our campus including LCD projectors in every room, document cameras for the staff, computers for shared labs, software for the library and credit recovery, instruments for band, lunch tables for students and a new dance floor in the Titan Athletic Center. The foundation is made up of parents, community members, a teacher and a student who volunteer to manage the fundraising activities and authorize spending based on recommendations from teachers and administrators. Parents can serve as executive members, members at large, or simply help out by participating in fundraising activities.
- Booster Clubs: Booster clubs at Poway High function much like the Poway High Foundation with the exception that they are designed to raise money for a specific sport or program. At Poway there are a variety of booster clubs in which parents can get involved including Band, Choir, Robotics and Athletics. Parents are on the boards and help out in as volunteers.
- Parent Teacher Student Association: PTSA meets regularly at Poway High and functions as a support group for the school by raising funds, providing avenues for communication and planning and organizing the Grad Night program at the end of the year. PTSA officers are elected and plan fundraisers and activities that help get parents involved. Site staff members and a student also attend board meetings to give input and assistance. Money raised often goes to support programs such as credit recovery or student services.
- Parent Volunteers/Mentors: There are many opportunities for parents to participate in school programs as volunteers. Examples include library, AVID and main offices. Parents help organize and run events such as back-to-school registration. Senior Project offers volunteer opportunities throughout the year and allows parents and community members to serve not only as mentors to student in specific areas, but as panelists during the presentation of the projects. Panelists evaluate the presentations and provide feedback to the presenters.

- AVID Site Team: This team meets three times a year to discuss AVID and how it can best support students at Poway High. Parents meet with students, teachers, and the AVID coordinators to help plan ways to improve AVID and help students experience success. Parents on the site team often volunteer to help with end-of-the-year banquets, fundraisers, field trips, and incentive programs for students.
- Principal’s Forum: Quarterly meetings are held where parents come to Poway High to visit with the administration in order to become better acquainted with the school, ask questions and find ways to become more involved. At these meetings, parents provide feedback and ask questions related to the school and ways they can help. They often serve as a sounding board for ideas and issues that may need parental input. Some parents are regular attendees while others only attend once. This is a very informal and non-committal way of getting involved and providing feedback to the school.

There are many ways parents can become involved at Poway High. More support and input from parents translates to higher achievement for students.

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	1.2	1.3	0.6	0.9		0.3	9.7	9.1	9.6
Graduation Rate	95.7	95.1	97.3	95.3		95.3	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	1.6	2.3	2.1	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Poway High places a strong emphasis on safety for all students and staff. At the start of each school year, administrators communicate with students by visiting classes for a Poway High behavior and discipline presentation, which includes a question and answer period. Administrators also present information relative to the Hate/Harassment district policy to students and staff. The policy is made available to parents on-line. Emergency plans are reviewed annually. The last review was September 2016. Annual training procedures and drills for earthquakes, fire and bus evacuations are held. These drills are ongoing. The Poway Fire Department conducts an annual inspection of the entire facility for fire safety and hazardous materials. After-school activities, extra-curricular programs, Poway High School library and homework classes are available to offer a safe environment for students after classes end.

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* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	34	15	43	23	30	4	36	23	30	11	34
Mathematics	30	11	19	38	29	12	18	32	27	17	23	27
Science	31	7	15	35	32	4	9	29	32	5	12	25
Social Science	26	23	22	37	27	16	10	33	27	16	8	36

*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*	549.5

*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)	4.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	5.1

*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	7,705.05	1,059.64	6,645.41	78,858.83
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-12.6	-0.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-12.2	-4.4

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)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,046	\$48,612
Mid-Range Teacher Salary	\$74,420	\$74,676
Highest Teacher Salary	\$101,917	\$99,791
Average Principal Salary (Elementary)	\$131,931	\$125,830
Average Principal Salary (Middle)	\$143,470	\$131,167
Average Principal Salary (High)	\$151,598	\$144,822
Superintendent Salary	\$287,500	\$275,796
Percent of Budget for Teacher Salaries	37%	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	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	21	N/A
All courses	42	36.1

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	2	2	2

Research supports the positive effects professional development has on increasing student learning. Poway High is able to schedule weekly professional development time for teachers. Teachers participate in all-school staff development, curriculum development teams, department time and focus group meetings. All staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Each teacher also receives one paid day to carry out a collaborative professional growth project. Additionally, teachers can submit professional growth proposals to the site Leadership Team for opportunities that are held outside of PUSD and require financial support. Teachers and administrators are actively involved in professional development activities at the school, district and state levels. The Poway Professional Assistance Program (PPAP) provides support for our new teachers.