

Rancho Bernardo 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	Rancho Bernardo High School
Street	13010 Paseo Lucido
City, State, Zip	San Diego, CA 92128
Phone Number	858-485-4800
Principal	David LeMaster
Email Address	dlemaster@powayusd.com
Website	http://www.powayusd.com/rbhs
County-District-School (CDS) Code	37682963730819

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

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

Located in the beautiful community of Rancho Bernardo, Rancho Bernardo High School (RBHS) is a comprehensive high school serving 2,300 students in grades nine through twelve. RBHS offers a full range of academic programs and activities designed to meet the needs of all students. The school mirrors the ethnic diversity present in the community and serves as an important resource for youth within the large senior citizen population of this suburban area of San Diego. The ethnic distribution represents over 17 different cultures and 45 languages. The current racial distribution is predominately Caucasian (49%) the rest of the student population representing Asian (7%), Hispanic (14%), Filipino (6%), African American (3%), two or more races (8%), and other (13%) groups. The community of Rancho Bernardo is comprised of homes ranging from multimillion-dollar custom homes through middle class tract homes, condominiums, and apartments near the Interstate 15 freeway corridor. The majority of our families are upper-middle-class income earners. RBHS opened in 1991 with 1,400 students and experienced a maximum enrollment of 3,287 students in the 2001-02 school year. The school offers academic programs including AVID; Advanced Placement; on-line courses; and 4.5 period courses in Chamber Orchestra, Robotics, EL Peer Tutoring, Technical Theater Production, Chamber Music, Vocal Pedagogy & History, Video Broadcasting/Field Production, Science Olympiad, AP collaboration, AVID study skills, Bridges support class, and DECA. RBHS also offers a variety of interventions; Read 180, Academics Success, a transition program for incoming at-risk students and 9th graders, various mentor programs (peer counseling, Link Crew, and teacher mentors), and academic courses are aligned to California State Standards. In addition, RBHS is proud of its 64 athletic teams, 91 clubs, 16 service organizations, Marching Band, Orchestra, Color Guard, Robotics, Science Olympiad, Speech and Debate teams, and Academic Team. The 2017-18 RBHS staff is composed of 90 teachers, 1 library media teacher (librarian), 1 school psychologist, 1.2 speech therapists, 4.5 counselors, 4 administrators, and support staff. Teachers and staff participate in three staff development days each year as well as one hour of professional time every Wednesday morning. The RBHS School Site Council works diligently to monitor and support school improvement and student achievement at all levels. Parents serve as volunteers in many aspects of school life and enjoy open communication with the school. The RBHS Foundation, the Friends of the RBHS Library, and numerous booster clubs support student activities and student achievement. The PTSA and Parent Center are very active at RBHS and serve as important vehicles for communication and connection to the community. All of these facets work in concert to support the Poway Unified School District's goals related to College and Career Readiness. It is an expectation of Rancho Bernardo High School and the Poway Unified School District that upon graduation, students will be prepared to pursue a wide variety of reasonable options including admission to college and career opportunities. Rancho Bernardo High School students continue to successfully complete a course of study that prepares them to meet the "a-g" application requirements of the CSU/UC systems, and that also prepares them for the world of work and for making a lifetime of informed decisions. Additionally, students are offered opportunities to participate in a wide variety of extra- and co-curricular activities that help to develop balanced and productive young adults.

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

Grade Level	Number of Students
Grade 9	587
Grade 10	589
Grade 11	600
Grade 12	597
Total Enrollment	2,373

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.2
Asian	18
Filipino	6.6
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.5
White	50.3
Two or More Races	5.9
Socioeconomically Disadvantaged	18.8
English Learners	4.8
Students with Disabilities	10.2
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	90	90	88	1,562
Without Full Credential	0	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. 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 (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	Poor	Water damage near roof drain at bottom of wall, wall damaged
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Extension cord used as permanent wiring
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Minor leak at drain pipe
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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)	67	81	74	76	50	50
Mathematics (grades 3-8 and 11)	54	73	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	574	543	94.60	5.40	80.85
Male	279	263	94.27	5.73	77.19
Female	295	280	94.92	5.08	84.29
Black or African American	14	14	100.00	0.00	64.29
American Indian or Alaska Native	--	--	--	--	--
Asian	96	92	95.83	4.17	86.96
Filipino	37	35	94.59	5.41	100.00
Hispanic or Latino	91	83	91.21	8.79	72.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	291	276	94.85	5.15	80.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	36	35	97.22	2.78	85.71
Socioeconomically Disadvantaged	113	104	92.04	7.96	66.35
English Learners	46	38	82.61	17.39	47.37
Students with Disabilities	47	38	80.85	19.15	34.21
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	573	550	95.99	4.01	73.27
Male	278	264	94.96	5.04	73.86
Female	295	286	96.95	3.05	72.73
Black or African American	14	14	100.00	0.00	64.29
American Indian or Alaska Native	--	--	--	--	--
Asian	96	96	100.00	0.00	87.50
Filipino	37	35	94.59	5.41	88.57
Hispanic or Latino	91	84	92.31	7.69	63.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	291	278	95.53	4.47	69.78
Two or More Races	36	35	97.22	2.78	80.00
Socioeconomically Disadvantaged	112	106	94.64	5.36	50.00
English Learners	45	42	93.33	6.67	54.76
Students with Disabilities	47	38	80.85	19.15	13.16
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	1119
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.2

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	98.19
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	75.75

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	9.9	19.2	64.6

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)

Rancho Bernardo High recognizes the importance of the partnership between home/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. Opportunities for parent involvement include the following: School Site Council, Booster Clubs, PTSA, Parent Center, adult mentors and tutors, Library Volunteers, RBHS Foundation, and volunteering on campus in a variety of ways. Parents interested in volunteering may contact the RBHS receptionist at (858) 485-4800.

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	0.2	0.2	0.2	0.9		0.3	9.7	9.1	9.6
Graduation Rate	97.4	98	97.4	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	2.4	2.3	1.6	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.2	0.1	0.4	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

RBHS' School Safety Plan is developed School Safety Committee and approved annually by RBHS' School Site Council which includes: The principal or designee, a representative of the local school employee organization, a representative of the parent organization (Parent Teachers' Association), a representative of the teacher organization, a representative of the student body government, other individuals expressing interest in serving on the council, and a representative of law enforcement. School Safety Committee follows the three essential components for School Safety Plans as stated in district board policy; 1. Assuring each student a safe physical environment; 2. Providing a safe, respectful, accepting, and emotionally nurturing educational climate; and 3. Provide each student resiliency skills. Plan components include the following: Child Abuse Reporting Procedures, student dress code, rules of student discipline including suspension and expulsion, restorative practices, procedures to notify teachers and staff of potentially dangerous students, discrimination and sexual harassment education, hate crime report, Anti-bullying presentations, Human relations conference, and Routine Emergency/Disaster Procedures for all staff and student body regardless of disability, procedures for safe ingress and egress of students parents/guardians, and employees to and from school, drill reports including lockdown, earthquake evacuation, disaster and fire drills. Staff and students train through instructional activities and drills on an ongoing process to improve drill execution throughout the school year.

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	22	26	6	26	26	17	6	24	25	18	8	26
Mathematics	31	11	4	42	28	17	11	34	29	15	7	38
Science	30	4	15	14	32	3	11	19	32	2	14	15
Social Science	29	11	6	27	28	17	5	28	28	13	4	27

*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*	659.2

*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)	3.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.6
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	7,356.61	1,024.78	6,331.83	79,839.64
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-17.4	1.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-17.0	-3.2

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	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	7	N/A
Science	5	N/A
Social Science	10	N/A
All courses	27	25.3

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	6	6	6

All faculty is afforded the opportunity to participate in district and site sponsored professional development. District funds were used to train teachers in applying California State Standards across all content areas (workshops, seminars, and pull-out days). Every Wednesday teachers are provided an hour to work with their departments or curricular teams for staff development. Four days are reserved throughout the year for professional development. Administration and department chairs collaborate to plan professional growth days which have included topics such as the following: Anti-Defamation League (ADL) training, LGBTQIA training, Options Based Response training, Google Classroom, SPED support in the general education classroom and SAI, building connections in the classroom, Analysis of data (standardized test, grades, attendance, discipline, etc.), establishing and reflecting on SMART goals, Response to Intervention, Understanding and engaging the teenage brain, using technology to engage and motivate students, building inquiry into the classroom, innovative and engaging strategies for the classroom, using research skills to support project based learning on a 4x4. Some staff have also participated in Restorative Practices Training and this will be ongoing for all staff in the upcoming school year. These trainings have been either all-staff or breakout session and either teacher lead, admin lead, or facilitated by an outside speaker/organization. District workshops (TLCs) 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. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.