

# Rancho Bernardo High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Rancho Bernardo High School
<b>Street</b>	13010 Paseo Lucido
<b>City, State, Zip</b>	San Diego, CA 92127
<b>Phone Number</b>	858-485-4800
<b>Principal</b>	Dave LeMaster
<b>E-mail Address</b>	dlemaster@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/rbhs">http://www.powayusd.com/rbhs</a>
<b>CDS Code</b>	37682963730819

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Mel Robertson, Ed.D
<b>E-mail Address</b>	elehew@powayusd.com
<b>Web Site</b>	www.powayusd.com

### **School Description and Mission Statement (School Year 2016-17)**

Located in the beautiful community of Rancho Bernardo, Rancho Bernardo High School (RBHS) is a comprehensive high school serving 2,265 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 22 different cultures and 44 languages. The current racial distribution is predominately Caucasian (51%), with the rest of the student population representing Asian (15%), Hispanic (13%), Filipino (7%), African American (4%), and other (10%) 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 in Health, Physics, US History, and World History; and 6.5 period courses in Chamber Orchestra, Study Skills, Robotics, Debate, ESL Study Skills, Technical Production, Digital Media, Classical Vocal, and Chemistry Seminar. RBHS also offers a variety of interventions; Read 180, Extended Learning Period (embedded tutorial), a transition program for incoming at-risk students and 9th graders, various mentor programs (peer counseling, Link Crew, and teacher mentors), and academic courses linked tightly to academic standards. In addition, RBHS is proud of its 64 athletic teams, 73 clubs, 24 service organizations, Marching Band, Orchestra, Color Guard, Robotics, Science Olympiad, Speech and Debate teams, and Academic Team. The 2014-15 RBHS staff is composed of 97 teachers, 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 Monday 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. 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 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	586
<b>Grade 10</b>	559
<b>Grade 11</b>	564
<b>Grade 12</b>	556
<b>Total Enrollment</b>	2,265

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.2
Asian	17.8
Filipino	7.1
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.4
White	51.7
Two or More Races	5.2
Socioeconomically Disadvantaged	13
English Learners	4.2
Students with Disabilities	8.4
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	85	89	88	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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.	Yes	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.	Yes	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.	Yes	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.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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	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.	Yes	0
Visual and Performing Arts			
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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/11/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			NEEDS INTERIOR PAINT

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 04/11/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			MONITOR DUE TO AGE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	NEEDS WINDOW FRAME REPAIR, NEEDS PATCHING & SLURRY

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 04/11/16				
Overall Rating	Exemplary	Good	Fair	Poor
				X

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	71	83	72	75	44	48
<b>Mathematics</b>	62	66	65	67	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	558	540	96.8	83.0
Male	11	314	306	97.5	78.8
Female	11	244	234	95.9	88.5
Black or African American	11	23	22	95.7	77.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	101	96	95.0	82.3
Filipino	11	47	47	100.0	85.1
Hispanic or Latino	11	66	65	98.5	73.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	280	269	96.1	84.8
Two or More Races	11	30	30	100.0	86.7
Socioeconomically Disadvantaged	11	65	61	93.8	83.6
English Learners	11	19	15	79.0	6.7
Students with Disabilities	11	40	39	97.5	35.9
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	558	544	97.5	65.6
Male	11	314	308	98.1	64.0
Female	11	244	236	96.7	67.8
Black or African American	11	23	23	100.0	30.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	101	98	97.0	87.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	47	47	100.0	63.8
Hispanic or Latino	11	66	66	100.0	42.4
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	280	269	96.1	64.3
Two or More Races	11	30	30	100.0	80.0
Socioeconomically Disadvantaged	11	65	62	95.4	53.2
English Learners	11	19	19	100.0	26.3
Students with Disabilities	11	40	39	97.5	17.9
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	73	80	75	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	558	547	98.0	74.6
Male	294	290	98.6	72.4
Female	264	257	97.4	77.0
Black or African American	17	16	94.1	62.5
Asian	107	106	99.1	82.1
Filipino	34	34	100.0	76.5
Hispanic or Latino	71	71	100.0	67.6
White	286	279	97.6	74.6
Two or More Races	34	32	94.1	78.1
Socioeconomically Disadvantaged	71	68	95.8	55.9
English Learners	15	14	93.3	14.3
Students with Disabilities	43	43	100.0	37.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2015-16)**

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; Business and Finance; 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 representative from the Poway Chamber of Commerce (Dolores Canizales, President/CEO).

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 2015-16 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 Biology (U)
- Agriculture Science
- Architectural Design (U; A)
- Art History and Floral Design (U; A)
- Auto Body Repair/Refinishing
- Auto Engine Performance
- Auto Engine Performance/Suspension/Steering/Brakes
- Auto Mechanics (A)
- Automobile Engineering & Design

- Automotive Technology (A)
- Biomedical Technology (U; A)
- Broadcast Journalism/Television Production (U; A)
- Business Management
- Child Development & Psychology (U)
- Civil Engineering & Architecture (U)
- Clothing
- Computer–Aided Drafting
- Computer Applications
- Computer Graphic Arts (U; A)
- Computer Information Systems (A)
- Computer Integrated Manufacturing (U)
- Computer Programming
- Computer Science & Software Engineering (U)
- AP Computer Science ( U; A)
- AP Computer Science Principles (U)
- Construction Technology
- Data Structures (U; A)
- Digital Media Production (U; A)
- Digital Photography (A)
- Drama (U)
- Economics of Business Ownership (U)
- Engineering Design & Development (U)
- Engineering Geometry (U)
- Exploring Technology
- Fire Science (A)
- First Responder (A)
- Foods & Nutrition
- Gateway to Technology
- Human Body Systems (U)
- Internet Publishing
- Internship (A)
- Introduction to Business
- Introduction to Computer Programming
- Introduction to Design (U)
- Introduction to Engineering Design (U; A)
- Introduction to Geographic Info Systems & GIS Software
- Introduction to Teaching and Learning
- Marketing Economics (U)
- Photography (U; A)
- Pre-Engineering & Design (U)
- Principles of Biomedical Sciences (U)
- Principles of Engineering (U)
- Psychology of Marketing
- Screen Printing & Design (U; A)
- Single Survival/On Your Own
- Small Business Management & Ownership
- Sports Medicine/Athletic Trainer (U)
- Studio Art (U)
- AP Studio Art 2D (U)
- AP Studio Art 3D (U)
- Teaching Intern
- Technical Production for Theater (U)
- Theater Construction
- Theater Study & Performance (U)
- Veterinary Science (U)
- Video Technology
- Virtual Enterprise (U)
- Visual Communications (U)
- Web Database Design
- Web Design (U)
- Work Experience (A)

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	5,356
% of pupils completing a CTE program and earning a high school diploma	95.10%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.38
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	68.41

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.1	21.7	65.2

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.20	0.00	0.50	1.10	1.00	11.40	11.50	10.70
Graduation Rate	98.19	98.03	98.28	95.18	95.57	95.78	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	100	96	86
Black or African American	100	92	78
American Indian or Alaska Native	100	100	78
Asian	100	99	93
Filipino	100	95	93
Hispanic or Latino	97	90	83
Native Hawaiian/Pacific Islander	67	75	85
White	100	96	91
Two or More Races	100	96	89
Socioeconomically Disadvantaged	81	84	66
English Learners	57	64	54
Students with Disabilities	100	91	78

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.3	0.9	2.5	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

RBHS' School Safety Plan is developed and evaluated 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 Site Council 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, 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, student dress code, rules of student discipline including suspension and expulsion, procedures to notify teachers and staff of potentially dangerous students, discrimination and sexual harassment, hate crime report, and drill reports including lockdown, earthquake evacuation, disaster and fire drills. Staff and students train through instruction activities and drills on an ongoing process to improve drill execution throughout the school year.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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+
English	32	14	2	51	29	17	14	42	24	35	12	44
Mathematics	33	12	5	52	27	23	12	47	26	26	16	48
Science	35	3	6	47	31	4	28	28	31	7	19	35
Social Science	37	4	2	48	34	4	11	46	29	17	4	51

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	566
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	0	N/A
Other		N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$72,827.00
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	0.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	-0.2

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

**Types of Services Funded (Fiscal Year 2015-16)**

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—monies from agencies (e.g., federal, state) earmarked for specific services
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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	0	N/A
<b>English</b>	2	N/A
<b>Fine and Performing Arts</b>	2	N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	3	N/A
<b>Science</b>	5	N/A
<b>Social Science</b>	4	N/A
<b>All courses</b>	17	53%

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)**

All faculty is afforded the opportunity to participate in district and site sponsored professional development. District funds were used to train teachers in applying Common Core curriculum across all content areas (workshops, seminars, and pull-out days). Every Monday 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 the instructional leadership team collaborated to plan professional growth days that included teacher facilitated workshops on: using data to drive instruction, close reading strategies, student-engagement strategies, tier 1 interventions (ELP-RTI), using innovative apps in the classroom, and writing workshops. 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.