

Poway 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)

School Contact Information	
School Name	Poway High School
Street	15500 Espola Rd.
City, State, Zip	Poway, CA 92064-2207
Phone Number	858-748-0245
Principal	Ron Garrett
E-mail Address	rgarrett@powayusd.com
Web Site	http://www.powayusd.com/phs
CDS Code	37682963735867

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

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

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 against other schools 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 benefitting 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 2015-16)

Grade Level	Number of Students
Grade 9	558
Grade 10	570
Grade 11	590
Grade 12	532
Total Enrollment	2,250

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.5
Asian	5.7
Filipino	4
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.4
White	62
Two or More Races	4.5
Socioeconomically Disadvantaged	21.3
English Learners	6.6
Students with Disabilities	9.3
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	95	93	91	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
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	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
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
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

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
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: 02/17/16				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 02/17/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	NEEDS PATCHING & SLURRY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/17/16				
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
English Language Arts/Literacy	68	70	72	75	44	48
Mathematics	46	54	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	572	542	94.8	69.6
Male	11	320	309	96.6	63.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	252	233	92.5	77.3
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	33	32	97.0	81.3
Filipino	11	19	19	100.0	79.0
Hispanic or Latino	11	116	111	95.7	54.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	373	351	94.1	73.5
Two or More Races	11	18	16	88.9	62.5
Socioeconomically Disadvantaged	11	104	98	94.2	50.0
English Learners	11	34	28	82.3	17.9
Students with Disabilities	11	46	39	84.8	25.6
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	572	544	95.1	53.7
Male	11	320	309	96.6	49.5
Female	11	252	235	93.3	59.1
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	33	32	97.0	81.3
Filipino	11	19	19	100.0	63.2
Hispanic or Latino	11	116	112	96.5	31.3
Native Hawaiian or Pacific Islander	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	373	352	94.4	59.1
Two or More Races	11	18	16	88.9	50.0
Socioeconomically Disadvantaged	11	104	99	95.2	24.2
English Learners	11	34	32	94.1	9.4
Students with Disabilities	11	46	39	84.8	15.4
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)	80	80	77	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	563	542	96.3	77.3
Male	300	290	96.7	78.6
Female	263	252	95.8	75.8
Black or African American	12	12	100.0	58.3
Asian	39	39	100.0	87.2
Filipino	21	21	100.0	61.9
Hispanic or Latino	123	119	96.8	51.3
White	329	313	95.1	88.2
Two or More Races	33	32	97.0	75.0
Socioeconomically Disadvantaged	128	123	96.1	46.3
English Learners	43	41	95.4	14.6
Students with Disabilities	50	45	90.0	40.0

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	98.27
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	63.03

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	16	17.8	59.7

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)

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:

1. School Site Council: School Site Council (SSC) meets regularly to discuss and revise the Single 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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 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	0.20	0.50	1.20	0.50	1.10	1.00	11.40	11.50	10.70
Graduation Rate	96.21	97.61	96.25	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	98	96	86
Black or African American	100	92	78
American Indian or Alaska Native	0	100	78
Asian	100	99	93
Filipino	96	95	93
Hispanic or Latino	100	90	83
Native Hawaiian/Pacific Islander	50	75	85
White	97	96	91
Two or More Races	95	96	89
Socioeconomically Disadvantaged	98	84	66
English Learners	74	64	54
Students with Disabilities	93	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	2.1	2.6	2.0	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.2	0.2	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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, PHS library and homework classes are available to offer a safe environment for students after classes end.

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	33	16	3	53	27	23	19	40	28	22	12	47
Mathematics	34	8	8	49	29	11	22	36	29	15	20	36
Science	36	4	4	44	33	6	14	37	28	13	20	32
Social Science	36	6		55	35	7	1	54	26	24	12	47

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	550
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	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	--	--	--	\$75,712.34
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	4.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	3.8

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)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	19	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)

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 new teachers.