

Poway High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description

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 College, Career and Life. Poway High 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. Elective course offerings include digital media, floral design, and a range of visual, and performing arts courses. Poway has a larger offering of Career Technical Education courses: Architectural Design, Agricultural Science, Engineering, Computer Animation, Automotive Technology and Floral Design. The PHS Staff take pride in the breadth and depth of our extra-curricular and co-curricular programs. Visual and Performing Arts programs include a marching band that has achieved top ratings in the state, a choir that has received awards in national competitions, and a Photography program which has earned top honors locally and statewide. Our Digital media student have won multiple awards for video and film, and Automotive Technology and Engineering students have earned top honors in state and national level contests. Part of the Titan Experience is the wide variety of programs benefiting and, in some cases, run by students including ASB, Peer Counseling, Link Crew, Student Advisory Board, and well over 70 clubs. The Student Services Office offers support groups, conflict mediation and substance abuse awareness and cessation classes. Student Services also offers support in applying to colleges, work permits and internships. Poway High athletes have earned hundreds of Palomar League, CIF, and State Championship Titles over the years. Poway 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 prepare for life outside of High School. All Staff, students, and parents of the PHS learning community will support, and have a personal connection to the Poway High School Mission and Vision: Respect, Integrity, Growth, Ownership and Responsibility. Communication among staff, students and parents will be coordinated, clear, and positive and will strengthen the connection between home school, and community. The PHS community will partner with the greater Poway Community and its businesses to promote interaction, and involvement. Community members will have a supporting role on and off our campus. All members of the PHS 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, welcome all students and members of diverse groups and cultures. Staff will exemplify professionalism and model the inclusive speech and behavior expected of students. Students at all grade levels will meet or exceed academic standards and will demonstrate personal, social and academic skills expected of all Poway High School graduates. Students will make connections between academic courses and the real world -- with staff assisting, and community partners providing opportunities for real-world experience. Staff will provide rigorous, relevant and engaging daily lessons and curriculum driven by academic standards and student performance. Teachers in all subject areas will support the basic literacy skills of reading, speaking, writing, use of technology and problem-solving in content curriculum. Staff will participate in professional development activities that result in measurable improvement in student learning and outcomes. All students will graduate prepared for many pathways to success, 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 help students to create a viable plan for the future.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	618
Grade 10	555
Grade 11	574
Grade 12	546
Total Enrollment	2,293

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	5
Filipino	3
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.3
White	49.5
Two or More Races	8.2
Socioeconomically Disadvantaged	24.6
English Learners	6.5
Students with Disabilities	9.3
Foster Youth	0.2
Homeless	1.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	90	88	92	1471
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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)	<p>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.</p>	Yes	0

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs in need of replacement
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	67	N/A	76	N/A	50	N/A
Mathematics (grades 3-8 and 11)	56	N/A	70	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	42	N/A	58	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 2019-20 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 Ag-Science (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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1126
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.5

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.13
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	63.85

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Poway High recognizes the importance of the partnership between home and school and remains committed to supporting Parents as our partners in education. Parents may get involved in the PHS Campus Community in the following ways:

School Site Council: School Site Council (SSC) a state mandated Committee, meets five times/ year to discuss revise, and approve the School Plan for Student Achievement (SPSA). The School Site Council must approve the allocation of funds to various intervention, and supplemental courses that support our academic and social school goals. The SSC is made up of teachers, students and parents elected by the Poway High School Community. Council Members are committed to improving student achievement for all students including English Learners and Educationally Disadvantaged Youth. SSC Parent Members participate in all decisions that involve funding for ELL and EDY Supplemental budgets.

Poway High Foundation: The foundation is committed to raising money to support Poway High programs and Teachers. For the past seven years, the foundation has provided funding for technology in all classrooms on campus including: LCD projectors in every room, document cameras for instructional staff, computers for shared labs, software for the library, credit recovery programs, instruments for band, lunch tables for students and a new dance floor in the Titan Athletic Center. The Poway High 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 by participating in fundraising activities.

Booster Clubs: The Booster clubs at Poway High function much like the Poway High Foundation, with the exception that they are designed to raise money in support of 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 often sit on the boards of Booster Clubs and help as volunteers.

Parent Teacher Student Association: PTSA members meet regularly at Poway High and functions as a support group for the school by raising funds, providing avenues for communication, supporting instructional staff, and planning and organizing Senior Grad Night, at the end of the year. PTSA officers are elected and plan fundraisers and activities that help get parents involved in the PHS community. Site staff members and selected students also attend PSTA Board meetings to give input and assistance. Money raised often goes to support programs such as credit recovery or student services.

Parent Volunteers/Mentors: There are many opportunities for parents to participate in school programs as volunteers. Example areas 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 student-presenters.

AVID Site Team: The team meets three times a year to discuss AVID and how it can best support students at Poway High. Parents meet with students, teachers, and the AVID coordinators to help plan ways to improve AVID and help students experience success. Parents on the site team often volunteer to help with end-of-the-year banquets, fundraisers, field trips, and incentive programs for students.

Principal's Forum: These Quarterly meetings are held for parents to come to Poway High campus and visit with the administration in order to become better acquainted with the school administration, ask questions and find ways to become more involved. At these meetings, parents provide feedback and can ask questions related to the school and ways they can help. They often serve as a sounding board for ideas and issues that may benefit from parental input. Some parents are regular attendees while others only attend once. This group is very informal and a casual way to get involved and provide feedback to the school. These are a variety ways parents can become involved at Poway High. We believe the more support and input from parents translates to higher achievement for students.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 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
Dropout Rate	1.3	0.6	1	0.9	0.3	1.9	9.1	9.6	9
Graduation Rate	95.1	97.3	98.2	94.7	95.3	94.6	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	2.1	1.6	1.4	3.5	3.5
Expulsions	0.1	0.2	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.45	.86	
Expulsions	0.17	0.05	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Poway High places a strong emphasis on the safety of all students and staff. At the start of each school year, administrators communicate with students by visiting classes to explain the Poway High Behavior Expectation Policy, as well as the Titan Mission and Vision. Administrators also present information on PUSD's Hate/Harassment policy to students and staff. The policy is also available to parents on-line. Emergency and Disaster plans are reviewed annually. The last review was September 2020. Annual training procedures and drills for earthquakes, fire, disaster and bus evacuations are held 3- 4 times a year. The Poway Fire Department conducts an annual inspection of the entire PHS facility for fire safety and hazardous material removal. PHS After-school activities, extra-curricular programs, Poway High School library and homework support are also available to provide a safe environment for students after the regular school day ends.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	23	30	4	36	23	30	11	34	24	27	8	35
Mathematics	29	12	18	32	27	17	23	27	25	22	24	26
Science	32	4	9	29	32	5	12	25	31	4	15	23
Social Science	27	16	10	33	27	16	8	36	26	19	8	36

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	449.6

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	5.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,612	2,455	8,157	79,473.09
District	N/A	N/A	7,536.45	\$79,856
Percent Difference - School Site and District	N/A	N/A	7.9	-0.5
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	5.1	-4.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,222	\$50,029
Mid-Range Teacher Salary	\$76,281	\$77,680
Highest Teacher Salary	\$104,465	\$102,143
Average Principal Salary (Elementary)	\$136,043	\$128,526
Average Principal Salary (Middle)	\$142,514	\$133,574
Average Principal Salary (High)	\$148,318	\$147,006
Superintendent Salary	\$298,625	\$284,736
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	4.0	5.0

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 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	8	N/A
Social Science	21	N/A
All courses	45	36.1

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Research supports the positive effects professional development has on increasing student learning. Poway High is endeavors to schedule weekly professional development time for teachers. Teachers participate in all-school staff development, plan in curriculum development teams, have 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 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 technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, literacy skills, positive discipline in-services, and multicultural, equity and access training. The specificity of the training are based on several markers: CA Healthy Kids Survey, ELPAC, Poway High student Surveys, and parent feedback.

Based on student achievement both formal and informal, Teachers are trained in how to plan lessons that foster critical thinking analysis and skill in students. In addition, each teacher also receives one paid day to carry out a collaborative professional growth project. Further, 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 classroom and planning support for our new teachers. Based on student input teachers are given high quality training in socio/emotional health and trauma informed teaching.