

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Rancho Bernardo High School	District Name	Poway Unified
Street	13010 Paseo Lucido	Phone Number	858-748-0010
City, State, Zip	San Diego, CA 92127	Web Site	www.powayusd.com
Phone Number	858-485-4800	Superintendent	Donald A Phillips, Ed.D
Principal	Paul Robinson	E-mail Address	elehew@powayusd.com
E-mail Address	probinson@powayusd.com	CDS Code	37682963730819

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Located in the beautiful community of Rancho Bernardo, Rancho Bernardo High School (RBHS) is a comprehensive high school serving 2846 students in grades nine through twelve. RBHS offers a full range of academic and activity programs 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 40 different cultures and languages. The current racial distribution is predominately Caucasian (60.8%), with the rest of the student population representing Asian (16.2%), Hispanic (8.6%), Filipino (6.4%), African American (3.8%), and other (3.1%) 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 2001-2002 school year. The school offers academic programs including AVID, Advanced Placement, California High School Exit Exam support courses in English and Math, on-line courses in art, civics, and zoology, a transition program for incoming at-risk students and 9th graders, a mentor program, and academic courses linked tightly to academic standards. In addition, RBHS is proud of its 66 athletic teams, 44 clubs, 4 service organizations, marching band, orchestra, color guard, Science Olympiad, Speech and Debate teams, and Academic Team.

A new high school will open in the Poway Unified School District in 2009. RBHS will experience changes in enrollment as school boundaries are adjusted for the new high school. The school enrollment at RBHS is anticipated to decline until 2012.

The 2008-09 RBHS staff is composed of 109 teachers, 1 school psychologist, 2 speech therapists, 7 counselors, 5 administrators, and support staff. Teachers and staff participate in 4 staff development days each year as well as 1½ hours of professional time every Wednesday afternoon. 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 is very active at RBHS and serves as an important vehicle for communication and connection to the community. All of these facets work in concert to support the Poway Unified School District's goal of All Students Learning – Whatever It Takes!

It is an expectation of the Poway Unified School District that upon graduation from high school, 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 will be offered opportunities to participate in a wide variety of extra- and co-curricular activities that help to produce balanced and productive adults.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

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. Among many opportunities for parent involvement are: School Site Council, Booster Clubs, PTSA, adult mentors and tutors, Library Volunteers, RBHS Foundation, and campus volunteering in a variety of ways.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	713
Grade 10	731
Grade 11	731
Grade 12	671
Total Enrollment	2846

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.83	White (not Hispanic)	60.79
American Indian or Alaska Native	0.28	Multiple or No Response	3.13
Asian	16.16	Socioeconomically Disadvantaged	5.00
Filipino	6.43	English Learners	3.00
Hispanic or Latino	8.64	Students with Disabilities	8.00
Pacific Islander	0.74		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	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	26.4	43	48	21	27	41	30	34	26.5	43	32	32
Mathematics	27.3	31	39	23	27	37	24	32	27.7	38	24	33
Science	30.5	3	54	34	30.7	3	45	35	31.3	2	38	42
Social Science	31.8		39	25	31.9		36	29	31.5	1	36	27

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire and bus evacuation are held, and the asbestos plan is updated annually.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.2	3.3	4.4	2.5	2.7	3.0
Expulsions	0.4	0.3	0.0	0.3	0.2	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology. RBHS will begin technology upgrades in 2010.

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 (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	[]	HVAC system will be repaired/replaced summer of 2010
Interior: Interior Surfaces	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
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]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	125	118	120	1,521
Without Full Credential	0	2	1	5
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	---	13	0
Total Teacher Misassignments	---	---	0
Vacant Teacher Positions	---	---	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	97.7	2.3
All Schools in District	98.9	1.1
High-Poverty Schools in District		
Low-Poverty Schools in District	98.8	1.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	406
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.6	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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.	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.	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.	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.	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.	0
Visual and Performing Arts		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.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	---	---	---	\$70,370
District	---	---	\$8,188	\$69,433
Percent Difference: School Site and District	---	---	---	1.3%
State	---	---	\$5,512	\$67,049
Percent Difference: School Site and State	---	---	---	5%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. 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 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,013	\$42,065
Mid-Range Teacher Salary	\$67,709	\$67,109
Highest Teacher Salary	\$87,318	\$86,293
Average Principal Salary (Elementary)	\$118,774	\$107,115
Average Principal Salary (Middle)	\$126,737	\$112,279
Average Principal Salary (High)	\$134,310	\$122,532
Superintendent Salary	\$218,792	\$216,356
Percent of Budget for Teacher Salaries	43.2	39.4
Percent of Budget for Administrative Salaries	5.3	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	67	67	65	73	74	76	43	46	50
Mathematics	43	44	49	65	67	67	40	43	46
Science	66	67	67	69	75	77	38	46	50
History-Social Science	54	64	69	60	64	69	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	46	29	59	46
American Indian or Alaska Native	*	*	*	*
Asian	74	70	75	79
Filipino	68	50	58	65
Hispanic or Latino	52	33	60	58
Pacific Islander	44	28	*	62
White (not Hispanic)	66	47	68	70
Male	59	48	67	71
Female	72	50	68	68
Economically Disadvantaged	45	42	39	41
English Learners	26	47	29	17
Students with Disabilities	22	22	27	21
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	80.5	80.0	78.8	77.4	80.5	77.8	48.6	52.9	52.0
Mathematics	83.8	76.4	83.4	82.1	78.6	80.5	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	21.2	30.5	48.3	16.6	38.0	45.4
African American	38.7	32.3	29.0	35.5	35.5	29.0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	23.9	19.3	56.9	7.3	22.9	69.7
Filipino	31.0	31.0	38.1	23.8	45.2	31.0
Hispanic or Latino	19.7	42.4	37.9	22.4	41.8	35.8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	18.3	31.9	49.9	15.5	41.3	43.2
Male	24.1	34.5	41.4	13.6	35.9	50.5
Female	17.8	25.7	56.5	20.3	40.5	39.2
Economically Disadvantaged	46.9	25.0	28.1	57.6	30.3	12.1
English Learners	58.5	28.3	13.2	28.3	47.2	24.5
Students with Disabilities	63.8	19.1	17.0	64.6	22.9	12.5
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.9	22.0	62.3

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	9	10
Similar Schools	4	3	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-5	16	7	841
African American				
American Indian or Alaska Native				
Asian	-10	20	-4	891
Filipino	30	29	-22	825
Hispanic or Latino	-18	29	29	804
Pacific Islander				
White (not Hispanic)	-7	14	10	842
Socioeconomically Disadvantaged			-58	734
English Learners				
Students with Disabilities	-25	12	21	625

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.9	0.4	0.1	1.0	0.9	0.8	3.5	4.4	3.9
Graduation Rate	96.9	97.1	99.6	95.9	95.7	96.8	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	97%	92.2%	---
African American	90.9%	75.6%	---
American Indian or Alaska Native	0%	66.7%	---
Asian	99.1%	97.3%	---
Filipino	93.5%	95.4%	---
Hispanic or Latino	96.7%	83.8%	---
Pacific Islander	100%	93.8%	---
White (not Hispanic)	97.1%	93%	---
Socioeconomically Disadvantaged	92%	79.3%	---
English Learners	71.4%	62.3%	---
Students with Disabilities	80%	64.7%	---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

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 readiness for every student.

As an integral part of the entire educational program, Career Technical Education in 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 during the 2008-09 school year are displayed below, listed by industry sector (U denotes a course that is UC approved, A denotes a course that is articulated, S denotes a course that is sequenced).

Career Pathway	Introductory	Concentrator	Capstone
Agriculture and Natural Resources Industry Sector			
Animal Science	^{US} Agricultural Science 1,2;	^{US} Agricultural Biology 1,2	^{US} Veterinary Science 1,2
Ornamental Horticulture	^{US} Agricultural Science 1,2;	^{US} Agricultural Biology 1,2	^S Floral Design 1,2
Arts, Media, and Entertainment Industry Sector			
Media and Design Arts	^{UAS} Computer Graphic Arts 1,2	^{US} Computer Graphic Arts 3,4;	
		^{UAS} 3D Animation 1,2;	^{US} 3D Animation 3,4;
		^{UAS} Digital Media Production 1,2	^{AS} Digital Media Production Advanced
	^{US} Jewelry 1-2		^{US} Jewelry 3-4
	^{US} Technical Theater/ Stagecraft		
Education, Child Development, and Family Services Industry Sector			
Education	^{US} Child Development and Psychology 1,2	^S Child Development Careers	^S Teaching Interns

Career Pathway	Introductory	Concentrator	Capstone
Engineering and Design Industry Sector			
Engineering Design	^{AS} Computer Aided Drafting 1,2;	^S Computer Aided Drafting 3,4;	^{US} Architectural Design 3,4;
	^{UAS} Introduction to Engineering Design	^{UAS} Architectural Design 1,2;	^{UAS} Biotechnology;
		^S Robotics	^{UAS} Biomedical Technology 1,2
Fashion and Interior Design Industry Sector			
Fashion Design, Manufacturing, and Merchandising	^{AS} Clothing 1,2	^S Clothing 3,4;	^{UAS} Fashion History and Design 1,2
		^{US} Fiber Arts 1,2	
Hospitality, Tourism, and Recreation Industry Sector			
Food Service and Hospitality		^S Foods 1,2	^S Culinary Arts 1,2
Information Technology Industry Sector			
Media Support and Services	^S Introduction to Computers	^{AS} Internet Publishing	^{AS} Computer Information Systems - Advanced;
			^{AS} Business Technology
Programming and Systems Development	^{US} Introduction to Computer Programming	^{UAS} AP Computer Science A	^{US} AP Data Structures
Manufacturing and Product Development Industry Sector			
Graphic Arts Technology	^{UAS} Photography 1,2	^{US} Photography 3,4	^{US} AP Studio Art/ Photography;
			^{UAS} Screen Printing & Design
Marketing, Sales, and Service Industry Sector			
Entrepreneurship	^S Introduction to Business	^S Marketing Education;	^{AS} Business Management;
		^{AS} Financial Accounting	
Public Service Industry Sector			
Protective Services	^{AS} Fire Science 1,2		
Transportation Industry Sector			
Vehicle Maintenance, Service, and Repair	^{AS} Auto Mechanic 1,2	^S Power Mechanics	^{AS} Auto Mechanic 3,4;
	^{AS} Auto Technology 1,2	^{AS} Auto Technology 3,4	^{AS} Auto Technology 3,4
		^{AS} Auto Body Repair	

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	5,522
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80.9
Graduates Who Completed All Courses Required for UC/CSU Admission	68.4

Advanced Placement Courses (School Year 2008-09) *CDE Data

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	3	---
Science	4	---
Social Science	4	---
All courses	14	12.4

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Research supports the positive effects staff development has on increasing student learning. A wide variety of professional development opportunities are available to teachers and staff including utilization of effective instructional strategies, computer technology, mathematics and writing seminars, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional growth activities at the school, district, state, and national level. (Additionally schools may utilize minimum days created by "Time Banking" to provide weekly periods for staff collaboration and professional growth). Four district wide professional growth days are provided which creates time for district wide and site selected activities for professional growth. Poway Professional Assistance Program provides support for new teachers. Teachers are supported with stipends to participate in the National Board Certification process.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92