

Adobe Bluffs Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--|
| School Name | Adobe Bluffs Elementary School |
| Street | 8707 Adobe Bluffs Dr. |
| City, State, Zip | San Diego, CA 92129 |
| Phone Number | 858-538-8403 |
| Principal | Mark Atkins |
| E-mail Address | matkins@powayusd.com |
| Web Site | www.powayusd.com/pusdabes |
| CDS Code | 37682966110878 |

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

School Description and Mission Statement (Most Recent Year)

Tucked away above a canyon and next to a park in the northwestern section of Rancho de Los Peñasquitos, Adobe Bluffs Elementary School (ABES) is a wonderful model of a neighborhood school and the pride and joy of the community. From the first moment after entering the bright red doors of this meticulously maintained campus; one immediately senses the caring, collaborative atmosphere that has become its trademark. Building on a strong tradition of volunteerism and business support, a culture has been firmly established by the school community to work tirelessly, side by side to maximize student academic and social growth. Adobe Bluffs first opened its doors in 1992 and remained one of the smallest elementary schools in Poway Unified School District until 2002. Over the next few years the enrollment increased and by 2006 there were more than 800 students. In 2008, due to the opening of two new schools in our community, our enrollment decreased to 460. We have maintained our small size and in 2014 we are slightly smaller at around 412 students. An important goal of the Adobe Bluffs community is to be a welcoming school for all students and families. We consider ourselves a small school with a big heart. By focusing on traits of character such as caring, respect, trustworthiness, responsibility, fairness and citizenship, our staff, students and parents have implemented strategies to support students academic, social and emotional achievement.

The student population is ethnically and culturally diverse with 47% White, 27% Asian, 5% Filipino, 11% Hispanic, 3% African American, and 7% Other/Nondeclared. Adobe Bluffs consistently receives recognition for its commitment to students and learning: * In 1998 and 2006 our school received the California Distinguished School Award. In 2002, we were recognized as an Honorably Mentioned Distinguished School. * From 1999 - 2002, Adobe Bluffs' students earned the Governor's Challenge Reading Award of \$5000 for their reading achievement. All monetary awards were used to buy library books. * In 2000 the Student Council was presented a Community Service Award by California State University, San Marcos, for their many outstanding programs supporting the community. * In 2001, Adobe Bluffs was honored by the San Diego Chargers as only one of four elementary schools in San Diego County to be named a Charger Champion School. This honor, which included an \$11,000 grant, was given to acknowledge our efforts in developing the student as a "whole person" in the areas of leadership, service, and citizenship. * In 2002, the school received a Technology Renovation grant from the state for \$16,000 which was used to buy a wireless computer lab to increase the student to computer ratio on our campus. * In 2002 two teachers were recognized by the San Diego Business Round Table for Best Practices Using Technology in the classroom. * In 2002 and again in 2004 a local television station's Dream Classroom Program awarded a \$1000 grant to one teacher each year. * In 2004 the San Diego Foundation recognized two teachers each with a \$1500 award for the enhancement of classroom curriculum and instruction. * In 2005 the Adobe Bluffs Mileage Club was recognized as a Healthy Practice at the California Healthy Schools Summit. * In 2005 our students were recognized at the California Student Media and Multimedia Festival for their project "Gender Equity - Famous American Women of Character". * In 2006 one teacher was named a National Board Certified Teacher, joining two other teachers on site with this certification. * In spring 2007, three second grade students received first place in the Toshiba/National Science Teachers Explor-A-Vision contest, which resulted in a \$10,000 savings bond and DVD player for each student, and a laptop for the classroom. * In 2007, the school was a finalist in the Governor's Fitness Challenge, with each participating student receiving a certificate and badge. The school received a banner of participation. The students, their families and their teacher and principal were invited to meet with the CA State Governor, as arranged by the California School Library Association. In 2007, two teachers wrote and received technology grants from the school district. One was for a document-camera/LCD projector set up. The other was for a Promethean white board, an interactive instructional tool with Internet access. In 2008, two teachers wrote and received technology grants from Time Warner Cable. The school was awarded \$3,000 to use on technology, and the teachers were honored at a banquet in Washington, D.C. Two teachers also received a Tech Tools for Schools award and the school will receive 10 refurbished computers. In 2008-09 Two teachers also were awarded a \$1000 Technology grant from Sony. The funds were used to purchase laptop computers to use for video editing. Adobe Bluffs has been recognized as a California Business for Excellence Foundation 2007 & 2010 Honor Roll Recipient.

Adobe Bluffs is proud to offer three effective classroom configurations. There is 1 multi-age class, 1 combination grade class, 11 single grade classes that span across the grades. We provide a Resource Specialist Program, three ASD (Autism Spectrum Disorder), Pre-K, K-2, and 3-5 classes, a Psychologist, and Speech Pathologist for support of our students with special needs. Parents, teachers, and students value the enhanced opportunities for learning and building relationships in each design. Adobe Bluffs has been a leader for the district in multi-age implementation at other school sites since 1996. Currently, three teachers represent Adobe Bluffs District-wide as Common Core Math Leadership Team members and Teacher Learning Cooperative facilitators, charged with assisting new teachers, and returning teachers, in sharing information and best practices in the common core math, multi-age design or writing strategies. Our distinguished staff includes one National Board Certified teachers and one California State Teacher of the Year. Many Adobe Bluffs teachers serve on various Poway School District committees and learning councils. Adobe Bluffs' staff is widely sought for its expertise. Curriculum and instructional strategies employed by our staff ensure academic growth for all students with a special concentration on aligning our educational practices to the Common Core State Standards. To support students meeting the Poway Unified technology standards, our site technology plan is updated yearly. The District further provided support to the site in 2012 by providing one hundred and eight new computers and laptops. Along with literacy, math and technology programs, science and social studies curriculum are integrated throughout the day. In 2014 we added a Hands on Science enrichment program that is run by a credentialed teacher who rotates through all grade levels teaching 12 standards based lessons to students. Visual and performing arts lessons, as well as music, and 5th grade band completes each child's educational experience. In 2012 our PTA helped us fund our 4th grade Choir program and in 2014 we added a K-3 music program based on "Orff Schulwerk" principles. The Adobe Bluffs school community is committed to our mission statement, vision and goals. Our mission statement: Adobe Bluffs Elementary School is a professional learning community with a clear shared purpose and a collective responsibility to provide a supportive, collaborative environment which ensures academic and social growth for all students, is the focus for everything we do as a standards based learning organization.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 104 |
| Grade 1 | 60 |
| Grade 2 | 58 |
| Grade 3 | 67 |
| Grade 4 | 67 |
| Grade 5 | 70 |
| Total Enrollment | 426 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 27.5 |
| Filipino | 4.7 |
| Hispanic or Latino | 11.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 46.7 |
| Two or More Races | 6.6 |
| Socioeconomically Disadvantaged | 9.2 |
| English Learners | 17.1 |
| Students with Disabilities | 12.0 |

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 |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 18 | 21 | 19 | 1547 |
| 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 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| 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 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.00 | 0.00 |
| All Schools in District | 100.00 | 0.00 |
| High-Poverty Schools in District | 100.00 | 0.00 |
| Low-Poverty Schools in District | 100.00 | 0.00 |

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 2014-15)

Year and month in which data were collected: 10/1/2012

| Core Curriculum Area | 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 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of 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/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 |
| 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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 in which data were collected: 6/20/2014 | | | | |
| 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 in which data were collected: 6/20/2014 | | | | |
| 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] | [] | Exterior re-texturing, install door/gates and door locks to lock from the inside. |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | | [] | [X] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 95 | 79 | 79 | 83 | 82 | 84 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 84 |
| All Student at the School | 79 |
| Male | 79 |
| Female | 79 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | 80 |
| Filipino | |
| Hispanic or Latino | |
| Native Hawaiian or Pacific Islander | |
| White | 78 |
| Two or More Races | |
| Socioeconomically Disadvantaged | |
| English Learners | |
| Students with Disabilities | 57 |
| Students Receiving Migrant Education Services | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 85 | 86 | 84 | 78 | 80 | 79 | 54 | 56 | 55 |
| Mathematics | 86 | 86 | 84 | 69 | 69 | 69 | 49 | 50 | 50 |
| History-Social Science | | | | 71 | 71 | 72 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 3 | 7 | 4 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | -17 | 4 | -15 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | -15 | 3 | -3 |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | -23 | 11 | -21 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 16.4 | 23.9 | 58.2 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Adobe Bluffs recognizes the importance of the partnership between home and 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. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, SOAR, Writer's Workshop, Art History, Music Appreciation, Arts Attack, Book Fairs, Mileage Club, Olympics, Classroom Support, PTA and the Adobe Bluffs Educational Foundation. Our hard working volunteers have logged more than 10,000 volunteer hours providing amazing support and leadership to our school. Through their efforts and with their financial support, Adobe Bluffs now boasts updated playground equipment, a running track, a Physical Education instructional assistant, an Impact Teacher, a standards based art program, additional classroom computers, 32 Ipads, Compass Learning online curriculum, and direct funding to teachers for supplies. Parent volunteerism at Adobe Bluffs is impressive.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 0.0 | 0.2 | 0.7 | 1.3 | 1.0 | 1.2 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Adobe Bluffs places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, intruders and bus evacuation are held according to District requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Site Safety Plan. Staff models and reviews safe behaviors and practices with the students regularly.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| 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 | --- | 4 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20.8 | 1 | 3 | 0 | 21 | 1 | 3 | | 17 | 3 | 3 | |
| 1 | 28 | 0 | 2 | 0 | 19 | 1 | 2 | | 15 | 2 | 2 | |
| 2 | 21.5 | 2 | 2 | 0 | 16 | 2 | 2 | | 19 | 1 | 2 | |
| 3 | 18.7 | 1 | 2 | 0 | 16 | 2 | 2 | | 17 | 1 | 3 | |
| 4 | 19.3 | 1 | 2 | 0 | 18 | 2 | 1 | 1 | 22 | 1 | 1 | 1 |
| 5 | 28.5 | 0 | 2 | 0 | 15 | 2 | 2 | | 23 | 1 | 1 | 1 |

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | | --- |
| Psychologist | | --- |
| Social Worker | | --- |
| Nurse | | --- |
| Speech/Language/Hearing Specialist | 3 | --- |
| Resource Specialist | 2 | --- |
| Other | | --- |

Note: Cells with "---" 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 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | -- | -- | -- | \$73,189 |
| District | --- | --- | \$7,323 | \$72,091 |
| Percent Difference: School Site and District | --- | --- | -- | 1.5 |
| State | --- | --- | \$4,690 | \$70,720 |
| Percent Difference: School Site and State | --- | --- | -- | 3.5 |

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,013 | \$41,761 |
| Mid-Range Teacher Salary | \$75,612 | \$66,895 |
| Highest Teacher Salary | \$87,318 | \$86,565 |
| Average Principal Salary (Elementary) | \$120,296 | \$108,011 |
| Average Principal Salary (Middle) | \$127,809 | \$113,058 |
| Average Principal Salary (High) | \$132,148 | \$123,217 |
| Superintendent Salary | \$235,000 | \$227,183 |
| Percent of Budget for Teacher Salaries | 40 | 38 |
| 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/>.

Professional Development

Research supports the positive effects professional development has on increasing student learning. All teaching 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. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.