Westwood Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Westwood Elementary School
Street	17449 Matinal Rd.
City, State, Zip	San Diego, CA 92127-1205
Phone Number	858-487-2026
Principal	Michael Mosgrove
E-mail Address	mmosgrove@powayusd.com
CDS Code	37682966070858

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

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Westwood Elementary School, built in 1971, is located in the northern part of the city of San Diego in the community of Rancho Bernardo, California. It is one of 25 elementary schools in the Poway Unified School District. Westwood's 835 students represent a rich diversity of cultural, ethnic and linguistic backgrounds residing in a variety of homes from apartments to single-family dwellings. The neighborhood is a pleasant mix of families and retirees. Approximately 45 percent of our students are non-Anglo, the largest groups being Asian and Hispanic. Approximately one hundred fifty of our students speak a language other than English in their homes. These languages include Spanish, Dutch, Russian, Korean, Mandarin, Vietnamese, Cantonese, Filipino, Portuguese, Thai, Lao, Arabic, German, Hebrew, Hindu, Italian, Farsi, French, Polish, Rumanian, Gujarati, Urdu, Punjabi, Serbian, Albanian, and Japanese.

In the spring of 2006 Westwood completed an extensive construction and modernization program as a result of Proposition U funding. As a result, the school now has a new multi-purpose room and student lunch area, an upgraded library facility and technology center, 12 new permanent classrooms, 4 learning centers, completely refurbished playgrounds, running track and grass field, and fully renovated facilities in existence prior to modernization. Recently, Westwood added several features such as window tinting, and shades, retrofitted gates, and a visitor check-in system in order to enhance safety and security.The result is a modern, state of the art school.

Westwood Elementary School is a shining example of a school serving a community with diverse needs and interests. Boasting a strong tradition of voluntarism, one cannot enter the school without finding many parent and senior volunteers assisting in student learning. A spirit of collaboration and innovation pervades the school as teachers and parents work together to maximize student learning.

Westwood has received recognition for its efforts to provide quality education for all students. In 2001 Westwood was honored as a National Blue Ribbon School of Excellence (the first Blue Ribbon Award was received in 1994) after being named a California Distinguished School in 2000. In 1993 it received one of 205 California Distinguished School awards. Westwood was recently recognized once again in 2012 as a California Distinguished School.

Westwood was recognized by the California Business for Education Foundation and Just for Kids California as a 2007, 2008, 2009, and 2010, 2011, and 2012 Honor Roll School for public schools with high academic achievement. This recognition validates Westwood's continued commitment to narrow the achievement gap.

Our primary goal for the students of Westwood Elementary is to prepare them to be career and college ready, and to be life-long learners and productive members of society. Our students will be prepared with the foundations necessary for success in middle school, high school, and ultimately college and career. Westwood students are provided an enriched curriculum grounded in the Common Core Standards.These standards foster critical thinking, collaboration, problem solving, digital citizenship, and responsibility for individual learning. Westwood Elementary is in its eighth year of implementation of the Character Counts program, using this framework to support school-wide goals. The entire staff and parent community are involved and committed to providing a learning environment that allows each student to achieve these goals.

The Single Plan for Student Achievement incorporates our core values, as well as the visions, goals, and objectives of Westwood Elementary School. This provides us with the opportunity to design our instructional program, integrating all available resources in a coordinated manner to meet the educational needs of all students. This school wide planning process promotes local ownership of the school program and builds communication and collaboration among all staff members and stakeholders.

Westwood is truly dedicated to its community and its students. Our active PTA boasts a membership of over 70% and continually provides outstanding assemblies, after school events, and curriculum enhancements that amaze and inspire our students and entire community. Westwood's volunteers log approximately 1,300 hours per month. Senior citizens play a very active part in our school. Twenty-eight seniors tutor weekly as part of the SHOK/OASIS reading program.

Westwood has on-going relationships with our partners in education, Casa de las Campanas retirement village, Longs Drugs, the Rancho Bernardo Chamber of Commerce, Wells Fargo Bank, and Time Warner Cable.

Westwood staff and parents feel that our collaborative spirit is our greatest strength. We all work together to create a school environment that is stimulating and student-centered! Working together, we will ensure all of our students are well prepared for college, careers, and beyond.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Westwood recognizes the importance of the partnership between home and school and remains committed to having parents partner with us to help students succeed at the highest level. Parents are included in the improvement process and serve in an advisory capacity on a number of committees ranging from English Learners to School Site Council. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Writer's Workshop, Art Corps, Music Appreciation, Book Fairs, Fun Run, Math Olympiad, Science Field Day, and Room Parents. Additionally, parents serve on the PTA as board members and volunteers, the Westwood Education Foundation, Library Committee, and others. Senior volunteers read and mentor children through the Seniors Helping Our Kids (SHOK) program. Westwood students also work with seniors through the Partners in Education program. Together, students and seniors from Casa de las Campanas retirement community, participate in a variety of activities each year. These include our school-wide Art Show and Writer's Workshop.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. 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.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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	77	76	78	78	80	79	54	56	55
Mathematics	83	80	85	69	69	69	49	50	50
Science	76	76	86	81	83	82	57	60	59
History-Social Science				71	71	72	48	49	49

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	79	69	82	72
All Student at the School	78	85	86	
Male	76	85	88	
Female	80	86	84	
Black or African American	50	67		
American Indian or Alaska Native				
Asian	79	90	85	
Filipino	76	84		
Hispanic or Latino	72	71	79	
Native Hawaiian/Pacific Islander				
White	81	87	88	
Two or More Races	72	97		
Socioeconomically Disadvantaged	56	54	72	
English Learners	60	72	60	
Students with Disabilities	64	69	77	
Students Receiving Migrant Education Services				

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.

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 to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				80	80	82	59	56	57
Mathematics				80	83	85	56	58	60

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	18	25	57	15	38	47
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1	24.7	46.6

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE 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	2010	2011	2012
Statewide	10	9	9
Similar Schools	6	4	1

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	-5	-10	15
Black or African American			
American Indian or Alaska Native			
Asian	-7	13	6
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-3	-13	24
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	18	-3	-12
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	514	914	25,945	894	4,655,989	790
Black or African American	18	830	701	813	296,463	708
American Indian or Alaska Native	0		68	827	30,394	743
Asian	91	946	4,993	955	406,527	906
Filipino	25	923	1,741	890	121,054	867
Hispanic or Latino	65	867	3,419	815	2,438,951	744
Native Hawaiian/Pacific Islander	1		129	843	25,351	774
White	286	920	13,691	897	1,200,127	853
Two or More Races	28	922	1,196	897	125,025	824
Socioeconomically Disadvantaged	77	812	4,024	808	2,774,640	743
English Learners	102	877	4,210	843	1,482,316	721
Students with Disabilities	58	830	2,798	717	527,476	615

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	15

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	160
Grade 1	130
Grade 2	140
Grade 3	133
Grade 4	120
Grade 5	149
Total Enrollment	832

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.5	White	56.3
American Indian or Alaska Native	0.0	Two or More Races	5.5
Asian	17.1	Socioeconomically Disadvantaged	13.9
Filipino	4.6	English Learners	19.0
Hispanic or Latino	12.9	Students with Disabilities	9.6
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-20	2010-11 21-32	2010-11 33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-20	2011-12 21-32	2011-12 33+	2012-13 Avg. Class Size	2012-13 Number of Classrooms 1-20	2012-13 21-32	2012-13 33+
K	28	0	3	0	22.1	2	5	0	23	1	6	
1	26.8	0	6	0	27.4	0	5	0	22	1	5	
2	27.3	0	3	0	26.2	0	6	0	20	4	3	
3	27.8	0	6	0	27	0	3	0	19	4	3	
4	34.5	0	0	4	34.8	0	0	4	30	1	1	2
5	35.3	0	0	3	35	0	0	4	30	1		4
6												
Other					0	1	0	0				

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-22	2010-11 23-32	2010-11 33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-22	2011-12 23-32	2011-12 33+	2012-13 Avg. Class Size	2012-13 Number of Classrooms 1-22	2012-13 23-32	2012-13 33+
English												
Mathematics												
Science												
Social Science												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Westwood places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdown and bus evacuation are held. Westwood recently added window treatments (tinting and shades), security gate updates, a new Visiter Check-In system and procedures, and others updates as part of PUSD's ongoing commitment to school security and safety.The school has an up to date Asbestos and Asbestos Abatement Plan. As a result of modernization and facilities refurbishment, Westwood is free of all asbestos materials. In addition, a full safety inspection was recently conducted where over 100 items were reviewed and found to be compliant. Extended Student Services is available to students for before and after school childcare. ESS safety plans are in alignment with the Westwood School Safety Plan.

Suspensions and Expulsions

Rate	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	0	0.74	0.36	3.08	3.10	2.20
Expulsions	0	0	0	0.26	0.22	0.17

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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 Overall Rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	Needs window blinds and tinting
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]	[ ]	[ ]	Needs slurry seal pot holes filled

School Facility Good Repair Status (School Year 2013-14)
Year and month in which data were collected: 6/18/2013

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	30	33	32	1487
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.8	0.2

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.2	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	.5	---
Psychologist	.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist	1.4	---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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
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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	$71,040
District	---	---	$7,323	$69,183
Percent Difference: School Site and District	---	---	--	2.7
State	---	---	$5,537	$69,704
Percent Difference: School Site and State	---	---	--	1.9

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,335	$41,462
Mid-Range Teacher Salary	$64,798	$66,133
Highest Teacher Salary	$84,816	$85,735
Average Principal Salary (Elementary)	$115,116	$107,206
Average Principal Salary (Middle)	$122,304	$111,641
Average Principal Salary (High)	$126,458	$122,628
Superintendent Salary	$235,000	$225,176
Percent of Budget for Teacher Salaries	40.0%	38.3%
Percent of Budget for Administrative Salaries	4.8%	5.1%

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

XII. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 typically presented in a semester or year-long series and support a wide variety of professional growth areas. They include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, Common Core 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 and District. 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 achieve NBCT status.

Additionally, teachers participate in Teacher Learning Cooperatives (TLC's), most recently in the area of Common Core Writing and Math. They are also participating in training in *Math Talk* and in the use of mobile learning devices (such as iPads) and their impact on student engagement and learning.