

Black Mountain Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Black Mountain Middle School
Street	9353 Oviedo St.
City, State, Zip	San Diego, CA 92129
Phone Number	858-484-1300
Principal	Charan Kirpalani
E-mail Address	ckirpalani@powayusd.com
Web Site	http://www.powayusd.com/bmms
CDS Code	37682966093223

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

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

Black Mountain Middle School is located in the community of Rancho Penasquitos. In 2009, the school completed a full remodel, in which its infrastructure, buildings and landscaping were updated. For the 2016-2017 school year, 6th grade enrollment is 433 students, 7th grade enrollment is 405 students and 8th grade enrollment is 406 students.

At Black Mountain Middle School, the staff works hard to foster and sustain an environment in which all students feel safe, supported and have high expectations. In alignment with our district's vision of "College and Career Readiness for All", our teachers expose all students to quality instruction and experiences designed to prepare students for success beyond the middle school. Assisting our teachers in this work is our Monday ACT time; this professional time is set aside for our teachers each Monday to work on curriculum, instruction and assessment. Our focus for this year is identifying essential learnings in each subject area that every student needs to show proficiency in. As part of this work, we are also continually working on intervention and building relational capacity with our students and community.

It is recognized on our campus that memorizing facts and information are not the most important skills for our students to master. While there is a time and place for these skills, we understand the need for our students to think more deeply, read with a powerful lens, and write with purpose. One of the ways that we achieve this is through our belief of AVID and its focus on critical reading, writing and thinking. We are proud to be an AVID National Demonstration School, a distinction that we have held for the past six years.

Multiple programs exist to support our student body. Programs such as Academy, GATE, RSP, ELL and AVID are designed to provide students the necessary scaffolds and supports to be successful. Each day, students are able to participate in the after school/before school program which offers enrichment activities such as Robotics, as well as school clubs such as Running Raiders, Builder's Club, First Lego League (FLL), and Math Team. Lastly, students can take advantage of daily homework tutorials in our Power Hour.

Black Mountain Middle School has a strong relationship with its parent community. Our Foundation and PTSA work with our staff to help create a positive experience for our students. With their support, Black Mountain is able to have programs such as Science Olympiad, Culture of Kindness, and Running Raiders. Additionally, through their support, technology and instructional supplies have been able to be purchased to enhance the teaching and instruction in classrooms.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	418
Grade 7	412
Grade 8	420
Total Enrollment	1,250

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	19
Filipino	9.1
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.6
White	48.7
Two or More Races	5.8
Socioeconomically Disadvantaged	22.8
English Learners	9.8
Students with Disabilities	12.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	51	57	56	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/07/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
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 RE-SURFACEING

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/07/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	70	76	72	75	44	48
Mathematics	62	67	65	67	34	36

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	422	410	97.2	73.9
	7	413	400	96.8	76.2
	8	431	419	97.2	76.6
Male	6	230	225	97.8	66.7
	7	228	223	97.8	72.7
	8	230	224	97.4	70.5
Female	6	192	185	96.3	82.7
	7	185	177	95.7	80.7
	8	201	195	97.0	83.6
Black or African American	6	18	18	100.0	55.6
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	79	79	100.0	87.3
	7	94	91	96.8	87.9
	8	69	68	98.5	89.7
Filipino	6	33	33	100.0	78.8
	7	38	36	94.7	72.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	45	45	100.0	68.9
Hispanic or Latino	6	43	40	93.0	50.0
	7	64	63	98.4	51.6
	8	54	50	92.6	62.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	228	219	96.0	74.4
	7	177	170	96.0	79.4
	8	213	208	97.7	80.8
Two or More Races	6	16	16	100.0	75.0
	7	26	26	100.0	84.6
	8	34	33	97.1	75.8
Socioeconomically Disadvantaged	6	83	82	98.8	48.8
	7	94	92	97.9	52.2
	8	98	95	96.9	54.7
English Learners	6	42	40	95.2	25.0
	7	48	45	93.8	28.9
	8	39	39	100.0	28.2
Students with Disabilities	6	63	62	98.4	32.3
	7	47	46	97.9	41.3
	8	45	42	93.3	45.2
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	422	411	97.4	62.8
	7	413	403	97.6	67.5
	8	431	418	97.0	71.2
Male	6	230	225	97.8	65.8
	7	228	223	97.8	66.8
	8	230	223	97.0	71.5
Female	6	192	186	96.9	59.1
	7	185	180	97.3	68.3
	8	201	195	97.0	70.8
Black or African American	6	18	18	100.0	44.4
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	79	79	100.0	89.9
	7	94	92	97.9	80.4
	8	69	68	98.5	89.7
Filipino	6	33	33	100.0	60.6
	7	38	37	97.4	67.6
	8	45	45	100.0	73.3
Hispanic or Latino	6	43	41	95.3	34.1
	7	64	62	96.9	40.3
	8	54	49	90.7	46.9
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	228	219	96.0	60.7
	7	177	172	97.2	70.3
	8	213	208	97.7	72.1
Two or More Races	6	16	16	100.0	56.3
	7	26	26	100.0	80.8
	8	34	33	97.1	68.8
Socioeconomically Disadvantaged	6	83	82	98.8	34.1
	7	94	92	97.9	31.5
	8	98	95	96.9	47.9
English Learners	6	42	41	97.6	19.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	48	48	100.0	22.9
	8	39	39	100.0	10.3
Students with Disabilities	6	63	62	98.4	24.2
	7	47	46	97.9	30.4
	8	45	42	93.3	31.7
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	92	90	88	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	431	416	96.5	88.5
Male	230	223	97.0	85.7
Female	201	193	96.0	91.7
Asian	69	68	98.6	94.1
Filipino	45	44	97.8	88.6
Hispanic or Latino	54	50	92.6	72.0
White	213	206	96.7	92.7
Two or More Races	34	34	100.0	82.4
Socioeconomically Disadvantaged	98	95	96.9	73.7
English Learners	39	38	97.4	42.1
Students with Disabilities	45	42	93.3	61.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.7	23.5	52.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

At Black Mountain Middle School, we are fortunate to have parent organizations that support our school. The three main organizations are BMMS PTSA, BMMS Educational Foundation and the BMMS Academy. Many of our school activities depend on the involvement of parent volunteers, such as Science Olympiad, Library Book Fairs, PTSA Reflections, Speech and Debate and the Running Raiders. Parents are also involved in the school improvement process and can serve in an advisory capacity on committees such as the School Site Council (SSC) and English Language Advisory Council (ELAC). Volunteer opportunities such as these are shared through our weekly Connect 5 messages. This year, we held a BMMS Beginnings Parent Orientation at the beginning of school to welcome our newest 5th grade parents; parents were able to learn about some of the basics of the school such as how to call in for student absence, how the health office works, and more. Additionally, we have started a Parent University where community experts present on various topics such as anxiety and high school readiness.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.3	2.9	2.3	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.1	0.2	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Black Mountain Middle School realizes the need to create a culture that is welcoming, safe and secure for both students and staff. As a part of this realization, Black Mountain Middle School places a strong emphasis on safety. Emergency plans are reviewed annually, and students/staff learn and practice emergency procedures (fire, earthquake, lockdown, evacuation and bus evacuation).

At the beginning of the school year, our counselors and administration go over school/district policies with all students. Counselors visit classrooms to discuss types of bullying and ways to be proactive and prevent. The school implements a discipline program that focuses on changing student behavior through a progression designed to allow students to reflect and correct inappropriate behaviors. This year, we have added a student services support person who works with our counselors, and provides support to programs such as Tobacco Cessation and Too Good for Drugs. Our before school/after school program is available to all students and offers adult supervised activities, such as homework tutorial, athletics and STEAM activities.

We have implemented a character program called the Culture of Kindness. This program encompasses the same teachings and traits as the Character Counts! Program except it is geared towards the middle school, and centers around the development of a culture of empathy, kindness and acceptance. As a part of this program, we have a teacher/staff committee who, with the help of our student services support person, organizes kindness events, assemblies, school wide videos, and more.

Our PTSA and teachers recognize students on a monthly basis that demonstrate positive character. Additionally, our teachers hold a Breakfast of Champions each month to recognize students who demonstrate positive character/behavior in the classroom in specific departments, i.e. Physical Education, 8th Grade Humanities, etc.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31	4	9	16	29	5	11	13	25	13	16	20
Mathematics	25	11	10	14	24	9	19	7	23	16	30	8
Science	31	4	8	17	29	5	7	18	25	12	23	14
Social Science	33	1	7	18	32	1	11	14	27	9	15	21

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	641
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist	0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	--	--	--	\$73,723.83
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	1.4
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	1.0

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Every Monday, our staff has 70 minutes of professional time set aside in the morning. This year, the focus has been on identifying essential learnings in each content area, as well as focus on relational capacity and intervention. By identifying essential learnings, we are then able to develop targeted interventions whenever a student is unable to show proficiency. Professional time is balanced between learning about topics to support our focus, such as AVID strategies, Rt12 process, and time for teachers to collaborate on curriculum, instruction and assessment. A committee of teachers and administrators determine the dates and topics of the Mondays.

For our newest teachers, they are supported through PPAP (Poway Professional Assistance Program) and are regularly observed by a PPAP consultant who works with them to become strong classroom teachers. All teachers have the opportunity to create and join TLCs. In addition, teachers have been able to flex their professional growth time over the school year, and come together to collaborate on various activities such as assessment design and cross-content units.

Through the support of our PTSA and Foundation, teachers are able to apply for funding to attend professional conferences.