

Canyon View Elementary 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	Canyon View Elementary School
Street	9225 Adolphia St.
City, State, Zip	San Diego, Ca 92129-3525
Phone Number	858-484-0981
Principal	Megan Battle, Ed.D.
E-mail Address	mbattle@powayusd.com
Web Site	http://www.powayusd.com/cves
CDS Code	37682966106520

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)

Making good choices is the theme of the Character Counts message that begins each day at Canyon View Elementary School. We are dedicated to making Canyon View the place where all our students are educated to be lifelong learners who reach their full potential as productive members of our society. Our goal is to lay the foundation for all our students so they will move on to be successful in secondary school and graduate being prepared for the rigors of college level coursework and the skills to be successful in a chosen career in a global society.

Located in Rancho Peñasquitos, a community of San Diego located approximately 20 minutes north of downtown, Canyon View Elementary School services students in grades TK through 5. The school opened in 1987 to meet the needs of an ever-increasing community of single family homes and apartment complexes. This year's enrollment is approximately 550 students. Our maximum class size in grades K-3 is twenty-six students and fourth and fifth grades currently average thirty-three students per class. Canyon View has a strong reputation for a nurturing yet challenging community dedicated to the education of our children. Families from a variety of ethnic backgrounds make up this community. Our English Language Learners program services 111 students who speak 33 different languages. Our goal is to assist our students in becoming fully proficient in English as they participate in academic activities. Our diverse background and cultural heritage add to the richness of our learning environment and strengthen our day to day curriculum.

Students receive instruction and participate in learning activities in a variety of curriculum and subject areas. There is an emphasis at all grade levels on developing skills in literacy, writing, communication, math computation and problem solving with a special concentration on aligning our educational practices to the California State Standards. We strive to meet the needs of each child through the collaborative efforts of parents, teachers, support staff and students. There are no invisible children at Canyon View.

The Canyon View staff is the heart and soul of the school. Students walking onto campus feel the energy and enthusiasm that supports their well-being and their success in all academic endeavors. Our staff is composed of teachers with diverse interests that benefit our students with a wide variety of teaching experiences and classified personnel who work diligently to support the education of all our students.

Extended Student Services (ESS) provides on site childcare from 6:30 a.m. until 6:00 p.m. for approximately 125 students. The Parent Teacher Association has over 375 members who log more than 10,000 volunteer hours per year.

Communication and collaboration thrives at Canyon View. Teacher newsletters, our weekly Howler, a Canyon View website, PTA and Foundation websites, teacher MyConnect sites and/or websites, Connect5 messages, frequent flyers and our marquee represent the partnership that exists between parents, teachers and students. Our business partnerships continue to grow as we expand our capacity to provide a real world education. We are a vibrant learning community whose energy permeates all we do with an abundance of positive opportunities for all students. Learning doesn't happen in isolation, but as a result of all stakeholders working together. Our school is extraordinary because we are a hardworking, dedicated school community that has come together holding one vision – the education of all our students!

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	80
Grade 2	86
Grade 3	82
Grade 4	90
Grade 5	92
Total Enrollment	540

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	22.6
Filipino	10.7
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.4
White	44.3
Two or More Races	7.8
Socioeconomically Disadvantaged	13.1
English Learners	21.9
Students with Disabilities	12.8
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	23	20	22	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 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: 7/25/17				
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		CONDENSATE LINES OFF AC'S AT EB'S NEED TO DRAIN AWAY FROM SIDING. RAMP TO FIELD IS A TRIP HAZARD, TRACK SURFACE IS DETERIORATING. ROOFING ON RELOCATABLE BUILDINGS NEED REPAIRS.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/25/17				
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	78	72	75	44	48
Mathematics	65	72	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	3	83	83	100.0	78.0
	4	94	91	96.8	75.6
	5	96	94	97.9	80.8
Male	3	38	38	100.0	73.7
	4	53	51	96.2	74.5
	5	42	41	97.6	78.0
Female	3	45	45	100.0	81.8
	4	41	40	97.6	76.9
	5	54	53	98.2	83.0
Asian	3	21	21	100.0	85.7
	4	22	20	90.9	85.0
	5	32	31	96.9	87.1
Filipino	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	11	11	100.0	90.0
	5	14	14	100.0	64.3
Hispanic or Latino	3	13	13	100.0	69.2
	4	11	11	100.0	54.5
White	3	37	37	100.0	73.0
	4	37	36	97.3	75.0
	5	37	36	97.3	91.7
Socioeconomically Disadvantaged	3	11	11	100.0	70.0
	4	17	17	100.0	68.8
	5	14	13	92.9	53.9
English Learners	3	12	12	100.0	36.4
	4	12	11	91.7	50.0
	5	--	--	--	--
Students with Disabilities	3	18	18	100.0	44.4
	4	18	17	94.4	17.6

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	3	83	82	98.8	75.6
	4	94	91	96.8	71.1
	5	96	94	97.9	69.2
Male	3	38	38	100.0	79.0
	4	53	51	96.2	74.5
	5	42	41	97.6	68.3
Female	3	45	44	97.8	72.7
	4	41	40	97.6	66.7
	5	54	53	98.2	69.8
Asian	3	21	21	100.0	85.7
	4	22	20	90.9	85.0
	5	32	31	96.9	87.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	4	11	11	100.0	70.0
	5	14	14	100.0	50.0
Hispanic or Latino	3	13	13	100.0	61.5
	4	11	11	100.0	27.3
White	3	37	37	100.0	73.0
	4	37	36	97.3	83.3
	5	37	36	97.3	75.0
Socioeconomically Disadvantaged	3	11	10	90.9	60.0
	4	17	17	100.0	50.0
	5	14	13	92.9	38.5
English Learners	3	12	11	91.7	45.5
	4	12	11	91.7	40.0
	5	--	--	--	--
Students with Disabilities	3	18	18	100.0	38.9
	4	18	17	94.4	11.8

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)	87	86	89	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	96	92	95.8	89.1
Male	42	41	97.6	87.8
Female	54	51	94.4	90.2
Asian	32	31	96.9	96.8
Filipino	14	13	92.9	76.9
White	37	36	97.3	94.4
Socioeconomically Disadvantaged	14	12	85.7	75.0

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
5	5.3	21.3	67

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)

Canyon View 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. Canyon View's parent community is rich in resources in a multitude of ways. Our PTA and Foundation work collaboratively with staff to raise funds, sponsor family activities, provide enrichment and remedial support to our academic program, and foster a community of learning where all students will reach their potential. The following are examples of parent involvement at CVES. 1. PTA and Foundation focuses on supporting SPSA School-wide goals for improving student achievement through the coordinated funding of educational programs. 2. SSC reviews SPSA plan, makes recommendations and approves. SSC also collaborates with staff on our Safety Plan, Student Handbook, any new initiatives up for consideration. They also approve any changes to the budget throughout the year. 3. PTA sponsors Kick-Off Ice Cream Social and Pancake Breakfast, monthly Family Lunch, Family Movie Nights, Family Literacy Night, a winter dance, Coyote Round-up, Science Fair, our yearly Talent Show, and Family Art Night with the goal to bring families together in a fun environment. 4. Parent/Teacher Conferences. 5. Parent Coaches for County Science Field Day. 6. Back to School Night. 7. Parent tutors and proctors for the Math Olympiad. 8. Parent participation on Field Trips is encouraged. 9. Parent/Teacher committee assists in maintaining a science room with standards based science activities and experiments for all grade levels. 10. Running Club in support of physical fitness. 11. Book Fair 12. Classroom support under the teacher's direction. 13. Volunteer parents come to read with struggling students.

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	0.0	0.4	0.5	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Canyon View places strong emphasis on safety for students and staff. Emergency plans are reviewed yearly. Annual training procedures and drills for earthquakes, fire, lock down and bus evacuation are held. All monthly and semester drills are conducted and recorded per California State Law. Maintenance staff work with a scheduled preventive program to offset costly repairs. Extended Student Services are available to students for before and after school childcare. We have a School Safety Patrol sponsored by the San Diego Police Department and Gatekeepers assist students on campus. Canyon View students are aware of behavior expectations as they are clearly stated in the Student Handbook, which is distributed to all students and parents at the beginning of the year. We have incorporated the Six Pillars of Good Character throughout our school. Our rules are discussed in class, in behavior assemblies and communicated to parents, whose signatures are required in support of our policy. We have zero tolerance when it comes to violence and hateful language. Students receive "Character Adjustment Tickets" for minor infractions, while more serious behaviors warrant a referral to the principal. These strategies are presented in library presentations. Our counselor presents lessons in the classroom and also meets with students individually or in small groups to talk about social skills. Every morning on the intercom, a Project Wisdom message is read which encourages students to make good choices. Our noon duties have attended inservices on helping students with conflict. Before and after school, we have a group of students who serve as Gatekeepers, reminding their classmates of appropriate behavior. One student from each classroom is honored once a month at a Character Counts assembly. Teachers, also, provide incentives to the students in the classroom.

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 (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	23	1	3		19	2	3		25		4	
1	28		3		27		3		25		3	
2	25		4		27		3		28		3	
3	28		3		24		4		26		3	
4	30		2		32		2		30		3	
5	32		1	2	33		1	2	30		3	
Other	9	1			6	2			7	3		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	1.6	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	--	--	--	\$77,476.48
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	6.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	6.2

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)

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 for implementing the California State Standards, the use of portable devices in the classroom, 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.