

# Chaparral 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Chaparral Elementary School
<b>Street</b>	17250 Tannin Dr.
<b>City, State, Zip</b>	Poway, CA 92064-1123
<b>Phone Number</b>	858-485-0042
<b>Principal</b>	Rhiannon Sharp Buhr
<b>E-mail Address</b>	<a href="mailto:rbuhr@powayusd.com">rbuhr@powayusd.com</a>
<b>Web Site</b>	<a href="http://www.powayusd.com/ches">http://www.powayusd.com/ches</a>
<b>CDS Code</b>	37682966097216

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

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

The picture that is drawn of Chaparral Elementary School seems lifted from a Norman Rockwell painting. Our school is an award winning National Blue Ribbon, National School of Character, and California Distinguished School perched on a sunny hillside in Poway, California, amid a residential neighborhood overlooking the San Diego suburb of Rancho Bernardo. Chaparral Elementary School is a highly industrious gathering place! Each week, our campus is alive with legions of volunteers, committed professionals, hardworking support staff, and enthusiastic students. Our school boasts one of PUSD's largest forces of parent and community volunteers. Our school annually logs an average of 15,000 volunteer hours according to PTA data collected over the past five years. Chaparral has over 800 students from preschool, critical skills classrooms, and transitional kindergarten through fifth grade, walk or drive in from the neighboring areas of Rancho Bernardo and Poway. During the week, our Extended Student Services program opens at 6:30 a.m. and closes at 6:00 p.m. each evening and supervises the District's largest ESS program with over 200 students enrolled. Our preschool classes meet each day to instruct more than twenty-two children in a parent participation program aimed at preparing our children for success in kindergarten and beyond. Chaparral is a nationally recognized and award winning institution meeting the diverse needs of a large and motivated student body. As envisioned, these predicted accomplishments are guided annually through the shared leadership of Chaparral's dedicated teachers, staff, principal, and community. Together, we work hand-in-hand to foster in each child a passion to learn using enriched curriculum, researched best practices, and technological advances. Our school goals are to increase student responsibility for individual behavior and to promote academic excellence for all students. Chaparral is a district leader in integrating character education throughout our academic curriculum. Our Chaparral mission statement captures the essence of what we value. "The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning." Teachers teams have been trained in Responsive Classroom, a program highlighted on the federal list of best practices for character education. Chaparral Elementary is mentioned in the nationally published Responsive Classroom brochure as a "success story" in the implementation of the model. In our classrooms, one can observe strategies such as morning meetings, academic choice, and cooperative structures to teach and support appropriate social development and academic achievement. A wide range of programs and support services have been developed to enhance student achievement and character development at Chaparral. Examples of these support service groups include the following: Art's Attack - Character Counts! - Fifth Grade Band - Chaparral Foundation - Physical Education Program - Technology - Mentors - Fitness Club - Student Council - Melody Makers Choral Program - Academic Mentor Program - Positive Discipline Plan - Preschool - SHOK/OASIS (Adult Volunteer Programs) - RtI2 (Response to Intervention and Instruction) - Kids In Action- ELL - GATE Programs - Community Gathering. The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	131
<b>Grade 1</b>	116
<b>Grade 2</b>	130
<b>Grade 3</b>	130
<b>Grade 4</b>	134
<b>Grade 5</b>	159
<b>Total Enrollment</b>	800

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	12.6
Filipino	3.8
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.4
White	62
Two or More Races	9.1
Socioeconomically Disadvantaged	9.5
English Learners	11.4
Students with Disabilities	11
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	35	36	32	1468
Without Full Credential	0	1	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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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
Health	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.		

### 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: 05/18/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	NEEDS RE-SURFACING

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 05/18/16				
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	76	75	72	75	44	48
Mathematics	72	73	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	132	129	97.7	69.8
	4	135	133	98.5	79.0
	5	164	162	98.8	74.7
Male	3	69	66	95.7	71.2
	4	71	70	98.6	77.1
	5	83	83	100.0	68.7
Female	3	63	63	100.0	68.3
	4	64	63	98.4	81.0
	5	81	79	97.5	81.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	17	17	100.0	94.1
	4	12	12	100.0	75.0
	5	24	24	100.0	79.2
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	15	14	93.3	42.9
	4	11	11	100.0	72.7
	5	12	12	100.0	41.7
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	79	77	97.5	70.1
	4	89	87	97.8	79.3
	5	110	109	99.1	78.0
Two or More Races	3	12	12	100.0	75.0
	4	16	16	100.0	81.3
	5	13	12	92.3	66.7
Socioeconomically Disadvantaged	3	18	18	100.0	44.4
	4	--	--	--	--
	5	17	16	94.1	50.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	45.5
Students with Disabilities	3	17	17	100.0	35.3
	4	18	18	100.0	44.4
	5	20	19	95.0	36.8
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	132	129	97.7	76.0
	4	135	133	98.5	80.9
	5	164	162	98.8	64.2
Male	3	69	66	95.7	83.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	71	70	98.6	87.0
	5	83	83	100.0	65.1
Female	3	63	63	100.0	68.3
	4	64	63	98.4	74.2
	5	81	79	97.5	63.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	17	17	100.0	76.5
	4	12	12	100.0	90.9
	5	24	24	100.0	75.0
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	14	93.3	50.0
	4	11	11	100.0	60.0
	5	12	12	100.0	41.7
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	79	77	97.5	83.1
	4	89	87	97.8	79.3
	5	110	109	99.1	67.0
Two or More Races	3	12	12	100.0	75.0
	4	16	16	100.0	93.8
	5	13	12	92.3	50.0
Socioeconomically Disadvantaged	3	18	18	100.0	38.9
	4	--	--	--	--
	5	17	16	94.1	25.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	27.3
Students with Disabilities	3	17	17	100.0	47.1
	4	18	18	100.0	50.0
	5	20	19	95.0	31.6
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	84	87	86	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
<b>All Students</b>	164	162	98.8	86.4
<b>Male</b>	83	82	98.8	82.9
<b>Female</b>	81	80	98.8	90.0
<b>Asian</b>	24	24	100.0	87.5
<b>Hispanic or Latino</b>	12	11	91.7	81.8
<b>White</b>	110	109	99.1	88.1
<b>Two or More Races</b>	13	13	100.0	76.9
<b>Socioeconomically Disadvantaged</b>	17	15	88.2	66.7
<b>English Learners</b>	11	11	100.0	81.8
<b>Students with Disabilities</b>	20	19	95.0	84.2

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
<b>5</b>	22.7	36.8	23.9

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)

Chaparral's professional teams and administration value the opinions, expertise, and devout volunteerism found within Chaparral's community and welcome involvement in decision making through Parent Teacher Association (PTA), School Site Council (SSC), and Foundation (CEF) participation. Our Foundation, in concert with our PTA and SSC, allocates resources to support student achievement. The Chaparral Foundation's mission statement is "to enhance the quality of our children's education by supporting technology and resources at Chaparral". To determine those needs and how to fund them, the PTA, the Chaparral Site Council, CEF, the administration, and the teachers continue to collaborate on how to enhance our children's educational experience. These needs change every year based on state and district fund disbursements. To date the Foundation has purchased a new computer lab, seventy-five iPads, thirty-five chromebooks, thirty-four apple tvs, twenty-four doc-u-cams and twenty-four LCD projectors. . In addition, six portable handheld "slates" have been provided to accompany document cameras. The Foundation also supports our iPad lab and all classroom iPads. They procured two new printers (located in the office and library for use by all staff), purchased Brain-pop and Brain-pop Jr., one-hundred new quizzes for the Reading Counts Program, and they funded Art's Attack for the entire school year. To quote the year end report, "The CEF has already made a difference this year in your child's school day. We will continue to strive for collaboration from teachers, administrators and parents to provide the educational enhancements needed to prepare our children for future challenges." The Chaparral PTA supports school enrichment through the funding of a PE instructional assistant, a music teacher, teacher supply accounts, grants, assemblies, Family Fun Nights, library books, Character Counts, Reflections Programs, Olympic Field Day, and Fitness Club. A Chaparral volunteer leads Melody Makers and provides Chaparral students first through fifth grade with an extra outlet for singing and performing as a group and individually. The SSC monitors the Chaparral vision, school-wide goals and strategic plan each year. The SSC allocates funds in support of student achievement and intervention for at-risk students. This year the SSC voted to support our ELL students by using EIA funds to provide two impact teachers for our primary grades. This impact teachers will provide support and remediation in the area of literacy, using Read-Well, a researched based curriculum . Parents participate in classrooms by working with individual students and small groups and by teaching whole-group lessons. Programs such as Art's Attack, where parents are trained to instruct children in the styles of the great Art Masters, and Character Counts, consisting of volunteers who support teachers to integrate Character Education into academic lessons, are supporting student success in the arts and social development. Volunteers also assist in the library, preparing documents, and supervising our playground.

### 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	0.2	0.4	0.7	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)

Effective safety and disaster plans are comprehensive and detailed. Plans are revised and updated each year by the Disaster Committee. All staff and members of the community work together to promote the safety of each student by adhering to these plans which are communicated to parents in our handbook and through connect-eds. Procedures are in place to secure our campus and to ensure that only authorized adults are on our campus.

## 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	2	5		23	1	6		25		5	
1	26		4		28		4		22	3	2	
2	27		5		27		5		25		5	
3	28		5		23	1	5		25	1	5	
4	31		4		29		5		33		1	3
5	31		5	1	35			4	31		5	
Other	9	2			9	1			8	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
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	20 hours	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	1.4	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	--	--	--	\$82,293.27
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	13.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	12.8

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, implementing the new California State Standards, The Daily Five, implementing the use of technology in teaching and learning, close and critical reading, writing, number talks, 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 also encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn their NBCT status.