

Mesa Verde 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	Mesa Verde Middle School
Street	8375 Entreken Way
City, State, Zip	San Diego, CA 92129-4405
Phone Number	858-538-5478
Principal	Cliff Mitchell
E-mail Address	clmitchell@powayusd.com
Web Site	http://www.powayusd.com/mvms
CDS Code	3768296611306

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)

Mesa Verde Middle School, located in Rancho Penasquitos, a suburb of northern San Diego, California, exemplifies the educational heights that can be attained when a solid partnership exists between school and community. Built in 1994 and situated on over 30 acres, the campus has 59 permanent classrooms clustered into three main villages, a number of conference rooms, an office complex, a performing arts center, band and orchestra rooms, four computer labs, a fitness lab, a cafeteria, a gymnasium, large playing fields, athletic facilities, and several specially designed rooms for meeting the needs of students who have severe handicaps. The library, in addition to housing the student circulation collection, also provides technological media access. Almost every classroom has at least two computers; an installed LCD Projector system, document camera, and all are networked to the site file server. From the network, informational software, as well as access to the Internet is provided school-wide.

Mesa Verde is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse middle class population of students who live in single-family homes and apartments west of Interstate 15 and clustered near Route 56. There are fifteen different ethnic groups represented within our student body of just over 1300 students.

The staff of certificated and classified employees strives to provide the very best educational experience possible for the 1,300 students who call Mesa Verde home. MVMS employs 45 full time teachers and 6 part-time teachers, plus 6 additional certificated specialists: three full time administrators, one part-time Librarian, two counselors, one school psychologist, and one speech therapist. Mesa Verde also benefits from the assistance of 36 additional classified staff members who serve in a variety of capacities: instructional assistants, office staff, custodians, and cafeteria workers.

Mesa Verde Middle School enjoys an excellent reputation within the immediate and outer lying communities of San Diego and Poway. MVMS became the first school at the secondary level within the Poway Unified School District to achieve an API score over 900. Mesa Verde currently has an API score of 944. MVMS is a California Distinguished School and a National Blue Ribbon School of Excellence. Students and teachers from MVMS are routinely honored for excellence each year from outside agencies like the San Diego County Fair, the California Association of Directors of Activities, the California Association of Student Leaders, the Science Olympiad, and from various service clubs (e.g.: Lions Club, Rotary Club, etc.) and Regional and State Band and Orchestra organizations.

MVMS parents are actively involved members of decision and policy-making committees. The PTSA and School Site Council place parents in decision-making roles within the school. Our PTSA boasts a membership of 1032 and our parent volunteers log an average of 425 volunteer hours each month. In addition, the MV Foundation's membership has grown, and in the last five years, focused its annual operating budget on the support for our Library, Art, Drama, Robotics, and Band programs, and the Math, Physical Education and Science Departments as well as technology upgrades.

Thanks to the strong support of the parents, a weekly Professional Time Day allows collaboration amongst all stake holders. MVMS students commence school an hour later than normal each Wednesday (which allows us to coincide our schedule with Westview High School). This time allows teachers to pursue staff development opportunities and to collaborate within and between content areas as well as grade levels. Professional time has improved communication between teachers and helped to foster a more cohesive and thoughtful school-wide instructional program.

Finally, the staff at Mesa Verde continues to be committed to pursuing three main goals: 1) Improvement of Writing and Math Instruction, 2) Using Data to Inform Instructional Priorities, and 3) Increasing Parental Participation (Parents as Partners). Specific information pertaining to each of these goals is detailed in the Literacy Plan of the SPSA published on our school's website.

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

Grade Level	Number of Students
Grade 6	418
Grade 7	424
Grade 8	433
Total Enrollment	1,275

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	33.9
Filipino	10
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.7
White	40.6
Two or More Races	5.1
Socioeconomically Disadvantaged	12.5
English Learners	6
Students with Disabilities	10.5
Foster Youth	0.2

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	52	52	53	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: 10/1/2016

Each pupil, including English learners, has textbooks or other materials, 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.

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Each pupil, including English learners, has a textbook or 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
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
Foreign Language	Each pupil who is enrolled in a Foreign Language course, 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: 02/24/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			2/3 of campus Heating system inop, HVAC needs replacing in key areas
Interior: Interior Surfaces			X	

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 02/24/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	NEEDS FIXTURE UPDATE
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	PARAPETS SUMMER PROJECT
External: Playground/School Grounds, Windows/ Dors/Gates/Fences			X	NEEDS BLACKTOP RE-SURFACING, EXTERIOR PAINTING THIS SUMMER

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/24/16				
Overall Rating	Exemplary	Good	Fair	Poor

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	82	82	72	75	44	48
Mathematics	68	69	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	424	422	99.5	78.0
	7	423	417	98.6	83.2
	8	436	434	99.5	83.4
Male	6	218	217	99.5	76.5
	7	203	201	99.0	78.1
	8	235	233	99.2	83.3
Female	6	206	205	99.5	79.5
	7	220	216	98.2	88.0
	8	201	201	100.0	83.6
Black or African American	6	13	13	100.0	30.8
	7	11	11	100.0	72.7
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
Asian	6	151	149	98.7	84.6
	7	146	145	99.3	92.4
	8	137	137	100.0	94.2
Filipino	6	47	47	100.0	78.7
	7	44	44	100.0	77.3
	8	35	35	100.0	80.0
Hispanic or Latino	6	30	30	100.0	60.0
	7	31	30	96.8	73.3
	8	31	31	100.0	61.3
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	157	157	100.0	80.3
	7	166	162	97.6	80.3
	8	195	193	99.0	81.3
Two or More Races	6	19	19	100.0	68.4
	7	21	21	100.0	81.0
	8	26	26	100.0	73.1
Socioeconomically Disadvantaged	6	54	54	100.0	51.9
	7	45	44	97.8	59.1
	8	46	46	100.0	65.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	31	30	96.8	23.3
	7	22	22	100.0	22.7
	8	20	20	100.0	40.0
Students with Disabilities	6	39	39	100.0	43.6
	7	56	55	98.2	29.1
	8	48	47	97.9	29.8
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	424	423	99.8	63.8
	7	423	417	98.6	71.5
	8	436	436	100.0	70.3
Male	6	218	217	99.5	65.0
	7	203	201	99.0	74.6
	8	235	235	100.0	73.1
Female	6	206	206	100.0	62.6
	7	220	216	98.2	68.5
	8	201	201	100.0	67.2
Black or African American	6	13	13	100.0	23.1
	7	11	11	100.0	36.4
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
Asian	6	151	150	99.3	81.3
	7	146	145	99.3	89.7
	8	137	137	100.0	86.9
Filipino	6	47	47	100.0	51.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	44	44	100.0	61.4
	8	35	35	100.0	65.7
Hispanic or Latino	6	30	30	100.0	50.0
	7	31	30	96.8	60.0
	8	31	31	100.0	41.9
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	157	157	100.0	58.6
	7	166	162	97.6	64.2
	8	195	195	100.0	65.5
Two or More Races	6	19	19	100.0	57.9
	7	21	21	100.0	71.4
	8	26	26	100.0	57.7
Socioeconomically Disadvantaged	6	54	54	100.0	37.0
	7	45	44	97.8	52.3
	8	46	46	100.0	50.0
English Learners	6	31	31	100.0	16.1
	7	22	22	100.0	18.2
	8	20	20	100.0	15.0
Students with Disabilities	6	39	39	100.0	20.5
	7	56	55	98.2	18.2
	8	48	48	100.0	12.8
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)	90	90	94	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	436	433	99.3	93.8
Male	235	233	99.2	94.9
Female	201	200	99.5	92.5
Asian	137	137	100.0	98.5
Filipino	35	35	100.0	88.6
Hispanic or Latino	31	30	96.8	83.3
White	195	193	99.0	92.2
Two or More Races	26	26	100.0	96.2
Socioeconomically Disadvantaged	46	46	100.0	82.6
English Learners	20	20	100.0	75.0
Students with Disabilities	48	47	97.9	63.8

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	12.6	24.9	50.1

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)

Mesa Verde recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Values. Parents have been included in the continuous improvement process and serve in an advisory capacity on several committees: School SITE Council, DAC, PTSA, MVMS Foundation, etc. We are also working on ways to help parents feel more welcome on campus and to make information more readily accessible (school website, Learning Point, MAP's, Connect Ed, AB 1802, etc...).

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	0.7	0.5	0.3	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)

A strong emphasis is placed on good citizenship at Mesa Verde Middle School. We have an excellent Character Education program and we enjoy a very positive school climate. Students are encouraged to take personal responsibility for their choices and the consequences of same. Through multiple interventions before, during, and after school, students most at risk are supported. Staff members invest time getting to know students personally, and through relationship and influence challenge inappropriate behavior and poor character. Each fall, students and parents are informed of our expectations through our Eagle Agenda, school-wide assemblies, classroom discussions, parent handbook, school newsletter, and website.

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	32	2	2	23	28	4	14	12	17	10	47	18
Mathematics	26	10	8	15	28	6	5	19	23	15	31	9
Science	34		3	22	31	1	10	16	30	3	21	18
Social Science	34		3	22	31	1	16	10	29	5	21	18

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	650
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	0	N/A
Other	0	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	--	--	--	\$72,131.48
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	-0.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	-1.2

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, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.