

Shoal Creek 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	Shoal Creek Elementary School
Street	11775 Shoal Creek Dr.
City, State, Zip	San Diego, CA 92128
Phone Number	858-613-9080
Principal	Mark Atkins
E-mail Address	matkins@powayusd.com
Web Site	http://www.powayusd.com/sces
CDS Code	37682966114854

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)

Shoal Creek Elementary School, built in 1998, serves 635 students from kindergarten through fifth grade, including 36 students in special day classes, from a rich diversity of cultural, ethnic and linguistic backgrounds. Additionally, 40 preschool children attend the parent participation program on campus. The pristine campus is located on top of a commanding bluff in the residential community of Carmel Mountain Ranch. Although Shoal Creek is still a relatively new school, we have attained the distinction of being identified as a California Distinguished School in 2002. The expertise of the staff, the dedication of the parents and the enthusiasm of the students have formed a professional learning community where all partners collaborate together toward the common goal of doing what is best for children and their learning. The community spirit is embodied in our vision statement that proclaims, "You are entering a community where learning is the focus, creativity is encouraged, each individual is valued and success is ensured."

There are 25 certificated, regular education teachers, three special day class teachers and a resource specialist, and speech and language specialist employed on site. There is one part-time preschool teacher, two impact teachers and one English Language Learner instructional aide. Our itinerant staff includes a resource specialist, speech specialist, an adapted physical education teacher, occupational therapist, school psychologist, and band director. There are 38 classified personnel including office staff, custodians, library media assistant, itinerant computer technician, physical education instructional assistant, special education instructional assistants, student services aides and specialists, noon duty supervisors, food services supervisors and extended student services supervisors.

Eighteen percent of the student population are enrolled in the English Language Learner (ELL) Program. Fifty-five percent of our student population is Caucasian, and the largest minority group is made up of students from various Asian backgrounds at twenty-five percent. The students speak twenty-five languages. Thirty students are enrolled in the Resource Specialist Program (RSP). Thirty-six students are enrolled in our special day classes, and seventy-two receive speech and language services. Students with special needs are served according to their Individualized Education Plan (IEP). Thirty-six students in grades two through five are identified as Gifted and Talented. Nine percent of the student population receive free or reduced lunch. Classroom teachers have been trained in differentiating instruction for all of the above-mentioned populations. We also offer a variety of class placement options each year which may include two-year looping classes, multi-grade and single grade-level classes. A two-year kindergarten program is also offered for students with late summer and fall birthdays.

The parents of Shoal Creek are an invaluable resource in supporting school programs. Volunteers help in the classroom and with school-wide events throughout the year. In addition, the P.T.A. supports a variety of activities and programs throughout the school year, including school assemblies, the monthly newsletter and weekly bulletin, a harvest festival, parent/child events and guest readers. Also they have assisted with community service drives. Shoal Creek has established an Educational Foundation to raise funds for the betterment of education at the site. Foundation events include Parents' Night Out, monthly "Dinner Out" events, and our weekly Otter Café.

During our sixteenth year of service, we find that one of our greatest assets is our strong parent/student/staff relationship that maximizes student achievement. This is the embodiment of what a professional learning community can produce. We have a low staff turnover, enabling smoother transitions and communication. The staff continues to seek research-based strategies that support student learning through ongoing training. Our Student Council and the community are active with service projects for our school, as well as projects that benefit the outside community.

MISSION STATEMENT

Recognizing the unique qualities of each child, Shoal Creek Elementary School is dedicated to the education of all students. Every child will have the opportunity to acquire the knowledge, skills, and attitudes needed to develop a positive self worth, make informed choices, function effectively in a diverse society, and become self-sufficient, independent learners. We will encourage active involvement, cooperation, and communication between the school, child, family, and community. As a school of character we will teach and model trustworthiness, respect, responsibility, fairness, caring, and citizenship. At Shoal Creek we are committed to all students learning.

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

Grade Level	Number of Students
Kindergarten	105
Grade 1	87
Grade 2	98
Grade 3	93
Grade 4	111
Grade 5	100
Total Enrollment	594

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
Asian	22.1
Filipino	4.2
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.5
White	46.5
Two or More Races	7.6
Socioeconomically Disadvantaged	9.8
English Learners	15.3
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	27	28	25	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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

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: 03/09/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MONITOR DUE TO AGE
Interior: Interior Surfaces	X			MONITOR INTERIOR PAINT

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/09/16				
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 UPDATE FIXTURES
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	MONITOR DUE TO AGE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NEEDS EXTERIOR PAINT, NEEDS RE-SURFACING

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/09/16				
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	68	72	72	75	44	48
Mathematics	68	63	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	92	90	97.8	70.0
	4	110	105	95.5	70.5
	5	100	98	98.0	76.5
Male	3	52	51	98.1	66.7
	4	50	47	94.0	59.6
	5	45	45	100.0	64.4
Female	3	40	39	97.5	74.4
	4	60	58	96.7	79.3
	5	55	53	96.4	86.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	16	16	100.0	81.3
	4	21	20	95.2	90.0
	5	28	27	96.4	85.2
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	15	100.0	60.0
	4	19	18	94.7	55.6
	5	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	45	44	97.8	70.5
	4	49	47	95.9	66.0
	5	50	49	98.0	79.6
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	14	14	100.0	35.7
	5	--	--	--	--
English Learners	3	17	17	100.0	70.6
	4	16	14	87.5	57.1
	5	14	13	92.9	46.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	16	14	87.5	28.6
	4	22	20	90.9	25.0
	5	14	13	92.9	23.1
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	92	90	97.8	67.8
	4	110	106	96.4	65.1
	5	100	99	99.0	55.6
Male	3	52	51	98.1	70.6
	4	50	48	96.0	62.5
	5	45	45	100.0	57.8
Female	3	40	39	97.5	64.1
	4	60	58	96.7	67.2
	5	55	54	98.2	53.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Asian	3	16	16	100.0	87.5
	4	21	21	100.0	76.2
	5	28	28	100.0	75.0
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	15	100.0	46.7
	4	19	18	94.7	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	45	44	97.8	70.5
	4	49	47	95.9	63.8
	5	50	49	98.0	51.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	14	14	100.0	42.9
	5	--	--	--	--
English Learners	3	17	17	100.0	76.5
	4	16	15	93.8	33.3
	5	14	14	100.0	21.4
Students with Disabilities	3	16	14	87.5	35.7
	4	22	20	90.9	20.0
	5	14	13	92.9	7.7
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
Science (grades 5, 8, and 10)	76	82	70	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	100	99	99.0	69.7
Male	45	45	100.0	68.9
Female	55	54	98.2	70.4
Asian	28	28	100.0	75.0
White	50	50	100.0	68.0
English Learners	14	14	100.0	28.6
Students with Disabilities	14	14	100.0	42.9

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
5	9	32	49

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)

Shoal Creek 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 the PTA, Foundation, School Site Council, GATE, ELL, and Human Relations committees. Parent volunteers work in a variety of capacities related to the activities of the previously-mentioned committees as well as in the classroom and the school library.

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	0.8	0.3	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)

Shoal Creek places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdowns, and bus evacuations are held. Maintenance staff works with a scheduled preventive program to offset costly repairs at our older sites, whenever possible. Extended Student Services is available to students for before and after school childcare. Additionally, the school follows a site-based Positive Behavior Support Plan, implemented by all staff, to address behavioral concerns.

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	5		23	1	5		25		4	
1	25		3		25		3		17		5	
2	25		4		24		3		18		5	
3	24	1	4		23		5		22		4	
4	30		3		26	1	3		26		4	
5	26	1	3		26	1	3		31		3	
Other									12	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)	0	N/A
Library Media Services Staff (Paraprofessional)	.7	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1.2	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	--	--	--	\$74,015.68
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	1.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	1.4

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.