

# Tierra Bonita 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>	Tierra Bonita Elementary School
<b>Street</b>	14678 Tierra Bonita Rd.
<b>City, State, Zip</b>	Poway, CA 92064-3090
<b>Phone Number</b>	858-748-8540
<b>Principal</b>	Mandy Bedard
<b>E-mail Address</b>	<a href="mailto:mbedard@powayusd.com">mbedard@powayusd.com</a>
<b>Web Site</b>	<a href="http://www.powayusd.com/tbes">http://www.powayusd.com/tbes</a>
<b>CDS Code</b>	37682966095053

<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)**

At Tierra Bonita Elementary School, we are "Striving for Excellence . . . Focused on the Future." In a dynamic, child-centered environment, all students have opportunities to learn and grow academically, physically, and socially. Eager students, a highly competent and caring staff, and a very supportive community led to our designation as an Apple Distinguished School for 2013-2015, and again from 2015 - 2017, as it is a two-year designation. Apple Distinguished Schools are recognized for demonstrating five areas of excellence: visionary leadership, innovative learning and teaching, ongoing professional learning, compelling evidence, and a flexible learning environment.

Our mission states "Through rigorous instruction, relevant content, powerful relationships and the investment of all stakeholders, Tierra Bonita Elementary students will develop attitudes, skills and knowledge essential to their future success in school and in a global society."

To fulfill our mission we will have a caring, competent staff who provides for each student a desire for learning, mutual respect and personal worth. We will provide an integrated, comprehensive curriculum for TK-5 students utilizing a wide variety of learning strategies by an experienced staff. The future success of each student will be based upon their acquired knowledge of cooperation, communication, critical thinking and problem solving.

Fundamental to our mission are: Staff development to promote continuous growth, staff decision-making, effective use of resources, a safe, orderly and attractive environment, and a mutual respect for colleagues, their diversity and contributions.

We are committed to all our students learning. We will ensure that each student, to the best of his or her ability, will master the knowledge and develop the skills and attitudes essential for success in school and in a diverse society.

We are committed to promoting student learning through parent partnerships that involve parents in their child's education, foster shared responsibility among students, parents, and staff, link families with school and community resources, encourage broad-based representation in the decision-making process.

We are committed to selecting, developing and supporting the best possible staff that understands and contributes to the learning process, cares about students, performs at a high level, respects and supports others, acts in an ethical manner, seeks improvement through continuous learning, communicates appropriately and effectively, and values the uniqueness of each individual.

We are committed to providing and maintaining a safe, orderly, and attractive environment that promotes productivity and stimulates learning.

We are committed to aggressively seeking means to creatively and effectively manage our resources. These include students, community, finances, technology, time, facilities and other physical resources. The Tierra Bonita staff operates as a Professional Learning Community and the staff works within and between grade levels. Parent and community participation is encouraged and welcomed. In addition to a strong volunteer program, the PTA, TB Educational Foundation, School Site Council, and our Partner in Education, Northrop Grumman Corporation, all focus on providing a rich learning and social environment for all students. A strong instructional program incorporates adopted state and local standards, ensuring our students are ready to meet the challenges of the 21st Century.

Learning doesn't happen in isolation, but as a result of all stakeholders working together holding one vision – the education of all our students.

At Tierra Bonita Elementary School we are "Doing school differently by design for college, career and civic readiness for all students."

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	79
Grade 2	75
Grade 3	68
Grade 4	85
Grade 5	87
<b>Total Enrollment</b>	<b>470</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	4.9
Filipino	0.9
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.2
White	69.4
Two or More Races	7.4
Socioeconomically Disadvantaged	13
English Learners	8.9
Students with Disabilities	15.5
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	20	21	20	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 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
<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

**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: 7/12/17				
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		SCHOOL IN OVERALL GOOD CONDITION. THERE ARE AREAS OF DEFICIENCIES, PARTICULARLY CARPET AND FLOORING.
<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			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/12/17				
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	58	71	72	75	44	48
Mathematics	59	68	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	70	63	90.0	68.3
	4	88	83	94.3	72.3
	5	87	82	94.3	70.7
Male	3	35	31	88.6	58.1
	4	44	42	95.5	69.0
	5	55	52	94.5	67.3
Female	3	35	32	91.4	78.1
	4	44	41	93.2	75.6
	5	32	30	93.8	76.7
Hispanic or Latino	3	15	15	100.0	26.7
	4	11	10	90.9	70.0
	5	14	14	100.0	57.1
White	3	46	41	89.1	80.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	64	60	93.8	73.3
	5	61	56	91.8	73.2
Socioeconomically Disadvantaged	3	15	11	73.3	18.2
	5	12	10	83.3	50.0
Students with Disabilities	3	14	11	78.6	36.4
	4	11	6	54.5	33.3
	5	16	13	81.3	23.1

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	70	63	90.0	69.8
	4	88	83	94.3	67.5
	5	88	83	94.3	67.5
Male	3	35	31	88.6	61.3
	4	44	42	95.5	71.4
	5	56	53	94.6	66.0
Female	3	35	32	91.4	78.1
	4	44	41	93.2	63.4
	5	32	30	93.8	70.0
Hispanic or Latino	3	15	15	100.0	46.7
	4	11	10	90.9	50.0
	5	15	15	100.0	40.0
White	3	46	41	89.1	73.2
	4	64	60	93.8	68.3
	5	61	56	91.8	73.2
Socioeconomically Disadvantaged	3	15	11	73.3	36.4
	5	13	11	84.6	45.5
Students with Disabilities	3	14	11	78.6	27.3
	4	11	6	54.5	16.7
	5	16	13	81.3	23.1

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)	78	67	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	87	81	93.1	88.9
Male	55	53	96.4	86.8
Female	32	28	87.5	92.9
Hispanic or Latino	14	14	100.0	78.6
White	61	56	91.8	89.3
Socioeconomically Disadvantaged	12	10	83.3	90.0
Students with Disabilities	16	14	87.5	78.6

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	15.1	15.1	46.5

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)

Tierra Bonita 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. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, OASIS, Writer's Workshop, Art History, Music Appreciation, Arts Attack, Science Lab, Book Fair, Morning Read, Race for Cyberspace, PTA, STARs TBEF Auction, Multicultural Night, and classroom and library support.

### 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
<b>Suspensions</b>	0.8	1.9	1.2	1.2	1.1	1.2	4.4	3.8	3.7
<b>Expulsions</b>	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)

Tierra Bonita places strong emphasis on safety for students and staff. Emergency plans are reviewed and updated frequently. Annual training procedures and drills for earthquakes, lockdowns, fire and bus evacuation are held, practiced, and reviewed. District maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Asbestos Plan. Extended Student Services is available to students for before and after school childcare and adheres to all site safety guidelines.

#### School-wide Behavior Expectations:

We maintain a safe and orderly environment by providing each student with clear expectations, consequences and rewards for appropriate behavior. Character Counts pillars are aligned with behavior expectations and students, staff, and parents focus on positive values and behaviors for all stakeholders. A site Character Counts Committee, support from PTA (and a PTA Board position), and a Character Counts Ambassador position on our Student Council actively support Character Counts tenets.

#### Cheetah Catch:

Catch of the Day certificates given to students doing their best.

5 certificates collected and the student is eligible to select from the treasure box in the office.

Cheetah drawings are held every two weeks - Students announced over the intercom and come to the office to be awarded a prize.

#### Classroom Interventions:

All teachers utilize both classroom and individualized positive behavior systems. These are based on current behavioral research and involve the teacher, student, and follow through at home by the parent. When these classroom interventions are not sufficient, the student receives a written office referral which is then addressed by the principal.

#### Office Interventions:

Office interventions begin with a written referral from a teacher or support staff member and include individual counseling and mediation by the principal. This intervention is followed by a consequence for the student and parent notification of the infraction.

**Student Success Strategies Team:**

When behavior concerns are not sufficiently addressed through classroom or office interventions, a referral to the Student Success Strategies Team (SSS), is initiated. The classroom teacher meets with fellow members of their grade level team prior to the SSS to discuss and implement interventions. The SSS then reviews all interventions and assessments and brainstorms classroom interventions for the teacher to try. Referrals can be made to the Student Services Program.

**Programs and Assemblies:**

"Too Good for Drugs" is provided for students in grades K-5. The Second Step curriculum is used to support our students' social-emotional growth and development and all students TK- 5 receive instruction in this program. In addition, all of our students receive instruction in bullying prevention through the delivery of five additional Second Step lessons focused on the topic. Our PTA pays for assemblies with positive messages such as "Character Rocks", "Stomp", Morris Brothers etc. We have a partnership with our local high school and once a month the Titan Ambassadors, students who serve as positive peer mentors, join our students during lunch to model and promote positive character.

## 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	25	1	2		22	2	3		24	1	2	
1	28		2		22		2		26		3	
2	26		3		27		3		18		4	
3	25		3		23	1	3		20		3	
4									16		3	2
5	29	1	4	1	27	1	5		16		3	2
Other	13	2							10	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)	.5	N/A
Psychologist	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	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	--	--	--	\$79,306.18
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	9.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	8.7

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)**

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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 in the California State Standards. These workshops are presented in a semester or year-long series and support a wide variety of professional development. The area of focus for professional learning is guided by District and site initiatives which are determined by student assessment data and staff input and feedback. Topics include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing, mathematics, physical education and science strategies, effective use of assessments, positive behavior support 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.