

# Turtleback 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>	Turtleback Elementary School
<b>Street</b>	15855 Turtleback Rd.
<b>City, State, Zip</b>	San Diego, CA 92127
<b>Phone Number</b>	858-673-5514
<b>Principal</b>	Ann Auten
<b>E-mail Address</b>	aauten@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/tbkes">http://www.powayusd.com/tbkes</a>
<b>CDS Code</b>	37682966109326

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified School District - Turtleback Elementary
<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)**

Our Mission Statement is "At Turtleback Elementary School, we empower each other to create, communicate, collaborate and think critically in a community where character counts!" "Welcome to a Caring Place" proclaim the placards posted at each entrance to Turtleback Elementary School. We pride ourselves on our reputation as a warm and inviting place where all members of the Turtleback family can imagine, explore, discover, create, study, learn, play and grow together. Turtleback proudly serves as a nurturing and inspiring place for learning where staff is dedicated and committed to the development of the whole child. This commitment is exemplified through our rich and rigorous academic program, our successful fine arts and technology device initiative program, our character building and self esteem program, and our emphasis on a variety of physical education activities to promote a healthy lifestyle. Serving approximately 605 students from preschool through grade 5, Turtleback School also provides effective learning programs for primary level students with Autism Spectrum Disorders. Our goal is for each and every student at Turtleback to reach his/her highest potential through our challenging and differentiated educational program. We believe that as elementary educators we have a professional as well as moral obligation to successfully establish a firm learning foundation for all of our students. We are committed to ensuring that all students are solidly equipped with the necessary skills, knowledge, and character qualities to be successful at the secondary level and ultimately at the college level.

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	123
Grade 1	78
Grade 2	108
Grade 3	99
Grade 4	101
Grade 5	95
<b>Total Enrollment</b>	<b>604</b>

### 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	0.3
Asian	16.4
Filipino	6.1
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.7
White	45.2
Two or More Races	8.8
Socioeconomically Disadvantaged	15.9
English Learners	18.2
Students with Disabilities	12.6
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	25	27	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
<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, reading language arts 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.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook, math 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.	Yes	0
<b>Science</b>	Each pupil, including English learners, has a textbook, science 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.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook, History/Social Science 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.	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: 02/16/16				
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 RESURFACING

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

Year and month of the most recent FIT report: 02/16/16				
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	63	70	72	75	44	48
Mathematics	61	62	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	103	98	95.2	70.4
	4	101	99	98.0	62.6
	5	99	98	99.0	76.5
Male	3	46	42	91.3	59.5
	4	60	58	96.7	62.1
	5	50	50	100.0	70.0
Female	3	57	56	98.3	78.6
	4	41	41	100.0	63.4
	5	49	48	98.0	83.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	20	19	95.0	63.2
	4	12	12	100.0	66.7
	5	18	18	100.0	88.9
Filipino	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	12	12	100.0	83.3
	5	--	--	--	--
Hispanic or Latino	3	16	15	93.8	53.3
	4	12	12	100.0	50.0
	5	16	16	100.0	68.8
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	43	40	93.0	77.5
	4	47	46	97.9	60.9
	5	48	48	100.0	79.2
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	14	13	92.9	53.9
	4	24	24	100.0	33.3
	5	20	20	100.0	50.0
English Learners	3	20	20	100.0	45.0
	4	14	13	92.9	46.1
	5	--	--	--	--
Students with Disabilities	3	16	15	93.8	20.0
	4	18	17	94.4	11.8
	5	12	12	100.0	25.0
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	103	98	95.2	65.3
	4	101	99	98.0	61.6
	5	99	98	99.0	59.2
Male	3	46	42	91.3	59.5
	4	60	58	96.7	69.0
	5	50	50	100.0	60.0
Female	3	57	56	98.3	69.6
	4	41	41	100.0	51.2
	5	49	48	98.0	58.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	20	19	95.0	63.2
	4	12	12	100.0	75.0
	5	18	18	100.0	83.3
Filipino	3	--	--	--	--
	4	12	12	100.0	75.0
	5	--	--	--	--
Hispanic or Latino	3	16	15	93.8	46.7
	4	12	12	100.0	33.3
	5	16	16	100.0	37.5
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	43	40	93.0	75.0
	4	47	46	97.9	65.2
	5	48	48	100.0	60.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	14	13	92.9	61.5
	4	24	24	100.0	29.2
	5	20	20	100.0	50.0
English Learners	3	20	20	100.0	45.0



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	14	13	92.9	53.9
	5	--	--	--	--
Students with Disabilities	3	16	15	93.8	20.0
	4	18	17	94.4	11.8
	5	12	12	100.0	33.3
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)	78	75	78	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	99	98	99.0	77.6
Male	50	50	100.0	74.0
Female	49	48	98.0	81.3
Asian	18	18	100.0	88.9
Hispanic or Latino	16	16	100.0	62.5
White	48	48	100.0	79.2
Socioeconomically Disadvantaged	20	20	100.0	65.0
Students with Disabilities	12	12	100.0	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.2	28.6	54.1

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)

Learning at Turtleback is a collaborative effort enhanced by an environment where creativity, flexibility, and academic success are valued and encouraged. We foster ongoing learning for our students, staff and parents. To that end, Turtleback's Bishop Center for Adult Learning is frequently used as a meeting room, but it is also the center for our lending library. Parents and teachers regularly check out books and CDs on topics such as positive behavior management, helping students to cope with family changes, and effective strategies for addressing special student learning needs at home and in the classroom. The success of our Center for Adult Learning lies in the ability to provide timely information to the adults working most directly with our students. The Turtleback staff continues to make a concerted effort to include all parents in their child's educational program, no matter how little time the parent has to give.

We are very fortunate to have an exceptionally active Parent Group, The Turtleback Education Foundation, which donates over 40,000 hours of volunteer time annually and sponsors such important service projects and fundraisers as the Harvest Festival, Trekkers Running Program, APEX Fun Run, school-wide assemblies, field trips, Spelling Bee, and much, much more. This parent group, fondly known as The Turtlebackers, works tirelessly as members of the Turtleback Education Foundation to fund raise and seek ongoing financial business support for our school's needs. Most of our unique classroom learning activities and school-wide programs are dependent upon our enthusiastic and dedicated volunteers. Our amazing parents, grandparents, and community volunteers have created a model for involvement and service as part of an effective school and community partnership. We are extremely proud of our outstanding volunteer program.

### 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	0.2	0.8	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)

Turtleback teachers have declared the ongoing implementation of the Positive Behavior Support System as an important organizational initiative to continue addressing over the next several years. The purpose of this proactive system is to create a safe, calm, and nurturing environment for all learners. Students are trained in safe behaviors on the playground, in the classroom, and around the school. Behavior assemblies are held annually to review student expectations and campus supervisors are trained in proactive and positive behavior management strategies. The school-wide Character Counts program serves as a foundation for teaching the pillars of good character. The monthly pillar themes are addressed routinely through our school-wide morning announcements and the Friday Flag assemblies. We have also initiated the "Bucketfillers for Life" program at Turtleback. Students are encouraged to "fill more and dip less!"

Our emergency plans are reviewed and refined annually. We regularly conduct earthquake, fire and lockdown drills to ensure that students and staff know precisely what to do in an emergency situation. We are committed to keeping our students and staff physically and emotionally safe at all times.

## 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		21	1	4		24	1	4	
1	18	1	1		24		3		24		3	
2	26		5		22	1	5		26		4	
3	26		3		23		4		23		4	
4	28		3		32		1	1	32		2	1
5	28		3		33			3	30		3	
Other	18	1	1		12	1			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
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	0.2	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.6	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	1.0	N/A
<b>Resource Specialist</b>	1.0	N/A
<b>Other</b>		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	
<b>School Site</b>	--	--	--	\$68,885.34
<b>District</b>	N/A	N/A	\$8,962	\$77,791
<b>Percent Difference: School Site and District</b>	N/A	N/A	--	-5.3
<b>State</b>	N/A	N/A	\$5,677	\$75,837
<b>Percent Difference: School Site and State</b>	N/A	N/A	--	-5.6

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)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$45,237	\$45,092
<b>Mid-Range Teacher Salary</b>	\$79,910	\$71,627
<b>Highest Teacher Salary</b>	\$97,997	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$122,843	\$115,631
<b>Average Principal Salary (Middle)</b>	\$138,732	\$120,915
<b>Average Principal Salary (High)</b>	\$131,028	\$132,029
<b>Superintendent Salary</b>	\$305,178	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	38%	37%
<b>Percent of Budget for Administrative Salaries</b>	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.