

Westwood 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	Westwood Elementary School
Street	17449 Matinal Rd.
City, State, Zip	San Diego, CA 92127-1205
Phone Number	858-487-2026
Principal	Jennie Mikels
E-mail Address	jmikels@powayusd.com
Web Site	http://www.powayusd.com/wwes
CDS Code	37682966070858

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)

As a school, we design and implement learning experiences that promote student agency and the 4Cs - communication, critical thinking, collaboration, and creativity.

We are exploring Response to Intervention strategies to support all learners. We are working to maintain a constant focus on rigorous, standards based instruction that will support the most capable successful learners.

Westwood Elementary School, built in 1971, is located in the northern part of the city of San Diego in the community of Rancho Bernardo, California. It is one of 26 elementary schools in the Poway Unified School District. Westwood's 800 students represent a rich diversity of cultural, ethnic and linguistic backgrounds residing in a variety of homes from apartments to single-family dwellings. The neighborhood is a pleasant mix of families and retirees. Approximately 47 percent of our students are non-Anglo, the largest groups being Asian and Hispanic. Approximately one hundred fifty of our students speak a language other than English in their homes. These languages include Spanish, Dutch, Russian, Korean, Mandarin, Vietnamese, Cantonese, Filipino, Portuguese, Thai, Lao, Arabic, German, Hebrew, Hindu, Italian, Farsi, French, Polish, Rumanian, Gujarati, Urdu, Punjabi, Serbian, Albanian, and Japanese.

In the spring of 2006 Westwood completed an extensive construction and modernization program as a result of Proposition U funding. The school now has a new multi-purpose room and student lunch area, an upgraded library facility and technology center, 12 new permanent classrooms, 4 learning centers, completely refurbished playgrounds, running track and grass field, and fully renovated facilities in existence prior to modernization. Recently, Westwood added several features such as window tinting, and shades, retrofitted gates, and a visitor check-in system in order to enhance safety and security. Through PUSD support and family/community donations, each classroom is equipped with 21st century teaching and learning tools such as iPads and Chromebooks, Apple TV, LCD projectors, document cameras, and access to a full computer lab and four computer resource areas.

Westwood Elementary School is a shining example of a school serving a community with diverse needs and interests. Boasting a strong tradition of voluntarism, one cannot enter the school without finding many parent and senior volunteers assisting in student learning. A spirit of collaboration and innovation pervades the school as teachers and parents work together to maximize student learning.

Westwood has received recognition for its efforts to provide quality education for all students. In 2001 Westwood was honored as a National Blue Ribbon School of Excellence (the first Blue Ribbon Award was received in 1994) after being named a California Distinguished School in 2000. In 1993 it received one of 205 California Distinguished School awards. Westwood was recently recognized once again in 2012 as a California Distinguished School.

Westwood was recognized by the California Business for Education Foundation and Just for Kids California as a 2007-2014 Honor Roll School for public schools with high academic achievement. This recognition validates Westwood's continued commitment to narrow the achievement gap.

Our primary goal for the students of Westwood Elementary is to prepare them to be career and college ready, and to be life-long learners and productive members of society. Our students will be prepared with the foundations necessary for success in middle school, high school, and ultimately college and career. Westwood students are provided an enriched curriculum grounded in the California State Standards. These standards foster critical thinking, collaboration, problem solving, digital citizenship, and responsibility for individual learning. Westwood Elementary is in its ninth year of implementation of the Character Counts program, using this framework to support school-wide goals. The entire staff and parent community are involved and committed to providing a learning environment that allows each student to achieve these goals.

The Single Plan for Student Achievement incorporates our core values, as well as the vision, goals, and objectives of Westwood Elementary School. This provides us with the opportunity to design our instructional program, integrating all available resources in a coordinated manner to meet the educational needs of all students. This school wide planning process promotes local ownership of the school program and builds communication and collaboration among all staff members and stakeholders.

Westwood is truly dedicated to its community and its students. Our active PTA boasts a membership of over 70% and continually provides outstanding assemblies, after school events, and curriculum enhancements that amaze and inspire our students and entire community. Westwood’s volunteers log approximately 1,300 hours per month. Senior citizens play a very active part in our school. Twenty-eight seniors tutor weekly as part of the SHOK/OASIS reading program.

Westwood has on-going relationships with our partners in education, Casa de las Campanas retirement village, the Rancho Bernardo Chamber of Commerce, Wells Fargo Bank, and Time Warner Cable.

Westwood staff and parents feel that our collaborative spirit is our greatest strength. We all work together to create a school environment that is stimulating and student-centered! Working together, we will ensure all of our students are well prepared for college, careers, and beyond.

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

Grade Level	Number of Students
Kindergarten	160
Grade 1	136
Grade 2	104
Grade 3	132
Grade 4	130
Grade 5	132
Total Enrollment	794

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
Asian	15.2
Filipino	3.8
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.1
White	54.5
Two or More Races	6.4
Socioeconomically Disadvantaged	14.5
English Learners	15.5
Students with Disabilities	9.6
Foster Youth	0.4

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	32	34	30	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

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: 02/01/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 02/01/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NEEDS SLURRY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/01/16				
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	74	70	72	75	44	48
Mathematics	71	71	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	135	128	94.8	71.1
	4	131	125	95.4	70.4
	5	133	129	97.0	69.8
Male	3	64	61	95.3	67.2
	4	70	68	97.1	64.7
	5	69	66	95.7	62.1
Female	3	71	67	94.4	74.6
	4	61	57	93.4	77.2
	5	64	63	98.4	77.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	18	18	100.0	88.9
	4	22	20	90.9	80.0
	5	18	18	100.0	88.9
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	23	22	95.7	36.4
	4	20	20	100.0	60.0
	5	20	20	100.0	40.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	74	68	91.9	73.5
	4	66	65	98.5	69.2
	5	80	76	95.0	73.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	23	22	95.7	31.8
	4	21	21	100.0	38.1
	5	23	23	100.0	34.8
English Learners	3	22	21	95.5	66.7
	4	23	21	91.3	42.9
	5	12	12	100.0	33.3
Students with Disabilities	3	11	10	90.9	40.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	22	22	100.0	40.9
	5	14	12	85.7	16.7
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	135	128	94.8	79.7
	4	131	128	97.7	68.0
	5	133	129	97.0	65.9
Male	3	64	61	95.3	85.3
	4	70	69	98.6	71.0
	5	69	66	95.7	66.7
Female	3	71	67	94.4	74.6
	4	61	59	96.7	64.4
	5	64	63	98.4	65.1
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	18	18	100.0	94.4
	4	22	22	100.0	77.3
	5	18	18	100.0	83.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	23	22	95.7	68.2
	4	20	20	100.0	50.0
	5	20	20	100.0	45.0
Native Hawaiian or Pacific	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Islander					
White	3	74	68	91.9	79.4
	4	66	65	98.5	69.2
	5	80	76	95.0	71.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	23	22	95.7	50.0
	4	21	21	100.0	19.1
	5	23	23	100.0	43.5
English Learners	3	22	21	95.5	81.0
	4	23	23	100.0	39.1
	5	12	12	100.0	50.0
Students with Disabilities	3	11	10	90.9	50.0
	4	22	22	100.0	45.5
	5	14	12	85.7	16.7
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	80	83	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	133	129	97.0	83.0
Male	69	66	95.7	83.3
Female	64	63	98.4	82.5
Asian	18	18	100.0	94.4
Hispanic or Latino	20	20	100.0	65.0
White	80	76	95.0	86.8
Socioeconomically Disadvantaged	23	23	100.0	56.5
English Learners	12	12	100.0	58.3
Students with Disabilities	14	12	85.7	41.7

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	12.8	24	47.2

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)

Westwood recognizes the importance of the partnership between home and school and remains committed to having parents partner with us to help students succeed at the highest level. Parents are included in the improvement process and serve in an advisory capacity on a number of committees ranging from English Learners to School Site Council. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Writer's Workshop, Art Corps, Music Appreciation, Book Fairs, Fun Run, Math Olympiad, Science Field Day, and Room Parents. Additionally, parents serve on the PTA as board members and volunteers, the Westwood Education Foundation, Library Committee, and others. Senior volunteers read and mentor children through the Seniors Helping Our Kids (SHOK) program. Westwood students also work with seniors through the Partners in Education program. Together, students and seniors from Casa de las Campanas retirement community, participate in a variety of activities each year. These include our school-wide Art Show and Writer's Workshop.

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	0.0	0.1	1.2	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)

Westwood places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, lockdown and bus evacuation are held. Westwood recently added window treatments (tinting and shades), security gate updates, a new Visitor Check-In system and procedures, and others updates as part of PUSD's ongoing commitment to school security and safety. The school has an up to date Asbestos and Asbestos Abatement Plan. As a result of modernization and facilities refurbishment completed in 2007, Westwood is free of all asbestos materials. In addition, a full safety inspection was recently conducted where over 100 items were reviewed and found to be compliant. Extended Student Services is available to students for before and after school childcare. ESS safety plans are in alignment with the Westwood School Safety Plan.

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	3	5		24	2	5		23	2	5	
1	28		4		26		4		22	1	5	
2	23		3		27		5		20	2	3	
3	28		7		25		5		26		5	
4	34			4	34			4	33		2	2
5	32		4		31		4		33			4
Other					9	1			11	1		

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		
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	02	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	1.6	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	--	--	--	\$76,888.39
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	5.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	5.4

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)

We are reimagining professional development to be more aligned with the framework created by the Partnership for 21st Century Skills. Specifically, this means we are moving toward achieving 75% of professional development to focus on ability to teach core academic content AND 21st Century Skills. This includes inquiry-based models of learning such project based learning and design thinking. Our approach to professional development is experientially based (not sit and get). It is highly highly collaborative with both internal and external partners, customized and personalized to their needs. And, yes we infuse technology where it makes sense to do so.

Teachers are also afforded the opportunity to participate in District and site sponsored professional development. These workshops are typically presented in a semester or year-long series and support a wide variety of professional growth areas. They include the implementation of state adopted California State Standards, use of effective instructional strategies, implementing the use of computer technology in teaching and learning, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school and District. 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 achieve NBCT status. Additionally, teachers participate in Teacher Learning Cooperatives (TLC's), most recently in the area of technology and 21st century learning tools.

2016-2017 Profession development focus is on rigorous standards based instruction. Areas presented to support this area of focus include Response to Intervention Strategies, collaborative planning in writing and common assessments, Growth Mindset strategies, and first best instructional strategies.