

# Deer Canyon Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Deer Canyon Elementary School
<b>Street</b>	13455 Russet Leaf Ln.
<b>City, State, Zip</b>	San Diego, CA 92129-4411
<b>Phone Number</b>	858-484-6064
<b>Principal</b>	Terry Worthington
<b>Email Address</b>	tworthington@powayusd.com
<b>Website</b>	<a href="http://www.powayusd.com/dces">http://www.powayusd.com/dces</a>
<b>County-District-School (CDS) Code</b>	37682966109300

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

## School Description and Mission Statement (School Year 2019-20)

### DEER CANYON ELEMENTARY

#### Mission and Vision Statement

Our mission is to ensure all of our students develop a love of learning and become highly successful in school, society, and the work place. Through close collaboration, and in partnership with our families and community, we will provide challenging, real life learning opportunities to prepare our students for success in a diverse society and ever-changing world. We will model what we expect so our children become:

- Self Directed Learners
- Collaborative Team Members
- Clear Communicators
- Constructive Thinkers and Persevering Problem Solvers
- Effective Users of Tools and Technology
- Responsible and Kind Members of Society

It is our vision that Deer Canyon becomes a school where all students have the individual support, encouragement and opportunity they need to achieve academically at very high levels and to develop the personal habits and values which will allow them to be successful both in school and as productive members of our society.

#### Deer Canyon Culture

The staff and parents of Deer Canyon encourage students to be intrinsically motivated and ensure that our students develop a love of learning. We embed habits for future success through the explicit development of skills such as critical thinking, self-monitoring, persistence, and responsibility. Staff models a positive, caring, kind , and inspirational attitude every day. Through a rigorous and relevant academic program, we believe in and celebrate the success of every child.

#### Deer Canyon Guiding Principles

We, the staff, pledge to support the implementation of the District vision in concert with our mission and vision to ensure rigor, relevance, and relationships in all that we do. These are our guiding principles:

#### Rigor

- We believe all children can learn at high levels and it is our responsibly to ensure that they do
- We ensure students demonstrate their understanding of concepts through multiple pathways such as technology, visual learning, use of kinesthetic materials, and creative problem solving
- We believe a strong foundation in reading, writing, and math is critical to student success and strive for high academic and behavioral expectations for students and staff
- We maintain a safe school environment that values respect and the individual gifts of our students
- We continually seek innovative technology to create challenging classroom learning experiences resulting in differentiated, self-paced, multi-modality instruction

## Relevance

- We embrace the responsibility of preparing our students to become creative problem solvers who can be flexible and adapt to a changing world
- Along with the California State Standards, we provide interactive, collaborative STEAM activities for students which develop strong problem solving life skills
- We ensure academic support is in place for students with special needs in an inclusive environment
- We provide opportunities to engage in enrichment activities to support all learners and learning
- With the integration of technology and personalized learning, we ensure the 21<sup>st</sup> century student develops the necessary skills to be college and career ready

## Relationships

- To ensure strong lines of communication are built throughout our organization, we foster positive relationships among staff, students, parents, and the community
- Staff work collaboratively as a community of active learners through teamwork and professional learning
- We foster leadership within our learning community among both staff and students
- Through trusting and collaborative relationships with PTA and Foundation, we ensure programs are implemented to support the development of the total child
- We embrace the unique and diverse culture of our school community and foster opportunities to promote tolerance and understanding
- We value the relationship our parents and staff feel between each other and our school community

## School Description

Deer Canyon Elementary School, which opened in 1990, is located in the southwestern portion of the Poway Unified School District in the community of Rancho Penasquitos in the city of San Diego. The school is a three-time recipient of the California Distinguished School Award; 1993, 1997, and 2000. Our 2005 application for Distinguished Schools status received honorable mention. Deer Canyon was named a National Blue Ribbon School in 2015. Pre-school through grade 5 students are ethnically diverse yet similar in socioeconomic status. The student population is 27% Caucasian, 42% Asian, 7% Filipino, 7% Hispanic, 2% African American, and 15% other racial ethnic groups. 23% of the students are learning English as a second language and 10% qualify for the free or reduced lunch program.

Deer Canyon is a neighborhood school, with virtually all of our students coming from the immediate community. No buses are needed to serve our general education students, thanks in part to the school's quiet residential setting.

The teachers and support staff at Deer Canyon believe that a strong academic focus supported by a positive and caring learning environment is essential to student success. A strong emphasis is placed on providing a safe, attractive environment for students and staff. Equally important is the emphasis here on developing the whole child through early mental health programs, character development, and service learning opportunities. The school climate is truly peaceful with student rights and school rules maintained campus wide.

Deer Canyon's parent volunteer program enhances both instruction in the classroom and the school's special events. PTA efforts help the school provide assembly programs, parent education workshops, Partners in Print, study trips, and library books. The DCES Foundation, which works hand in hand with the PTA, helps fund special programs in the areas of: music, PE, technology, art, and science.

Our school meets the needs of all of our students through many special programs including English Language Learners (ELL), Gifted and Talented Education (GATE), Speech and Language, Special Education, a Parent Participation Preschool, and Extended Student Services (ESS). Deer Canyon is also the home of an Autism Spectrum Disorder program, serving children from pre-school through 3rd grade in three Special Day Classes. These forty-eight children receive all of their support services here and they have many opportunities to participate with typical peers in all aspects of school life.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	63
Grade 2	91
Grade 3	73
Grade 4	79
Grade 5	81
<b>Total Enrollment</b>	<b>457</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	41.6
Filipino	7.4
Hispanic or Latino	6.8
Native Hawaiian or Pacific Islander	0.2
White	26.9
Two or More Races	13.1
Socioeconomically Disadvantaged	10.7
English Learners	22.5
Students with Disabilities	11.2
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	23	22	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 6/29/2017

Deer Canyon Elementary School provides a comprehensive standards-based instructional program designed to support each child in reaching his/her academic potential. Deer Canyon's learning community works in partnership with our families and community to provide our students with a challenging and enriching education that helps students develop a love of learning and become highly successful in school, society, and the work place, through real life learning opportunities to prepare our students for success in a diverse society and ever changing world. The instructional program, developed by teams of grade-level teachers, is designed to ensure students are equipped with the knowledge and skills required for proficiency in California Content Standards. To this end, grade level professional learning communities use their working knowledge of the standards to write personal/team objectives and direct instructional practices. Formative and summative assessments, aligned to the content standards, are created to gain information on students' individual needs. Results of both teacher-created formative and summative assessments as well as District benchmark assessments are used to guide classroom instruction, adjust pacing and differentiate the educational program to meet the needs of all students. Standards-based textbooks and instructional materials are regularly supplied through the Poway Unified School District to meet the needs of all students. The purchasing of textbooks is centralized through Learning Support Services ensuring every student has current textbooks for all curricular areas aligned to the California content standards and ELD standards, as needed. The Avenues program for ELD students was recently adopted by the District and all Deer Canyon staff members have been trained on its use. Deer Canyon also purchases supplemental instructional materials aligned to the standards from site, district and categorical funds (i.e. School Improvement, GATE) as well as PTA and Foundation donations.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	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
<b>Science</b>	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
<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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 05/2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	88	85	74	76	50	50
Mathematics (grades 3-8 and 11)	87	84	67	70	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	232	98.72	1.28	84.91
Male	116	114	98.28	1.72	81.58
Female	119	118	99.16	0.84	88.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	98	96	97.96	2.04	88.54
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	15	15	100.00	0.00	73.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	82.14



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	36	36	100.00	0.00	88.89
Socioeconomically Disadvantaged	30	30	100.00	0.00	73.33
English Learners	69	69	100.00	0.00	82.61
Students with Disabilities	25	25	100.00	0.00	56.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	232	98.72	1.28	83.62
Male	116	114	98.28	1.72	85.96
Female	119	118	99.16	0.84	81.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	98	96	97.96	2.04	93.75
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	15	15	100.00	0.00	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	82.14
Two or More Races	36	36	100.00	0.00	77.78
Socioeconomically Disadvantaged	30	30	100.00	0.00	66.67
English Learners	69	69	100.00	0.00	86.96
Students with Disabilities	25	25	100.00	0.00	60.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.5	39.5	34.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Deer Canyon recognizes the importance of the partnership between home and school and is committed to supporting the Parents As Partners Core Value. Parents are active members of our school community supporting the school improvement process and serving in a number of capacities including School Site Council, School Site Safety Committee, Gifted and Talented Education, English Language Learners, PTA and the Deer Canyon Foundation. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Character Corp, Art Docents, Book Fairs, Jog-A-Thon, Classroom Support, Mentoring, and Technology Support.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.2	0.8	0.2	1.3	1.6	1.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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Deer Canyon places strong emphasis on the safety of students and staff. The School Site Safety Committee meets as needed to review and make recommendations about safety at our school. Our emergency plans are reviewed frequently and revised annually. Drills are held monthly to review procedures for fire, earthquake, lock down and other potential disasters. Two disaster preparedness drills and a bus evacuation drill are held annually. The school has an up to date Asbestos Plan, School Safety Plan, and Disaster Preparedness Plan. Maintenance staff work with a scheduled preventive program to offset costly repairs to our site.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1	4		23	1	3		20	2	2	
1	22		3		23		3		23		2	
2	26		3		23		3		25		4	
3	26		3		26		3		24		3	
4	30		3		27		3		32		1	1
5	33		1	2	46		3	1	44		2	2
Other**					12	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1142.5

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	2.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,306.28	2,826.53	6,479.75	81,784.55
District	N/A	N/A	7,536.45	\$79,082.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.1	3.4
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-14.7	-0.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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/grants
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 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,046	\$48,612
<b>Mid-Range Teacher Salary</b>	\$74,420	\$74,676
<b>Highest Teacher Salary</b>	\$101,917	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$131,931	\$125,830
<b>Average Principal Salary (Middle)</b>	\$143,470	\$131,167
<b>Average Principal Salary (High)</b>	\$151,598	\$144,822
<b>Superintendent Salary</b>	\$287,500	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 technology in teaching and learning, critical reading, writing and mathematics strategies, effective strategies for differentiation in the classroom, Response to Intervention, STEAM, growth mindset, physical education instruction, effective use of assessments, positive behavior intervention and support, innovation in education, 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.