

Meadowbrook Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| School Contact Information | |
|-----------------------------------|-------------------------------------------------------------------------|
| School Name | Meadowbrook Middle School |
| Street | 12320 Meadowbrook Lane |
| City, State, Zip | Poway, CA 92064-3599 |
| Phone Number | 858-748-0802 |
| Principal | Crystal Brownlee |
| E-mail Address | crbrownlee@powayusd.com |
| Web Site | http://www.powayusd.com/mbms |
| CDS Code | 37682966038988 |

| District Contact Information | |
|------------------------------|--------------------------|
| District Name | Poway Unified |
| Phone Number | 858-521-2800 |
| Superintendent | Marian Kim-Phelps, Ed.D. |
| E-mail Address | dojohnson@powayusd.com |
| Web Site | www.powayusd.com |

School Description and Mission Statement (School Year 2018-19)

Meadowbrook Middle School, located in Poway, a suburban community 25 miles north of metropolitan San Diego, is an energetic and nurturing middle school where young adolescents are valued and respected. The oldest middle school in the Poway Unified School District, Meadowbrook was built in 1964 to house 800 students. The current enrollment of just under 1400 students has necessitated the addition of twelve new classrooms, including two science labs. These were added in 2008-09 as part of an extensive modernization project. The school currently has 52 classrooms (including five science labs), three 40-station computer labs, 19 Chromebook carts, 6 iPad carts a multipurpose room, a number of conference rooms, administrative offices, a gymnasium (shared with the City of Poway), playing fields (including a lighted "Class A" soccer field), and athletic locker rooms and facilities. The library houses a student collection and teacher resource and reference materials. Each classroom has at least one computer and all are networked to a central file server providing informational software as well as Internet access. The modernization also included upgrades to the electrical, heating and air, data and technology systems as well as new carpeting, lighting, and cabinetry in all classrooms. The administration building was completely redesigned to add more offices, a teacher workroom and staff lounge, and the library was expanded and completely updated. During the modernization, a new cafeteria, lunch area, and choir room were built. Additionally, the landscaping was totally redone in addition to interior and exterior painting throughout the campus. This much needed renovation gives Meadowbrook the look, feel and technological capability of a brand new school.

Meadowbrook is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse population of 1370 students who live in tract homes built in the mid-50's to early 60's, apartments and low-income housing units, and newer homes and condominiums built in the communities of Sabre Springs and Carmel Mountain Ranch. At Meadowbrook there are 39 different languages represented. Included within the population are 32 full-day special education learning-disabled non-severely handicapped students. There are also 222 identified gifted and talented (GATE) students. Each special needs population is served both according to state law and individual requirements. In addition, there are 89 AVID students (total between 7th and 8th grade). Finally, Student Support Services and before and after-school programs provide further academic and social support for the students at Meadowbrook.

The staff of 182 certificated and classified employees provides the support and instruction needed for students to receive an excellent education. There are 55 full-time teachers, a half-time librarian, a speech pathologist, a .8 school psychologist, 3 administrators, and 2.5 counselors. Our classified staff, includes instructional assistants, office staff, custodians and a groundskeeper all of whom support the teaching and administrative staff.

Meadowbrook has received many awards and honors, including California Distinguished School, National Blue Ribbon School of Excellence and the California Campaign for the Civic Mission of Schools 2008 Educating for Democracy School of Distinction Award and most recently has been recognized as a Gold Ribbon School. Parents and community members serve as volunteers (logging an average of over 500 volunteer hours monthly) and are actively involved members of decision and policy-making committees, including the School Site Council. The PTSA has a membership of over 650 parents, students, and teachers. In addition, the Meadowbrook Educational Foundation provides financial support for technology including classroom computers, LCD's, document cameras and a physical education fitness lab, Chromebook carts and iPads. The after school program, community organizations and athletic groups regularly use the facilities during non-school hours.

Mission Statement: Meadowbrook's vision is to ensure that every student will master the knowledge and develop the skills and attitudes essential for college readiness and future success in life.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 455 |
| Grade 7 | 455 |
| Grade 8 | 473 |
| Total Enrollment | 1,383 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.0 |
| American Indian or Alaska Native | 0.1 |
| Asian | 17.4 |
| Filipino | 5.2 |
| Hispanic or Latino | 24.9 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 41.0 |
| Socioeconomically Disadvantaged | 27.0 |
| English Learners | 13.4 |
| Students with Disabilities | 12.1 |
| Foster Youth | 0.1 |

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 | | | District |
|--------------------------------------------------------------------|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 55 | 53 | 54 | 1625 |
| Without Full Credential | 0 | 0 | 0 | 10 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|------------------------------------------------|----------|----------|----------|
| 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 2018-19)

Year and month in which data were collected: 03/1/2016

| 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 |
| 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. These materials include science laboratory equipment for grades 9 to 12, inclusively. 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 |
| Foreign Language | Each pupil, including English learners, has a textbook or foreign language 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 |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| Health | <p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p> | 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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/16/2018 | | |
|--------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Carpet unraveled |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/16/2018 | | |
|-------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Structural: Structural Damage, Roofs | Poor | Roofs need to be repaired |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 08/16/2018 | |
|----------------------------------------------------------|------|
| Overall Rating | Good |

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 67.0 | 67.0 | 74.0 | 74.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 58.0 | 60.0 | 66.0 | 67.0 | 37.0 | 38.0 |

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 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 1373 | 1346 | 98.03 | 67.24 |
| Male | 696 | 680 | 97.70 | 62.06 |
| Female | 677 | 666 | 98.38 | 72.52 |
| Black or African American | 41 | 41 | 100.00 | 43.90 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 236 | 235 | 99.58 | 85.11 |
| Filipino | 66 | 64 | 96.97 | 73.44 |
| Hispanic or Latino | 340 | 331 | 97.35 | 48.94 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 566 | 552 | 97.53 | 72.28 |
| Two or More Races | 83 | 82 | 98.80 | 68.29 |
| Socioeconomically Disadvantaged | 372 | 365 | 98.12 | 40.27 |
| English Learners | 354 | 349 | 98.59 | 48.71 |
| Students with Disabilities | 162 | 154 | 95.06 | 19.48 |
| Foster Youth | -- | -- | -- | -- |

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 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 1,373 | 1,349 | 98.25 | 59.5 |
| Male | 696 | 681 | 97.84 | 60.74 |
| Female | 677 | 668 | 98.67 | 58.23 |
| Black or African American | 41 | 41 | 100 | 31.71 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 236 | 235 | 99.58 | 82.55 |
| Filipino | 66 | 65 | 98.48 | 64.62 |
| Hispanic or Latino | 340 | 333 | 97.94 | 35.84 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 566 | 552 | 97.53 | 65.4 |
| Two or More Races | 83 | 82 | 98.8 | 65.85 |
| Socioeconomically Disadvantaged | 372 | 367 | 98.66 | 30.25 |
| English Learners | 354 | 351 | 99.15 | 42.45 |
| Students with Disabilities | 162 | 155 | 95.68 | 20.65 |
| Foster Youth | -- | -- | -- | -- |

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**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|----------------------------------------------------------------|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|-----------------------------------------------|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 8.3 | 21.7 | 60.0 |

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 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 2018-19)

Meadowbrook recognizes the importance of the partnership between home/school and remains committed to supporting the District’s Parents As Partners Core Value. Parents were included in the improvement process and serve in an advisory capacity on committees, including school climate and the Community of Kindness. There are many opportunities for parent involvement: serving on the School Site Council, the Meadowbrook Educational Foundation, PTSA, and volunteering in classrooms or for special events. Parents are invited to attend Coffee with the Principal several times throughout the year. Our counselors host a 3-series workshop for parents about the teenage brain. They also work with parents and share strategies to help parents help their child be successful in school.

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 | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 1.1 | 1.6 | 1.4 | 1.2 | 1.3 | 1.6 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.1 | 0.1 | 0.4 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Meadowbrook places strong emphasis on safety for students and staff. Emergency plans are revised yearly and reviewed frequently. Annually, training procedures and drills for earthquakes, lockdowns, fire and bus evacuation are held and the asbestos plan is updated. The school's discipline policy is aligned with District policy and reviewed annually by students, staff and parents. The staff supports a single school culture where ALL teachers are following and enforcing the same school-wide discipline plan and consequences. Each fall students receive a parent/student Binder Reminder Handbook. This handbook contains the dress code, code of conduct, as well as a comprehensive school-wide discipline plan that details expectations and the corresponding positive/negative consequences. These consequences for actions are enforceable and consistent. In order to address student needs such as anger management, grief, divorce, friendship and school attitudes, counselors meet with small groups of students for a six to eight week period of time to provide support, coping strategies, and teach conflict management and peer mediation strategies. Under the supervision of staff, numerous clubs and activities are available to students before and after school, including sports, homework, chess, cooking, computers and a variety of other activities. These provide a safe place for students who have to be dropped off early before school or picked up after school hours.

In response to staff, student, and parent input, a Distributive Leadership group began a Community of Kindness program in the fall of 2011. Each year students and staff attend a kick-off assembly in August and teachers teach six, monthly lessons on kindness throughout the school year. The topics of the lessons vary with input from students and current issues they face. Additionally, there is a student leadership group of forty-five students known as Mustang Leaders who offer our school something in addition to our ASB. Their responsibilities encompass programs that assist with the transition of 5th grade students into 6th grade. They visit the elementary schools to give the 5th grade students insight on what to expect when they come to Meadowbrook. Prior to the first day of school, we welcome the incoming 6th graders by leading them through 6th grade orientation. When new students come to Meadowbrook the leaders are called upon for school tours. The Mustang Leaders work together as a team to incorporate youth development strategies into activities on-campus. They engage in conversations with students about topics that students want to talk about. They have been trained with the supervision of our advisers to lead talking circles. These conversations coincide with our community of kindness lessons where students develop an understanding of who others are rather than what they think they are.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-----------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 24.0 | 12 | 8 | 17 | 24.0 | 11 | 14 | 12 | 24.0 | 13 | 9 | 17 |
| Mathematics | 14.0 | 9 | | 3 | 15.0 | 7 | | 2 | 22.0 | 15 | 21 | 7 |
| Science | 27.0 | 6 | 14 | 14 | 26.0 | 8 | 15 | 12 | 27.0 | 8 | 14 | 13 |
| Social Science | 24.0 | 9 | 16 | 12 | 27.0 | 9 | 4 | 21 | 27.0 | 7 | 17 | 11 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-----------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | 2 | 685 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | .5 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .8 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 2 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|----------------------------------------------|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 6,668.01 | 818.14 | 5,849.87 | \$80,454.81 |
| District | N/A | N/A | 7349.46 | \$78,935 |
| Percent Difference: School Site and District | N/A | N/A | -22.7 | 1.9 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | -19.7 | -0.4 |

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 2017-18)

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$47,046 | \$47,903 |
| Mid-Range Teacher Salary | \$83,106 | \$74,481 |
| Highest Teacher Salary | \$101,917 | \$98,269 |
| Average Principal Salary (Elementary) | \$131,931 | \$123,495 |
| Average Principal Salary (Middle) | \$143,470 | \$129,482 |
| Average Principal Salary (High) | \$151,598 | \$142,414 |
| Superintendent Salary | \$287,500 | \$271,429 |
| Percent of Budget for Teacher Salaries | 37.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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, including iPads and Chromebooks, 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.