

Oak Valley Middle 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
School Name	Oak Valley Middle School
Street	16055 Winecreek Road
City, State, Zip	San Diego, CA 92127
Phone Number	858-487-2939
Principal	Colin Young
Email Address	coyoung@powayusd.com
Website	http://www.powayusd.com/ovms
County-District-School (CDS) Code	95-6002452

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)

Oak Valley Middle School is in the City of San Diego, California, nestled within a master planned community of 4S Ranch, with the student population coming from a diverse socioeconomic background. The ethnic distribution is approximately 8% Hispanic, 9 % Indian, 12% Chinese, 2% African American, 8% Filipino, 46% Caucasian, and 15% other.

The staff at Oak Valley Middle School works hard each day to ensure the continued success of the school’s mission statement, “Students are at the heart of Oak Valley and meeting their needs is our first priority.” Student access to a kind and caring educational institution where all students feel safe and empowered to achieve their academic and personal goals is a priority of all staff members at Oak Valley.

Oak Valley runs on a block schedule. Students attend four block classes a day, not including lunch, and one opposite of lunch class called a workshop. Workshop classes can be a continuation of core classes, but are also a place where teachers engage students in lessons centered on amplifying school culture and character building goals. Classes rotate on an odd/even schedule. On Tuesdays, students arrive at school later giving staff the opportunity for 70 minutes of collaboration. Collaboration is focused on student engagement, and curriculum and instruction development. Staff members typically meet in grade level teams, curricular teams or as a whole staff. Teachers have an opportunity to interact with students in a variety of ways that build a strong sense of community. Students who are not performing at grade level are supported through dedicated courses that meet on a regular basis. Music, Spanish, Art and Engineering are the electives currently being offered.

Two Student Services Specialists as well as two full-time counselors and one part-time, work to support student well-being in areas of mental health, alcohol, drug, and tobacco use prevention, assisting teachers in presenting anti-bullying education, anger management, and conflict mediation. The Falcon Center, a student recreation/game center, is a place where students can get together during lunch and other free time to relax, talk to friends, make new friends, read, do homework, and play games. This type of facility fosters a greater sense of community and belonging among students and creates a relaxing atmosphere in which to bond. Studies show that when students feel a sense of connectedness to school they perform better academically.

Another exciting program we have at Oak Valley is the OVPL (Oak Valley Peer Leaders) program. OVPL is a club where students tutor, mentor, and assist peers with academic and social concerns. They organize and lead large group forums to tackle topics like bullying, academic honesty, and kindness.

The physical education department delivers curriculum, which include components that shift the physical education paradigm of teaching students sports to concentrating on student learning life-long health, fitness skills, and concepts. The P.E. Program provides a Fitness Lab to teach students how their bodies work and show them the effects of exercise on their bodies.

Oak Valley has several programs on campus designed to help students find academic and personal success including an English Language Learners Program, several Special Education programs, a Math and Science extension class for students needing extra support offered during the school day, and a Best Buddies club. English Language Learner students who are Intermediate and above in their English skills are placed in clusters in the general education classroom with support provided by an instructional assistant. Beginning English skills are taught in a self-contained classroom with a CLAD certified teacher for language arts, social studies and science in grade 6-8. All teachers at Oak Valley are fully certificated to teach ELL students.

Oak Valley also offers an after-school tutoring program that provides extra support for students in English, Math and Science called SOAR. In addition, there are many different interest specific clubs on campus that students can enjoy during lunch or after school. Oak Valley encourages students to form new clubs often to increase the number of students connect to the campus.

To further support Oak Valley’s goal of personal and intellectual development, there are three AVID classes and the use of AVID strategies are implemented school-wide. Oak Valley is committed to college readiness for all students, modeling that belief through College Gear Tuesdays, where staff members wear college alumni clothing.

The Oak Valley Middle School Library strives to provide a rich selection of resources that support state standards, diverse interests, and multiple reading levels and learning styles. At present, the OVMS library has approximately 13,658 books, 19 magazine subscriptions, numerous digital resources, and a collection of DVDs and videos for the classrooms.

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

Grade Level	Number of Students
Grade 6	545
Grade 7	476
Grade 8	483
Total Enrollment	1,504

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Asian	36.5
Filipino	7
Hispanic or Latino	7.8
Native Hawaiian or Pacific Islander	0.3
White	39.2
Two or More Races	6.4
Socioeconomically Disadvantaged	8.7
English Learners	5.9
Students with Disabilities	7.8
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	58	62	61	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	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: 01/16/2020

Each pupil, including English learners, has textbooks or other materials, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.

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
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. Adopted 14/15	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
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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Grounds in need of repair
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 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)	83	83	74	76	50	50
Mathematics (grades 3-8 and 11)	74	75	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	1506	1476	98.01	1.99	83.13
Male	803	781	97.26	2.74	80.92
Female	703	695	98.86	1.14	85.61
Black or African American	21	20	95.24	4.76	60.00
American Indian or Alaska Native					
Asian	550	543	98.73	1.27	90.06
Filipino	89	88	98.88	1.12	87.50
Hispanic or Latino	122	117	95.90	4.10	71.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	575	561	97.57	2.43	80.04
Two or More Races	124	122	98.39	1.61	77.87
Socioeconomically Disadvantaged	150	144	96.00	4.00	54.86
English Learners	252	247	98.02	1.98	72.47
Students with Disabilities	129	118	91.47	8.53	37.29
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	1506	1473	97.81	2.19	74.95
Male	803	778	96.89	3.11	75.84
Female	703	695	98.86	1.14	73.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	21	20	95.24	4.76	25.00
American Indian or Alaska Native					
Asian	550	546	99.27	0.73	88.64
Filipino	89	86	96.63	3.37	81.40
Hispanic or Latino	122	117	95.90	4.10	63.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	575	557	96.87	3.13	64.27
Two or More Races	124	122	98.39	1.61	77.87
Socioeconomically Disadvantaged	150	146	97.33	2.67	47.26
English Learners	252	250	99.21	0.79	68.00
Students with Disabilities	129	115	89.15	10.85	26.09
Students Receiving Migrant Education Services					
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
7	15.4	30.6	36.6

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)

Oak Valley is deeply committed to having our parents involved in our school. In our research on parent involvement, we found information from The National Network of Partnership Schools at Johns Hopkins University which supports the following: “School, family, and community partnerships continue to be essential at the middle and high school levels. Students tend to do better in school academically and behaviorally when partnership practices are thoughtfully implemented. Effective family and community involvement can help ease the transition from one school to another, create a safer school environment, improve student attendance, increase homework completion, and raise awareness of post-secondary opportunities.” As we developed the Oak Valley Vision, we incorporated three statements to affirm this philosophy:

- Adults in our school maintain a rich academic environment by working in collaboration with colleagues and parents to deepen their own knowledge and improve their practice.
- We involve families as partners in their children’s education, keep them informed, involve them in their children’s learning, ensure participation in school-level decision making, and provide access to us.
- Our entire community is involved in shared decision making, to ensure all voices are heard and honored.

We welcome all of our volunteers; in the classrooms, during lunches, in our Welcome Center (office), Back-To-School Night, Open House, dances, volunteer opportunities in the classrooms, in our PTSA and Oak Valley Falcon Foundation. This year, we provided a two part classroom volunteer training session, to help our parents become more effective in our classrooms. This was a well attended training.

Volunteers also run our Science Olympiad, Robotics, Art Corps and Math Counts program.

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
Suspensions	0.9	2.1	1.5	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At Oak Valley Middle School, we believe each and every student, staff member and visitor has a right to be on a campus which is safe, secure, and supportive. We practice positive behavior systems and restorative practices in order to help guide and shape behavior and support positive relationships. Our mission, vision, and practices support strategies for fostering the middle school child in a safe, caring environment. Administrators, counselors, and teachers strategically teach students the importance of being a member of "Our House", stressing the mindset of "see something, say something" along with safety procedures throughout the school year. Our student handbook outlines the guidelines for such areas as a safe and orderly environment, a positive climate for learning, behavior support expectations along with emergency drill information. Our School Safety Committee, comprised of staff, parents, law enforcement, and district personnel collaborate and develop a comprehensive safety plan during the first two months of the school year. The school's disaster preparedness plan is revised and updated annually and includes steps for ensuring student and staff safety during emergencies. Oak Valley participates in and practices two fire drills per semester along with one lockdown, disaster and earthquake drill per semester. Any ongoing revisions and updates are immediately shared and reviewed with the staff via email and staff meetings. During school hours, there is only one entry onto campus through the main office. All visitors come through the main office and, after signing in, must wear a visitor's identification badge during the duration of their stay on campus. Supervision is provided by administrators, counselors, teachers, staff and noon supervisors to ensure the safety of each school community member throughout the school day.

Our School Safety Committee, comprised of staff, parents, law enforcement, and district personnel collaborate and develop a comprehensive safety plan during the first two months of the school year. The school's disaster preparedness plan is revised and updated annually and includes steps for ensuring student and staff safety during emergencies. Oak Valley participates in and practices two fire drills per semester along with one lockdown, disaster and earthquake drill per semester. Any ongoing revisions and updates are immediately shared and reviewed with the staff via email and staff meetings. During school hours, there is only one entry onto campus through the main office. All visitors come through the main office and, after signing in, must wear a visitor's identification badge during the duration of their stay on campus. Supervision is provided by administrators, counselors, teachers, staff and noon supervisors to ensure the safety of each school community member throughout the school day.

Average Class Size and Class Size Distribution (Secondary)

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	11	25	5	29	11	19	37	26	15	41	18
Mathematics	17	7	1	3	24	12	22	8	23	13	21	11
Science	27	6	19	9	27	7	12	18	25	8	14	16
Social Science	26	7	20	8	25	12	3	25	27	5	23	7

*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.

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

Title	Ratio
Academic Counselors*	601.6

*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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	.1

*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	6,376.74	949.24	5,427.50	70,031.69
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-32.5	-12.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-32.1	-16.2

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
Beginning Teacher Salary	\$47,046	\$48,612
Mid-Range Teacher Salary	\$74,420	\$74,676
Highest Teacher Salary	\$101,917	\$99,791
Average Principal Salary (Elementary)	\$131,931	\$125,830
Average Principal Salary (Middle)	\$143,470	\$131,167
Average Principal Salary (High)	\$151,598	\$144,822
Superintendent Salary	\$287,500	\$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	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	40	40	43

Research supports the positive effects professional development has on increasing student achievement. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

During our late start Tuesday mornings the site has time set aside for professional growth. Teachers meet in either small team, large focus groups or an entire staff (all team). School wide goals in amplifying culture, literacy, student engagement, and response to intervention are addressed in the large focus group and all team meetings. Individual, classroom, and subject area goals are addressed during small team time. The staff works collaboratively on the calendaring of this time to address student needs in a timely fashion. In the 2019-2020 school year, we currently have 6 full days , 6 minimum days, and 31 late start Tuesday mornings spread throughout the school year dedicated to staff professional development.