Deer Canyon Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Deer Canyon Elementary School
Street	13455 Russet Leaf Ln.
City, State, Zip	San Diego, CA 92129-4411
Phone Number	858-484-6064
Principal	Terry Worthington
E-mail Address	tworthington@powayusd.com
Web Site	http://www.powayusd.com/dces
CDS Code	37682966109300

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

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 Problem Solvers

Effective Users of Tools and Technology

Responsible 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, 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 Common Core 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 21st 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 amongst 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 42% Caucasian, 36% Asian, 12% Filipino, 8% Hispanic, 2% African American, and 1% other racial ethnic groups. 20% of the students are learning English as a second language and 7% 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 regular 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, Extended Student Services (ESS) and an Extended Day Program. Deer Canyon is also the home of an Autism Spectrum Disorder program, serving children from pre-school through Kindergarten in four 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 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	75
Grade 2	77
Grade 3	79
Grade 4	93
Grade 5	96
Total Enrollment	504

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0
Asian	39.5
Filipino	8.5
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.4
White	30.6
Two or More Races	10.3
Socioeconomically Disadvantaged	8.5
English Learners	25
Students with Disabilities	8.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	27	23	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

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 out students for sucess 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 03/25/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/25/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NEED PATCH & SLURRY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/25/2016				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	82	91	72	75	44	48
Mathematics	85	88	65	67	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	82	79	96.3	94.9
	4	94	93	98.9	90.3
	5	96	94	97.9	89.4
Male	**3**	41	39	95.1	89.7
	4	59	58	98.3	87.9
	5	48	47	97.9	87.2
Female	**3**	41	40	97.6	100.0
	4	35	35	100.0	94.3
	5	48	47	97.9	91.5
Black or African American	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	**3**	32	31	96.9	96.8
	4	31	30	96.8	90.0
	5	39	39	100.0	100.0
Filipino	**3**	--	--	--	--
	4	12	12	100.0	100.0
	5	--	--	--	--
Hispanic or Latino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific Islander	**4**	--	--	--	--
White	**3**	32	30	93.8	93.3
	4	33	33	100.0	97.0
	5	28	27	96.4	77.8
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	12	11	91.7	100.0
Socioeconomically Disadvantaged	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	**3**	14	12	85.7	91.7
	4	16	15	93.8	73.3
	5	--	--	--	--
Students with Disabilities	**3**	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	13	13	100.0	53.9
	5	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	82	79	96.3	94.9
	4	94	93	98.9	88.2
	5	96	94	97.9	83.0
Male	**3**	41	39	95.1	94.9
	4	59	58	98.3	93.1
	5	48	47	97.9	87.2
Female	**3**	41	40	97.6	95.0
	4	35	35	100.0	80.0
	5	48	47	97.9	78.7
Black or African American	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	**3**	32	31	96.9	96.8
	4	31	30	96.8	93.3
	5	39	39	100.0	89.7
Filipino	**3**	--	--	--	--
	4	12	12	100.0	75.0
	5	--	--	--	--
Hispanic or Latino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific	**4**	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Islander					
White	**3**	32	30	93.8	90.0
	4	33	33	100.0	97.0
	5	28	27	96.4	77.8
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	12	11	91.7	90.9
Socioeconomically Disadvantaged	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	**3**	14	12	85.7	91.7
	4	16	15	93.8	80.0
	5	--	--	--	--
Students with Disabilities	**3**	--	--	--	--
	4	13	13	100.0	61.5
	5	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	97	94	94	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	96	93	96.9	93.6
Male	48	47	97.9	91.5
Female	48	46	95.8	95.7
Asian	39	39	100.0	97.4
White	28	27	96.4	92.6
Two or More Races	12	11	91.7	100.0

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.1	21.1	38.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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, 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.4	0.0	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3		25		4		19	2	2	
1	27		3		26		2		19	4		
2	27		3		25		3		26		3	
3	27		4		28		4		26		3	
4	29		3		32		2	1	31		3	
5	34			3	31		3		32		3	
Other					9	1			9	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.7	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	1	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	$70,649.25
District	N/A	N/A	$8,962	$77,791
Percent Difference: School Site and District	N/A	N/A	--	-2.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	--	-3.2

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,237	$45,092
Mid-Range Teacher Salary	$79,910	$71,627
Highest Teacher Salary	$97,997	$93,288
Average Principal Salary (Elementary)	$122,843	$115,631
Average Principal Salary (Middle)	$138,732	$120,915
Average Principal Salary (High)	$131,028	$132,029
Superintendent Salary	$305,178	$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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, STEAM, physical education instruction, 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.