

MISSION AND CORE VALUES

SCHOOLS

ELEMENTARY

Adobe Bluffs
Canyon View
Chaparral
Creekside
Deer Canyon
Garden Road
Highland Ranch
Los Peñasquitos
Midland
Morning Creek
Painted Rock
Park Village
Pomerado
Rolling Hills
Shoal Creek
Stone Ranch
(Opening Aug. 2004)
Sundance
Sunset Hills
Tierra Bonita
Turtleback
Valley
Westwood

MIDDLE SCHOOLS

Bernardo Heights
Black Mountain
Meadowbrook
Mesa Verde
Twin Peaks

HIGH SCHOOLS

Abraxas
Mt. Carmel
Poway
Rancho Bernardo
Westview

Poway Adult School

Also:

Extended Student Services
Preschools
New Directions
ROP

Mission Statement

Our mission is to ensure that each student will master the knowledge and develop the skills and attitudes essential for success in school and in a diverse society.



Core Values

- ◆ All Students Learning
- ◆ Parents as Partners
- ◆ Competent and Caring Staff
- ◆ Staff Participation in Decision Making
- ◆ Effective Management of Resources
- ◆ A Safe, Orderly, and Attractive Environment
- ◆ Excellence In All We Do

Attitudes Expected of All Students and Staff

- ◆ Honesty
- ◆ Integrity
- ◆ Responsibility
- ◆ Loyalty
- ◆ Keeping Promises
- ◆ Pursuing Excellence
- ◆ Being Kind and Caring
- ◆ Being Respectful
- ◆ Being Fair
- ◆ Being a Good Citizen

Welcome to PUSD!

Poway Unified School District is located in the northwestern section of San Diego County in southern California. Extending over 100 square miles, the district serves approximately 33,000 students from the cities of Poway and San Diego, in the communities of Rancho Peñasquitos, Rancho Bernardo, Poway, Sabre Springs, Carmel Mountain Ranch, Santa Fe Valley, Black Mountain Ranch, Torrey Highlands, and 4S Ranch. Since becoming unified in 1962, the district has grown to become the 26th largest school district in California.

We are especially proud of the fine partnerships we have with our parents, businesses, and communities. Everyone strives to work together to provide our students with the best possible education.

PROFILE OF THE DISTRICT

Geographic Size: 100 sq. miles

PUSD serves the following communities:

Poway, Rancho Bernardo, Rancho Peñasquitos, Carmel Mountain Ranch, Sabre Springs, Black Mountain Ranch, Torrey Highlands, 4S Ranch, Santa Fe Valley

Size in California:

26th largest

Size in San Diego County:

3rd largest

2003-2004 Budget:

\$208 million

Number of Schools: 31

21 elementary schools

5 middle schools

4 comprehensive high schools

1 continuation high school

1 New Directions Program

14 preschools

1 Poway Adult School

Location of Schools:

PUSD schools are situated in two cities in San Diego County:

11 schools in the City of Poway

20 schools in the City of San Diego

Number of Students:

33,031 (K-12)

Ethnic Diversity:

African American	3.3%
American Indian/Alaskan	0.5%
Asian	11.9%
Filipino	6.6%
Hispanic	9.4%
Pacific Islander	0.5%
White	65.3%
Other	2.5%

Graduation Rate: 97.1%

Attendance Rate: 96.26%

Number of Teachers: 1,632

PTA/PTSA Membership: 18,387

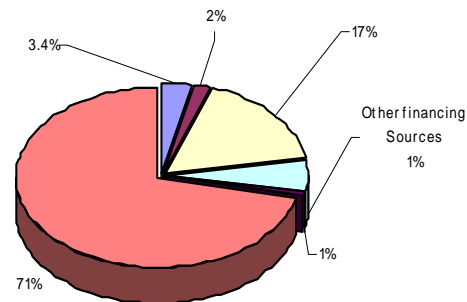
WHERE DOES THE MONEY COME FROM?

Poway Unified's single largest source of revenue (71%) is Revenue Limit funds comprised of state aid and local taxes.

Each school district in the state has a uniquely-defined Base Revenue Limit from which the Revenue Limit funds are calculated. Poway Unified is considered a low wealth district because it receives funding that is below the statewide average.

The base amount for the Poway Unified School District starts from the 2002-03 rate of \$4,679.70 per student. The statutory Cost of Living Allowance (COLA) of 1.86% or \$88.00 is added to the 2002-03 rate, yielding a new base amount of \$4,767.70; however, in 2003-04 the revenue limit was deficiated 3.0% or \$144.16. The net funded revenue limit is \$4,623.54. Therefore, the 2003-04 amount calculates to a 1.2% reduction or \$1,778,138 from the 2002-03 funded revenue limit.

Major Sources of Income Revenue



For 2003-04, Poway's Base Revenue Limit is \$73.30 below the estimated statewide average of \$4,841 for unified school districts. If the district received funding at the statewide average, it would receive \$2,320,825 additional revenue based on a projected 31,662 Average Daily Attendance (ADA). ADA is calculated on the number of days students are present at school.

In addition to the Revenue Limit funding of \$149,509,516, Poway Unified School District also receives funding to operate various federal and state categorical programs. We anticipate receiving about 5.8 percent of the remaining revenue from the federal government (\$12,131,908) and 17 percent from the state government (\$35,929,152), and 2 percent Lottery Funds (\$4,074,380) for a total of \$52,135,440 from these sources.

Finally, the remaining 4.2 percent (\$9,016,307) comes from local sources, which include interest earned on deposits (\$1,000,000), transportation services fees (\$1,400,000), and other interagency and local revenues (\$6,215,557), and donations (\$400,750).

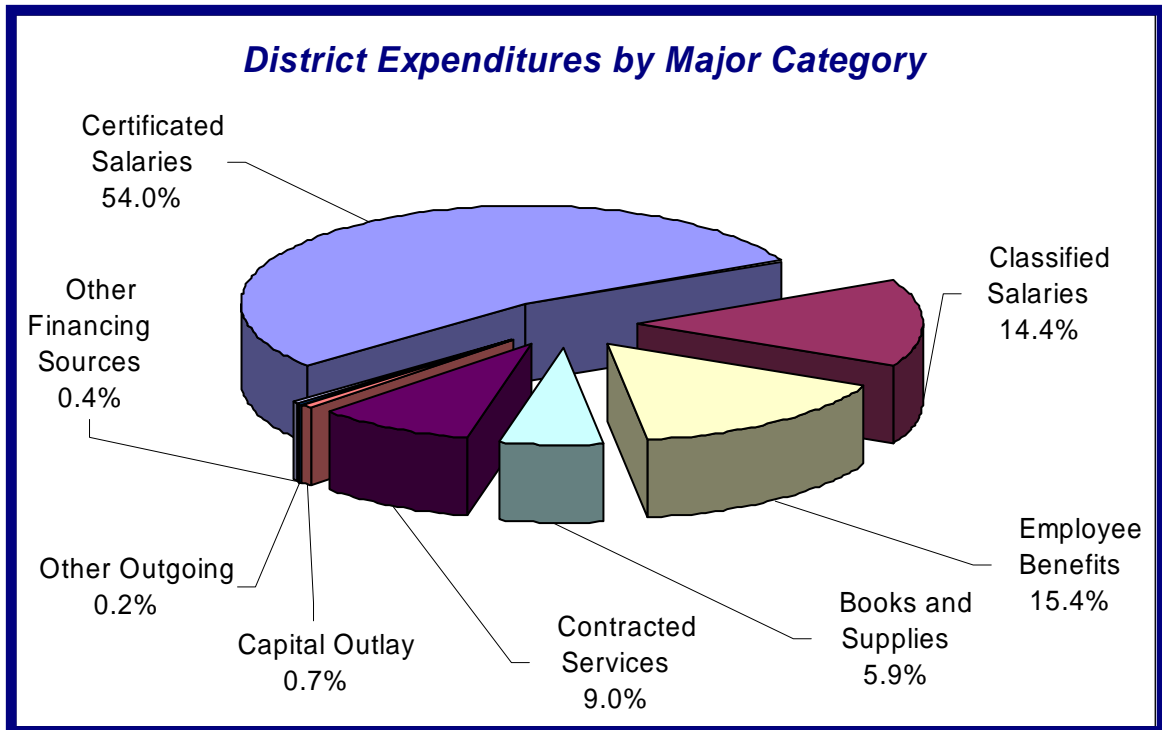
Source: 2003-04 First Interim Report

For more information about the PUSD budget, please visit our web site at www.powayusd.com/admin/bss/finance/budget.

HOW ARE THE FUNDS SPENT?

Poway Unified School District expenditures fall into the following eight major categories:

- Certificated Salaries – Salaries for teachers, librarians, administrators, etc.
- Classified Salaries – Salaries for custodians, bus drivers, secretaries, etc.
- Employee Benefits – Health and welfare, unemployment insurance, workers' compensation, etc.
- Books and Supplies – Textbooks, library books, instructional supplies, etc.
- Other Operating Services – Travel and conference, insurance, rentals, etc.
- Capital Outlay – Equipment and equipment replacement, sites and site improvements, buildings and building improvements.
- Contracted Services – Maintenance contracts, utilities, telephone service systems.
- Other Outgoing – State special schools, interfund transfers, debt service, etc.



A FREQUENTLY ASKED QUESTION:

DON'T YOU GET A LOT OF MONEY FROM THE LOTTERY?

Beginning in the 1985-1986 school year, school districts in California began receiving proceeds from the state lottery. Over time, lottery income has proven to be an unstable source of income. Fluctuating tremendously from a "high point" of \$189 per Average Daily Attendance (ADA) in 1988-1989 to a low of \$79 per ADA in 1991-1992, lottery funds now comprise approximately two percent of a school district's annual General Fund revenue. The district will receive a total of approximately \$4,074,380 in the budget year from lottery. Lottery fund allocations provide services to children in the areas of instructional materials, library materials, continuation/independent study, and technology. Some people ask why lottery funds cannot be used to build new schools. The Government Code specifically requires that all funds allocated from the California State Lottery Education Fund must be used exclusively for the education of students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose. Even if it were legal to use the lottery money for school construction, the amount is not adequate to construct even a small school or renovate an existing school.

Source: 2003-04 First Interim Report

For more information about the PUSD budget, please visit our web site at www.powayusd.com/admin/bss/finance/budget/.

POWAY UNIFIED SCHOOL DISTRICT BUDGET

Frequently Asked Questions

HOW DOES CALIFORNIA PAY FOR ITS SCHOOLS?

When it comes to money, Poway Unified shares a school finance system with every other California school district. Essentially all the decisions about revenues for schools are made in the state capital or in the United States Congress.

The money comes from:

- taxes paid to the state and federal governments
- local property taxes
- local school bond
- a small amount of miscellaneous local income including developers fees
- and 2% from the California state lottery

With a few exceptions, the state decides the total amount, not our school board or even the San Diego and Poway voters.

WHAT IS REVENUE LIMIT?

Revenue Limit is the amount of money Poway Unified may receive for each student (ADA). Each district has its own revenue limit, which was set over 25 years ago by the Legislature.

WHAT DOES IT MEAN TO BE A LOW WEALTH DISTRICT?

Poway Unified receives less than the state average, because of the formula for revenue limit funding, which was set over 25 years ago when Poway was a rural community. Although adjustments have been made by the Legislature, that total has still not given Poway Unified equal funding when compared with other districts in the state.

WHAT IS ADA?

Average Daily Attendance (ADA) is the average number of students who attend school during the year. This number is smaller than total enrollment. ADA is important because it affects how much income we receive. Although adjustments have been made, that total has still not given Poway Unified equal funding when compared with other districts in the state. Poway Unified has modified its school calendar to include a week of vacation in the fall and another in February to encourage families to take vacation during those breaks and have students attend school every day unless they are ill. This increases student learning and increases attendance. If every child in PUSD attended school one day more during the year, the district would receive an additional \$900,000 in ADA.

WHY ISN'T ENROLLMENT INCREASING WHEN NEW HOMES ARE BEING BUILT?

The district has a mixture of older and newer neighborhoods. While new homes are being built in the western area of the district, many families in the older areas of PUSD are remaining in their homes after their children have grown, or other homes are purchased without school-age children. As growth shifts to the west, new schools will be funded by the new communities through Mello Roos funds.

ENROLLMENT HISTORY

SCHOOL ENROLLMENT 2003*

ELEMENTARY SCHOOLS

Adobe Bluffs	733
Canyon View	635
Chaparral	861
Creskide	800
Deer Canyon	590
Garden Road	557
Highland Ranch	675
Los Peñasquitos	746
Midland	618
Morning Creek	524
Painted Rock	672
Park Village	921
Pomerado	549
Rolling Hills	787
Shoal Creek	853
Sundance	531
Sunset Hills	463
Tierra Bonita	659
Turtleback	681
Valley	726
Westwood	900

MIDDLE SCHOOLS

Bernardo Heights	1,869
Black Mountain	1,263
Meadowbrook	1,554
Mesa Verde	1,550
Twin Peaks	1,700

HIGH SCHOOLS

Abraxas	291
Mt. Carmel	2,538
Poway	3,120
Rancho Bernardo	3,159
Westview	1,522

Poway Adult School	
*TOTAL K-12	33,031

Also:

Extended Student Services	3,478
14 Preschools	523
New Directions	382
ROP	4,662

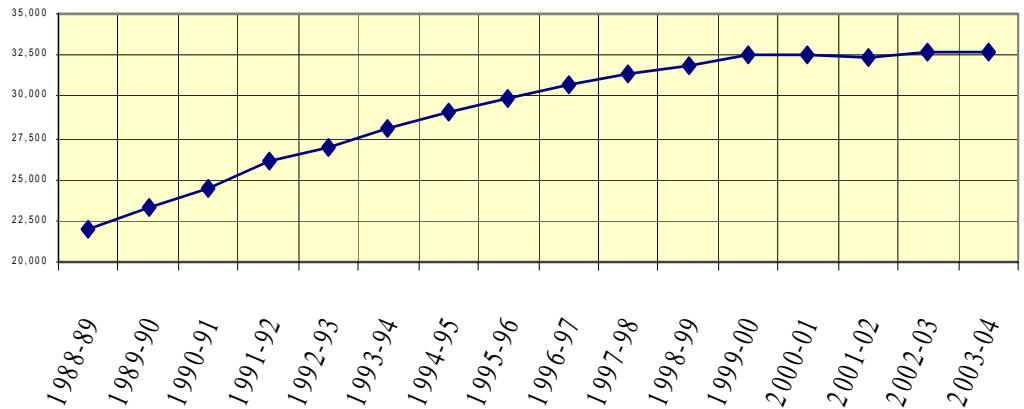
*CBEDS October 2003

NOTABLE FACTS:

PUSD became a unified school district in 1962 when Poway High School (through city elections) became part of what was the K-8 Pomerado Union School District. Additional school district history:

- In 1924, school buildings from Poway (Paguay), Merton, and Bernardo relocated to Midland Road on the present site of Midland Elementary School
- In 1948, 89 students; a teaching principal and four teachers at Midland
- In 1955, 224 students; nine teachers at Midland Elementary School
- In 1960, 1,591 students; Garden Road, Valley, and Pomerado elementary schools added
- In 1965, 3,434 students; Meadowbrook Middle School added

PUSD Student Enrollment 1992 - 2004



WHAT THE RESULTS SHOW:

During the last five years, enrollment growth has leveled off. Unlike the early 1990's when PUSD grew by approximately 1,000 students each year, in 2001 there was even a small decrease of students (25). Currently, enrollment is considered to be flat. The district has a mixture of older and new neighborhoods. While families with children may continue to move into some of the older homes, the area is experiencing a time when families with grown children remain in older homes, or other homes are purchased by families without school-age youngsters. New housing, particularly in the western portion of the district, is attracting school-age families. Although enrollment is not growing as rapidly as in the past, growth has shifted to the west. New schools will be funded by the new communities.

NEXT STEPS:

Goal II in PUSD's Strategic Plan focuses on providing a physical learning environment to support student learning for all. Staff will complete enrollment updates/projections, research and address enrollment fluctuations. Future enrollment trends will be studied to determine the best recommendations for school boundaries and the building of new schools. Timelines will be developed which will develop channels for communication and the involvement of stakeholders.

ELEMENTARY SCHOOL ENROLLMENT By Subgroup

Poway Unified serves many neighborhoods in the Rancho Peñasquitos, Rancho Bernardo, Poway, Sabre Springs, Carmel Mountain Ranch, Santa Fe Valley, Black Mountain Ranch, Torrey Highlands, and 4S Ranch areas. This distribution of the population by subgroups is listed on the chart below and on page 7. Our source of information is the 2002 California Basic Educational Data Systems Report (CBEDS). The 2002 numbers will be updated to 2003 when available and placed on the web edition of this report.

School	Enrollment 2002	% English Learners	% Low Income	% African American	% Asian	% Filipino	% Hispanic	% White
Elementary Schools								
Adobe Bluffs	597	9.7	4.2	4.9	12.9	7.2	5.5	65.8
Canyon View	632	10.0	7.8	3.2	14.7	7.1	8.1	63.3
Chaparral	882	6.7	4.1	3.3	12.4	1.4	7.9	73.8
Creekside	778	8.0	3.0	1.2	20.2	4.4	6.8	64.8
Deer Canyon	544	10.3	5.5	2.0	20.2	7.7	6.4	53.5
Garden Road	559	3.2	11.4	1.4	3.9	2.7	12.2	76.9
Highland Ranch	698	12.2	4.6	4.0	18.5	5.6	8.3	60.5
Los Peñasquitos	770	23.9	34.2	11.4	9.6	20.9	15.7	39.7
Midland	676	12.4	18.0	3.4	4.4	2.7	17.5	67.8
Morning Creek	509	12.0	7.7	5.1	19.3	7.1	8.6	55.2
Painted Rock	692	3.2	3.3	1.9	6.2	1.9	4.3	84.4
Park Village	962	11.6	2.4	0.8	26.0	8.6	5.1	58.8
Pomerado	567	13.6	18.3	3.5	5.8	4.6	18.0	65.3
Rolling Hills	653	11.9	12.6	5.7	12.7	8.6	9.2	60.3
Shoal Creek	831	13.2	2.4	3.5	21.2	7.7	7.1	58.7
Sundance	540	7.4	13.0	5.6	8.7	9.4	10.0	63.3
Sunset Hills	505	12.3	9.1	3.4	11.1	6.5	8.7	64.0
Tierra Bonita	678	5.6	1.6	1.3	4.1	1.5	5.6	83.0
Turtleback	729	11.2	6.9	5.8	18.1	4.5	11.8	57.9
Valley	712	26.4	39.8	2.5	3.5	6.2	30.5	44.0
Westwood	902	5.4	3.5	2.4	9.1	3.4	8.3	70.3

SECONDARY SCHOOL ENROLLMENT By Subgroup

7

School	Enrollment 2002	% English Learners	% Low Income	% African American	% Asian	% Filipino	% Hispanic	% White
Middle Schools								
Bernardo Heights	1,867	6.2	4.6	3.4	15.4	3.6	9.3	65.2
Black Mountain	1,204	7.6	17.2	4.9	11.2	11.6	9.1	59.3
Meadowbrook	1,603	6.6	10.7	3.1	11.1	6.4	11.1	62.5
Mesa Verde	1,542	4.9	5.6	3.0	17.6	10.3	6.5	59.7
Twin Peaks	1,700	2.1	6.9	1.6	5.0	1.4	8.6	80.1
High Schools								
Abraxas	302	4.6	13.2	3.6	5.6	5.3	12.3	68.5
Mt. Carmel	2,781	3.3	6.6	4.0	13.3	14.0	7.6	58.8
Poway	3,124	3.1	6.8	2.0	5.2	2.7	10.5	77.7
Rancho Bernardo	3,266	2.9	2.9	3.7	12.9	6.5	7.6	66.4
Westview	949	3.0	4.7	2.3	13.0	9.0	8.0	64.8

PUSD Student Ethnic Diversity

African American	3.3%
American Indian/Alaskan	0.5%
Asian	11.9%
Filipino	6.6%
Hispanic	9.4%
Pacific Islander	0.5%
White	65.3%
Other/No Response	2.5%

NEXT STEPS:

Poway Unified School District's Strategic Plan focuses on supporting student learning for all. Subgroup data are carefully monitored. Staff continuously reviews achievement and attendance data by subgroup.

WHAT THE RESULTS SHOW:

Poway Unified is comprised of a diversity of ethnic groups. The target subgroup by far, is white (65.3%). The largest minority subgroups are Asian (11.9%) followed closely by Hispanic (9.4%) and Filipino (6.6%). A review of individual school populations shows that the ethnic groups are not evenly distributed across the district. Hispanic populations tend to reside in the City of Poway or east of I-15, while Filipino, African American, and Asian tend to reside west of I-15. Within the subgroups in the district there are 60 different languages spoken. The many different cultures at the schools provide outstanding opportunities for learning through understanding of others.

STRATEGIC PLAN 2002-2008

THE PROCESS:

In the fall of 2002, more than 135 staff members, parents, community leaders, and students worked together to develop a comprehensive strategic plan in support of the two district goals. The district staff and Superintendent had worked closely with the Board of Education during the spring of 2003 to reduce the number of goals from as many as 40 annually to two goals that would be in place through the spring of 2008. The two goal areas focus on: 1) literacy in reading, writing, and mathematics, and 2) facilities to support teaching and learning. We recognized that we could collectively make even greater strides by having these goals take center stage both at school sites and throughout the district.

The strategic planning process helped the district obtain a broad base of input from the school community to develop the key initiatives that would drive the effort. The three-day workshop focused on developing key initiatives and work plans for each initiative, as well as a timeline for implementation over the next four years.

In 2003, specific measurable targets were developed. These measures became critical indicators of progress.

Strategic planning gave the district a work plan to move forward. We have a very powerful place to begin our efforts, thanks to the work by all who participated.

Goal I

Increase Achievement for All Students Through a Comprehensive Literacy Effort

GOAL I - INITIATIVES:

1. Identify basic curriculum for reading, writing, and mathematics literacy.
2. Develop and implement an effective, coherent curriculum integrating literacy across all subject areas.
3. Close the existing achievement gap for subgroups.
4. Demonstrate consistently that we honor and value diversity.
5. Personalize learning for each student.
6. Develop and implement a data and information system.
7. Promote and support innovative practices.



Portion of mural drawn during 2002 Strategic Planning sessions depicting the District Goal of Literacy.

GOAL I - Targets

- By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests as follows:

California Standards Tests Target for 2008				
Grade Span	English/Language Arts		Mathematics	
	2003	2008	2003	2008
2-5	69%	80%	72%	80%
6-8	66%	76%	58%	70%
9-12	60%	65%	32%	60%

- 100% of all schools in the district achieving No Child Left Behind requirements.
- Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78% in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78% in Mathematics by 2006.
- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95% in English/Language Arts and 91% in Mathematics to 100% on each by 2006.
- By 2008, increase from 53% to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete the UC and CSU college prep, "a-g" requirements.
- By 2008, increase from 29% to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one advanced placement course as preparation for college.
- By 2008, increase from 63% to 74% the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.



Turtleback Elementary School students share ideas from the books they read as they discuss world geography. Poway Unified's literacy focus encourages students to read often and share ideas with each other.

STRATEGIC PLAN 2002-2008

Goal II

Provide a Physical Learning Environment to Support Student Learning for All

GOAL II - INITIATIVES:

1. Recruit, hire, support, and retain a diverse staff.
2. Explore best practices around optimal learning environments.
3. Design secure, efficient, sustainable facilities.
4. Research and address enrollment fluctuations.
5. Continue to seek outside funding to support grants and partnerships.

GOAL II- Targets

- By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the Proposition U, *Building for Success*, bond passed by voters in 2002.
- By 2010, plan, design, and build new schools in the western portion of the school district, as determined by enrollment.
- Monitor and proactively address enrollment changes and short-term and long-term growth or enrollment fluctuations through 2010.
- By 2008, increase the percentage of diverse staff to bring that percentage closer to ethnic make-up of the student population.
- By 2008, continue the establishment of a strong base for the outside funding for grants and support partnerships that advance the Poway Unified School District goals and targets.



Portion of mural drawn during 2002 Strategic Planning sessions depicting the District Goal of Facilities.