

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:

27th largest

Size in San Diego County:

3rd largest

2004-2005 Budget:

\$227 million

Number of Schools: 33

- 22 elementary schools
- 6 middle schools
- 4 comprehensive high schools
- 1 continuation high school
- 1 New Directions Program
- 20 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
 22 schools in the City of San Diego

Number of Students:

32,645 (K-12)

Ethnic Diversity:

African American	3.1%
American Indian/Alaskan	0.5%
Asian	14.7%
Filipino	6.7%
Hispanic	10.0%
Pacific Islander	0.6%
White	59.9%
Other	4.4%

Graduation Rate: 96.3%

Attendance Rate: 96.55%

Number of Teachers: 1,638

PTA/PTSA Membership: 18,711



Accomplishments

11 Schools Have the Top State and Similar School Rankings of 10/10

All Comprehensive High Schools Have Academic Performance Index (API) Above 800

San Diego County Taxpayers Association Golden Watchdog Award

California Distinguished Schools (26)

National Blue Ribbon Schools (15)

National Spelling Bee Champion

National Merit Scholarship finalists (19)

SAT Score of 2400

State Wrestling Champions

San Diego County Urban League Gold Award

San Diego County Teacher of the Year

National Board Certificated Teachers (99)

Disney Teacher of the Year

College Board Honors AP Art Teacher



ENROLLMENT HISTORY

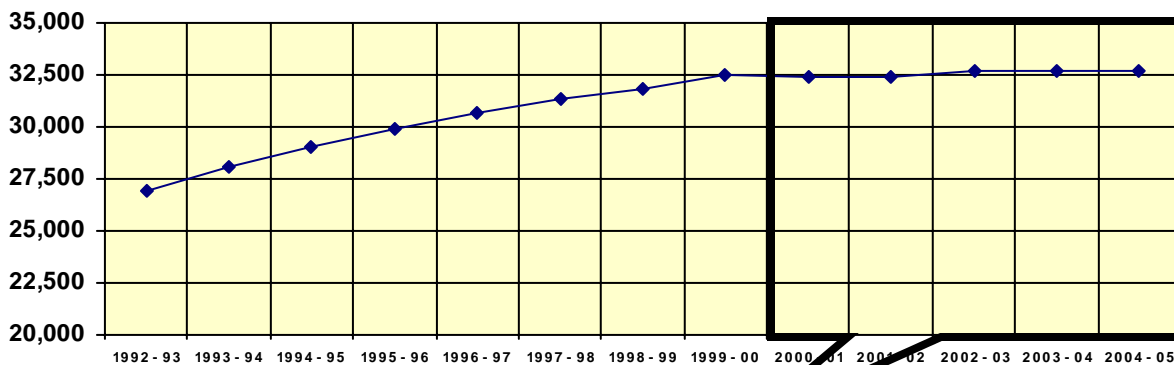
NOTABLE FACTS:

PUSD became a unified school district in 1962 when Poway High School became part of what was the K-8 Pomerado Union School District.

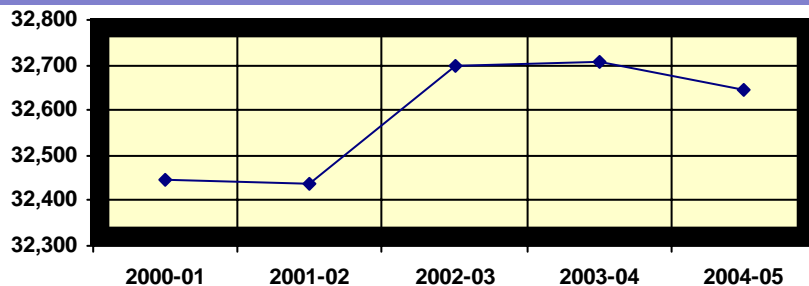
Early school district history:

- 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 Elementary School
- 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 - 2005



PUSD Student Enrollment 2000 - 2005



WHAT THE RESULTS SHOW:

During the last five years, enrollment growth has leveled off and has begun to show a slight decline. From 1995 to 2005, PUSD grew by approximately 1,000 students each year. From 2000 to 2005, enrollment grew only by 199 students. Currently, enrollment is considered to be flat. The district has a mixture of older and newer neighborhoods. While families with children may continue to move into some of the older homes, the Poway City area in particular 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 families of school-age children, resulting in a redistribution of students.

ENROLLMENT HISTORY

PUSD Student Enrollment by Ethnic Group 1996 - 2005

WHAT IS BEING MEASURED:

The chart below shows the percentage of the district's enrollment by ethnic groups over the 10-year period from 1996 to 2005:

	African American	Asian	Filipino	Hispanic	White	Other
1996	2.8%	8.5%	7.7%	7.5%	72.6%	-
1997	2.8%	8.8%	7.5%	7.8%	72.3%	-
1998	3.0%	9.2%	7.3%	7.9%	71.9%	0%
1999	2.8%	9.7%	6.9%	8.4%	68.8%	2.5%
2000	3.0%	10.3%	6.9%	8.8%	67.8%	2.3%
2001	3.1%	11.1%	6.8%	9.0%	67.1%	2.0%
2002	3.3%	11.9%	6.6%	9.4%	65.3%	2.5%
2003	3.3%	12.9%	6.7%	9.5%	63.6%	3.0%
2004	3.0%	13.0%	6.0%	9.0%	61.0%	3.0%
2005	3.1%	14.7%	6.7%	10.0%	59.9%	4.4%

WHAT THE RESULTS SHOW:

Over the last 10 years, the white population has declined by 13.6% and been replaced by growing numbers of Asian, Hispanic, and "other". The Filipino population has declined slightly, while the African American population has remained fairly constant. In 2005, the white population, which comprises 59.0% of the district population, remained the predominate subgroup.

NEXT STEPS:

By 2008, increase the percentage of diverse staff to bring the percentage closer to the ethnic make-up of the student population. This will require the district to increase the percentage of African American, Asian, Filipino, and Hispanic teachers, administrators, and support staff to better reflect the changing ethnic character of the community. See Goal II, page 12.

ELEMENTARY SCHOOL ENROLLMENT By Subgroup

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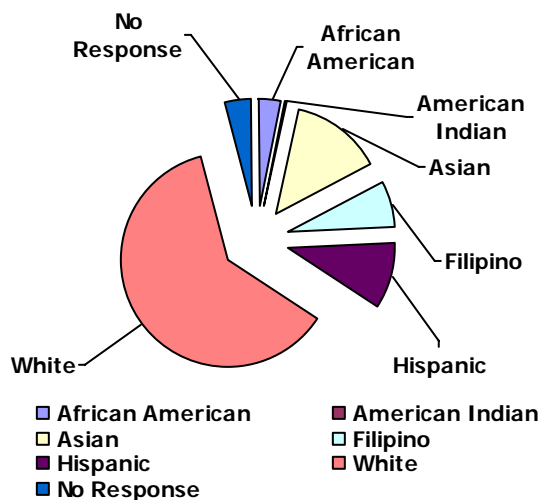
Poway Unified serves many neighborhoods in the Poway, Rancho Bernardo, Rancho Peñasquitos, Carmel Mountain Ranch, Sabre Springs, Black Mountain Ranch, Torrey Highlands, 4S Ranch, and Santa Fe Valley areas. A distribution of the population by subgroups is listed on the chart below and on the next page. Our source of information is the 2005-2006 California Basic Educational Data Systems Report (CBEDS).

School	Enrollment 2005	% English Learners	% Low Income	% African American	% Asian	% Filipino	% Hispanic	% White
Elementary Schools								
Adobe Bluffs	799	10.3%	8.2%	2.3%	22.2%	7.0%	6.8%	54.6%
Canyon View	570	13.6%	8.6%	2.8%	17.9%	6.5%	7.2%	57.7%
Chaparral	802	8.8%	3.7%	1.6%	13.6%	2.2%	10.2%	66.2%
Creekside	783	8.0%	3.3%	1.3%	25.8%	4.7%	6.1%	58.7%
Deer Canyon	591	10.6%	7.2%	2.2%	24.9%	8.1%	6.8%	49.4%
Garden Road	515	6.6%	13.7%	2.5%	5.0%	4.3%	13.6%	67.6%
Highland Ranch	645	16.8%	5.4%	4.8%	25.9%	4.3%	8.7%	50.1%
Los Peñasquitos	621	30.4%	39.8%	10.3%	10.6%	22.5%	15.8%	35.7%
Midland	542	13.4%	19.6%	2.8%	5.7%	2.2%	16.6%	66.2%
Morning Creek	517	13.9%	4.3%	3.9%	22.6%	7.9%	10.6%	47.6%
Painted Rock	644	2.9%	4.4%	1.2%	6.2%	3.4%	6.2%	78.6%
Park Village	824	14.4%	3.0%	0.0%	30.3%	6.2%	5.0%	55.3%
Pomerado	507	23.0%	24.0%	1.4%	8.1%	5.9%	21.9%	56.6%
Rolling Hills	408	15.6%	18.3%	3.9%	8.8%	11.3%	7.8%	61.0%
Shoal Creek	700	10.8%	5.8%	3.0%	22.1%	6.7%	6.9%	57.3%
Stone Ranch	1,009	14.5%	2.9%	2.2%	25.5%	6.1%	7.6%	50.5%
Sundance	494	11.9%	16.0%	6.9%	12.6%	11.5%	8.9%	49.8%
Sunset Hills	535	14.9%	9.8%	2.2%	15.3%	7.7%	9.2%	56.8%
Tierra Bonita	581	6.1%	3.2%	0.5%	5.7%	1.5%	7.9%	79.5%
Turtleback	602	10.1%	8.4%	3.2%	22.8%	6.8%	10.6%	50.8%
Valley	692	36.9%	44.2%	3.8%	5.5%	5.9%	35.3%	36.8%
Westwood	759	9.7%	5.8%	4.6%	12.5%	5.4%	10.3%	58.5%

SECONDARY SCHOOL ENROLLMENT By Subgroup

School	Enrollment 2005	% English Learners	% Low Income	% African American	% Asian	% Filipino	% Hispanic	% White
Middle Schools								
Bernardo Heights	1,378	5.8%	5.0%	3.6%	14.7%	5.5%	7.5%	64.2%
Black Mountain	1,340	10.2%	17.8%	4.9%	14.0%	10.8%	9.6%	52.9%
Meadowbrook	1,417	9.5%	13.7%	2.8%	14.0%	5.9%	14.1%	56.9%
Mesa Verde	1,380	5.3%	7.8%	3.0%	20.2%	8.7%	7.6%	56.2%
Oak Valley	629	4.2%	0.0%	4.5%	18.6%	6.8%	8.7%	54.1%
Twin Peaks	1,570	3.6%	9.5%	1.7%	5.5%	1.7%	10.3%	76.1%
High Schools								
Abraxas	324	4.6%	10.8%	5.9%	5.6%	4.6%	17.3%	63.9%
Mt. Carmel	2,202	4.2%	11.6%	4.0%	12.7%	14.0%	9.5%	55.0%
Poway	3,061	3.7%	8.3%	2.0%	5.0%	2.3%	11.1%	75.5%
Rancho Bernardo	2,945	3.1%	3.4%	3.5%	16.2%	5.4%	8.1%	63.2%
Westview	2,259	2.9%	4.8%	3.1%	19.0%	9.8%	7.0%	57.4%
Totals	32,645	8.6%	14.0%	3.1%	14.7%	6.7%	10.0%	59.9%

**PUSD Student Ethnic Diversity
2005**



WHAT THE RESULTS SHOW:

Poway Unified is comprised of diverse ethnic groups. The largest subgroup by far, is white (59.0%). The largest minority subgroups are Asian (14.0%) followed closely by Hispanic (9.0%) and Filipino (6.0%). 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 Asians tend to reside west of I-15. The majority of low income families and limited English speaking families tend to be concentrated in about one-third of the schools.

NEXT STEPS:

Poway Unified School District's Strategic Plan focuses on supporting student learning for all. The district will continue to monitor subgroup data to recruit teachers from represented ethnic groups and assure learning for all.

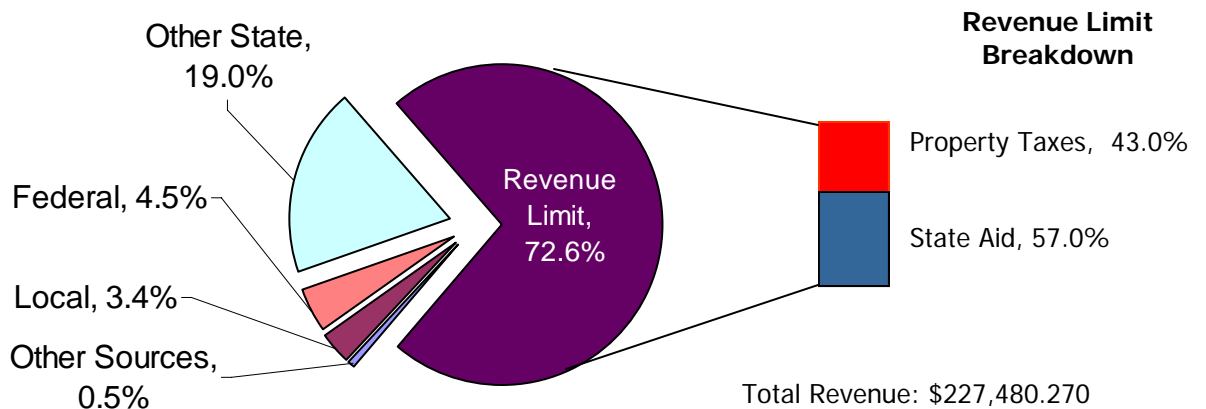
WHERE DOES THE MONEY COME FROM?

Poway Unified's single largest source of revenue (73%) 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 2004-05 rate of \$4,914.22 per student. The statutory Cost of Living Allowance (COLA) of \$211.00, is added to the 2004-05 rate, yielding a new base amount of \$5,125.22; however, in 2005-06 the revenue limit is deficated 0.892% or \$45.72. The estimated net funded revenue limit is \$5,079.50.

Poway Unified School District 2005-06 First Interim Budget General Fund Combined



For 2005-06, Poway's Base Revenue Limit is \$68.78 below the estimated statewide average of \$5,194 for unified school districts. If the district received funding at the statewide average, it would receive \$2,166,570 in additional revenue based on a projected Average Daily Attendance (ADA) of 31,550. ADA is calculated on the number of days students are present at school.

In addition to the Revenue Limit funding of \$165,163,477, Poway Unified School District also receives funding to operate various federal and state categorical programs. *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.

We anticipate receiving about 4.5% of the remaining revenue from the federal government (\$10,129,719), 19.08% from the state government (\$38,616,321), and 2% Lottery Funds (\$4,554,000) for a total of \$53,300,040 from these sources.

Finally, the remaining 3.5% (\$7,798,563) comes from local sources, which include interest earned on deposits (\$627,500), transportation services fees (\$1,600,000), and other interagency and local revenues (\$4,116,081), and donations (\$1,454,982).

Source: 2005-06 First Interim Report

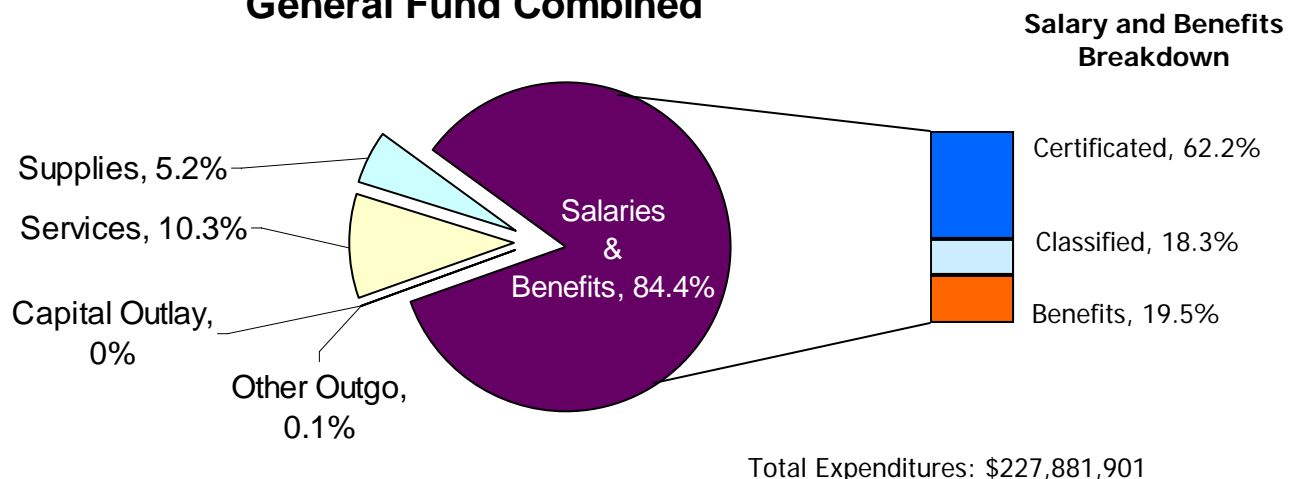
For more information about the PUSD budget, please visit our web site at www.powayusd.com/admin/bss/finance/budget.

HOW ARE THE FUNDS SPENT?

Poway Unified School District expenditures fall into the following seven 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.
- Capital Outlay – Equipment and equipment replacement, sites and site improvements, buildings and building improvements.
- Contracted and Other Operating Services - Maintenance contracts, utilities, telephone service systems, travel and conference, insurance, and rentals.
- Other Outgoing – State special schools, interfund transfers, debt service, etc.

Poway Unified School District 2005-06 First Interim Budget General Fund Combined



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 \$4,554,000 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 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 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: 2005-2006 First Interim Report

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 Source of Revenue comes from:

- taxes paid to the state and federal governments
- local property taxes
- local school bonds
- 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 California 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, total allocations still have 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 the district receives, although 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 more day during the year, the district would receive an additional \$900,000 in ADA.**

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

The district has a mixture of older and newer neighborhoods. While new homes are being built in the growing 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 by families without school-age children. As growth shifts to the west, new schools will be funded by the new communities through Mello-Roos funds.