

Abraxas Continuation High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Abraxas Continuation High School
Street	12450 Glen Oak Rd.
City, State, Zip	Poway, CA 92064-3098
Phone Number	858-748-5900
Principal	Alain Henry
E-mail Address	ahenry@powayusd.com
Web Site	https://www.powayusd.com/en-US/Schools/HS/AHS/Home
CDS Code	37682963735842

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

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

Abraxas High School, the continuation high school for the Poway Unified School District, takes great pride in its commitment to students. Set on a campus that was designed and built specifically for alternative education in 1978, the school was completely renovated and modernized in 2008. Abraxas High School was designated a Model Continuation School in 1998, 2006, and again in 2010. The main campus consists of twenty-four classrooms and includes a computer lab, art room, science lab, media center, and administration building. The campus has state of the art computers and mobile computer carts for each classroom to use. The buildings surround lawns and an extensive patio area with two gazebos. A large grassy field serves as a multipurpose soccer, softball and PE facility. Also included are handball/racquetball courts, a tennis court, basketball and volleyball courts, and a small weight lifting patio.

The student population of approximately 250 is made up of young adults between the ages of 15 and 22, with the majority of those students residing within the Poway Unified School District boundaries. Abraxas houses two programs- a Diploma Program serving high school aged students and a Transition Program for special-needs young adults.

The Diploma Program delivers instruction that is individualized, based on student needs, across a continuum of methods ranging from traditional classroom delivery to independent study. The instructional model is designed to accommodate a fluctuating student enrollment. Curricular offerings comply with State Model Curriculum Standards and PUSD requirements for graduation and are personalized to meet the needs of students with a wide range of skill levels, motivation and aspirations. Special education RSP and SDC services are provided as needed. Every student works with a homeroom teacher to develop an individualized program and to prioritize goals. Teachers help to develop student's confidence and self-esteem, as well as develop a sense of responsibility and accountability. Credits are issued as soon as they are earned, with an emphasis on individual student learning.

The Work Experience Program emphasizes job shadowing, mentors and guest speakers, along with classroom instruction about job skills and learning how to obtain and keep a position. The program includes students who are employed full time, working up to 32 hours per week, and are monitored by the Work Experience Coordinator. The full-time work experience students are required to be on site, four hours each week.

The Independent Study (IS) Program provides an educational setting for up to 10% of students who are not able to attend school daily during regular school hours. Students are required to meet with the IS teacher once each week to present and review the twenty plus hours of work completed from the previous week.

The Transition Program serves students with special needs. The program has an enrollment of approximately 80 students with moderate to severe disabilities. The program is community-based and follows the Individualized Critical Skills Model that meets the needs of 18- to 22-year old adults with developmental disabilities. The Transition Program also facilitates individual development in the areas of transportation/mobility within the community, daily living skills such as budgeting, banking, cooking, and utilizing resources in the community. The emphasis is always toward maximizing an individual's potential for independence and self-sufficiency.

Abraxas benefits from a full-time Student Services Coordinator on site. The responsibilities include coordinating the mentor program, providing student support in the areas of substance abuse, tobacco cessation and peer mediation/counseling.

Mission Statement

Prepare young adults for high school graduation and to be responsible, caring and contributing members of society

Our Vision of Abraxas High School:

A school climate that is safe, supportive and personalized

A culture that values diversity and is committed to high expectations for all

A relevant and rigorous curriculum that integrates academic learning and essential life skills

Individual and collaborative approaches to engage students in learning

Attention to individual students, enhancing their ability to make positive life-long choices

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

Grade Level	Number of Students
Grade 10	3
Grade 11	18
Grade 12	107
Ungraded Secondary	68
Total Enrollment	196

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1.5
Asian	6.6
Filipino	8.2
Hispanic or Latino	26.0
Native Hawaiian or Pacific Islander	2.0
White	46.9
Socioeconomically Disadvantaged	45.4
English Learners	12.8
Students with Disabilities	45.4
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

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

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 11/1/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Each pupil, including English learners, has a textbook or 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
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/19/2018		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofs throughout campus need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/19/2018	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	30.0	30.0	74.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	2.0	2.0	66.0	67.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	43	95.56	30.23
Male	31	30	96.77	23.33
Female	14	13	92.86	46.15
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.74	22.22
White	13	12	92.31	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	16.67
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	41	93.18	2.44
Male	30	28	93.33	3.57
Female	14	13	92.86	0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	17	89.47	0
White	13	12	92.31	8.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.44	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

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

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

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

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

Career Technical Education Programs (School Year 2017-18)

The Poway Unified School District and our entire community value the key role that Career-Technical Education (CTE) plays in helping to fulfill the District’s mission of college and career readiness for every student. As an integral part of the educational program, CTE in the Poway Unified School District offers academically challenging technical courses and programs. These courses and programs are comprehensive and future-oriented, are responsive to student, parent, community and workforce development needs, and are proven to positively affect student achievement.

The CTE courses offered at our high schools are advertised to students and parents through the regular course recruitment process each spring. This allows students and parents, with guidance from high school counselors, to choose CTE courses along with all of the other courses offered on that high school campus. This practice ensures that all high school students have access to the CTE courses, including students of special populations. Because the CTE courses are integrated at the high schools and are part of the regular school day, the unique needs of special populations are supported through our existing infrastructure, which includes teachers, counselors, and staff – including Special Education and EL program staff.

An advisory committee is convened at least once a year for each CTE industry sector or pathway. Business representatives from Agriculture; Arts Media and Entertainment; Building and Construction Trades; Business and Finance; Engineering and Architecture; Health Science and Medical Technology; Information and Communication Technologies; Manufacturing and Product Development; Marketing, Sales and Services; Public Services; and Transportation participate. The current chair of our CTE advisory committee is a representative from the Poway Chamber of Commerce (Dolores Canizales, President/CEO).

All of the CTE courses offered fit into a sequence or pathway of courses within an industry sector. To move our CTE courses toward increased rigor and college readiness standards, several years ago, the Poway Unified School District set a goal that each CTE course must meet at least one of the following criteria: be UC approved; be articulated with a local community college; or prepare students for an industry certification. The CTE courses offered during the 2017-18 school year are displayed below. (“U” denotes a course that is UC approved; “A” denotes a course that is articulated.)

- 3D Animation (U; A)
- Accounting (U; A)
- Architectural Design (U; A)
- Art History and Floral Design (U)
- Auto Body Repair/Refinishing
- Auto Mechanics
- Automobile Engineering & Design
- Automotive Technology (A)
- Biomedical Technology (U; A)
- Broadcast Journalism/Television Production (U; A)
- Child Development & Psychology (U)
- Civil Engineering & Architecture (U)
- Computer Graphic Arts (U; A)
- Computer Information Systems (A)
- Computer Integrated Manufacturing (U)
- Computer Programming
- AP Computer Science (U; A)
- AP Computer Science Principles (U)
- Construction Technology
- Data Structures (U; A)
- Digital Media Production (U; A)
- Drama (U)
- Economics of Business Ownership (U)
- Engineering Design & Development (U)
- Exploring Technology
- Fire Science (A)
- First Responder (A)
- Gateway to Technology
- Graphic Design (U; A)
- Human Body Systems (U)
- Internship
- Introduction to Business
- Introduction to Computer Programming
- Introduction to Design (U)
- Introduction to Engineering Design (U; A)
- Marketing Economics (U)
- Photography (U; A)
- Principles of Biomedical Sciences (U)
- Principles of Engineering (U; A)
- Screen Printing & Design (U; A)
- Sports Medicine/Athletic Trainer (U)
- Studio Art (U)
- AP Studio Art 2D (U)
- AP Studio Art 3D (U)
- Sustainable Agriculture (U)
- Technical Production for Theater (U)
- Theater Construction
- Theater Study & Performance (U)
- Veterinary Science (U)
- Video Technology
- Web Design (U; A)
- Work Experience (A)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	6,243
% of pupils completing a CTE program and earning a high school diploma	45.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	52.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Abraxas High recognizes the importance of the partnership between home and school and is committed to supporting the Parents As Partners core value. Families are kept informed of campus updates through the Ed-Connect phone and e-mail systems, phone calls from teachers, and the school web site. Parents are included in periodic and annual improvement processes, serve on advisory groups and attend orientation and student support meetings.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	17.2	11.6	11.3	1.0	0.9	0.9	10.7	9.7	9.1
Graduation Rate	36.8	33.7	37.1	95.8	95.3	94.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	55.6	95.2	88.7
Black or African American	55.6	89.5	82.2
American Indian or Alaska Native	100.0	90.0	82.8
Asian	100.0	98.2	94.9
Filipino	60.0	94.6	93.5
Hispanic or Latino	50.0	90.8	86.5
Native Hawaiian/Pacific Islander	0.0	80.0	88.6
White	63.3	96.2	92.1
Two or More Races	12.5	92.0	91.2
Socioeconomically Disadvantaged	54.3	100.0	88.6
English Learners	33.3	57.9	56.7
Students with Disabilities	22.2	78.2	67.1
Foster Youth	50.0	66.7	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.0	6.1	4.5	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.7	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Abraxas High places a strong emphasis on safety for students and staff. Emergency plans are reviewed on a quarterly basis. The site has a strong relationship with local law enforcement and fire services. Staff training is held annually and practice drills for earthquakes, fire, and lock down are held quarterly. An independent review of all schools in the district regarding safety and security was conducted in the spring of 2018. Abraxas High School has implemented all of the recommendations of the report and the district facilities department will be addressing concerns from the safety report that fall under their purview.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4.0	24			5.0	37			4.0	25		
Mathematics	5.0	15			3.0	18			2.0	13		
Science	4.0	10			6.0	7			6.0	6		
Social Science	3.0	26			4.0	27			4.0	28		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		240
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)		N/A
Other	0.2	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	16,264.49	16,001.42	16,264.49	\$83,437.02
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	75.5	5.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	78.2	3.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

At Abraxas, we believe effective professional development increases overall student achievement, so all staff members have the opportunity to participate in a variety of district sponsored professional development, as well as meetings on campus. Growth opportunities include effective instructional strategies, use of technology in teaching and learning, critical reading, subject-area strategies, use of assessments, classroom management, and cultural training. New teachers receive additional professional growth through the Poway Professional Assistance Program (PPAP). Teachers at Abraxas have also created Teaching and Learning Cooperative (TLC's) groups to do book studies. In addition to optional growth opportunities, teachers and administrators are actively involved in ongoing district and site-based professional growth.