

Adobe Bluffs Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Adobe Bluffs Elementary School
Street	8707 Adobe Bluffs Dr.
City, State, Zip	San Diego, CA 92129
Phone Number	858-538-8403
Principal	Edward Park
E-mail Address	epark@powayusd.com
Web Site	http://www.powayusd.com/abes
CDS Code	37682966110878

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 2017-18)

Tucked away above a canyon and next to a park in the northwestern section of Rancho de Los Peñasquitos, Adobe Bluffs Elementary School (ABES) is a wonderful model of a neighborhood school and the pride and joy of the community. From the first moment after entering the bright red doors of this meticulously maintained campus; one immediately senses the caring, collaborative atmosphere that has become its trademark. Building on a strong tradition of volunteerism and business support, a culture has been firmly established by the school community to work tirelessly, side by side to maximize student academic and social growth. Adobe Bluffs first opened its doors in 1992 and remained one of the smallest elementary schools in Poway Unified School District until 2002. Over the next few years the enrollment increased and by 2006 there were more than 800 students. In 2008, due to the opening of two new schools in our community, our enrollment decreased to 460. We have maintained our small size and in 2018 we are slightly smaller at around 375 students. An important goal of the Adobe Bluffs community is to be a welcoming school for all students and families. We consider ourselves a small school with a big heart. By focusing on traits of character such as caring, respect, trustworthiness, responsibility, fairness and citizenship, our staff, students and parents have implemented strategies to support students academic, social and emotional achievement. In addition, to prepare our students to be globally ready and to be culturally competent, we have launched the district's first Foreign Language for Elementary Students (FLES) in Mandarin Chinese Language and Culture offering it from TK-5th grade and we are in our 2nd year of implementation for the 2017-2018 school year. In 2018-2019 School year, we are elevating foreign language component by starting the first Mandarin Chinese Two Way Dual Language Immersion Program starting from Kindergarten and will eventually have a pathway to middle and high schools. The two way Mandarin Dual Language Immersion program will be first of its kind in San Diego County due to our diverse community in our community.

The student population is ethnically and culturally diverse with 56% White, 75 Asian, 15% Filipino, 44% Hispanic, 1% African American, and 38% Other/Nondeclared. Adobe Bluffs consistently receives recognition for its commitment to students and learning: * In 1998 and 2006 our school received the California Distinguished School Award. Most recently in 2016, ABES was recognized and honored as a California Gold Ribbon School for its excellence in Community Engagement/collaboration through Parents and teachers to elevate academic rigor. In 2002, we were recognized as an Honorably Mentioned Distinguished School. * From 1999 - 2002, Adobe Bluffs' students earned the Governor's Challenge Reading Award of \$5000 for their reading achievement. All monetary awards were used to buy library books. * In 2000 the Student Council was presented a Community Service Award by California State University, San Marcos, for their many outstanding programs supporting the community. * In 2001, Adobe Bluffs was honored by the San Diego Chargers as only one of four elementary schools in San Diego County to be named a Charger Champion School. This honor, which included an \$11,000 grant, was given to acknowledge our efforts in developing the student as a "whole person" in the areas of leadership, service, and citizenship. * In 2002, the school received a Technology Renovation grant from the state for \$16,000 which was used to buy a wireless computer lab to increase the student to computer ratio on our campus. * In 2002 two teachers were recognized by the San Diego Business Round Table for Best Practices Using Technology in the classroom. * In 2002 and again in 2004 a local television station's Dream Classroom Program awarded a \$1000 grant to one teacher each year. * In 2004 the San Diego Foundation recognized two teachers each with a \$1500 award for the enhancement of classroom curriculum and instruction. * In 2005 the Adobe Bluffs Mileage Club was recognized as a Healthy Practice at the California Healthy Schools Summit. * In 2005 our students were recognized at the California Student Media and Multimedia Festival for their project "Gender Equity - Famous American Women of Character". * In 2006 one teacher was named a National Board Certified Teacher, joining two other teachers on site with this certification. * In spring 2007, three second grade students received first place in the Toshiba/National Science Teachers Explor-A-Vision contest, which resulted in a \$10,000 savings bond and DVD player for each student, and a laptop for the classroom. * In 2007, the school was a finalist in the Governor's Fitness Challenge, with each participating student receiving a certificate and badge. The school received a banner of participation. The students, their families and their teacher and principal were invited to meet with the CA State Governor, as arranged by the California School Library Association. In 2007, two teachers wrote and received technology grants from the school district. One was for a document-camera/LCD projector set up. The other was for a Promethean white board, an interactive instructional tool with Internet access. In 2008, two teachers wrote and received technology grants from Time Warner Cable. The school was awarded \$3,000 to use on technology, and the teachers were honored at a banquet in Washington, D.C. Two teachers also received a Tech Tools for Schools award and the school will receive 10 refurbished computers. In 2008-09 Two teachers also were awarded a \$1000 Technology grant from Sony.

The funds were used to purchase laptop computers to use for video editing. Adobe Bluffs has been recognized as a California Business for Excellence Foundation 2007 & 2010 Honor Roll Recipient. In 2016 Adobe Bluffs Elementary School was awarded the California Gold Ribbon School for our high academic achievement through effective community engagement. In addition we were again recognized as a 2016 California Business for Excellence as an Honor Roll School.

Adobe Bluffs is proud to offer two effective classroom configurations. There are 2 multi-age class 12 single grade classes that span across the grades. We provide a Resource Specialist Program, three ASD (Autism Spectrum Disorder), Pre-K, K-2, and 3-5 classes, a Psychologist, and Speech Pathologist for support of our students with special needs. Parents, teachers, and students value the enhanced opportunities for learning and building relationships in each design. To foster and sustain learning, we have instituted the Parent University classes where our teachers conduct professional development for parents that are in alignment with our California State Standards in English Language Arts and in Math. This opportunity enables parents to be well prepared to support learning at home and have an opportunity to “flip” the classroom at home. Additionally, strong relationship building and communication with our community is enhanced through monthly Coffee with the principal . We have established a strong Professional Learning Community to strategically implement innovative teaching strategies and engagement with our students. Currently, two teachers represent Adobe Bluffs District-wide as California State Standard Math/ ELA leadership Team members and Teacher Learning Cooperative facilitators, charged with assisting new teachers, and returning teachers, in sharing information and best practices in the common core math, multi-age design or writing strategies. Our distinguished staff includes two National Board Certified teachers . Many Adobe Bluffs teachers serve on various Poway School District committees and learning councils. Adobe Bluffs is widely sought for its expertise. Curriculum and instructional strategies employed by our staff ensure academic growth for all students with a special concentration on aligning our educational practices to the California State Standards. To support students meeting the Poway Unified technology standards, our site technology plan is updated yearly. The District further provided support to the site in 2012 by providing one hundred and eight new computers and laptops. In 2015 and 2016, we have received Chromebooks from the district to add additional resources to have students be able to experience multiple learning platforms to support differentiated instructions. Along with literacy, math and technology programs, science and social studies curriculum are integrated throughout the day. In 2014 we added a Hands on Science enrichment program that is run by a credentialed teacher who rotates through all grade levels teaching 12 standards based lessons to students. Visual and performing arts lessons, as well as music, and 5th grade band completes each child's educational experience. In 2012 our PTA helped us fund our 4th grade Choir program and in 2014 we added a K-3 music program based on "Orff Schulwerk" principles. In addition, The Adobe Bluffs school community is committed to our mission statement, vision and goals. Our mission statement: Adobe Bluffs Elementary School is a professional learning community with a clear shared purpose and a collective responsibility to provide a supportive, collaborative environment which ensures academic and social growth for all students, is the focus for everything we do as a standards based learning organization.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	73
Grade 1	48
Grade 2	54
Grade 3	58
Grade 4	55
Grade 5	57
Total Enrollment	345

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	30.7
Filipino	4.1
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.6
White	44.1
Two or More Races	7.5
Socioeconomically Disadvantaged	8.4
English Learners	18.3
Students with Disabilities	17.7
Foster Youth	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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	17	20	1590
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 8/23/2017

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/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)

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: 1/8/18				
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			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	2 EB CLASSROOMS NEED Overhead roofs repaired DUE TO DRY ROT. OVERALL FAIR CONDITION.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Running track needs to be repaired. Track was slurry coated, but deep cracks and broken parts remain.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/8/18				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	81	77	75	74	48	48
Mathematics (grades 3-8 and 11)	78	77	67	66	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	167	99.4	77.25
Male	91	90	98.9	73.33
Female	77	77	100	81.82
Black or African American	--	--	--	--
Asian	49	48	97.96	83.33
Filipino	--	--	--	--
Hispanic or Latino	22	22	100	50
White	78	78	100	78.21
Two or More Races	11	11	100	100
Socioeconomically Disadvantaged	15	15	100	73.33
English Learners	34	34	100	61.76
Students with Disabilities	39	38	97.44	50

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	168	167	99.4	77.25
Male	91	90	98.9	78.89
Female	77	77	100	75.32
Black or African American	--	--	--	--
Asian	49	48	97.96	81.25
Filipino	--	--	--	--
Hispanic or Latino	22	22	100	50
White	78	78	100	83.33
Two or More Races	11	11	100	100
Socioeconomically Disadvantaged	15	15	100	80
English Learners	34	34	100	67.65
Students with Disabilities	39	38	97.44	52.63

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	80	94	83	83	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.5	9.1	80

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 State priority: Parental Involvement (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 2017-18)

Adobe Bluffs recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, SOAR, Writer's Workshop, Art History, Music Appreciation, Arts Attack, Book Fairs, Mileage Club, Olympics, Classroom Support, PTA and the Adobe Bluffs Educational Foundation. Our hard working volunteers have logged more than 10,000 volunteer hours providing amazing support and leadership to our school. Through their efforts and with their financial support, Adobe Bluffs now boasts updated playground equipment, a running track, a Physical Education instructional assistant, an Impact Teacher, a standards based art program, additional classroom computers, 32 Ipads, Compass Learning online curriculum, and direct funding to teachers for supplies. Parent volunteerism at Adobe Bluffs is impressive.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	0.0	0.0	1.1	1.1	1.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Adobe Bluffs places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, intruders and bus evacuation are held according to District requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Site Safety Plan. Staff models and reviews safe behaviors and practices with the students regularly.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	19	2	2		19	2	2		23	1	2	
1	26		2		25		1		22		2	
2	26		2		23		3		26		2	
3	28		2		27		2		28		2	
4	34			2	27		2		26		2	
5	24	1	2		33			2	28		2	
Other					9	1			9	2		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	0	\$77,449.39
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	-3.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	-2.2

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
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 computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.