

Pomerado Elementary 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	Pomerado Elementary School
Street	12321 Ninth Street
City, State, Zip	Poway, CA 92064-3502
Phone Number	858-748-1320
Principal	Laura Crow
E-mail Address	lcrow@powayusd.com
Web Site	http://www.powayusd.com/poes
CDS Code	37682966039002

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)

Built in 1960, Pomerado Elementary School has served generations of Poway families. Our school currently serves approximately 400 students in transitional kindergarten through fifth grade, in addition to one regular education State-funded 6-hour preschool class that serves 3-4 year old students. We also have Level I and Level II Autism Spectrum Disorder (ASD) preschool classes that service approximately 20 special education preschool students and 10 typical peers. In addition, our site has two Autism Spectrum Disorder (ASD) classes that serve TK-2nd and 3rd - 5th grades. Pomerado Elementary is a whole-school Federally Funded Title 1 school.

Pomerado is proud to be a part of the nation-wide No Excuses University network. We believe in setting high expectations for each of our students and remain focused on creating a safe, supportive learning environment where all students can be successful in meeting their goals. Staff and students see their learning through the lens of a growth mindset and learn to persevere through challenges. All students have signed a pledge on display in our Multi-Purpose Room to Work Hard, Be Kind, and let No Excuse stand in their way.

Staff is highly dedicated and passionate about using the very best teaching strategies and resources. Staff collaborates on a regular basis within and between grade level teams, and as a whole staff. Staff attends a variety of district and site based professional development opportunities, and is eager to implement research-based programs that focus on specific student needs. Technology is used to support learning and student engagement, and staff is trained on how to best incorporate technology into their instruction. Pomerado is part of a district Voyager program, which provides weekly coaching support for teachers as they focus on personalizing learning for each student. The blended learning that is occurring allows our students to have voice and choice in how they learn, and how they show their learning. We guide students in discovering their strengths, values, and interests to help them find their own best pathway to college and/or career.

We provide a wide array of academic support programs for children who require special assistance in mastering academic standards. Our Resource Specialist Program (RSP) serves approximately 30 students, and two speech and language pathologists work with students with IEP speech and language goals. Our English Language Learner program assists students who need extra support with language acquisition and educational support. An ELL Instructional Aide is part of this program and works with small groups on targeted skills. We also employ a part-time Spanish-speaking Bilingual Parent Liaison who provides translation for school documents and on-site translation services to aide in communication with teachers, staff, and parents. Our academic support program also includes part-time trained impact teachers who work with groups of students on specific and targeted skills. These groups are flexible, programs used are research-based, and data is tracked on a regular basis. Our before and after school programs extend the learning day for students in need of academic interventions, homework help and/or time on computers.

Challenges and higher level thinking activities are also in place for our students who are excelling and moving beyond proficiency. These include our Math Olympiad Club and our Book Club; both focus on using critical thinking skills and more advanced problems and books. In addition, students can be identified for our Gifted and Talented Educational Program (GATE) starting in second grade through our district qualification process.

Pomerado staff not only cares about every child's academic achievement, but also their social and emotional development. For this reason, we embrace the 6 Pillars of Character of the Josephson Institute of Ethics - CHARACTER COUNTS! Initiative. As coalition members, we integrate these concepts into the daily experience of each student and staff member. A new pillar is introduced and emphasized each month. Our school wide discipline plan is followed by all staff and is based on the practices of Restorative Justice. Students earn Good Character cards which are signed by parents, celebrated in the office when turned in, and then displayed on our Multi-Purpose Bulletin Board. For our students who need some extra support with social/emotional needs, we have a counselor on site 3 days a week and a Student Services Aide. Both see small groups, meet with students one on one, and teach classroom lessons on empathy, being a friend, and other social skills. During our monthly Kind Cats lessons each student hears and discusses the same book. Books focus on kindness and allow us to have a common language and strategies for solving problems with peers.

We take pride in creating a safe environment where students are engaged in using high level thinking skills as they master California State Standards. Our Wildcats help each other, show kindness to others, persevere with school work, and are ready to take on any challenge as they prepare themselves for college and careers.

SITE NO EXCUSES UNIVERSITY (NEU) STATEMENT

Pomerado's staff believes that each of our Wildcats deserves a safe learning environment that will empower and motivate him/her to achieve or move beyond proficiency. Each staff member commits to providing this environment and will let No Excuse stand in our way. Each day we focus on creating a culture of universal achievement and building exceptional systems that form a firm foundation for student learning. We pledge to keep expectations high, hold each other accountable, and keep our students firmly on the path to college and career readiness.

Work Hard, Be Kind, No Excuses!

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	61
Grade 2	58
Grade 3	53
Grade 4	56
Grade 5	69
Total Enrollment	378

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	6.3
Filipino	9.8
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.5
White	41.3
Socioeconomically Disadvantaged	45.0
English Learners	24.9
Students with Disabilities	20.6
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	22	24	24	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: 6/29/2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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: 09/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpet and transition strip need repair @sink
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs in need of replacement
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/12/2018	
Overall Rating	Good

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)	51.0	54.0	74.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	51.0	53.0	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	174	172	98.85	54.07
Male	101	101	100.00	43.56
Female	73	71	97.26	69.01
Black or African American	--	--	--	--
Asian	13	13	100.00	84.62
Filipino	15	15	100.00	46.67
Hispanic or Latino	55	53	96.36	49.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100.00	52.38
Two or More Races	21	21	100.00	52.38
Socioeconomically Disadvantaged	84	82	97.62	43.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	59	58	98.31	51.72
Students with Disabilities	32	30	93.75	13.33

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	174	172	98.85	52.94
Male	101	101	100	49.49
Female	73	71	97.26	57.75
Black or African American	--	--	--	--
Asian	13	13	100	84.62
Filipino	15	15	100	40
Hispanic or Latino	55	53	96.36	45.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100	53.97
Two or More Races	21	21	100	47.62
Socioeconomically Disadvantaged	84	82	97.62	43.75
English Learners	59	58	98.31	51.79
Students with Disabilities	32	30	93.75	13.33

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.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	36.2	21.7	7.2

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Pomerado 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 school improvement process and serve in an advisory capacity on committees including the School Site Council, PTA (www.pomeradopta.com), Foundation (pomeradofoundation@gmail.com), and District Advisory Committees. Parent and community volunteers work in a variety of capacities such as: workroom helpers, OASIS, mentoring, Art Docents, Book Fairs, Family events, Running Club, CHARACTER COUNTS!/Red Ribbon week, and general classroom support.

Parents are kept up to date with information about our school through weekly Blackboard Connect phone calls/emails, monthly newsletters with calendars, our school Facebook page, and our Twitter account. Back to School Night at the beginning of the school year and parent/teacher conferences in November are opportunities for parents to learn about classroom expectations and their child's progress. Teachers communicate with parents on a regular basis through phone calls, emails and personal conferences throughout the school year. Parents can see student work through programs such as See-Saw and Google Classroom.

Parents are encouraged to join and participate in PTA and Foundation sponsored activities throughout the school year. Our varied Family Nights are a wonderful opportunity for parents and students to learn and interact with other Wildcats and include events such as Science Night, Multi-Cultural Night, Art Night and our annual Carnival. Parents are invited to come and learn about Pomerado, our Title 1 program, and the No Excuses University philosophy at parent meetings and Principal Coffees held throughout the year. Parent informational meetings and trainings are also held for parents to learn about different ways to help their children at home (e.g. parenting skills, growth mindset, math and reading games for at home, and technology support).

Our Spanish speaking parents are invited to attend parenting classes held in Spanish and facilitated by our counselor and parent liaison. Our parent liaison is also here to help with translations, ensuring Spanish speaking parents are up to date with student progress and help with other forms and/or information. Rosario Hansen can be reached at 858-748-1320 ext. 2129.

Our parents have also helped our school to support needy families in our own school community through programs such as Adopt-A-Family, Food Drives, Re-Wear Boutique, and Caring Coins.

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	1.1	0.5	1.2	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Pomerado places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training on procedures and drills for various disaster scenarios including earthquake, fire, lock down, and bus evacuation are held every August, with follow up training during staff meetings throughout the school year as needed. Students and staff participate in monthly drills as required by PUSD. Our Site Safety Plan contains both a physical and social climate goal to ensure we are meeting the varied needs of the whole child. New goals are set each year and approved by our Site Safety Committee and School Site Council. Current goals focus on ensuring we have a secure campus, and creating/maintaining a learning environment where students believe in themselves and persevere through challenges.

Our school also works closely with our School Resource Officer to assure that we are up-to-date with procedures such as lock-downs and that we have all documents readily available. Our SRO visits the school and is visible to students during visits.

Maintenance staff work with a scheduled preventive program to offset costly repairs and ensure student safety. The school has an up-to-date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

Our school is a closed campus, requiring visitors to check in at the main office and to display badges before entering the campus. Ingress and egress are carefully monitored by staff. Safety is our first priority.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	3		21	1	3		19	3	2	
1	22	1	1		25		2		24		2	
2	22		2		23		2		23		2	
3	26		3		22		3		19	2	1	
4	27		2		31		2		27		2	
5	32		2	1	32		2		26	1	1	1
Other	10	1			9	1						

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

** "Other" category is for multi-grade level classes.

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		
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	1.4	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,026.81	3,760.70	6,266.11	\$67,807.00
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	-15.9	-15.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-12.8	-17.4

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/>.

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, CCSS implementation in math, writing and English Language Arts, implementing the use of technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Staff meetings include time for professional learning, and staff participates in district planned training on Professional Growth Days. Grade level teams meet regularly (before or after school) and focus on discussing and implementing best strategies for instruction and assessment, analyzing data, and meeting the needs of students. Many teachers also take advantage of teacher led workshops (TLC's) throughout the school year. Teachers and the administrator are encouraged to attend local conferences that focus on topics aligned with site and district goals, and then bring information back to the site to share with others (e.g. No Excuses University, Rehab Seminars). Pomerado also participates in the District's Voyager program, which brings weekly coaching that focuses on blended learning and incorporating technology into student learning.

The Poway Professional Assistance Program (PPAP) provides support for new teachers. The Administrator and staff have been trained in the district's Teacher Professional Learning and Effectiveness System (TPLES), which allows for collaborative coaching to guide professional learning. Teachers are also encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

In 2017-18, our PLL (Professional Learning Leaders) have been supporting site teachers in the focus on the California State Standards for English Language Arts, math, and Next Generation Science Standards.