Pomerado Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	lcrow@powayusd.com
Website	http://www.powayusd.com/poes
County-District-School (CDS) Code	37682966039002

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

School Description and Mission Statement (School Year 2019-20)

Built in 1960, Pomerado Elementary School has proudly served generations of Poway families. The school currently serves approximately 400 students in transitional kindergarten through fifth grade, in addition to one State-funded 6-hour preschool class. Two Autism Spectrum Disorder (ASD) preschool classes service special education preschool students and typical peers, along with two Academic ASD classes that serve TK- 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 bi-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) provides specialized academic instruction, 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 support communication between 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 after

school program
(Homework Club) extends 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.

For students who need some extra support with social/emotional needs, Pomerado has a counselor on site 5 days a week and a Student Services Aide. Both see small groups, meet with students one on one, and teach classroom lessons on empathy, friendship, and other social skills. We incorporate Restorative Justice Practices, along with strategies from the Positive Behavior Intervention System. 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.

An emphasis on personalizing learning for students has resulted in the use of flexible seating, blended learning, and innovative learning spaces. These innovative learning spaces include our new Launch Lab, where students participate in lessons that include coding and robotics, video production, research and marketing, and a Maker Space. Activities are integrated with our Benchmark Language Arts themes and the RIASEC or Holland Code, so that students can discover strengths and interests within specific career areas. We continue to build connections with our local middle and high school and career professionals to enable students to see potential career pathways.

We take pride in creating a safe environment where students are engaged in using higher 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 2018-19)

Grade Level	Number of Students
Kindergarten	89
Grade 1	57
Grade 2	54
Grade 3	56
Grade 4	52
Grade 5	58
Total Enrollment	366

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	6.6
Filipino	10.4
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0.3
White	39.1
Two or More Races	10.7
Socioeconomically Disadvantaged	43.7
English Learners	24.3
Students with Disabilities	19.4
Foster Youth	0.3
Homeless	1.9

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	23	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Year and month of the most recent FIT report: 05/2019

System Inspected	Rating	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 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	65	74	76	50	50
Mathematics (grades 3-8 and 11)	53	61	67	70	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	155	98.10	1.90	65.16
Male	90	90	100.00	0.00	55.56
Female	68	65	95.59	4.41	78.46
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Filipino	15	14	93.33	6.67	71.43
Hispanic or Latino	44	43	97.73	2.27	51.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	68.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	77.27
Socioeconomically Disadvantaged	83	81	97.59	2.41	60.49
English Learners	57	55	96.49	3.51	63.64
Students with Disabilities	41	39	95.12	4.88	28.21
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	155	98.10	1.90	60.65
Male	90	90	100.00	0.00	52.22
Female	68	65	95.59	4.41	72.31
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Filipino	15	14	93.33	6.67	57.14
Hispanic or Latino	44	43	97.73	2.27	41.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	71.67
Two or More Races	22	22	100.00	0.00	63.64
Socioeconomically Disadvantaged	83	81	97.59	2.41	49.38
English Learners	57	55	96.49	3.51	52.73
Students with Disabilities	41	39	95.12	4.88	20.51
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.6	26.8	3.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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, 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, social skills, 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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	1.2	1.0	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 safety options training and strengthening the social and emotional skills of our students. Our social climate goal focused on the teaching of kindness and empathy with common language throughout the school. Each first Friday of the month, teachers deliver a Kind Cats lesson which focuses on social emotional skills.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		19	3	2		20	2	3	
1	25		2		24		2		27		2	
2	23		2		23		2		20	2		
3	22		3		19	2	1		20	2	1	
4	31		2		27		2		24		2	
5	32		2		26	1	1	1	29	1	2	1
Other**	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	732.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.4
Other	2.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,573.59	3,949.66	6,623.93	65,382.45
District	N/A	N/A	7,536.45	$79,082.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-12.9	-19.0
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-12.5	-23.0

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,046	$48,612
Mid-Range Teacher Salary	$74,420	$74,676
Highest Teacher Salary	$101,917	$99,791
Average Principal Salary (Elementary)	$131,931	$125,830
Average Principal Salary (Middle)	$143,470	$131,167
Average Principal Salary (High)	$151,598	$144,822
Superintendent Salary	$287,500	$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Research supports the positive effects professional development has on increasing student learning. All staff is afforded the opportunity to participate in district and site sponsored professional development. Four full days and two partial days allow teachers and staff to continue to grow professionally and improve instruction. Topics include the use of effective instructional strategies, CCSS implementation in math 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, Response to Intervention, 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 during site X-Ploration/Collaboration times) 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, CABE Conference for ELL). Pomerado also participates in the District's Voyager program, which brings bi-weekly coaching that focuses on blended learning and incorporating technology into student learning. Staff have continued to implement No Excuses University work on campus. The design and development of the Launch Lab places emphasis on student strengths, passions and interests, and gives all students an opportunity to explore possible career paths. Staff continues to work on personalizing learning experiences through voice and choice in the classroom activities and seating. Pomerado educators strive to incorporate blended learning opportunities into learning experiences through the Voyager program, and through various online education platforms.

 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 are recognized by the Poway Unified School District when they earn NBCT status.

 In 2018-19, our PLL (Professional Learning Leaders) have continued to support site teachers in the focus on the California State Standards for English Language Arts, math, and Next Generation Science Standards.