

Garden Road Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Garden Road Elementary School
Street	14614 Garden Rd.
City, State, Zip	Poway, CA 92064-3098
Phone Number	858-748-0230
Principal	Gail West
E-mail Address	gwest@powayusd.com
Web Site	http://www.powayusd.com/gres
CDS Code	37682966038970

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Dr. Tony Apostle - Interim
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Staff Pledge: We are committed to creating a school that knows no limits to the character development and academic success of each student...No Excuses!

The Garden Road staff has committed to developing a Culture of Universal Achievement. Our pledge states our belief that we are committed to putting all of our effort and resources into promoting and supporting the achievement of each of our students. We believe that we best achieve this goal through routine collaboration and development of common practices that promote a positive school culture, academic rigor and engaging classrooms. MAP assessments have been a valuable resource in grades kindergarten through grade five for many years. These and other assessments are used to monitor student and grade level achievement and develop growth goals that drives instruction.

Garden Road School is tucked away amid rock-strewn foothills in the southeast corner of the suburban community of Poway, California. Constructed in 1961, Garden Road serves 460 students from preschool through fifth grade. Our school also provides a preschool experience for approximately 20 three and four year olds in a traditional fee-based preschool. We offer a two year Transitional Kindergarten program which meets the needs of some of our youngest students. Our Kindergarten students attend a full school day, allowing for additional academic instructional time.

Garden Road serves as home to 30 Special Day Class students in three classes. Our Special Day Class structure parallels the regular education strand of service from preschool through fifth grade in the Autism Spectrum Disorder classes. Some of the Special Education students are mainstreamed into the regular education classes and programs. This provides a valuable learning experience for all students. Our Extended Student Services program provides before and after school care, academic assistance and enrichment for approximately 120 students.

Over the past years, Garden Road has benefited from district improvement projects, with them most recent modernization in 2006/2007. This resulted in a new Multipurpose building that includes a lunch area and cafeteria. Additionally, there is a Library Resource Center which functions as a library and project learning area, and a computer lab. All classrooms and teaching rooms have LCDs, computers, mobile technology, and enhanced audio systems.

Fifty eight staff members provide ideas and bring individual strengths to our school as we continue to support our philosophy of supporting universal achievement. The strength of Garden Road School is in its caring staff and community: the immediate community of staff and students, the larger community of parents and the greater community of neighbors, businesses and caring adults cooperating in pursuit of the common goal of "All Students Learning, Whatever it Takes". MISSION STATEMENT Our mission is to ensure that each student at Garden Road will develop the necessary knowledge, skills, and attitudes essential for post secondary success and will thrive in a diverse society. Parents and community are vital to the success of this mission. To fulfill our mission:

- Students will be encouraged to develop independence, responsibility, and respect for all people
- Teachers will provide differentiated, standards-based instruction that engages students in their learning
- Instructional decisions will be based upon data and attention to students' unique learning styles
- Students and staff will use technology as a tool for accessing and presenting information
- By focusing on building supportive relationships, the staff, parents and community will provide a positive, safe learning environment for all students
- Students will develop positive character by learning and using the Pillars of Character

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	99
Grade 1	52
Grade 2	81
Grade 3	78
Grade 4	69
Grade 5	68
Total Enrollment	447

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	6.7
Filipino	2.7
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0
White	57.5
Two or More Races	8.5
Socioeconomically Disadvantaged	21
English Learners	13.6
Students with Disabilities	14.3
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	22	19	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

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
Health	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.		

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)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/13/17				
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		SCHOOL OLD IN NEED OF SOME PAINT ON WALLS.
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/13/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	GROUNDS IN ROUGH SHAPE BETWEEN OUTER BUILDINGS. EB ROOFS ARE IN NEED OF REPAIR/REPLACING.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/13/17				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	70	72	75	44	48
Mathematics	57	62	65	67	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	79	97.5	69.6
	4	70	67	95.7	79.1
	5	69	66	95.7	60.6
Male	3	39	39	100.0	56.4
	4	30	30	100.0	70.0
	5	35	33	94.3	54.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	42	40	95.2	82.5
	4	40	37	92.5	86.5
	5	34	33	97.1	66.7
Hispanic or Latino	3	19	18	94.7	55.6
	4	12	12	100.0	66.7
	5	14	13	92.9	69.2
White	3	43	42	97.7	81.0
	4	40	38	95.0	76.3
	5	44	42	95.5	59.5
Socioeconomically Disadvantaged	3	18	17	94.4	58.8
	4	17	16	94.1	75.0
	5	17	17	100.0	52.9
English Learners	3	13	13	100.0	46.1
Students with Disabilities	3	15	14	93.3	14.3
	5	13	13	100.0	23.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	81	79	97.5	70.9
	4	70	67	95.7	70.2
	5	69	67	97.1	41.8
Male	3	39	39	100.0	61.5
	4	30	30	100.0	73.3
	5	35	34	97.1	41.2
Female	3	42	40	95.2	80.0
	4	40	37	92.5	67.6
	5	34	33	97.1	42.4
Hispanic or Latino	3	19	18	94.7	66.7
	4	12	12	100.0	50.0
	5	14	14	100.0	35.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	43	42	97.7	81.0
	4	40	38	95.0	68.4
	5	44	42	95.5	50.0
Socioeconomically Disadvantaged	3	18	17	94.4	52.9
	4	17	16	94.1	56.3
	5	17	17	100.0	35.3
English Learners	3	13	13	100.0	53.9
Students with Disabilities	3	15	14	93.3	21.4
	5	13	13	100.0	30.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	73	75	67	83	83	83	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	69	67	97.1	67.2
Male	35	34	97.1	73.5
Female	34	33	97.1	60.6
Hispanic or Latino	14	14	100.0	50.0
White	44	42	95.5	73.8
Socioeconomically Disadvantaged	17	17	100.0	52.9
Students with Disabilities	13	13	100.0	76.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1	27.3	36.4

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 Parental Involvement State Priority (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 2016-17)

Our school is located in a middle class community and benefits from strong parent and community support. Garden Road has two active parent organizations that work hand-in-hand to support our students and school needs. The GRES Foundation, which was formed in 2013, supports intervention and technology. The PTA supports our students and school programs through volunteering and funding: art instruction, field trips, assemblies, extra instructional materials, Running Club and the SPARK PE program. The Foundation, PTA and school work closely together to achieve common goals. Additionally, senior citizens volunteer through the Oasis Program, providing individualized reading support for students in the primary grades. The strength of Garden Road School is in its caring community: the immediate community of staff and students, the larger community of parents and the greater community of neighbors, businesses and caring adults cooperating in pursuit of the common goal of supporting the success of all of our students.

Parent volunteers work in a variety of capacities such as: Volunteer Workroom, Art support, Book Fairs, Classroom Support and other PTA, Foundation, and Dad's Club activities. Parent education nights are held throughout the year and planned with input from our PTA and School Site Council parent representatives. Parents receive on-going communication through a current school website, weekly Gardener newsletter, parent education opportunities, Social Media and Connect5.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	0.2	0.9	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Garden Road places strong emphasis on safety for students and staff. We embrace Character Counts by infusing these values into our Positive Behavior Plan, school assemblies, student recognition programs, lessons and murals. Teachers and the principal teach students problem solving skills, anti-bullying strategies and positive communication.

Our staff, PTA and School Site Council discuss current safety practices and make routine adjustments. All school visitors must check in and out of the office and wear an identification badge, as all gates are locked during the school day.

Emergency plans are reviewed regularly and updated as needed. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. Maintenance staff work with the school and custodians on a scheduled preventive program to offset costly repairs. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare.

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 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	21	2	3		20	1	3		24	1	3	
1	26		2		24		3		25		2	
2	27		2		28		2		26		3	
3	26		2		28		3		24		3	
4	29		3		34			1	34			2
5	24	1	2		27	1	1	2	20	1	2	
Other	8	1			8	1			8	3		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Services Staff (Paraprofessional)	0.6	N/A
Psychologist	0.45	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$74,696.95
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	2.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	2.4

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

Types of Services Funded (Fiscal Year 2015-16)

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—monies from agencies (e.g., federal, state) earmarked for specific services
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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
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 technology in teaching and learning, California State Standard Reading, Writing, and Math, effective use of assessments, and positive discipline in-services. Teachers and administrators are actively involved in professional development activities at the school and district. 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.