

# Pomerado 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)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Mel Robertson, Ed.D
<b>E-mail Address</b>	elehew@powayusd.com
<b>Web Site</b>	www.powayusd.com

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

Built in 1960, Pomerado Elementary School has served generations of Poway families. Currently our school serves approximately 450 students in transitional kindergarten through fifth grade. We have a regular education State-funded preschool and a Parent Participation preschool serving approximately 45 three and four year olds. We also have a Level I and a Level II Autism Spectrum Disorder (ASD) preschool servicing approximately 20 special education preschool students and 10 typical peers. We also have two Autism Spectrum Disorder (ASD) classes that serve TK-2nd and 3rd - 5th grades. Pomerado Elementary is a Federally Funded Title 1 school.

Pomerado prides itself on dedication to academic achievement. We believe that the quality of our teachers determines the quality of our instructional program. Our staff participates in professional development activities designed around our core value of "All Students Learning." We are dedicated to the collaboration design known as "Professional Learning Communities," and work with all stakeholders to ensure we are meeting the needs of each student.

We provide a wide array of academic support programs for children who require special assistance in mastering academic standards. Support programs include 12 part-time reading and math impact teachers, and before and after school programs to extend the learning day for students in need of academic interventions and/or English language development, as well as other fun and educational clubs such as chess, ukulele, dance, video production, reading and math clubs. 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.

A Resource Specialist Program serves approximately 30-35 students, and our English Language Learners program assists approximately 145 students in language acquisition and educational support. They receive support from our Instructional Aide - ELL. A part-time counselor (2 days per week) assists students in developing emotional health and social skills and also coordinates parenting classes. Students excelling in their mastery of grade level content in grades 3-5 are served through the Gifted and Talented Educational Program. Students can be qualified in the Spring of their 2nd grade year.

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. Visit our school and you will see an atmosphere of high energy and on-task learners, caring and expert instructional staff, and dedicated and caring parents who value the balance of academics and character development for all students.

#### **MISSION STATEMENT**

It is the vision of every staff member at Pomerado Elementary School to ensure that every child acquires the attitudes, skills and knowledge to succeed through meeting or exceeding Poway Unified School District grade level standards and by developing positive self-worth and a desire for learning as they continue on towards college and career readiness.

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	65
Grade 2	58
Grade 3	68
Grade 4	72
Grade 5	81
<b>Total Enrollment</b>	<b>416</b>

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	6.7
Filipino	9.1
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.7
White	43.3
Two or More Races	7.9
Socioeconomically Disadvantaged	44.2
English Learners	29.3
Students with Disabilities	14.2
Foster Youth	0

**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
<b>With Full Credential</b>	24	26	22	1468
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	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

### 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: 7/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		SCHOOL HAS MANY AREAS OF CARPET TO BE REPLACED, OR REPAIRED.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	SCHOOL IS IN GOOD CONDITION. PALM TREE (AT ENTRY TO LEARNING CENTER) REQUIRES REMOVAL.

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/26/17				
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	56	57	72	75	44	48
Mathematics	51	52	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	70	67	95.7	47.8
	4	70	67	95.7	59.7
	5	81	78	96.3	62.8
Male	3	46	43	93.5	48.8
	4	43	41	95.3	53.7
	5	42	40	95.2	60.0
Female	3	24	24	100.0	45.8
	4	27	26	96.3	69.2
	5	39	38	97.4	65.8
Hispanic or Latino	3	19	18	94.7	50.0
	4	18	17	94.4	41.2
	5	27	26	96.3	53.9
White	3	31	29	93.5	51.7
	4	29	28	96.5	71.4
	5	41	40	97.6	72.5
Socioeconomically Disadvantaged	3	27	26	96.3	34.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	23	22	95.7	45.5
	5	40	39	97.5	51.3
English Learners	3	17	16	94.1	37.5
	4	16	15	93.8	26.7
	5	17	17	100.0	35.3
Students with Disabilities	3	11	8	72.7	12.5
	5	11	10	90.9	20.0

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	70	67	95.7	53.7
	4	70	67	95.7	61.2
	5	81	78	96.3	43.6
Male	3	46	43	93.5	55.8
	4	43	42	97.7	61.9
	5	42	40	95.2	45.0
Female	3	24	24	100.0	50.0
	4	27	25	92.6	60.0
	5	39	38	97.4	42.1
Hispanic or Latino	3	19	18	94.7	50.0
	4	18	17	94.4	35.3
	5	27	26	96.3	19.2
White	3	31	29	93.5	55.2
	4	29	28	96.5	71.4
	5	41	40	97.6	57.5
Socioeconomically Disadvantaged	3	27	26	96.3	42.3
	4	23	22	95.7	36.4
	5	40	39	97.5	35.9
English Learners	3	17	16	94.1	56.3
	4	16	16	100.0	31.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	17	17	100.0	17.6
Students with Disabilities	3	11	8	72.7	12.5
	5	11	10	90.9	30.0

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)	67	49	66	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	81	77	95.1	66.2
Male	42	40	95.2	67.5
Female	39	37	94.9	64.9
Hispanic or Latino	27	26	96.3	42.3
White	41	39	95.1	76.9
Socioeconomically Disadvantaged	40	39	97.5	56.4
English Learners	17	17	100.0	23.5
Students with Disabilities	11	10	90.9	30.0

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	30	25	25

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)

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, Foundation, and District Advisory Committees. Parent and community volunteers work in a variety of capacities such as: workroom helpers, OASIS, mentoring, Art Docents, Book Fairs, Running Club, CHARACTER COUNTS!/Red Ribbon week, and general classroom support.

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. Parent informational meetings and training are also held for parents of students receiving Title 1 and/or ELL (English Language Learner) services on campus. The Parent Liaison is Rosario Hansen ph. 858-748-1320 ext. 2129

Parents are also invited to participate in educational classes during the year focusing on improving parenting skills, hosted by our School Counselor and/or PUSD Caring Connections Program.

This year we continue the Parent-Principal Coffees to promote clear communication about new programs and also to provide an opportunity for parents to collaborate/network as they support our school.

Our parents have also helped our school to support needy families in our own school community through the Re-Wear Boutique and Caring Coins.

### 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	0.8	0.6	1.1	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)

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 at staff meetings 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 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. He personally visits and trains staff and answers key questions.

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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	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		19	2	3		17	3	1	
1	28		2		26		2		19	2	1	
2	24		3		22	1	2		18	2	1	
3	24		4		19	1	3		22		3	
4	34			2	29		3		23		3	
5	29		3		32		1	1	27		2	1
Other									11			

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)	.4	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	1.4	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	--	--	--	\$67,465.64
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	-7.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	-7.5

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)**

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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 computer 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 trainings on Professional Growth Days. 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.

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.

In 2015-16, our PLL (Professional Learning Leaders) have been supporting site teachers in the focus on the California State Standards for English Language Arts and the continued emphasis in California State Standards - Math.