

Sundance 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	Sundance Elementary School
Street	8944 Twin Trails Dr.
City, State, Zip	San Diego, CA 92129
Phone Number	858-484-2950
Principal	Bob Rodrigo
E-mail Address	brodrigo@powayusd.com
Web Site	http://www.powayusd.com/sdes
CDS Code	37682966099444

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

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

Built in 1979, Sundance Elementary is located in a North County suburban community of San Diego known as Rancho Peñasquitos and has a current enrollment of 496 students. There are seventeen regular education classrooms, two critical skills classrooms, and three autism classrooms in our school. The student demographics at Sundance show that it is approximately 46% White, 14% Filipino, 5% Hispanic, 17% Asian, 6% African American, 13% other and 13% declined to answer. There are 14% of students on free and reduced lunch. English Language Learners comprise 17% of the student enrollment.

Sundance prides itself on a safe, clean and orderly campus with a strong college-bound academic focus which supports a positive and caring learning environment. Strong networks of support services are provided to meet the needs of the students, while encouraging positive student behaviors through reward programs such as Catch of the Day recognition, Principal's Pride poster, monthly Friday Flag ceremonies, etc.. Our staff maintains a comprehensive discipline policy based upon the Six Pillars of Character. Our school pledge and the six pillars of character are displayed throughout the campus and in the classrooms.

Sundance has a wide range of programs to address the varied student needs represented at our school. These include the English Language Learners (ELL) program, Gifted and Talented Education (GATE) support, Speech and Language services, Special Education, Parent Participation Pre-School, Primary Interaction Program (PIP), Extended Student Services (ESS), Impact Teacher assistance, and a Student Study Team (SST).

Parents and students view Sundance Elementary as an important part of their community, and feel positive about the educational opportunities it provides. We have over 150 parent and community volunteers providing academic enrichment to our students. We are proud that families remain our most important partners in the education of our children. Sundance's Twin Trails Education Foundation and PTA raise money to provide educational opportunities for our students. The Future Shines at Sundance!

VISION STATEMENT

The Sundance staff is committed to providing our students with the skills necessary to be College and Career Ready in the 21st Century Global Economy.

MISSION STATEMENT

To achieve this lofty vision, the Sundance Staff is committed to the following:

1. Embracing the Change Dynamic needed to implement the California State Standards.
2. Increasing student opportunities to participate in higher level critical thinking activities.
3. Encouraging students to persevere in their learning and to not be afraid of making mistakes.
4. Providing opportunities for students to practice empathy.
5. Involving key stakeholders in the change process.
6. Professional Development.
7. Using appropriate Assessments and Interventions

The Sundance PTA, School Site Council, and Twin Trails Education Foundation also believe in and support the mission statement. Our PTA funds assemblies, family and community nights such as the annual Sock Hop, music program for all grades, parent education nights, as well as a host of other wonderful monthly activities. The School Site Council has supported our mission by allocating resources and approving the SPSA to ensure our staff and students participate in activities that support the college-bound mission. The Twin Trails Education Foundation has made large purchases in the area of technology, such as computers for the lab, DocuCams, software, and staff support to ensure our students receive the best educational experience possible. This year the Foundation has committed to furthering student learning by purchasing iPad types of technology.

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

Grade Level	Number of Students
Kindergarten	107
Grade 1	68
Grade 2	81
Grade 3	82
Grade 4	102
Grade 5	87
Total Enrollment	527

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.4
Asian	19.7
Filipino	10.6
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	0.9
White	37.6
Two or More Races	14.2
Socioeconomically Disadvantaged	19.4
English Learners	14.2
Students with Disabilities	15.7
Foster Youth	0.4

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	26	28	22	1468
Without Full Credential	0	1	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

All students at Sundance Elementary School have received textbooks for all the subject areas listed below.

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 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
Foreign Language	Not applicable		
Health	Not applicable		
Visual and Performing Arts	Not applicable		

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: 7/18/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/18/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		SCHOOL IS IN GREAT SHAPE OVERALL.
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GROUNDS ARE VERY WELL KEPT. THIS GROUNDS KEEPER HAS A FEW SCHOOLS NI THE AREA AND ALL ARE VERY PRESENTABLE.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/18/17				
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	64	68	72	75	44	48
Mathematics	56	61	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	84	82	97.6	64.6
	4	101	93	92.1	65.6
	5	88	84	95.5	75.0
Male	3	45	44	97.8	56.8
	4	53	48	90.6	62.5
	5	38	37	97.4	73.0
Female	3	39	38	97.4	73.7
	4	48	45	93.8	68.9
	5	50	47	94.0	76.6
Asian	3	19	18	94.7	83.3
	4	22	20	90.9	75.0
	5	17	17	100.0	82.3
Filipino	4	12	11	91.7	72.7
Hispanic or Latino	3	11	11	100.0	63.6
	4	13	10	76.9	40.0
	5	15	15	100.0	53.3
White	3	28	27	96.4	63.0
	4	35	34	97.1	58.8
	5	31	30	96.8	76.7
Two or More Races	3	16	16	100.0	62.5
	4	12	12	100.0	83.3
	5	11	9	81.8	88.9
Socioeconomically Disadvantaged	3	11	11	100.0	54.5
	4	19	18	94.7	50.0
	5	20	19	95.0	63.2
English Learners	4	13	13	100.0	30.8
Students with Disabilities	3	15	14	93.3	28.6
	4	18	14	77.8	35.7
	5	14	12	85.7	41.7

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	84	82	97.6	57.3
	4	101	93	92.1	63.4
	5	88	84	95.5	61.9
Male	3	45	44	97.8	63.6
	4	53	48	90.6	68.8
	5	38	37	97.4	70.3
Female	3	39	38	97.4	50.0
	4	48	45	93.8	57.8
	5	50	47	94.0	55.3
Asian	3	19	18	94.7	77.8
	4	22	20	90.9	80.0
	5	17	17	100.0	82.3
Filipino	4	12	11	91.7	72.7
Hispanic or Latino	3	11	11	100.0	45.5
	4	13	10	76.9	30.0
	5	15	15	100.0	40.0
White	3	28	27	96.4	59.3
	4	35	34	97.1	67.7
	5	31	30	96.8	50.0
Two or More Races	3	16	16	100.0	50.0
	4	12	12	100.0	50.0
	5	11	9	81.8	100.0
Socioeconomically Disadvantaged	3	11	11	100.0	36.4
	4	19	18	94.7	50.0
	5	20	19	95.0	47.4
English Learners	4	13	13	100.0	38.5
Students with Disabilities	3	15	14	93.3	28.6
	4	18	14	77.8	35.7
	5	14	12	85.7	8.3

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)	80	91	84	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	88	79	89.8	83.5
Male	38	35	92.1	85.7
Female	50	44	88.0	81.8
Asian	17	14	82.4	85.7
Hispanic or Latino	15	15	100.0	73.3
White	31	29	93.6	86.2
Two or More Races	11	9	81.8	88.9
Socioeconomically Disadvantaged	20	18	90.0	72.2
Students with Disabilities	14	12	85.7	41.7

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	22.9	38.6	16.9

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)

Sundance recognizes the importance of the partnership between home/school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: Shoe Box Science, "Oasis" tutors, Book Fairs, Jog-a-Thon, Running Club, Reading Olympics, and Classroom volunteering. Parents also participate on the PTA, Twin Trails Foundation, and the School Site Council. Additionally, the principal holds a monthly "Meet and Greet" where school events and directions are shared.

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	0.7	0.9	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)

Sundance places a strong emphasis on safety for students and staff. Emergency plans are updated in the fall and reviewed and revised frequently. Every staff member has a comprehensive disaster plan which is updated and revised as needed. Annual staff training occurs in the fall, and drills for earthquakes, fire, lockdowns, and bus evacuations are held as required. Procedures for each of these drills and the responsibilities for each staff member are included in the disaster plan.

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	25		4		20	2	3		23	1	3	
1	25		3		27		3		22	3		
2	20	1	4		27		3		26		3	
3	27		3		22	1	4		25		3	
4	23	1	2		34			2	31		3	
5	32		1	2	26	1	3		27		3	
Other	9	2			8	1			10	4		

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	.5	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	1.0	N/A
Other	30	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	--	--	--	\$73,872.57
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	1.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	1.2

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 impact professional development has on increasing student learning. At Sundance we provide opportunities for teachers to learn how to be implement the new California State Standards. We have already provided professional development in the areas of Writing, ELA and Math. This year we begin the task of implementing the Physical Education Standards and previewing the Next Generation Science Standards (NGSS.) All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. The school continues its focus on increasing student collaboration and student voice in an effort to better prepare our students for the 21st Century. We also continue to focus on Close Reading and Text Complexity in an effort to increase our students' reading comprehension. This year, we have provided teachers more collaboration time to further their professional development. This time comes via a process called X-Ploration, which occurs 13 times per year and affords teachers an extra 105 minutes of collaboration time in both horizontal and vertical teams. Teachers and administrators are actively involved in professional development activities, which occur at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.