

# Black Mountain Middle 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
<b>School Name</b>	Black Mountain Middle School
<b>Street</b>	9353 Oviedo St.
<b>City, State, Zip</b>	San Diego, CA 92129
<b>Phone Number</b>	858-484-1300
<b>Principal</b>	Scott Corso
<b>Email Address</b>	scorso@powayusd.com
<b>Website</b>	<a href="http://www.powayusd.com/bmms">http://www.powayusd.com/bmms</a>
<b>County-District-School (CDS) Code</b>	37682966093223

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)

Black Mountain Middle School is located in the community of Rancho Penasquitos. In 2009, the school completed a full remodel, in which its infrastructure, buildings and landscaping were updated. For the 2018-2019 school year, we had 396 6th graders, 444 7th graders and 439 8th graders enrolled. The mission of Black Mountain Middle School is to provide a safe environment and inspire responsibility, respect, hard-work, and kindness to prepare Raiders to succeed in our global society.

At Black Mountain Middle School, the staff works hard to foster and sustain an environment in which all students feel safe, supported and have high expectations. In alignment with our district's vision of "College and Career Readiness for All", our teachers expose all students to quality instruction and experiences designed to prepare students for success beyond the middle school. Assisting our teachers in this work is our Monday ACT time; this professional time is set aside for our teachers each Monday to work on curriculum, instruction and assessment. Our focus for this year is identifying essential learnings in each subject area that every student needs to show proficiency in. As part of this work, we are also continually working on intervention and building relational capacity with our students and community.

It is recognized on our campus that memorizing facts and information are not the most important skills for our students to master. While there is a time and place for these skills, we understand the need for our students to think more deeply, read with a powerful lens, and write with purpose. One of the ways that we achieve this is through our belief of AVID and its focus on critical reading, writing and thinking. We are proud to be an AVID National Demonstration School, a distinction that we have held for the past ten years.

Multiple programs exist to support our student body. Programs such as the Academy, GATE, RSP, ELL and AVID are designed to provide students the necessary scaffolds and supports to be successful. Each day, students are able to participate in the after school/before school program which offers enrichment activities like Robotics, as well as school clubs such as Running Raiders, Builder's Club, First Lego League (FLL), and Math Team. Lastly, students can take advantage of daily homework tutorials in our Power Hour.

Black Mountain Middle School has a strong relationship with its parent community. Our Black Mountain Education Foundation and PTSA work with our staff to help create a positive experience for our students. With their support, Black Mountain is able to have programs such as Science Olympiad, Culture of Kindness, and Running Raiders. Additionally, through their support, technology and instructional supplies have been able to be purchased to enhance the teaching and instruction in classrooms.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	395
Grade 7	438
Grade 8	436
Total Enrollment	1,269

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.4
Asian	20.3
Filipino	8.9
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.6
White	42.7
Two or More Races	8.4
Socioeconomically Disadvantaged	24.3
English Learners	10.4
Students with Disabilities	14.7
Homeless	0.9

## 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	55	55	54	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: 01/16/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Each pupil, including English learners, has a textbook or foreign language 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
<b>Health</b>	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	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**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Carpet unraveled @ entry and center of room
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roofs need to be repaired
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	72	71	74	76	50	50
Mathematics (grades 3-8 and 11)	65	68	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	1273	1253	98.43	1.57	71.03
Male	678	665	98.08	1.92	65.56
Female	595	588	98.82	1.18	77.21
Black or African American	37	35	94.59	5.41	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	247	245	99.19	0.81	86.94
Filipino	96	96	100.00	0.00	63.54
Hispanic or Latino	205	201	98.05	1.95	55.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	528	517	97.92	2.08	70.79

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	136	135	99.26	0.74	78.52
Socioeconomically Disadvantaged	316	311	98.42	1.58	48.55
English Learners	249	246	98.80	1.20	52.85
Students with Disabilities	197	190	96.45	3.55	32.11
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	11	91.67	8.33	27.27

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	1275	1257	98.59	1.41	67.52
Male	679	670	98.67	1.33	66.07
Female	596	587	98.49	1.51	69.17
Black or African American	37	35	94.59	5.41	37.14
American Indian or Alaska Native	--	--	--	--	--
Asian	247	246	99.60	0.40	84.96
Filipino	96	96	100.00	0.00	56.25
Hispanic or Latino	205	203	99.02	0.98	46.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	529	518	97.92	2.08	69.63
Two or More Races	137	135	98.54	1.46	77.04
Socioeconomically Disadvantaged	318	313	98.43	1.57	41.53
English Learners	249	249	100.00	0.00	48.19
Students with Disabilities	198	189	95.45	4.55	30.16
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	12	11	91.67	8.33	18.18

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
7	10.6	21.1	56.9

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)

At Black Mountain Middle School, we are fortunate to have parent organizations that support our school. The three main organizations are BMMS PTSA, BMMS Educational Foundation and the BMMS Academy. Many of our school activities depend on the involvement of parent volunteers, such as Science Olympiad, Library Book Fairs, PTSA Reflections, Speech and Debate and the Running Raiders. Parents are also involved in the school improvement process and can serve in an advisory capacity on committees such as the School Site Council (SSC) and English Language Advisory Council (ELAC). Volunteer opportunities such as these are shared through our weekly Connect Ed messages. This year, we held a BMMS Beginnings Parent Orientation at the beginning of school to welcome our newest 5th grade parents; parents were able to learn about some of the basics of the school such as how to call in for student absence, how the health office works, and more. Our principal hosts Coffee with the Principal once a month where families are encouraged to share concerns and ideas related to BMMS. Additionally, we have offered our Parent University for the past four years where community experts present on various topics such as anxiety and high school readiness.

### 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	2.6	4.1	3.5	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.3	0.2	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Black Mountain Middle School realizes the need to create a culture that is welcoming, safe and secure for both students and staff. As a part of this realization, Black Mountain Middle School places a strong emphasis on safety. Emergency plans are reviewed annually, and students/staff learn and practice emergency procedures (fire, earthquake, lockdown, evacuation and bus evacuation). Drills take place during both structured and unstructured times to ensure each and every member of our community is ready for any emergency situation.

At the beginning of the school year, our counselors and administration go over school/district policies with all students. Counselors visit classrooms to discuss types of bullying and ways to be proactive and prevent. The school implements a discipline program that focuses on changing student behavior through a progression designed to allow students to reflect and correct inappropriate behaviors. Three years ago, we have added a student services support person who works with our counselors, and provides support to programs such as Tobacco Cessation and Too Good for Drugs. Our before school/after school program is available to all students and offers adult supervised activities, such as homework tutorial, athletics and STEAM activities.

We have implemented a character program called the Culture of Kindness. This program encompasses the same teachings and traits as the Character Counts! Program except it is geared towards the middle school, and centers around the development of a culture of empathy, kindness and acceptance. As a part of this program, we have a teacher/staff committee who, with the help of our student services support person, organizes kindness events, assemblies, school wide videos, and more. BMMS was the first middle school in Poway Unified to become a No Place for Hate school in collaboration with the Anti-Defamation League. The Kindness Crew, part of the Culture of Kindness, is working with our counseling department to help us become a No Place for Hate.

We have created a Positive Supports Team made up of teachers, classified staff and administration. This team has developed ways to celebrate students and our four core values of Respect, Responsibility, Hard Work and Kindness. Additionally, our teachers hold a Breakfast of Champions each month to recognize students who demonstrate positive character/behavior in the classroom in specific departments, i.e. Physical Education, 8th Grade Humanities, etc.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	8	9	15	27	7	7	18	26	10	7	17
Mathematics	13	8	2	1	22	15	20	5	23	13	15	10
Science	26	7	13	12	28	6	3	22	24	11	10	16
Social Science	27	7	8	16	27	7	5	20	27	8	7	18

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	488.1

\*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)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	.4
Other	1.2

\*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	7,043.15	1,212.62	5,830.52	76,100.07
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-25.5	-3.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-25.1	-8.0

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	7	7	7

At the end of last year, our teachers voted to make student engagement the focus of instruction during the 2018-2019 school year. Together, we have created a "Pathways System." Pathways are professional learning communities dedicated to researching and implementing strategies that increase student engagement, which will hope will increase student achievement. Pathways include Technology, SAI Collab, Differentiation, Assessments to Guide Learning, Support for Positive Behavior, Critical Thinking Skills, and Cultural Relevancy. Pathways are led by teachers. The groups meet five times a semester. Every Monday, our staff has 70 minutes of professional time set aside in the morning. These are equally divided between teacher and administrative initiatives. Teachers and administration have a committee which meets once a month to discuss our professional growth plan.

We continue to focus on identifying students in need of intervention, possible interventions to help support struggling students, and continuing our work with the essential learnings in each content area. By identifying essential learnings, we are then able to develop targeted interventions whenever a student is unable to show proficiency. Professional time is balanced between learning about topics to support our focus, such as AVID strategies, RtI2 process, and time for teachers to collaborate on curriculum, instruction and assessment. A committee of teachers and administrators determine the dates and topics of the Mondays.

For our newest teachers, they are supported through PPAP (Poway Professional Assistance Program) and are regularly observed by a PPAP consultant who works with them to become strong classroom teachers. All teachers have the opportunity to create and join TLCs. In addition, teachers have been able to flex their professional growth time over the school year, and come together to collaborate on various activities such as assessment design and cross-content units.

Through the support of our PTSA and Foundation, teachers are able to apply for funding to attend professional conferences.