

# Garden Road Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Garden Road Elementary School
<b>Street</b>	14614 Garden Rd.
<b>City, State, Zip</b>	Poway, CA 92064-3098
<b>Phone Number</b>	858-748-0230
<b>Principal</b>	Gail West
<b>Email Address</b>	gwest@powayusd.com
<b>Website</b>	<a href="http://www.powayusd.com/gres">http://www.powayusd.com/gres</a>
<b>County-District-School (CDS) Code</b>	37682966038970

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)

***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!***

Garden Road Elementary School is a family of learners where we believe that each and every child is special and can learn and achieve at the highest levels. We collaborate as a team and school community to support our students and help them develop thinking and academic success skills of problem solving and self awareness to become world class learners. We are committed to help our students develop a Growth Mindset, persevere with grit and motivation, and treat others and themselves in a respectful and kind manner. We believe that together we can help our students achieve and succeed by making connections and building bridges to learning, curriculum, each other and the greater world around them.

Garden Road Elementary School is located in the southeast corner of the suburban community of Poway. One of the original Poway schools, Garden Road opened in 1961 and has a strong community base of parent involvement and support. Many of our families have lived in the Garden Road area for years, and are proud multi-generational families who have attended Garden Road. Garden Road serves a diverse community with 54% white students, 26% Hispanic, 7% Asian, and approximately 7% of the students are learning English as a second language. We have 21% who participate in the free or reduced-price lunch program, and this is our second year receiving federal Title 1 funds to support our students at risk of not meeting academic standards and our goal is to close the achievement gap.

There are currently 490 students attending Garden Road, a student body that has remained relatively stable over the last few years. We are seeing some growth this year, especially in kindergarten. We have three Special Day Classes who serve students with special needs and autism from preschool up through 5th grade. We also have a parent participation preschool program that serves 3- year old children and 4- year old children. We have a dedicated staff of teachers, support staff, and specialists who are able to offer programs to meet the social, emotional, and academic needs of all students. We are very fortunate to have an involved and interested parent population who are active volunteers and supporters of our children and school programs through the PTA and Foundation.

Recognizing that each child is unique, the highly competent and caring staff at Garden Road encourages a sense of independence and responsibility for students, and promotes a joy of learning by providing innovative and varied experiences within a safe, orderly, and attractive setting. Our goal is to support the highest level of academic achievement as well as the social emotional growth of our students. We have a comprehensive program through the umbrella of Positive Behavior and Intervention Supports (PBIS) including Character Counts, Second Steps program in all grades, and a promotion of and recognition of kindness.

Our ultimate goal is for all students to achieve the necessary academic skills for success in school, to promote a lifelong love of learning, and to achieve success in our ever-changing society. We want to prepare our students for their future and to be world class learners for the 21st century. We strive to help our students have the skills and drive to be thinkers, problem solvers, and take personal ownership for their learning and achievement.

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
- Students and staff are building a Growth Mindset with the continued belief that, "Yes, we can and we have not learned it yet."

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	68
Grade 2	81
Grade 3	78
Grade 4	55
Grade 5	79
<b>Total Enrollment</b>	<b>458</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.5
Asian	4.4
Filipino	2.6
Hispanic or Latino	24.9
White	54.1
Two or More Races	10.3
Socioeconomically Disadvantaged	20.5
English Learners	7.6
Students with Disabilities	14.6
Foster Youth	0.2
Homeless	1.3

## 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	23	23	21	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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
<b>Health</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.		

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<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	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Areas of uneven turf and dead grass between buildings
<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)	79	73	74	76	50	50
Mathematics (grades 3-8 and 11)	70	63	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	206	204	99.03	0.97	72.55
Male	98	97	98.98	1.02	64.95
Female	108	107	99.07	0.93	79.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	81.82
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	70.00
Native Hawaiian or Pacific Islander					
White	113	111	98.23	1.77	71.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	77.78
Socioeconomically Disadvantaged	50	50	100.00	0.00	58.00
English Learners	26	26	100.00	0.00	73.08
Students with Disabilities	42	42	100.00	0.00	40.48
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	206	204	99.03	0.97	63.24
Male	98	97	98.98	1.02	62.89
Female	108	107	99.07	0.93	63.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	63.64
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	56.00
Native Hawaiian or Pacific Islander					
White	113	111	98.23	1.77	64.86
Two or More Races	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	50	50	100.00	0.00	50.00
English Learners	26	26	100.00	0.00	61.54
Students with Disabilities	42	42	100.00	0.00	33.33
Students Receiving Migrant Education Services					



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

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.7	28.6	40.3

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)

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 and funds our school programs, events and intervention, PE program and technology. The PTA supports our students and school programs through volunteering and sponsoring our monthly family activities such as the All You Can Read Diner, Variety Show, Country Fair, Book Fairs, and Family Fun Nights. as well as our Running Club, art instruction, field trips, and assemblies. The Foundation and 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.

Our Garden Road Site Council comprised of parents, administration, and classified and certificated staff are active participants in supporting our school goals, and ensuring that our budget is managed to support the academic and social emotional needs of our students. Our Title 1 Annual Parent Meeting and English Language Learner parent groups serve as advisory extensions and participants as well.

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 workshops are education nights are sponsored by Title 1 funds and held throughout the year by our school counselor on topics such as Growth Mindset, Positive Discipline, Wellness strategies, Social Media and Technology. Family Education Nights invite students, staff and parents to learn together through STEM and Science and technology activities. Parents receive on-going communication through a current school website, weekly Friday Folders, monthly Gardener newsletter, parent education opportunities, Social Media and weekly Connect5 messages.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.0	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

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

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, our school counselor and Student Support Assistant and the principal teach students problem solving skills, anti-bullying strategies and positive communication. Our staff, students, and families are focusing on developing a Growth Mindset and maintaining positive attitudes and beliefs.

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.

Our Safety Plan goals have focused on our social climate promoting acceptance, respect for diversity, and social inclusion for all students and promoting positive social interactions and engagement among students.

Our physical environment goal focused on campus upgrades such as the perimeter fence, lighting, and field improvements, as well as clear communication for our safety procedures and processes.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2016-17	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	4		21	1	4		20	1	4	
1	24		3		26		3		22		3	
2	26		2		26		3		26		3	
3	25		3		17	1	2		25		3	
4	31		2		33		1	1	33			1
5	23	1	3		26	1	2	1	34	1	1	3
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	763.3

\*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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.5
Other	1.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,673.25	2,339.78	6,333.46	83,532.10
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-17.3	5.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-17.0	1.4

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	5	5	5

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.

Our site professional development has focused on reading/language arts instruction with the newly adopted Benchmark Reading/Language Arts program and the CORE Assessments for phonemic awareness, phonics and fluency and reading comprehension. We continue to have staff development focused on Next Generation Science Standards (NGSS) and engaging science instruction tied to standards and integrated with the ELA curriculum through Benchmark. Providing differentiated and relevant instruction through small group instruction in reading and math remains an on-going goal and focus of professional growth. We have also focused on integrating technology as a tool to enhance and differentiate learning and provide student engagement. Our staff engaged in professional development on Growth Mindset vs. Fixed Mindset and how this can have a positive effect on learning and social emotional development. Our school wide commitment to a positive learning environment utilizing Positive Behavior Interventions and Supports (PBIS) strategies remains a constant theme and focus as we collaborate as a professional learning community.

Staff Development is offered monthly at our bi-monthly staff meetings and during our district and on-site professional growth days. Teachers also engage in collaborative planning and professional development during their bi-monthly X-Ploration grade level collaborative planning time and weekly team planning.