

# Mesa Verde 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>	Mesa Verde Middle School
<b>Street</b>	8375 Entreken Way
<b>City, State, Zip</b>	San Diego, CA 92129-4405
<b>Phone Number</b>	858-538-5478
<b>Principal</b>	Cliff Mitchell
<b>Email Address</b>	clmitchell@powayusd.com
<b>Website</b>	<a href="https://www.powayusd.com/en-US/Schools/MS/MVMS/Home">https://www.powayusd.com/en-US/Schools/MS/MVMS/Home</a>
<b>County-District-School (CDS) Code</b>	37682966111306

Entity	Contact Information
<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	dojohnson@powayusd.com
<b>Website</b>	www.powayusd.com

## School Description and Mission Statement (School Year 2019-20)

**Vision:** Mesa Verde respects and values all members of our learning community and provides a socially and emotionally safe environment to create persistent, courageous and kind learners.

**Mission:** As an open learning community that respects and values all members, our mission is to promote literacy, instill organizational skills, and differentiate to meet the needs of all students, while fostering a school culture where students feel welcomed, safe and secure.

### School Profile

Opened in 1993, Mesa Verde Middle School is located in Rancho Peñasquitos, a northern suburb of San Diego. MVMS has been recognized as a California Distinguished School and a National Blue Ribbon School. Parents are invited to partner with us on multiple levels: volunteer in classrooms; serve in a variety of capacities working with the PTSA, MV Foundation, support extracurricular efforts like Science Olympiad, Math Club, Robotics, History Faire, and 6th Grade Olympics.

Mesa Verde Middle School is committed to Creating Culture and Conditions to Empower World Class Learners with the staff working daily to cultivate the habits of mind, attitudes, and behaviors students will need for postsecondary success in college, work, and life. When a student is facing academic challenges, Mesa Verde initiates a Student Success Strategies (S3) Meeting to brainstorm and create an academic support plan for the student. When student conflict occurs, Mesa Verde Counselors and Assistant Principals use the opportunity to equip students with the life skills of conflict resolution skills.

Thanks to strong community support, and to an incredibly active PTSA and Foundation, we invest thousands of dollars each year into upgrading our facilities and toward enhancing the instructional opportunities offered to our students.

Our School Plan for Student Achievement (SPSA) shares that Mesa Verde Middle School Mesa Verde has a Professional Time where students commence school an hour later than normal each Wednesday, which also allows us to align our schedule with Westview High School. In addition, there are six professional growth days annually, allowing teachers to pursue staff development opportunities and to collaborate within and between content areas, as well as grade levels. Professional time and Professional Growth days have improved communication between teachers and helped to foster a more cohesive and thoughtful school-wide instructional program. Mesa Verde is one of six middle schools in the Poway Unified School District.

The school serves a culturally and ethnically diverse middle-class population of students who live in single-family homes and apartments west of Interstate 15 and clustered near Route 56. There are fifteen different ethnic groups represented within our student body of 1,339 students. Mesa Verde's enrollment by ethnicity is as follows: 2% African America; 0.1% American Indian or Alaska Native; 31% Asian; 8% Filipino; 10% Hispanic or Latino; 0.7% Pacific Islander; 36% White; 1% Multiple and No Response. Special needs populations include ELL, RSP, Special Day Class - Nonseverely Handicapped, Special Day Class - Nonseverely Handicapped Autism Spectrum Disorder, Special Day Class - Critical Skills, and GATE. Each special needs population is served according to state law and individual requirements. In addition to the aforementioned, there are a number of other support and intervention efforts for those students struggling or requiring extra attention: AVID, ASES Before and After School Program, Academic Success Program, and Student Support Groups.

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

Grade Level	Number of Students
Grade 6	423
Grade 7	499
Grade 8	417
<b>Total Enrollment</b>	<b>1,339</b>

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

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	31.1
Filipino	8
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.7
White	36.2
Two or More Races	10.2
Socioeconomically Disadvantaged	15
English Learners	5
Students with Disabilities	13.9
Homeless	0.4

## 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	53	56	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	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.

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

Year and month in which data were collected: 01/16/2020

Each pupil, including English learners, has textbooks or other materials, 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.

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
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	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
<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>Foreign Language</b>	Each pupil who is enrolled in a Foreign Language course, 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	<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:** 06/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Poor	
<b>Interior:</b> Interior Surfaces	Fair	Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Tiles missing

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roofs need to be repaired
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	Fair	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	76	79	74	76	50	50
<b>Mathematics (grades 3-8 and 11)</b>	69	72	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
<b>All Students</b>	1317	1296	98.41	1.59	79.17
<b>Male</b>	648	640	98.77	1.23	74.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	669	656	98.06	1.94	83.84
Black or African American	24	23	95.83	4.17	56.52
American Indian or Alaska Native	--	--	--	--	--
Asian	414	410	99.03	0.97	85.61
Filipino	83	82	98.80	1.20	73.17
Hispanic or Latino	133	129	96.99	3.01	65.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	467	459	98.29	1.71	78.00
Two or More Races	163	160	98.16	1.84	81.25
Socioeconomically Disadvantaged	213	207	97.18	2.82	61.35
English Learners	225	223	99.11	0.89	66.82
Students with Disabilities	167	164	98.20	1.80	35.37
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	1317	1299	98.63	1.37	71.65
Male	648	641	98.92	1.08	72.19
Female	669	658	98.36	1.64	71.12
Black or African American	24	24	100.00	0.00	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	414	411	99.28	0.72	86.37
Filipino	83	82	98.80	1.20	70.73



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	133	131	98.50	1.50	48.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	467	458	98.07	1.93	68.49
Two or More Races	163	160	98.16	1.84	66.25
Socioeconomically Disadvantaged	213	207	97.18	2.82	49.28
English Learners	225	222	98.67	1.33	68.47
Students with Disabilities	167	164	98.20	1.80	26.83
Students Receiving Migrant Education Services					
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
7	10.1	24.2	53.7

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)

MVMS developed our School Plan for Student Achievement (SPSA) with school staff, parents, students, and other stakeholder groups including the PTSA, the MVMS Foundation & School Site Council, the English Learner Advisory Committee, and the Associated Student Body. The SPSA was developed after careful consideration of data from California Assessment of Student Performance and Progress (CAASPP) report, California Healthy Kids Survey (CHKS), parent feedback from monthly Principal Chats, student perception surveys, feedback from staff and parents through Thoughtexchange and the PUSD LCAP Goals.

Parents are invited to partner with Mesa Verde on multiple levels: volunteer in classrooms; serve in a variety of capacities working with the PTSA, MV Foundation, School Site Council, support extracurricular efforts like Science Olympiad, Math Club, Robotics, History Faire, and 6th Grade Olympics.

### 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	0.8	2.2	2.0	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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

A strong emphasis is placed on good citizenship at Mesa Verde Middle School. We have an excellent Character Education program, utilize positive behavioral interventions and supports (PBIS) and we enjoy a very positive school climate. Students are encouraged to take personal responsibility for their choices and the consequences of same. Through multiple interventions before, during, and after school, students most at risk are supported. Staff members invest time getting to know students personally, and through relationship and influence challenge inappropriate behavior and poor character. Each fall, students and parents are informed of our expectations through our Eagle Agenda, school-wide assemblies, classroom discussions, parent handbook, school newsletter, and website.

### 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	25	11	15	10	25	11	11	14	21	20	19	8
Mathematics	13	9	1	2	24	11	11	14	23	14	15	11
Science	29	3	12	14	29	3	11	15	28	5	9	18
Social Science	29	4	15	11	30	4	9	16	28	5	19	9

\*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*	836.9

\*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)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	.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	6,734.16	1,153.19	5,580.97	72,632.36
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-29.8	-8.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-29.4	-12.6

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
<b>Beginning Teacher Salary</b>	\$47,046	\$48,612
<b>Mid-Range Teacher Salary</b>	\$74,420	\$74,676
<b>Highest Teacher Salary</b>	\$101,917	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$131,931	\$125,830
<b>Average Principal Salary (Middle)</b>	\$143,470	\$131,167
<b>Average Principal Salary (High)</b>	\$151,598	\$144,822
<b>Superintendent Salary</b>	\$287,500	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6

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 computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities 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.