

# **Tierra Bonita 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Tierra Bonita Elementary School
<b>Street</b>	14678 Tierra Bonita Rd.
<b>City, State, Zip</b>	Poway, CA 92064-3090
<b>Phone Number</b>	858-748-8540
<b>Principal</b>	Michele Tsutagawa-Ward
<b>Email Address</b>	mtsutagawaward@powayusd.com
<b>Website</b>	<a href="http://www.powayusd.com/Schools/ES/TBES/Home">www.powayusd.com/Schools/ES/TBES/Home</a>
<b>County-District-School (CDS) Code</b>	37682966095053

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)

At Tierra Bonita Elementary School, we are "Striving for Excellence . . . Focused on the Future." In a dynamic, child-centered environment, all students have opportunities to learn and grow academically, physically, and socially. Eager students, a highly competent and caring staff, and a very supportive community led to our designation as an Apple Distinguished School for 2013-2015, 2015 - 2017, 2017 - 2019, and again from 2019-2021 as it is a two-year designation. Apple Distinguished Schools are recognized for

leaders, faculty, and the extended community having a clear vision for how their technology-rich environments support learning goals.

Our mission states "Through rigorous instruction, relevant content, powerful relationships and the investment of all stakeholders, Tierra Bonita Elementary students will develop attitudes, skills and knowledge essential to their future success in school and in a global society."

To fulfill our mission we will have a caring, competent staff who provides for each student a desire for learning, mutual respect and personal worth. We will provide an integrated, comprehensive curriculum for TK-5 students utilizing a wide variety of learning strategies by an experienced staff. The future success of each student will be based upon their acquired knowledge of cooperation, communication, critical thinking and problem solving.

Fundamental to our mission are: Staff development to promote continuous growth, shared staff decision-making, effective use of resources, a safe, orderly and attractive environment, and a mutual respect for colleagues, their diversity and contributions.

Fundamental to Tierra Bonita's mission are:

- The staff works closely together to support social and emotional health of students
- We work collaboratively to make decisions around instruction and learning
- We provide a stimulating learning environment through unique experiences
- Our staff takes part in professional development for continued professional growth
- We work cohesively together and respect the passions and talents of each staff member

We believe that to prepare our students for the future means to be creative and innovative in our instructional practices and that technology is a fundamental piece to student learning. Tierra Bonita is committed to all students. We work to ensure that each student will gain the knowledge and develop the skills and attitudes essential for success in both school and in life. As they prepare for their future and become world class learners students at Tierra Bonita will have an educational experience that is focused around real-life experiences.

We work closely with our school community. Our Tierra Bonita PTA and our Foundation are strong supporters of our school programs and our traditions that make Tierra Bonita Elementary School a unique and special place. It is through this support and collaboration that the teachers and staff can provide a strong instructional program based on the California State Standards and Next Generation Science Standards, ensuring that students are ready to meet the challenges of the 21st century.

Learning doesn't happen in isolation, but as a result of all stakeholders working together holding one vision – the education of all our students.

At Tierra Bonita Elementary School we are "Doing school differently by design for college, career and civic readiness for all students."

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	66
Grade 2	66
Grade 3	73
Grade 4	84
Grade 5	88
Total Enrollment	465

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

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	4.5
Filipino	1.1
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.2
White	71.6
Two or More Races	7.3
Socioeconomically Disadvantaged	16.6
English Learners	9
Students with Disabilities	18.5
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	22	23	23	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
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
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

### 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	Carpet is bubbling and needs replacement

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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 in need of replacement
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	60	66	74	76	50	50
<b>Mathematics (grades 3-8 and 11)</b>	61	67	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	246	240	97.56	2.44	65.83
Male	124	121	97.58	2.42	61.16
Female	122	119	97.54	2.46	70.59
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	10	90.91	9.09	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	32.43
Native Hawaiian or Pacific Islander					
White	164	161	98.17	1.83	73.91
Two or More Races	21	21	100.00	0.00	66.67
Socioeconomically Disadvantaged	45	41	91.11	8.89	29.27
English Learners	26	23	88.46	11.54	43.48
Students with Disabilities	58	52	89.66	10.34	32.69
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	246	240	97.56	2.44	67.08
Male	124	121	97.58	2.42	67.77
Female	122	119	97.54	2.46	66.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	10	90.91	9.09	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	27.03
Native Hawaiian or Pacific Islander					
White	164	161	98.17	1.83	75.78
Two or More Races	21	21	100.00	0.00	71.43
Socioeconomically Disadvantaged	45	41	91.11	8.89	26.83
English Learners	26	23	88.46	11.54	39.13
Students with Disabilities	58	52	89.66	10.34	28.85
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
5	14.9	12.6	52.9

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)

Tierra Bonita recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: classroom volunteers, OASIS, Writer's Workshop, Music, Arts Attack, Science Lab, Book Fair, Mystery Reader, Race for Cyberspace, PTA, STARs TBEF Auction, Boogie Bash, and for library support.

### 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	1.0	0.6	0.6	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)

Tierra Bonita places strong emphasis on safety for students and staff. Emergency plans are reviewed and updated frequently. Annual training procedures and drills for earthquakes, lockdowns, fire and bus evacuation are held, practiced, and reviewed. District maintenance staff works with 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 and adheres to all site safety guidelines.

### School-wide Positive Behavior Expectations:

We maintain a safe and orderly environment through the implementation of our school-wide Positive Behavior Support Plan. Our staff provides explicit instruction to each student on the behavioral expectations. As a school site we have three guiding rules that support our students and staff in all that they do: Respect Yourself, Respect Others, and Respect the Environment. Character Counts pillars are aligned with behavior expectations and students, staff, and parents focus on positive values and behaviors for all stakeholders. A site Character Counts Committee, support from PTA (and a PTA Board position), and our elected Student Council Officers actively support Character Counts tenets.

### Cheetah Catch:

Catch of the Day      certificates given to students doing their best.

5 certificates collected and the student is eligible to select from the treasure box in the office.

Cheetah drawings are held every three weeks - Student names are announced over the intercom and come to the office to be awarded a prize.

### Classroom Interventions:

All teachers utilize both classroom and individualized positive behavior systems. These are based on current behavioral research and involve the teacher, student, and follow through at home by the parent. When these classroom interventions are not sufficient, the student receives a written office referral which is then addressed by the principal.

### Office Interventions:

Office interventions begin with a written referral from a teacher or support staff member and include individual counseling and mediation by the principal. This intervention is followed by a consequence for the student and parent notification of the infraction.

### Student Success Strategies Team:

When behavior concerns are not sufficiently addressed through classroom or office interventions, a referral to the Student Success Strategies Team (SSS), is initiated. The classroom teacher meets with fellow members of their grade level team prior to the SSS to discuss and implement interventions. The SSS then reviews all interventions and assessments and brainstorms classroom interventions for the teacher to try and benchmark goals for the student to work towards. Referrals can be made to the Student Services Program.

### Programs and Assemblies:

"Too Good for Drugs" is provided for students in grades K-5. The Second Step curriculum is used to support our students' social-emotional growth and development and all students TK- 5 receive instruction in this program. In addition, all of our students receive instruction in bullying prevention through the delivery of five additional Second Step lessons focused on the topic. Our PTA pays for assemblies with positive messages during Red Ribbon Week and helps to support Kindness Week and the Kindness Challenge. We have a partnership with our local high school and once a month the Titan Ambassadors, students who serve as positive peer mentors, join our students during lunch to model and promote positive character.

## 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	3		22	1	3		18	3	2	
1	24		2		26		2		25		2	
2	26		3		25		3		26		3	
3	22	1	3		26		3		19	1	3	
4					6	2						
5	24	2	5		33	1	5	1	35	1	4	2
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*	1550.0

\*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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	1.0

\*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	7,508.19	1,700.95	5,807.24	76,696.08
District	N/A	N/A	7,536.45	\$79,082.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-25.9	-3.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-25.5	-7.2

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		4	4

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 in the California State Standards. Teachers engage in three full days and two half days of district supported professional learning each year. In addition, our site engages in whole staff professional learning for two hours each month. This time is focused on learning that supports our site goals and initiatives. These workshops are presented in a semester or year-long series and support a wide variety of professional development. The area of focus for professional learning is guided by District and site initiatives which are determined by student assessment data and staff input and feedback captured through a yearly staff survey. Survey data is analyzed by the site's Professional Learning Community Leadership Team and recommendations for the following year's professional development sessions are generated. The staff then engages in a shared decision making process whereby the staff comes to a consensus on the site focus for the following year. Topics include the use of effective instructional strategies, implementing the use of technology in teaching and learning, critical reading, writing, mathematics, physical education and science strategies, effective use of assessments, positive behavior support 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.