

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Black Mountain Middle School	District Name	Poway Unified
Street	9353 Oviedo St.	Phone Number	858-521-2800
City, State, Zip	San Diego, CA 92129	Web Site	www.powayusd.com
Phone Number	858-484-1300	Superintendent	John P. Collins, Ed.D
Principal	David Hall	E-mail Address	elehew@powayusd.com
E-mail Address	dhall@powayusd.com	CDS Code	37682966093223

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Black Mountain Middle School has a 34-year tradition of excellence, high expectations and strong support for student learning. Staff, parents, and students work together to create an environment in and out of the classroom that motivates all students to learn. Positive student self-esteem is promoted by a caring staff dedicated to providing outstanding instruction and a variety of opportunities for students to enrich themselves and to serve others.

Black Mountain is located in Rancho Penasquitos. During the 2008-2009 school year, 419 sixth graders, 450 seventh graders, and 432 eighth graders are in attendance. In addition to the core programs and elective courses, special programs for our students included English as a Second Language instruction, Resource Specialist instruction, Special Day Class instruction for the non-severely handicapped, and GATE classes. Students participated in an extensive after-school extracurricular program of clubs, sports, and homework support sessions.

Ethnic representation in 2008 - 2009 include 45% Caucasian, 5% African-American, 17.8% Asian, 12% Filipino, 11.4% Hispanic or Latino, 8% multi-racial and declined to state. Multi-cultural awareness and appreciation of other cultures is a high priority. Throughout the year, classroom activities reflect this value. In the fall, the school takes a full day to build on positive human relations in a day we call "Day of Understanding." In the spring, the annual International Fair provides an exciting time for the entire community to share and collaborate in a fun and meaningful multicultural experience.

Recognizing the importance of providing articulation between and among the school's instructional teams, we created ongoing Articulation and Collaboration Time (ACT). ACT creates greater cohesiveness to the instructional program and "connects" learning throughout the curricular program. This process, designed to meet the individual needs of all of our students, also builds a stronger community. We created our mission statement and built programs to implement our goals. Our focus is to support students to become college ready and on target to successfully take A-G courses at the high school level. We want to develop the habits of mind that will help make these students successful in college or post secondary training.

Community support for Black Mountain is significant. We feel this contributes significantly to our outstanding student achievement. Our Educational Foundation of Black Mountain Middle School, PTSA, Science Olympiad volunteers and individual parents join the staff to serve our students and make their experience one of excitement for learning. We offer families choice between our Academy program and our single gender classes as well as our general education classes. We encourage parent volunteers and other avenues for families to become involved in our schools.

This year the school is embarking on a commitment to three general themes: (1) Relationships - we want at least one staff member to connect with each student at BMMS. We believe mentoring students has a profound impact on their learning and achievement.(2) Rigor - Providing each student a rigorous curriculum based on maximizing their individual potential is key to developing potential and growth. (3) Relevance - We feel making our curriculum meaningful and connected to our student's lives is essential to developing their motivation to achieve.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Black Mountain recognizes the importance of the partnership between home/school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Among many opportunities for parent involvement are: SSC, Educational Foundation of Black Mountain Middle School and various booster clubs under the foundation's umbrella, the PTSA and volunteering in a variety of ways through the PTSA Volunteers Coordinator. Our Black Mountain Academy asks that parents make a 20 hour volunteer commitment during the school year.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	445
Grade 7	410
Grade 8	436
Ungraded Elementary	0
Grade 9	3
Total Enrollment	1,294

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4	White	47
American Indian or Alaska Native	0	Two or More Races	
Asian	18.16	Socioeconomically Disadvantaged	20
Filipino	12	English Learners	12
Hispanic or Latino	11	Students with Disabilities	9
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.5	5	28	17	30.2	4	22	19	28.4	5	27	13
Mathematics	30	3	27	10	30.5	2	21	18	27.4	8	35	20
Science	29	3	31	9	31.2	2	24	15	29.9	4	20	18
Social Science	30.9	2	20	17	31.1	1	22	16	30.7	2	26	13

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Black Mountain places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. The Asbestos Plan is updated annually. After school clubs are available offering supervision of sports, homework, and a variety of activities. Our after school program is run by the YMCA and provides tutorial, crafts and intramural sports programs in a supervised setting.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.6	2.5	3.2	2.7	3.0	3.1
Expulsions	0.2	0.0	0.0	0.2	0.0	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology. Black Mountain started its remodeling in June of 2008 and will be completed in April of 2009. A total of \$21 million has been spent to update Black Mountain's infrastructure, buildings and landscaping. Virtually every building has been remodeled with the addition of 12 new classrooms to replace existing temporary classrooms.

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 (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	51	50	47	1278
Without Full Credential	0	0	2	11
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	4	0	0
Total Teacher Misassignments	---	0	0
Vacant Teacher Positions	---	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	98	2
All Schools in District	98.9	1.1
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	648
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1.4	---
Other	1.0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
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.	0	Yes
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.	0	Yes
Science	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.	0	Yes
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.	0	Yes
Foreign Language	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.	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	---	---	---	\$68,531
District	---	---	\$8,188	\$70,408
Percent Difference: School Site and District	---	---	---	4.8%
State	---	---	\$5,681	\$68,179
Percent Difference: School Site and State	---	---	---	8.5%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. 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 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,013	\$42,377
Mid-Range Teacher Salary	\$67,709	\$67,667
Highest Teacher Salary	\$87,318	\$87,102
Average Principal Salary (Elementary)	\$120,288	\$108,894
Average Principal Salary (Middle)	\$123,997	\$113,713
Average Principal Salary (High)	\$135,512	\$124,531
Superintendent Salary	\$241,219	\$223,323
Percent of Budget for Teacher Salaries	43.9	40.2
Percent of Budget for Administrative Salaries	5.3	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	72	75	75	74	78	78	46	50	52
Mathematics	70	71	71	67	69	69	43	46	48
Science	77	84	84	75	80	80	46	50	54
History-Social Science	58	63	63	64	68	68	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	72	68	83	67
Female	80	74	84	58
Black or African American	58	44	67	47
American Indian or Alaska Native	*	*	*	*
Asian	84	86	86	71
Filipino	69	64	79	54
Hispanic or Latino	59	55	61	39
Native Hawaiian/Pacific Islander	*	*	*	*
White	79	73	91	68
Two or More Races	70	65	80	53
Socioeconomically Disadvantaged	54	49	62	38
English Learners	30	34	48	24
Students with Disabilities	38	30	46	35
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	5.3	19.7	69.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	9
Similar Schools	8	4	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	14	3	9
Black or African American			
American Indian or Alaska Native			
Asian	13	-5	4
Filipino	18	-23	12
Hispanic or Latino	-22	22	14
Native Hawaiian/Pacific Islander			
White	17	3	7
Two or More Races			
Socioeconomically Disadvantaged	9	5	16
English Learners		-6	22
Students with Disabilities			82

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	884	883	767
Black or African American		777	686
American Indian or Alaska Native		818	728
Asian	931	943	890
Filipino	862	878	851
Hispanic or Latino	804	797	715
Native Hawaiian/Pacific Islander		821	753
White	901	888	838
Two or More Races			808
Socioeconomically Disadvantaged	769	776	712
English Learners	803	829	692
Students with Disabilities	676	699	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.