Monterey Ridge Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Monterey Ridge Elementary School
Street	17117 4S Ranch Parkway
City, State, Zip	San Diego, CA 92127
Phone Number	858-487-6887
Principal	Sal Embry
E-mail Address	sembry@powayusd.com
Web Site	http://www.powayusd.com/mres
CDS Code	37682960111187

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Monterey Ridge Elementary School opened its' doors to the first class of students on August 24, 2006. As the 23rd elementary school in the award winning Poway Unified School District we are proud to be an integral part of the growing community of 4S Ranch, San Diego. As a part of this master planned community, Monterey Ridge has been built to serve the students, family and community of 4S Ranch. MRES has grown each year due to the expansion of houses around our community. MRES currently has a student population of 1130 students. Students have joined us from throughout San Diego County and farther as they take up residence in this quickly growing community.

Our school is designed so that our students work in six small learning communities housed in "villages". Each village houses six to seven classrooms which center around a family room. Each classroom is equipped with high speed internet access, wireless technology, DocuCams, and Promethean boards. In addition to classrooms, each village contains student and adult restrooms, an office space for staff as well as a "common" or "family" area where students are able to work on computers, receive small group instruction, or work with volunteers from throughout the community. An outdoor patio provides additional work space for students and staff. Several of our Kindergarten classrooms are specially designed with internal bathrooms as well as a separate play area. In addition, our school offers a full time preschool class. This room has been specially built for preschool with a separate play area as well as facilities for our before and after school care program. .

The main building houses the administrative offices, as well as a gorgeous multi-purpose room/theater, student library and a computer lab. In addition, we have a second lab located on campus in the D village. Our school also has 20,000 square feet of solar panels which produce as much as 60% of the energy we consume each day. We are now in our eighth year of operation and many traditions are still taking shape. We offer a web-based intervention and enrichment program that utilizes our Compass Learning program, which provides every student with their own individualized learning program. Staff for the new school were selected from sites throughout the Poway Unified School District and we continue to be highly sought after by both staff and students. The excitement to create a new school and the opportunities to shape the culture and climate of a new school area continue to remain a big draw for teachers and staff. Through a competitive interview process staff came together in the Spring of 2006 to build a vision and commitment for learning at Monterey Ridge.

Our student population reflects the diversity of the community surrounding our school. Currently, 40% of our students are Asian, 11% Filipino, 6% Hispanic, 2% African American, and 37% Caucasian. 10% of our students are listed as other, often a reflection of a mixture of ethnic groups. At this time, 25% of our students are classified as English Language Learners and 6% of our students receive free or reduced price lunch. We are thrilled to be a part of this wonderful community and continue to build and foster strong partnerships with our families, businesses and others throughout 4S Ranch.

Monterey Ridge Elementary
Our Mission

We, the Monterey Ridge Learning Community, are built on a foundation of strong character, confidence, and competence. We are committed to creating a culture of success by building the knowledge and skills to ensure college, career, and life readiness for every student. ***Character + Confidence + Competence = Choices*** **Our Vision** To insure that our vision is realized, the Monterey Ridge Elementary Staff commits to:

- Collaborate effectively with staff and community.
- Support all students learning and meeting or exceeding standards.
- Communicate by listening to understand, and speaking to be understood.
- Respect and care for all.
- Hold all students responsible for good learning habits and appropriate behavior.
- Foster and model a life-long love of learning and a positive "can do" attitude.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	184
Grade 1	178
Grade 2	164
Grade 3	167
Grade 4	159
Grade 5	186
Total Enrollment	1,038

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	42.7
Filipino	10.7
Hispanic or Latino	6.3
Native Hawaiian or Pacific Islander	0.1
White	32.1
Two or More Races	6.6
Socioeconomically Disadvantaged	5.3
English Learners	17.6
Students with Disabilities	9.2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	43	37	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
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.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 03/30/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			NEED NEW LIGHTING CONTROL PANEL
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			NEEDS SLURRY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/30/16				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	74	83	72	75	44	48
Mathematics	77	83	65	67	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	171	164	95.9	84.8
	4	159	157	98.7	80.3
	5	188	184	97.9	84.8
Male	**3**	81	77	95.1	79.2
	4	81	79	97.5	73.4
	5	86	84	97.7	84.5
Female	**3**	90	87	96.7	89.7
	4	78	78	100.0	87.2
	5	102	100	98.0	85.0
Black or African American	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	**3**	89	85	95.5	89.4
	4	57	57	100.0	86.0
	5	79	78	98.7	93.6
Filipino	**3**	21	21	100.0	76.2
	4	17	17	100.0	64.7
	5	26	26	100.0	88.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	**3**	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	63.6
Native Hawaiian or Pacific Islander	**5**	--	--	--	--
White	**3**	42	39	92.9	79.5
	4	64	62	96.9	82.3
	5	59	56	94.9	82.1
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	**3**	--	--	--	--
	4	--	--	--	--
	5	13	12	92.3	66.7
English Learners	**3**	21	15	71.4	53.3
	4	--	--	--	--
	5	12	11	91.7	54.5
Students with Disabilities	**3**	15	14	93.3	14.3
	4	24	23	95.8	26.1
	5	19	16	84.2	25.0
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	171	168	98.3	86.9
	4	159	158	99.4	84.8
	5	188	185	98.4	77.3
Male	**3**	81	79	97.5	87.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	81	80	98.8	85.0
	5	86	85	98.8	83.5
Female	**3**	90	89	98.9	86.5
	4	78	78	100.0	84.6
	5	102	100	98.0	72.0
Black or African American	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	**3**	89	87	97.8	93.1
	4	57	57	100.0	91.2
	5	79	79	100.0	92.4
Filipino	**3**	21	21	100.0	81.0
	4	17	17	100.0	76.5
	5	26	26	100.0	76.9
Hispanic or Latino	**3**	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	27.3
Native Hawaiian or Pacific Islander	**5**	--	--	--	--
White	**3**	42	41	97.6	78.0
	4	64	63	98.4	85.7
	5	59	56	94.9	71.4
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	**3**	--	--	--	--
	4	--	--	--	--
	5	13	12	92.3	41.7
English Learners	**3**	21	19	90.5	57.9
	4	--	--	--	--
	5	12	12	100.0	50.0
Students with Disabilities	**3**	15	14	93.3	35.7
	4	24	23	95.8	39.1
	5	19	16	84.2	25.0
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	87	83	86	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	188	184	97.9	85.9
Male	86	84	97.7	88.1
Female	102	100	98.0	84.0
Asian	79	78	98.7	93.6
Filipino	26	26	100.0	84.6
Hispanic or Latino	11	11	100.0	63.6
White	59	56	94.9	85.7
Socioeconomically Disadvantaged	13	12	92.3	66.7
English Learners	12	11	91.7	54.6
Students with Disabilities	19	16	84.2	37.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.3	20.7	60.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Our School recognizes the importance of the partnership between home and school and remains committed to supporting the deep belief that our parents are our partners. Parents are a critical aspect of our school and serve in an advisory capacity on committees such as our School Site Council, PTA and Educational Foundation. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, in-class support during literacy and math time, Book Fairs, Running Club, Jog-a-Thon and general classroom support. Parents are also invited to share their perspectives at Coffee with Principal chats, as well as join us at our weekly Friday Flag events. We also seek out the views and engagement of our parents with a climate survey that takes place at the end of the year. Lastly, our SSC is engaged in assessing the extent to which we have implemented our Single Plan For Student Achievement by visiting classrooms, speaking to students and analyzing student results.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	0.5	0.9	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our school 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 throughout the year. Maintenance staff works with a scheduled preventive program to offset costly repairs. Extended Student Services is available to students for before and after school childcare.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		7		25	1	8		23	2	6	
1	28		6		26		6		25		7	
2	28		7		27		6		27		6	
3	26	1	7		22	1	6		26		6	
4	35			5	33		1	4	30		1	4
5	30	1		5	33		2	3	30		1	5
Other	11	1			13	1			12	3		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.7	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	1	N/A
Other		N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	$78,841.41
District	N/A	N/A	$8,962	$77,791
Percent Difference: School Site and District	N/A	N/A	--	8.4
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	--	8.0

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

Types of Services Funded (Fiscal Year 2015-16)

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—monies from agencies (e.g., federal, state) earmarked for specific services
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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,237	$45,092
Mid-Range Teacher Salary	$79,910	$71,627
Highest Teacher Salary	$97,997	$93,288
Average Principal Salary (Elementary)	$122,843	$115,631
Average Principal Salary (Middle)	$138,732	$120,915
Average Principal Salary (High)	$131,028	$132,029
Superintendent Salary	$305,178	$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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.