

Bernardo Heights Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Bernardo Heights Middle School
Street	12990 Paseo Lucido
City, State, Zip	San Diego, CA 92128-4479
Phone Number	858-485-4850
Principal	Marie Galaz
E-mail Address	mgalaz@powayusd.com
Web Site	http://www.powayusd.com/bhms
CDS Code	37682966107460

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2018-19)

Bernardo Heights Middle School, one of six middle schools in the Poway Unified School District, is located on the boundary lines of Rancho Bernardo and the City of Poway and is approximately 25 miles northeast of San Diego. Our community and school is a destination for families seeking maximum opportunities for their children to realize their full potential. Our school serves a culturally and ethnically diverse population of approximately 1,550 students whose households represent 41 different languages and a diverse variety of values and belief systems. Our community consists of an established middle and upper-middle income area and a planned retirement community and continues to expand in diversity of cultural and socio-economic backgrounds with current changes in housing and family income. Our students come to us from five feeder elementary schools (Chaparral, Highland Ranch, Painted Rock, Turtleback, and Westwood) and most of our eighth graders will attend Rancho Bernardo High School which is located immediately next to BHMS. Some students will have an option to attend Del Norte High School located in 4S Ranch. We have been recognized as a California Distinguished School and as a National Blue Ribbon School. To achieve high academic standards and to support the progress of all learners, the school staff, parents, district, and members of the community work together to meet the needs of all students so that they are on target for College and Career readiness.

With a student population of nearly 1,550 students, Bernardo Heights Middle is the largest middle school in our District. Students experience a rigorous and challenging academic curriculum. Results of state assessments are consistently above the state-wide average. Last year, approximately 70% of all students met or exceeded the standards in Language Arts and 60% met or exceeded the standard in Math. Our school continues to work together with the support of District and County resources to support the progress of all students and to close the gap in student achievement that exists for traditionally under-represented populations such as students with disabilities, English Language Learners, and those from households of low socio-economic status. About 34% of our students participate in special programs: Gifted and Talented Education (15%), English Learner (7%), and Special Education (12%). The ethnic representation of BHMS is 48% Caucasian, 16% Asian, 16% Hispanic, 5% Filipino, and 2% African American and 6% Multi-ethnic. Approximately 17% of the student body qualifies for low socio-economic status. The BHMS staff is comprised of 70 teachers, two and a half counselors, three administrators, one part-time librarian, one school psychologist, one speech pathologist, and 42 classified staff. Actively involved parents volunteers of PTSA, the BHMS Education Foundation members, and participants on the School Site Council and English Language Advisory Council serve as partners in our meeting the needs of our school.

Bernardo Heights offers an inclusive and nurturing environment in which to foster the development of our students' values, interests, and skills to prepare them to be contributing members of a democratic society. We are committed to fostering school engagement and connection our school. Our instrumental and choir music programs are articulated between elementary and high school and regularly receive recognition for excellence in local and state performances and competitions. Our technology elective, through Project Lead the Way, exposes students to applications of technology to academics and industry and regularly benefits for partnerships with regional technology industry. Advancement Via Individual Determination (AVID) elective provides a targeted population of traditionally under-represented students as well as any self-selecting students extensive preparation for coursework with an emphasis on college readiness academic focus and skills. Other offerings include Spanish Language, Art, Drama, Leadership, Associated Student Body (ASB), California Junior Scholarship Federation (CJSF), and Musical Theater. In addition to our elective offerings and school day programs, our staff, parent community, and high school students provide our students the opportunity to explore of personal interests and leadership skills by serving as mentors and advisers for over 39 student-initiated academic, co-curricular, and extra-curricular clubs and activities. Many of these clubs change from year to year; currently offerings include Speech and Debate, Musical Theater, Color Guard, Best Buddies, Math Olympiad, Science Olympiad, Astronomy Club, Magic the Gathering, Leo Club, Fellowship of Christian Athletes, and Yugioh Club. The average daily attendance of our students over the last few years is 96%. The BHMS average dropout rate for the same period is 0%.

Our school website is: <http://www.powayusd.com/pusdbhms/>

BHMS Mission Statement:

TO ENSURE OUR STUDENTS ARE COLLEGE AND CAREER READY, BERNARDO HEIGHTS MIDDLE SCHOOL WILL:

- Maintain a partnership among students, parents, teachers, staff, and community
- Provide a safe, positive, and challenging environment for all children to succeed
- Offer diverse opportunities for intellectual and personal growth for all members of the school community
- Develop multiple literacy skills to ensure our students are effective users of ideas, information, communication, and technology
- Promote productive, responsible, respectful, and healthy citizens for a global society
- Encourage a passion and curiosity for life-long learning

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	541
Grade 7	522
Grade 8	483
Total Enrollment	1,546

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	16.6
Filipino	5.6
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.3
White	52.5
Socioeconomically Disadvantaged	18.9
English Learners	7.6
Students with Disabilities	12.1
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	61	61	62	1625
Without Full Credential	0	0	2	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 03/1/2016

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
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.	Yes	0
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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/27/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Sinks need to be repaired
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/27/2018	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	70.0	71.0	74.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	57.0	61.0	66.0	67.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1518	1493	98.35	70.86
Male	775	764	98.58	63.48
Female	743	729	98.12	78.60
Black or African American	37	36	97.30	50.00
American Indian or Alaska Native	--	--	--	--
Asian	258	254	98.45	79.13
Filipino	72	71	98.61	81.69
Hispanic or Latino	221	219	99.10	57.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	791	778	98.36	71.34
Two or More Races	116	113	97.41	76.11
Socioeconomically Disadvantaged	283	276	97.53	54.35
English Learners	270	265	98.15	63.02
Students with Disabilities	142	139	97.89	20.14
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,519	1,494	98.35	61.11
Male	776	764	98.45	59.03
Female	743	730	98.25	63.29
Black or African American	37	35	94.59	37.14
American Indian or Alaska Native	--	--	--	--
Asian	258	255	98.84	77.25
Filipino	72	71	98.61	69.01
Hispanic or Latino	221	219	99.1	46.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	792	779	98.36	60.33
Two or More Races	116	113	97.41	61.95
Socioeconomically Disadvantaged	283	274	96.82	44.53
English Learners	270	266	98.52	57.14
Students with Disabilities	142	139	97.89	11.51
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.0	19.6	58.7

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 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 2018-19)

Bernardo Heights Middle School 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 school improvement process and serve in an advisory capacity on site and District committees. Parent involvement opportunities include: School Site Council, BHMS Music Booster Club, PTSA, BHMS Education Foundation, and volunteering in a variety of ways assisting in classrooms, the Library, or supervising and assisting at school sponsored events. Parents also serve on District Advisory Councils for GATE and District English Learner Advisory Council.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.0	3.8	3.5	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.1	0.3	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Bernardo Heights 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. Within the first two weeks of school, administrators visit each class to review our Bobcat Code of Conduct and clarify expectations for student behavior. The District Harassment Policy is reviewed in detail so students are aware of consequences related to inappropriate behavior and what to do in case they are a victim of harassment. There is a PUSD tip line to report concerning behavior. Our Before and After School Program has been recognized as a model program within San Diego County. Clubs, tutorials, and sport activities are offered during lunch or after school by teachers or through the After School Program. There is a school-wide effort around Character Counts education focusing on respect and responsibility. Our school goals focus on increasing positive behavior supports and creating a safe and supportive school environment for each and every Bobcat. Instruction related to drug and alcohol information is shared by our counseling, physical education, and science staff.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	22.0	17	23	7	21.0	18	24	5	20.0	21	20	10
Mathematics	13.0	9	3		11.0	10		2	22.0	15	17	13
Science	27.0	6	11	19	26.0	8	18	12	22.0	15	12	18
Social Science	26.0	8	20	10	23.0	12	22	8	23.0	12	21	10

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	737
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,481.31	1,022.87	5,458.45	\$74,210.46
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	-29.5	-6.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-26.5	-8.5

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 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,903
Mid-Range Teacher Salary	\$83,106	\$74,481
Highest Teacher Salary	\$101,917	\$98,269
Average Principal Salary (Elementary)	\$131,931	\$123,495
Average Principal Salary (Middle)	\$143,470	\$129,482
Average Principal Salary (High)	\$151,598	\$142,414
Superintendent Salary	\$287,500	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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. Bernardo Heights has three non-student days for professional development as well as three half days throughout the year. 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. In addition, BHMS staff attend a variety of professional development opportunities offered from outside educational institutions, including AVID Summer Institutes, Restorative Practices from the San Diego County office of Education and Positive Behavior supports 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.