

Chaparral 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)

Entity	Contact Information
School Name	Chaparral Elementary School
Street	17250 Tannin Dr.
City, State, Zip	Poway, CA 92064-1123
Phone Number	858-485-0042
Principal	Rhiannon Sharp Buhr
Email Address	rbuhr@powayusd.com
Website	http://www.powayusd.com/ches
County-District-School (CDS) Code	37682966097216

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

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

The picture that is drawn of Chaparral Elementary School seems lifted from a Norman Rockwell painting. Our school is an award winning National Blue Ribbon, National School of Character, and California Distinguished School perched on a sunny hillside in Poway, California, amid a residential neighborhood overlooking the San Diego suburb of Rancho Bernardo. Chaparral Elementary School is a highly industrious gathering place! Each week, our campus is alive with legions of volunteers, committed professionals, hardworking support staff, and enthusiastic students. Our school boasts one of PUSD's largest forces of parent and community volunteers. Our school annually logs an average of 15,000 volunteer hours according to PTA data collected over the past five years. Chaparral has over 800 students from preschool, critical skills classrooms, and transitional kindergarten through fifth grade, walk or drive in from the neighboring areas of Rancho Bernardo and Poway. During the week, our Extended Student Services program opens at 6:30 a.m. and closes at 6:00 p.m. each evening and supervises the District's largest ESS program with over 200 students enrolled. Our preschool classes meet each day to instruct more than twenty-two children in a parent participation program aimed at preparing our children for success in kindergarten and beyond. Chaparral is a nationally recognized and award winning institution meeting the diverse needs of a large and motivated student body. As envisioned, these predicted accomplishments are guided annually through the shared leadership of Chaparral's dedicated teachers, staff, principal, and community. Together, we work hand-in-hand to foster in each child a passion to learn using enriched curriculum, researched best practices, and technological advances. Our school goals are to increase student responsibility for individual behavior and to promote academic excellence for all students. Chaparral is a district leader in integrating character education throughout our academic curriculum. Our Chaparral mission statement captures the essence of what we value. "The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning." Teachers teams have been trained in Responsive Classroom, a program highlighted on the federal list of best practices for character education. Chaparral Elementary is mentioned in the nationally published Responsive Classroom brochure as a "success story" in the implementation of the model. In our classrooms, one can observe strategies such as morning meetings, academic choice, and cooperative structures to teach and support appropriate social development and academic achievement. A wide range of programs and support services have been developed to enhance student achievement and character development at Chaparral. Examples of these support service groups include the following: Art's Attack - Character Counts! - Fifth Grade Band - Chaparral Foundation - Physical Education Program - Technology - Mentors - Fitness Club - Student Council - Melody Makers Choral Program - Academic Mentor Program - Innovation Lab- Garden Program - PBIS - Preschool - SHOK/OASIS (Adult Volunteer Programs) - RtI2 (Response to Intervention and Instruction) - Kids In Action- ELL - GATE Programs - Community Gathering. The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning.

Chaparral is committed to empowering students to achieve their highest potential, We are dedicated to instilling in each student a love of learning, the willingness to take risks, and to be problem solvers. The school and the community are united with a goal of developing students who are confident, innovative, equipped with the knowledge, skills, and productivity to continue their education and become respectful, responsible, and inspired adults We believe ALL students can learn each and every day, whatever it takes!

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

Grade Level	Number of Students
Kindergarten	176
Grade 1	131
Grade 2	133
Grade 3	124
Grade 4	136
Grade 5	137
Total Enrollment	837

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	15.1
Filipino	3.3
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.2
White	56.8
Two or More Races	11
Socioeconomically Disadvantaged	13.6
English Learners	13.3
Students with Disabilities	11.1
Homeless	

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	36	39	38	1,562
Without Full Credential	1	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
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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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
Health	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.		

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground needs to be resurfaced
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 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
English Language Arts/Literacy (grades 3-8 and 11)	73	76	74	76	50	50
Mathematics (grades 3-8 and 11)	71	75	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	387	370	95.61	4.39	75.95
Male	212	204	96.23	3.77	72.06
Female	175	166	94.86	5.14	80.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	54	53	98.15	1.85	79.25
Filipino	12	11	91.67	8.33	100.00
Hispanic or Latino	45	41	91.11	8.89	60.98
Native Hawaiian or Pacific Islander					
White	222	211	95.05	4.95	79.15
Two or More Races	43	43	100.00	0.00	72.09
Socioeconomically Disadvantaged	66	60	90.91	9.09	68.33
English Learners	53	52	98.11	1.89	75.00
Students with Disabilities	51	48	94.12	5.88	35.42
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	387	369	95.35	4.65	75.34
Male	212	203	95.75	4.25	78.82
Female	175	166	94.86	5.14	71.08

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	54	52	96.30	3.70	82.69
Filipino	12	11	91.67	8.33	54.55
Hispanic or Latino	45	41	91.11	8.89	70.73
Native Hawaiian or Pacific Islander					
White	222	211	95.05	4.95	76.30
Two or More Races	43	43	100.00	0.00	76.74
Socioeconomically Disadvantaged	66	61	92.42	7.58	67.21
English Learners	53	51	96.23	3.77	80.39
Students with Disabilities	51	48	94.12	5.88	39.58
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	10.9	29.2	51.8

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)

Chaparral's professional teams and administration value the opinions, expertise, and devout volunteerism found within Chaparral's community and welcome involvement in decision making through Parent Teacher Association (PTA), School Site Council (SSC), and Foundation (CEF) participation. Our Foundation, in concert with our PTA and SSC, allocates resources to support student achievement. The Chaparral Foundation's mission statement is "to enhance the quality of our children's education by supporting technology and resources at Chaparral". To determine those needs and how to fund them, the PTA, the Chaparral Site Council, CEF, the administration, and the teachers continue to collaborate on how to enhance our children's educational experience. These needs change every year based on state and district fund disbursements. To date the Foundation has purchased a new computer lab, eighty-five iPads, two hundred chromebooks, thirty-four apple tvs, twenty-four doc-u-cams and twenty-four LCD projectors. In addition, six portable handheld "slates" have been provided to accompany document cameras. They procured two new printers (located in the office and library for use by all staff), purchased Brain-pop and Brain-pop Jr., one-hundred new quizzes for the Reading Counts Program, and they funded Art's Attack for the entire school year. Foundation also funded the opening of our Innovation Lab, where students experience hands on lessons tied to Next Generation Science Standards. To quote the year end report, "The CEF has already made a difference this year in your child's school day. We will continue to strive for collaboration from teachers, administrators and parents to provide the educational enhancements needed to prepare our children for future challenges." The Chaparral PTA supports school enrichment through the funding of a PE instructional assistant, a music teacher, teacher supply accounts, grants, assemblies, Family Fun Nights, library books, Character Counts, Reflections Programs, Olympic Field Day, and Fitness Club. A Chaparral volunteer leads Melody Makers and provides Chaparral students first through fifth grade with an extra outlet for singing and performing as a group and individually. The SSC monitors the Chaparral vision, school-wide goals and strategic plan each year. The SSC allocates funds in support of student achievement and intervention for at-risk students. This year the SSC voted to support our ELL students by using EIA funds to provide two impact teachers for our primary grades. This impact teachers will provide support and remediation in the area of literacy, using Read-Well and SIPPS, both researched based curriculum. Parents participate in classrooms by working with individual students and small groups and by teaching whole-group lessons. Programs such as Art Attack, where parents are trained to instruct children in the styles of the great Art Masters, and Character Counts, consisting of volunteers who support teachers to integrate Character Education into academic lessons, are supporting student success in the arts and social development. Volunteers also assist in the library, our school garden and the innovation lab.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	1.0	0.7	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)

Effective safety and disaster plans are comprehensive and detailed. Plans are revised and updated each year by the Disaster Committee. All staff and members of the community work together to promote the safety of each student by adhering to these plans which are communicated to parents in our handbook and through connect-eds. Procedures are in place to secure our campus and to ensure that only authorized adults are on our campus.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	6		23	1	7		21	1	8	
1	22		5		26		5		23		5	
2	26		5		24		5		26		5	
3	22	1	5		23	1	5		21	1	5	
4	33		1	3	33		1	3	33			4
5	28	1	1	3	28	1		4	46	1		5
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*	1395.0

*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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Speech/Language/Hearing Specialist	2.1
Resource Specialist (non-teaching)	1.6
Other	2.3

*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	7,384.56	1,480.13	5,904.44	83,896.39
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-24.3	5.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-23.9	1.8

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		5	5

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 new California State Standards, The Daily Five, Benchmark, implementing the use of technology in teaching and learning, close and critical reading, writing, number talks, effective use of assessments, positive discipline in-services, dyslexia training, Stanford Harmony (social/emotional learning program), Trauma Informed Practices, and cultural proficiency 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 also encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn their NBCT status.