

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Del Sur Elementary School | District Name | Poway Unified |
| Street | 15665 Paseo Del Sur | Phone Number | 858-521-2800 |
| City, State, Zip | San Diego, CA 92127 | Web Site | www.powayusd.com |
| Phone Number | 858-674-6200 | Superintendent | John P. Collins, Ed.D |
| Principal | Doug Johnson | E-mail Address | elehew@powayusd.com |
| E-mail Address | dojohnson@powayusd.com | CDS Code | 37682960116475 |

School Description and Mission Statement (School Year 2010-11)

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

Del Sur Elementary School opened in August of 2008. As a new school, we are beginning to build a culture of excellence. Our school is built on the notion of educating children for the world of the 21st century.

Our balanced and rigorous program provides instruction in all content areas including the arts and physical education. Learning opportunities foster curiosity and academic achievement through a standards-based curriculum that promotes inquiry and discovery. This will yield well-rounded, college ready students. On our campus every classroom is affiliated with a university. The universities represented on our campus include - Colorado State, Boston University, Michigan, California, UCSD, San Diego State, California State University, San Marcos, Cal Poly, Oregon, Ohio State, Hawaii, USC, Stanford, Washington, Illinois, Georgia, Yale, Harvard, Kansas, and UCLA.

Teachers and support staff are committed to educational excellence and work together in a cooperative, supportive, and professional manner. The school staff continually seeks new ways to provide sustained, effective, and quality instruction that meets the needs of all students.

Del Sur is located 30 miles north of downtown San Diego in the community of Del Sur. Our student body consists of students from richly diverse cultural, ethnic, linguistic, and religious backgrounds. In ethnic terms, the greatest number of our students are Caucasian (45%). Our second highest number of students are Asian (16%). Eighteen percent of our students have limited English proficiency. Twenty-five percent of our students come from educationally disadvantaged homes.

It is our mission to be a technologically progressive school dedicated to providing high levels of learning for all students while being focused on exploring the richness of the past, the opportunities of the present, and the infinite possibilities of the future.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

During the course of the year, our parents have many opportunities to get involved with our school. We have a very active Parent Teacher Association (PTA). This organization sponsors many programs that brings parents to school. For example, on a yearly basis this organization sponsors a literacy night, science and fitness evening, multicultural evening, a back to school picnic, family dance, book fairs, Red Ribbon Week activities, and Earth Week activities. Our Educational Foundation was formed to help our school fundraise for programs needed on the campus This group helped bring to our school our Compass Learning software program that helps our teachers to individualize practice sessions for our students. Our SITE council which is composed of teachers, staff, parents, and the administrator collectively write and review our yearly Single Plan for Student Achievement document and also write and review our yearly parent and student surveys. Four times a year our EL parents attend meetings with our staff to learn important information on how to support their students. To address the needs of our parents looking for assistance in helping their children with their homework or augmenting their parenting skills, we hold parent education sessions two times a year. Every other Friday, parents are invited to our Friday Flag assembly where we celebrate our country and students and discuss upcoming events. On a monthly basis the principal holds coffees where he discusses school endeavors and issues. To prepare students for a successful school experience, a parent participation preschool is provided on our site. The program is designed for three and four year olds who attend either a two or three half day session each week. At Del Sur parent involvement and input is highly sought after and valued.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 104 |
| Grade 1 | 57 |
| Grade 2 | 69 |
| Grade 3 | 66 |
| Grade 4 | 46 |
| Grade 5 | 51 |
| Total Enrollment | 393 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 6.1 | White | 56.5 |
| American Indian or Alaska Native | 0.5 | Two or More Races | 4.3 |
| Asian | 13.7 | Socioeconomically Disadvantaged | 16.5 |
| Filipino | 5.9 | English Learners | 12.5 |
| Hispanic or Latino | 12.7 | Students with Disabilities | 6.6 |
| Native Hawaiian/Pacific Islander | 0.3 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19 | 2 | 0 | 0 | 19.8 | 2 | 2 | 0 | 22.8 | 3 | 2 | 0 |
| 1 | 18 | 1 | 0 | 0 | 24 | 0 | 2 | 0 | 23.5 | 0 | 2 | 0 |
| 2 | 11 | 2 | 0 | 0 | 22.5 | 0 | 2 | 0 | 27 | 0 | 2 | 0 |
| 3 | 18.5 | 2 | 0 | 0 | 22 | 0 | 1 | 0 | 26.7 | 0 | 3 | 0 |
| 4 | 21 | 0 | 1 | 0 | 19 | 1 | 1 | 0 | 30 | 0 | 1 | 0 |
| 5 | 30 | 0 | 1 | 0 | 32 | 0 | 1 | 0 | 33 | 0 | 1 | 1 |

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Del Sur places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently at staff meetings. The plan is also reviewed three times a year with our School Site Council. Annual training procedures and drills for earthquakes, fire, intruders and bus evacuation are held according to District requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Asbestos Plan. Staff models and reviews safe behaviors and practices with the students regularly.

Suspensions and Expulsions

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 1.09 | 1.02 | 0.76 | 2.97 | 3.06 | 3.08 |
| Expulsions | 0 | 0 | 0 | 0 | 0.09 | 0.26 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 6/20/2011

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. 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 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| 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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 12 | 13 | 23 | 1363 |
| Without Full Credential | 0 | 0 | 0 | 21 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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 | 100 | 0 |
| All Schools in District | 99.29 | 0.71 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 99.35 | 0.65 |

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff**Academic Counselors and Other Support Staff (School Year 2010-11)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | |
| Counselor (Social/Behavioral or Career Development) | 0 | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff (paraprofessional) | 1 | --- |
| Psychologist | .2 | --- |
| Social Worker | 0 | --- |
| Nurse | 0 | --- |
| Speech/Language/Hearing Specialist | .6 | --- |
| Resource Specialist (non-teaching) | 1 | --- |
| Other | | --- |

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/1/2011

| Core Curriculum Area | 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 |
| 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 | | | |
| Health | | | |
| Visual and Performing Arts | | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|--|------------------------------|--|---|------------------------|
| School Site | -- | -- | -- | \$62,161 |
| District | --- | --- | \$7,379 | \$63,343 |
| Percent Difference: School Site and District | --- | --- | -- | -1.9% |
| State | --- | --- | \$5,455 | \$69,207 |
| Percent Difference: School Site and State | --- | --- | -- | -10.2% |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$37,960 | \$42,017 |
| Mid-Range Teacher Salary | \$73,570 | \$67,294 |
| Highest Teacher Salary | \$84,960 | \$86,776 |
| Average Principal Salary (Elementary) | \$115,784 | \$108,534 |
| Average Principal Salary (Middle) | \$122,284 | \$112,893 |
| Average Principal Salary (High) | \$129,238 | \$123,331 |
| Superintendent Salary | \$253,280 | \$226,417 |
| Percent of Budget for Teacher Salaries | 43% | 38% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 73 | 86 | 88 | 76 | 78 | 78 | 49 | 52 | 54 |
| Mathematics | 83 | 93 | 90 | 67 | 69 | 69 | 46 | 48 | 50 |
| Science | 55 | 78 | 89 | 77 | 80 | 81 | 50 | 54 | 57 |
| History-Social Science | N/A | N/A | N/A | 69 | 68 | 71 | 41 | 44 | 48 |

* 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.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 78 | 69 | 81 | 71 |
| All Student at the School | 88 | 90 | 89 | N/A |
| Male | 84 | 89 | 88 | N/A |
| Female | 92 | 92 | 89 | N/A |
| Black or African American | 72 | 72 | 0 | N/A |
| American Indian or Alaska Native | 0 | 0 | 0 | N/A |
| Asian | 100 | 97 | 0 | N/A |
| Filipino | 77 | 100 | 0 | N/A |
| Hispanic or Latino | 88 | 90 | 82 | N/A |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | N/A |
| White | 88 | 91 | 92 | N/A |
| Two or More Races | | | | N/A |
| Socioeconomically Disadvantaged | 71 | 84 | 72 | N/A |
| English Learners | 62 | 84 | 0 | N/A |
| Students with Disabilities | 56 | 74 | 0 | N/A |
| Students Receiving Migrant Education Services | | | | N/A |

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 25 | 21.2 | 19.2 |

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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 | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | | 9 | 10 |
| Similar Schools | | | 10 |

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | B | 52 | -10 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | -18 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 218 | 944 | 25,098 | 887 | 4,683,676 | 778 |
| Black or African American | 15 | 901 | 802 | 797 | 317,856 | 696 |
| American Indian or Alaska Native | 1 | | 126 | 819 | 33,774 | 733 |
| Asian | 28 | 988 | 4,910 | 947 | 398,869 | 898 |
| Filipino | 12 | 948 | 1,949 | 881 | 123,245 | 859 |
| Hispanic or Latino | 34 | 920 | 3,013 | 805 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 1 | | 204 | 848 | 26,953 | 764 |
| White | 127 | 945 | 14,093 | 891 | 1,258,831 | 845 |
| Two or More Races | 0 | | 0 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | 48 | 882 | 3,531 | 781 | 2,731,843 | 726 |
| English Learners | 25 | 860 | 3,871 | 830 | 1,521,844 | 707 |
| Students with Disabilities | 25 | 824 | 2,877 | 708 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | No |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 2.7 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.