

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	Midland Elementary School	District Name	Poway Unified
Street	13910 Midland Rd.	Phone Number	858-521-2800
City, State, Zip	Poway, CA 92064-4024	Web Site	www.powayusd.com
Phone Number	858-748-0047	Superintendent	John P. Collins, Ed.D
Principal	Julie E. Lerner	E-mail Address	jcollins@powayusd.com
E-mail Address	jlerner@powayusd.com	CDS Code	37682966038996

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

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

At Midland Elementary School, a No Excuses University, we believe it is our moral imperative to prepare our students to become productive members of our global society. The vision of college readiness has become a living, breathing facet of all that we believe for children, and plays a significant role in our school culture. College readiness is not the expectation that all students will attend college, but instead, it is the belief that we must prepare all students to have a full range of postsecondary education and training options available to them after high school. The skill set for a successful future mirrors the skill set required to gain entrance into college; and at the Elementary School level, this vision translates to working toward ensuring that each student meets and/or exceeds proficiency of grade level standards. Some of the college readiness activities at this No Excuses University include, but are not limited to: wearing college clothing every Monday to set the tone for a great week of academic learning; adopting a four-year college and/or university in every classroom on campus; building our "College Knowledge" together as we share interesting and fun facts about the colleges we've adopted on our campus; and performing our college cheers at our Rattlers Rocks! assemblies.

Midland Elementary School, home of the Rattlers, is the oldest school in the Poway Unified School District and was established in 1925. We moved into a brand new facility in March, 2006. We serve approximately 632 kindergarten through fifth grade students from the east side of the Poway Unified School District, which is located in northern San Diego County. In 2010, Midland Elementary was recognized as a California Distinguished School for the fourth time. One of the most notable features of our application is the attention we devote to each student through SMART Goal data analysis, and the intensive array of targeted interventions which we implement when a child is struggling to learn. These targeted interventions include, but are not limited to: IMPACT teachers pulling small groups of students to provide targeted support based on formative assessment data; EL support groups; daily Avenues instruction for Beginning and Early Intermediate English Learners; OASIS volunteers; cross-age tutors; Primary Intervention Program; and before and after school academic programs. In April 2011, Midland was proud to become the 100th school in the Nation to be welcomed into the No Excuses University (NEU) Network. The NEU Network is an organization made up of 117 schools in 18 states serving over 67,000 students, most of whom live at or below the poverty line, whose passion is to promote college readiness to all students and in doing so change the cycle of poverty for generations to come.

Our student population is composed of children from richly diverse cultural, ethnic, linguistic, religious, and socioeconomic backgrounds. The socioeconomic diversity of students at Midland ranges from students whose families are on welfare to those whose families own million dollar homes. Approximately 35% of our students qualify for free/reduced meals, and 33% of our students qualify for Title I support. Our racial/ethnic student population breaks down in the following way: 3% African-American, 7% Asian, 4% Filipino, 32% Hispanic, 50% Caucasian, and 3% other. English Learners (ELs) comprise roughly 25% of our student population. There are more than 20 different languages represented on our campus, with Spanish being the most predominant behind English. Our Spanish speaking population has risen steadily over the past few years, and our EL population has more than doubled since 2005. We have made accommodations and modifications in our teaching in order to provide instruction that aligns with our EL students' unique needs, and we have bridged our home-school communication with our Spanish-speaking families through the addition of a bilingual parent liaison.

Parents and community members volunteer in classrooms and throughout the school on a daily basis with more than 190 volunteers donating over 9,035 hours last year. Parent representatives are involved in goal and curriculum development. We are fortunate to have two very active and supportive parent organizations at Midland - our PTA and our Educational Foundation - both of whom offer many opportunities for parents to become involved in fundraising events to support school programs. At Midland we offer a variety of options to assist parents in cultivating a strong home-school partnership. These options include, but are not limited to: before and after school child care; on-site parenting classes; monthly newsletters; family-fun events, and numerous Family Nights centered on academics, cultural diversity, and building community.

Academic achievement for each one of our students is central to Midland's vision of all students learning. Assessment scores demonstrate that we are making progress toward our vision. From 2004 to 2011, our API increased from 827 to 911. The majority of Midland students demonstrate proficiency on the California Standards Test in both Math and English/Language Arts. We have also seen a positive trend of moving students who performed at the Far Below Basic and Below Basic levels toward the Basic and Proficient levels of understanding. In 2011, our API decreased to 897; we know that no mountain is climbed without a drop along the way, and we are steadfast in our desire to brush ourselves off and resume our climb. A thorough data analysis revealed that as we focused on our students who had not yet met proficiency, we did not always meet the needs of our students who had previously met or exceeded proficiency. Moving forward, our emphasis will be focused on student growth across all bands of proficiency - to continue to move students toward the Proficient and Advanced levels of achievement, and to maintain the students who are currently performing in the advanced band of proficiency.

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.

Midland recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. The parent community of Midland is very accommodating when it comes to assisting us with meeting the needs of each Rattler. Parents have been included in the improvement process and serve in an advisory capacity on several committees, including but not limited to our: School Site Council, English Learner Advisory Committee, Midland Fitness Club, PTA, and the Midland Educational Foundation. In addition, our parents serve as Midland representatives on the PUSD District English Learner Advisory Committee, and the PUSD District Advisory Committee. Parent volunteers provide student support through: Volunteer Workroom, Arts Attack!, Book Fairs, Midland Fitness Club, Jog-a-thon, Red Ribbon Week, and classroom support.

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

Grade Level	Number of Students
Kindergarten	109
Grade 1	110
Grade 2	109
Grade 3	102
Grade 4	92
Grade 5	105
Total Enrollment	627

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.8	White	52.5
American Indian or Alaska Native	0.2	Two or More Races	2.1
Asian	7.7	Socioeconomically Disadvantaged	33.2
Filipino	3.8	English Learners	24.7
Hispanic or Latino	29.5	Students with Disabilities	8.6
Native Hawaiian/Pacific Islander	0.5		

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	19.8	5	1	0	22.8	1	4	0	27.3	0	4	0
1	19.4	5	0	0	23.8	0	4	0	27.5	0	4	0
2	19.8	4	0	0	22	1	3	0	27.4	0	5	0
3	20	5	0	0	22.3	0	4	0	25.3	0	4	0
4	34	0	0	3	34	0	0	3	30.7	0	3	0
5	33	0	1	2	32	0	2	1	35	0	0	3

* 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.

Midland places strong emphasis on the safety of all students and staff. The campus is exceptionally secure during school hours. Visitors to the school must enter through the main office, sign in through a computer system that monitors all guests' whereabouts, and wear a badge/sticker if they wish to enter our campus. Emergency plans are reviewed frequently, and annual training procedures and drills for earthquakes, fire, and bus evacuation are held. Maintenance staff work with a scheduled preventive program to offset costly repairs. Extended Student Services is available to students for before and after school childcare.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.86	1.99	1.28	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 Poway Unified 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	27	26	25	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		
Counselor (Social/Behavioral or Career Development)	0.6	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	0.8	---
Psychologist	0.4	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	0.8	---
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 instruction 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.	No	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.	No	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.	No	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.	No	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	--	--	--	\$67,851
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	7.1%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-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	76	79	78	76	78	78	49	52	54
Mathematics	82	83	79	67	69	69	46	48	50
Science	77	81	80	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	78	79	80	N/A
Male	78	82	78	N/A
Female	77	75	82	N/A
Black or African American	92	92	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	93	93	0	N/A
Filipino	82	82	0	N/A
Hispanic or Latino	59	63	54	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	83	83	85	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	58	61	63	N/A
English Learners	54	59	50	N/A
Students with Disabilities	59	63	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	10.7	29.1	47.6

* 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	9	9
Similar Schools	10	9	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	24	8	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	49	16	-14
Native Hawaiian/Pacific Islander			
White	15	15	-15
Two or More Races	N/D		
Socioeconomically Disadvantaged	35	23	-12
English Learners	54	23	-32
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	395	897	25,098	887	4,683,676	778
Black or African American	12	956	802	797	317,856	696
American Indian or Alaska Native	1		126	819	33,774	733
Asian	30	975	4,910	947	398,869	898
Filipino	17	920	1,949	881	123,245	859
Hispanic or Latino	108	813	3,013	805	2,406,749	729
Native Hawaiian/Pacific Islander	3		204	848	26,953	764
White	224	920	14,093	891	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	133	816	3,531	781	2,731,843	726
English Learners	102	803	3,871	830	1,521,844	707
Students with Disabilities	40	839	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	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	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 unquestionable effects professional development has on building teacher capacity which results in positively impacting 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 are recognized by the Poway Unified School District when they earn NBCT status.