

# 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	
<b>School Name</b>	Oak Valley Middle School	<b>District Name</b>	Poway Unified School District
<b>Street</b>	16055 Winecreek Road	<b>Phone Number</b>	858-521-2800
<b>City, State, Zip</b>	San Diego, CA 92127	<b>Web Site</b>	<a href="http://www.powayusd.com">www.powayusd.com</a>
<b>Phone Number</b>	858-487-2939	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Principal</b>	Sonya Wrisley	<b>E-mail Address</b>	<a href="mailto:elehew@powayusd.com">elehew@powayusd.com</a>
<b>E-mail Address</b>	<a href="mailto:swrisley@powayusd.com">swrisley@powayusd.com</a>	<b>CDS Code</b>	95-6002452

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

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

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Oak Valley Mission Statement: Students are at the heart of Oak Valley, and meeting their needs is our first priority.

Oak Valley Middle School is in the City of San Diego, California, nestled within a beautifully master planned community called 4S Ranch. Our student population is well integrated with respect to socioeconomic background, serving families in low-income housing, apartments, established upper income area, and custom multi-million dollar homes. The ethnic distribution is approximately 9% Hispanic, 27% Asian, 3% African American, 6% Filipino, 48% Caucasian, and 7% other.

Oak Valley runs on a block schedule. Students attend four classes a day, not including lunch. Classes rotate on an odd/even schedule. Each Tuesday, students arrive at school later, giving staff the opportunity for 70 minutes of collaboration. The collaboration that takes place includes meetings among grade level teams as well as department teams. Our staff focuses on building positive relationships between teachers, students, parents, and community. Teachers have an opportunity to interact with students in a variety of ways that build a strong sense of community. Students who are not performing at grade level are supported through courses that meet on a regular basis. Elective classes are available to all students and the variety of classes are offered. Elective courses were determined based on student and staff interest and also on NCLB credentialing laws.

We have an After School Programs at Oak Valley and we currently offer homework club and a variety of tutorial clubs. These programs are intended to create a safe and nurturing environment for students who need a sense of belonging.

A Student Services Specialist works to support student well-being in areas of alcohol and other drug use prevention, tobacco use prevention, assists teachers in presenting anti-bullying education, anger management, and conflict mediation. Our Falcon Center, a student recreation/game center, is a place where students can get together during lunch and other free time to relax, talk to friends, make new friends, read, do homework and play games. This type of facility fosters a greater sense of community among students and create a relaxing atmosphere in which to bond. We also have an After School CHOICE program, which teaches students about positive and healthy choices. Studies show that when students feel a sense of connectedness to school they perform better academically.

Another exciting program we have at Oak Valley is the recycling program, which take place during an elective class. The goal of the Recycling program is to raise student awareness of the importance of reducing waste, re-using materials, and recycling. The program offers students the opportunity to provide a service to our school and community through the collection and recycling of paper, plastic bottles and aluminum cans. In addition, we have placed individual recycling bins for aluminum and plastic bottles, as well as paper in every classroom, office, P.E., and lunch area. To date, our program has recycled over 3,500 pounds of paper and thousands of bottles and cans. We are contributing to a cleaner, healthier environment and also raising funds for our school.

The physical education department delivers curriculum which include components that shift the physical education paradigm of teaching students sports to concentrating on student learning life-long health and fitness skills and concepts. The P.E. Program provides a Fitness Lab to teach students how their bodies work and show them the effects of exercise on their bodies. This year, we were able to have an traversing wall installed in our gym. This is a horizontal

Currently, Oak Valley has an English Language Learners Program. Students who are Intermediate and above in their English skills are placed in clusters in the general education classroom with support provided by an instructional assistant. 18 students with beginning English skills are in a self-contained classroom with a CLAD certified teacher for language arts and social studies in grade 6-8. All teachers at Oak Valley are fully certificated to teach ELL students.

CHARACTER COUNTS! (CC!) is the nation's most widely used character development framework. It is based on the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Oak Valley has infused these Six Pillars of Character into our school in many ways. For example, our Vision and Behavior Expectations are based on the Six Pillars of Character. Teachers incorporate character lessons into their daily curriculum. Our Falcon Planner's weekly calendar highlights the pillar we are focusing on with a program, quote or activity. Falcon News Network (or FNN) broadcasts modeling expected behavior or lessons are prepared for classroom teachers to present to students. Our Morning Announcements include a character education quote or story that is broadcast throughout the school via our PA system. On Fridays our student-generated news program focuses on a CC pillar. These are just a few of the ways that CHARACTER COUNTS! is a part of Oak Valley. OVMS is a school where students come first and we recognize that helping to develop their character is just as important as developing their intellect.

To further support our goal of personal and intellectual development we have two AVID classes and we implement the use of AVID strategies school-wide. We are committed to college readiness for all of our students, modeling our belief through University Day every Friday. Staff members wear college alumni clothing.

The Oak Valley Middle School Library strives to provide a rich selection of resources that support state standards, diverse interests, and multiple reading levels and learning styles. Online resources available throughout the campus and students home include DESTINY (library catalog), World Book Encyclopedia (encyclopedia, atlases, web-links, Spanish language encyclopedia,) Synagogue Learning- Infatuate (newspapers, magazines, e-books, primary sources, literature databases and reference resources,) Today's Science (science news written specifically for students,) Noodle Tools (the most comprehensive and accurate MLA and APA-style bibliography composer on the WEB.) The library has four computer stations with access to the resources and Microsoft suite (Word, Excel, and PowerPoint.) and three computers with access to DESTINY (library catalog). At present, the OVMS library has approximately 13,658 books, 19 magazine subscriptions, and a collection of DVDs and videos for the classrooms.

### 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.

Oak Valley is deeply committed to having our parents involved in our school. In our research on parent involvement, we found information from The National Network of Partnership Schools at Johns Hopkins University which supports the following: "School, family, and community partnerships continue to be essential at the middle and high school levels. Students tend to do better in school academically and behaviorally when partnership practices are thoughtfully implemented. Effective family and community involvement can help ease the transition from one school to another, create a safer school environment, improve student attendance, increase homework completion, and raise awareness of postsecondary opportunities." As we developed the Oak Valley Vision, we incorporated three statements to affirm this philosophy: • Adults in our school maintain a rich academic environment by working in collaboration with colleagues and parents to deepen their own knowledge and improve their practice. • We involve families as partners in their children's education, keep them informed, involve them in their children's learning, ensure participation in school-level decision making, and provide access to us. • Our entire community is involved in shared decision making, to ensure all voices are heard and honored.

We welcome all of our volunteers; in the classrooms, during lunches, in our Welcome Center (office), Back-To-School Night, Open House, dances, volunteer opportunities in the classrooms, in our PTSA and Oak Valley Falcon Foundation. This year, we provided a two part classroom volunteer training session, to help our parents become more effective in our classrooms. This was a well-attended training. VOLUNTEERS Science Olympiad

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

Grade Level	Number of Students
Grade 6	463
Grade 7	464
Grade 8	408
<b>Total Enrollment</b>	<b>1,335</b>

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.8	White	50.4
American Indian or Alaska Native	0.4	Two or More Races	2.8
Asian	26.5	Socioeconomically Disadvantaged	11.1
Filipino	6.7	English Learners	6.8
Hispanic or Latino	9.9	Students with Disabilities	7.5
Native Hawaiian/Pacific Islander	0.4		

### 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+
6								14.4	5	0	0	

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.2	9	50	27	27.3	8	32	5	32	4	17	40
Mathematics	28.9	7	20	11	27.7	9	33	15	30.3	5	3	15
Science	31.9	0	15	17	32	0	19	18	35.8	0	4	16
Social Science	32.3	0	12	19	31.2	1	25	12	35.4	0	1	23

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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.

School Emergency Preparedness Plan Project ASSERT – Year: 2009-10 School: Oak Valley Middle School Incident Commander / Principal: Sonya Wrisley Pursuant to District Board Policy and Administrative Procedure, School Emergency Preparedness Plans are required to be prepared and updated on an annual basis, including provisions for student education, staff training, simulation drills, and community awareness. The plan template is designed to provide all essential components required for comprehensive school emergency / disaster preparedness, incorporating the National Incident Management System (NIMS-ICS). Principals as Incident Commanders have primary responsibility for the overall planning, training, and management of schools in emergency situations. Command Post positions and team functions are essential to successful emergency operations and they are delegated to staff members who receive training and practice rehearsals under the direction of the Incident Commander. The procurement, safe storage, and utilization of essential disaster equipment and supplies in accordance with district procedures are the responsibility of the Principal / Incident Commander. Additional essential staff and team training modules need to be accessed from the District Emergency Preparedness Guide and distributed appropriately to staff accompanied by necessary team organization and training. Section 1. Command Post Assignments – School Emergency Operations Team Principal (Incident Commander): Sonya Wrisley Designated Alternates (3) 1. Kaleb Rashad 2. David Harris Liaison: Kaleb Rashad Safety – Security: David Harris, Patrick Sheehan Public Information – Media: Sonya Wrisley, Karlyn Stone Staff Assistants (Runners, etc.): Command Post Functions (Responsibilities) coordinate all operations, Emergency Operations Teams, student attendance & release, communication & public relations Operations: Planning / Intelligence: Kaleb Rashad, Sonya Wrisley Logistics: Paul Sweeney Finance / Administration: Radha Vishwaneth/Sonya Wrisley Emergency Signal – Alert: Hilarion Espe, Paul Sweeney Staff / Visitor Accountability: Liz Reed/Lynne Lesh Team Activation / Communication: Sonya Wrisley, Kaleb Rashad Site / Facility Assessment – Status Report to District EOC: Sonya Wrisley, Hilarion Espe, Paul Sweeney, and Karlyn Stone Emergency Operations Teams: Sweep, Search and Rescue – Lead (s) Jon Comford, Lori Hetzel, Bret Fitzpatrick Members: KeriByrne, Martin Reisert, David Ow, Susan Lage Security – Lead (s) David Harris, Patrick Sheehan Members: Barbara Tomeo, Rhea Dawn Smith First Aid – Morgue – Lead (s) Anne Shaughnessy Members: Kenny Daum, Michelle Kihm-Doyle, Devora Garrison, Stephanie Johnston, Falcon Guides Sanitation – Toilets – Lead (s) Hilarion Espe, Paul Sweeney Members: Assigned by command center Student Release – Reuniting – Lead (s) David Harris Section 2. Prevention: School officials conduct an assessment to identify the hazards in and around their schools that are preventable and then develop procedures designed to address them. Mitigation: School officials conduct an assessment to identify potential hazards in or around their school that pose potential threats. Staffs develop procedures designed to mitigate the damage that these hazards might cause. School Safety Committee Activated , Members (Including Law Enforcement): Kaleb Rashad, Deirdre Sheehy, Lynne Lesh, Liz Reed, Anne Shaughnessy, Barbara Tomeo, Lori Hetzel, Hilarion Espe, Paul Sweeney Meeting Dates: Monthly, throughout school year School Safety Vulnerability Check: Admin walks campus as needed Corrective Action Taken (What and When): Table Top Simulations: Date(s) October 2009, February 2010 Plan Adjustments (Goals) Due to Vulnerability / Safety Assessment Findings: Preparedness: The preparedness phase is addressed through the district Emergency Preparedness Policy and Procedures which are operationalized through the District Emergency Preparedness Guide. Emergency preparedness organization, training and guidelines are premised on the Incident Command System (ICS) and the National Incident Management System (NIMS). Staff In-Service Training Dates: 10/10 Organizational Plan and Assignments Completed: YES 9/10 The response phase includes the actions and steps taken to effectively address a school related emergency or crisis. Response includes a multi-hazard approach to developing system wide and school-based response plans, strategies, and protocols based upon the Incident Command (ICS) format. Communication Network Check: Internal and external communication and networking are clearly understood and key personnel are assigned these functions including telephone, all-call, email, wireless, and 800 MHz Motorola system. Command Center & Teams – Walkie Talkies: Yes 800 MHz. Motorola Radio – Battery Recharging: Yes District Office / EOC Contact Assigned: Yes Emergency Call (911) Alert Assigned: Yes Command Post Organization and Rehearsal: Yes Alternate Incident Commander Assignment's current: Yes Team Organization and Rehearsal: Yes Staff assignments current and understood: Yes Recovery: The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. The focus must be on students and the physical plant. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff, and responders. One of the major goals of recovery is to provide a strong and supportive school environment. Structural Safety Occupancy Check List & District Contact: Yes (Earthquake Damage Assessment) Site Crisis Response Team Leader/Team trained: Yes Curricular Activities promote stability and learning: Yes

## Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	5.54	6.57	4.72	2.97	3.06	3.08
<b>Expulsions</b>	0	0.08	0.07	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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	45	41	51	1363
Without Full Credential	1	0	1	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	1.5	860
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## 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	--	--	--	\$60,292
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	-4.8%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-12.9%

\* **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	80	84	83	76	78	78	49	52	54
Mathematics	70	76	69	67	69	69	46	48	50
Science	86	86	91	77	80	81	50	54	57
History-Social Science	77	80	86	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	83	69	91	86
Male	79	67	90	86
Female	88	71	92	85
Black or African American	51	38	0	0
American Indian or Alaska Native	0	0	0	0
Asian	92	87	95	93
Filipino	85	69	90	81
Hispanic or Latino	75	52	80	80
Native Hawaiian/Pacific Islander	0	0	0	0
White	82	64	93	85
Two or More Races				
Socioeconomically Disadvantaged	57	41	76	79
English Learners	37	42	46	40
Students with Disabilities	37	26	62	62
Students Receiving Migrant Education Services				

\* 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
7	14.8	25.6	46

\* 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	10	10	10
Similar Schools	5	4	5

### 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	4	20	-6
Black or African American			
American Indian or Alaska Native			
Asian	13	5	11
Filipino			21
Hispanic or Latino			-26
Native Hawaiian/Pacific Islander			
White	-1	23	-20
Two or More Races	N/D		
Socioeconomically Disadvantaged			-7
English Learners		28	-29
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
<b>All Students at the School</b>	1,293	909	25,098	887	4,683,676	778
<b>Black or African American</b>	38	748	802	797	317,856	696
<b>American Indian or Alaska Native</b>	7		126	819	33,774	733
<b>Asian</b>	362	975	4,910	947	398,869	898
<b>Filipino</b>	100	922	1,949	881	123,245	859
<b>Hispanic or Latino</b>	129	858	3,013	805	2,406,749	729
<b>Native Hawaiian/Pacific Islander</b>	8		204	848	26,953	764
<b>White</b>	649	891	14,093	891	1,258,831	845
<b>Two or More Races</b>	0		0		76,766	836
<b>Socioeconomically Disadvantaged</b>	133	784	3,531	781	2,731,843	726
<b>English Learners</b>	148	854	3,871	830	1,521,844	707
<b>Students with Disabilities</b>	108	674	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
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	No	No
<b>Met Percent Proficient: Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate (if applicable)</b>	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
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.)?

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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.