

# 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>	Stone Ranch Elementary School	<b>District Name</b>	Poway Unified
<b>Street</b>	16150 4S Ranch Pkwy.	<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>	858-487-8474	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Principal</b>	Cindy Venolia	<b>E-mail Address</b>	<a href="mailto:elehew@powayusd.com">elehew@powayusd.com</a>
<b>E-mail Address</b>	<a href="mailto:cvenolia@powayusd.com">cvenolia@powayusd.com</a>	<b>CDS Code</b>	37682960102822

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

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

Students are at the center of our school, and our relationship with them drives all decisions made at Stone Ranch. Our initiatives include staff collaboration, curriculum alignment, student goal setting, and focused intervention programs. Each of these initiatives has at its core the success of our students. Children are the center of our school. We are about respecting and recognizing children, helping them learn, explore, discover. Our Vision is to provide educational opportunities which will create self-directed students capable of succeeding in a rigorous, standards-based curriculum. Both teacher-developed and commercial materials effectively engage our students. Our staff uses core curriculum resources, and creates standards based goals centered around students' individual and group needs. To ensure that our students are prepared for college and other post-secondary success, we provide personalized learning by inspiring students to be self-reliant problem-solvers who will achieve their fullest potential.

Through goal setting and encouraging students to be actively involved in their education, we will build the foundation for them to be citizens who recognize that effort and persistence matter, and that their self-direction and initiative will make their learning relevant, valuable, and meaningful. All Trailblazers will be "college ready" and prepared for a range of opportunities and choices made available to them as they pursue their interests and passions. To this extent, teachers will build on students' prior knowledge, life experience, and interest to achieve learning goals. This includes extensive training in Responsive Classroom and Time to Teach techniques that maximize instructional time, while building a sense of community. Because classroom disruptions are minimized through a common belief that our first priority is learning, students can remain focused on completing their goals in all academic areas. Instructional strategies will be adjusted to the needs of the students, with a focus on critical thinking skills. Stone Ranch continues its tradition of focusing on students' reading-writing connection to provide self-directed and reflective learning for students.

Stone Ranch has a limited number of reportable sub-groups. Ethnically, overall our Asian (28%) and White (50%) populations are the only significant subgroups. Our students requiring Special Education services (3% of student population) and qualifying for Economic Aide is relatively small compared to the school. The designated English Learner student population is 21%. Our school provides an environment that fosters differentiation and meets the needs of all learners: English Language Learners (ELL), Gifted and Talented Education (GATE), and Special Education (Speech and Language, RSP). It includes proactive and early intervention support programs, such as Reading Plus, Lexia Phonics, and PEPP (a two-year Kindergarten program), that help all of our children develop the language and foundational skills necessary to ensure academic success, ELL services, and Special Education team that works collaboratively with the classroom teacher and administration. We offer intervention support through our ELL program with two highly-qualified ELL aides, and two equally qualified classroom teachers acting as coordinators. As each student has unique needs our students' CELDT scores are accessed and individual student goals are written with specific targeted areas. These goals are then assessed throughout the school year. Student specific goals are at the forefront of closing the achievement gap for all subgroups, as each student is first and foremost an individual. We realize that the standards for English Language Arts includes Listening, Speaking, Reading and Writing, and that developing this complete set of skills benefit all our students, and extending opportunities for our students to develop these language skills include a focus on oral presentations, extensive writing instruction, and student selected reading (combined with structured, standards based curriculum). Our professional development work supports teachers in their implementation of a product-process approach to writing. Students will write across the curriculum - in all subject areas - and recognize the reading-writing connection. They will be provided opportunities, in their class, cross-grade level, and Ranch Houses to share their work and develop their public speaking skills.

#### **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.

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Stone Ranch supports "Parents as Partners" and recognizes the positive impact that parent participation has on student achievement. Our School Site Council consists of five parents and five Stone Ranch staff members, and meets to help determine the direction for our school. Our PTA meets monthly and is an integral part of our school's success. Focusing on the overall needs of every student, they support our learning community in a variety of ways. In addition to typical PTA activities such as helping in the work room, organizing lost-and-found, and library helpers, our PTA works in conjunction with our Stone Ranch Elementary School Foundation. The PTA also supports our Art Corps, Book Fair, Fun Run, and Silent Auctions. The Foundation provides our students with a monthly Family Night Out where Trailblazer families can enjoy an evening out, while the restaurants return a percent of the profits to the school. These funds are then used to support Technology and Physical Education at Stone Ranch.

Parents are a welcome part of our Stone Ranch Family, and we celebrate their positive impact on our school community. We offer parent education seminars on a regular basis, and provide free child care to encourage involvement. These include Kindergarten Readiness, Effective Communication, Positive Discipline, and Parent Skills. Additionally, we sponsor diverse programs which have been developed to enhance student achievement and character development at Stone Ranch including multiple opportunities for parent input and support. These include:

- PIP (Primary Interaction Program)
- Art Corps
- Character Counts
- Fifth Grade Band Program
- Stone Ranch Foundation - Running Club
- Student Council
- Stone Ranch Rockers Choral Program
- Preschool
- SHOK/OASIS (Adult Volunteer programs)
- SST (Student Success Team)
- Kids Korp
- ELL and GATE programs
- Community Gathering

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

Grade Level	Number of Students
Kindergarten	179
Grade 1	198
Grade 2	187
Grade 3	162
Grade 4	175
Grade 5	168
<b>Total Enrollment</b>	<b>1,069</b>

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	52.8
American Indian or Alaska Native	0.3	Two or More Races	5.5
Asian	29.7	Socioeconomically Disadvantaged	4.8
Filipino	5.2	English Learners	23.9
Hispanic or Latino	5.5	Students with Disabilities	5.9
Native Hawaiian/Pacific Islander	0.1		

### 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+
<b>K</b>	19.9	8	0	0	23.9	0	7	0	25.6	0	8	0
<b>1</b>	19.3	7	0	0	24	0	7	0	24.5	0	8	0
<b>2</b>	19.9	9	0	0	23.8	0	6	0	27	0	7	0
<b>3</b>	19.9	8	0	0	23.6	0	7	0	27	0	6	0
<b>4</b>	29.5	0	6	0	32.4	0	2	3	35	0	0	5
<b>5</b>	31.6	0	5	0	31	0	6	0	33.6	0	0	5

\* 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.

Stone Ranch places a strong emphasis on the safety of students and staff. The emergency plans are frequently reviewed by our Safety Committee composed of teachers and staff to ensure that they reflect the latest research and best safety practices. Annual training on procedures and drills for intruders, fire, bus evacuation, and earthquakes are held at a variety of times and circumstances to help ensure that everyone on campus knows what to do under any circumstance. Parents are informed of the types and purposes of drills and are asked to provide feedback. Maintenance staff works with a scheduled preventive program to ensure that all equipment functions properly.

## Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.4	0.56	0.28	2.97	3.06	3.08
<b>Expulsions</b>	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

Our school opened new in August 2004, reflecting the latest architectural design for learning, technology, and purposeful common gathering spaces. 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]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
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	45	41	44	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)		---
Library Media Teacher (Librarian)	.6	---
Library Media Services Staff (paraprofessional)		---
Psychologist	.6	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1	---
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 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.	No	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.	No	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.	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	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	--	--	--	\$65,879
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	4%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-4.8%

\* **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/td/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	85	88	91	76	78	78	49	52	54
Mathematics	89	90	93	67	69	69	46	48	50
Science	87	91	93	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	91	93	93	N/A
Male	88	93	93	N/A
Female	93	94	93	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	93	97	93	N/A
Filipino	88	86	92	N/A
Hispanic or Latino	79	90	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	91	92	92	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	67	67	0	N/A
English Learners	84	93	78	N/A
Students with Disabilities	62	68	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	9.4	27.1	58.8

\* 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	6	5	6

### 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	21	13	10
Black or African American			
American Indian or Alaska Native			
Asian	12	7	5
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	17	15	9
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		33	13
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	681	963	25,098	887	4,683,676	778
Black or African American	5		802	797	317,856	696
American Indian or Alaska Native	2		126	819	33,774	733
Asian	227	981	4,910	947	398,869	898
Filipino	48	949	1,949	881	123,245	859
Hispanic or Latino	39	938	3,013	805	2,406,749	729
Native Hawaiian/Pacific Islander	3		204	848	26,953	764
White	357	958	14,093	891	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	33	845	3,531	781	2,731,843	726
English Learners	184	960	3,871	830	1,521,844	707
Students with Disabilities	47	806	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
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.