

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	Tierra Bonita Elementary School	District Name	Poway Unified
Street	14678 Tierra Bonita Rd.	Phone Number	858-521-2800
City, State, Zip	Poway, CA 92064-3090	Web Site	www.powayusd.com
Phone Number	858-748-8540	Superintendent	John P. Collins, Ed.D
Principal	Joseph Erpelding	E-mail Address	elehew@powayusd.com
E-mail Address	jerpelding@powayusd.com	CDS Code	37682966095053

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

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

At Tierra Bonita Elementary School, we are "Striving for Excellence . . . Focused on the Future." In a dynamic, child-centered environment, all students have opportunities to learn and grow academically, physically, and socially. Eager students, a highly competent and caring staff, and a very supportive community led to our designation as a California Distinguished School in 1999-2000 and support our ongoing excellence reflected in test scores and student achievement. Our mission states "Through rigorous instruction, relevant content, powerful relationships and the investment of all stakeholders, Tierra Bonita Elementary students will develop attitudes, skills and knowledge essential to their future success in school and in a global society."

To Fulfill Our Mission we will have a caring, competent staff who provides for each student a desire for learning, mutual respect and personal worth. We will provide an integrated, comprehensive curriculum for K-5 students utilizing a wide variety of learning strategies by an experienced staff. The future success of each student will be based upon their acquired knowledge of cooperation, communication, critical thinking and problem solving.

Fundamental To Our Mission Are: Staff development to promote continuous growth, staff decision-making, effective use of resources, a safe, orderly and attractive environment, and a mutual respect for colleagues, their diversity and contributions.

We are committed to all our students learning. We will ensure that each student, to the best of his or her ability, will master the knowledge and develop the skills and attitudes essential for success in school and in a diverse society.

We are committed to promoting student learning through parent partnerships that involve parents in their child's education, foster shared responsibility among students, parents, and staff, link families with school and community resources, encourage broad-based representation in the decision-making process.

We are committed to selecting, developing and supporting the best possible staff that understands and contributes to the learning process, cares about students, performs at a high level, respects and supports others, acts in an ethical manner, seeks improvement through continuous learning, communicates appropriately and effectively and values the uniqueness of each individual.

We are committed to providing and maintaining a safe, orderly, and attractive environment that promotes productivity and stimulates learning.

We are committed to aggressively seeking and to creatively and effectively managing our resources. These include students, community, finances, technology, time, facilities and other physical resources. The Tierra Bonita staff works as a team, within and between grade levels, and welcomes parent and community participation throughout the school. In addition to a strong volunteer program, the PTA, TB Education Foundation, School Site Council, and our Partner in Education, Northrop Grumman Corporation, all focus on a rich learning and social environment for all students. A strong instructional program incorporates adopted state and local standards, ensuring our students are ready to meet the challenges of the 21st Century.

Learning doesn't happen in isolation, but as a result of all stakeholders working together holding one vision – the education of all our students.

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.

Tierra Bonita recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: Volunteer Workroom, SOAR, Writer's Workshop, Art History, Music Appreciation, Arts Attack, Science Lab, Book Fair, Morning Read, Race for Cyberspace, PTA, STARs TBEF Auction, Reading Olympics, Multicultural Night, classroom support and in the library.

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	54
Grade 2	81
Grade 3	88
Grade 4	92
Grade 5	98
Total Enrollment	474

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.3	White	81
American Indian or Alaska Native	0.4	Two or More Races	3.2
Asian	4.9	Socioeconomically Disadvantaged	9.7
Filipino	0.6	English Learners	8.9
Hispanic or Latino	8.2	Students with Disabilities	16
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+
K	19.7	3	0	0	24	0	2	0	21.7	1	2	0
1	19.5	4	0	0	23.3	0	3	0	24.5	0	2	0
2	20	3	0	0	22.7	0	3	0	25.5	0	4	0
3	19.4	5	0	0	24	0	2	0	28	0	3	0
4	32.3	0	3	1	30.7	0	2	1	27	1	0	2
5	33	0	0	3	30	0	3	0	22.5	1	0	1

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

III. School Climate

School Safety Plan (School Year 2010-11)

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

Tierra Bonita places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, lockdowns, fire and bus evacuation are held. District maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up to date Asbestos Plan. Extended Student Services is available to students for before and after school childcare and adheres to all site safety guidelines.

School-wide Behavior Expectations:

We maintain a safe and orderly environment by providing each student with clear expectations, consequences and rewards for appropriate behavior. Character Counts pillars are aligned with behavior expectations and students, staff and parents focus on positive values and behaviors for all stakeholders. A site Character Counts Committee, support from PTA (and a PTA Board position), and a Character Counts Ambassador position on our Student Council actively support Character Counts tenets.

Tierra Bonita has a long-established set of standards for behavior called the "Super Six". These six rules are taught to all students and are posted in each classroom and throughout the campus. The principal and teachers refer to these rules when there are behavior infractions. Clear behavior expectations are presented to both parents and students in their first day packets and the student handbook.

Courtesy, Respect, and Common Sense are the basis for the rules regarding student behavior at Tierra Bonita. In order to ensure a safe learning environment for all, students are expected to follow these 6 basic rules at all times:

- Walk and work quietly.
- Keep hands, feet, and objects to yourself.
- Follow directions and/or school game rules the first time.
- Respect yourself and others.
- Use appropriate language.
- Be in your designated area at the appropriate time.

Super 6 Reminder:

Students receive a "Super 6 Reminder" for infractions

Infractions sent to office:

Principal talks with students
 Parents called
 Student completes a Super 6 Reflection sheet
 Student returned to class/follow-up with teacher

Catch of the Day:

Catch of the Day certificates given to students doing their best

Ten certificates (5 for Kinder) collected and the students receive a juice pop at lunch.

Catch of the Day drawing are held every two weeks - Students announced over the intercom and come to the office to place a Cheetah Spot with his/her name on our new "life-sized cheetah"

Cheetah Leader:

A mystery staff member finds a student showing one of the six pillars of Character Counts (one student per day). The student comes to the office in the morning and says the morning announcements and leads the school in the Pledge of Allegiance. The student's picture is taken and placed on the principal's office wall and joins the exclusive "Wall of Fame."

Classroom Interventions:

All teachers utilize both classroom and individualized positive behavior systems. These are based on current behavioral research and involve the teacher, student, and often follow through at home by the parent. When these classroom interventions are not sufficient, the student receives a written office referral which is then addressed by the principal.

Office Interventions:

Office interventions begin with a written referral from a teacher or support staff member and include individual counseling and mediation by the principal. This intervention is followed by a consequence for the student and parent notification of the infraction.

Student Study Team:

When behavior concerns are not sufficiently addressed through classroom or office interventions, a referral to the Student Study Team (SST) is initiated. The classroom teacher meets with fellow members of their grade level team prior to the SST to discuss and implement interventions. The SST then reviews all interventions and assessments and brainstorms classroom interventions for the teacher to try. Referrals can be made to the Student Services Program.

Programs and Assemblies:

"Too Good for Drugs" is provided for students in grades 1-5. Our PTA pays for assemblies with positive messages "Character Rocks", "Stomp", Morris Brothers etc.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.3	1.79	1.05	2.97	3.06	3.08
Expulsions	0	0	0	0	0.09	0.26

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

IV. School Facilities**School Facility Conditions and Planned Improvements (School Year 2011-12)**

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

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

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

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (School Year 2011-12)

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	26	23	21	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)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	.4	---
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
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 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.	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$62,059
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	-2%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-10.3%

* **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	79	76	78	78	49	52	54
Mathematics	78	82	84	67	69	69	46	48	50
Science	69	89	70	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	79	84	70	N/A
Male	79	84	86	N/A
Female	80	85	52	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	83	96	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	77	84	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	81	85	73	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	64	64	0	N/A
English Learners	73	85	0	N/A
Students with Disabilities	49	60	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	16.1	30.1	26.9

* 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	4	4	7

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	12	24	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-1	26	6
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	28	52	

* "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	346	910	25,098	887	4,683,676	778
Black or African American	6		802	797	317,856	696
American Indian or Alaska Native	1		126	819	33,774	733
Asian	24	941	4,910	947	398,869	898
Filipino	7		1,949	881	123,245	859
Hispanic or Latino	29	898	3,013	805	2,406,749	729
Native Hawaiian/Pacific Islander	2		204	848	26,953	764
White	277	914	14,093	891	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	30	845	3,531	781	2,731,843	726
English Learners	32	887	3,871	830	1,521,844	707
Students with Disabilities	64	816	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.)?

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.