

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	Willow Grove Elementary School	District Name	Poway Unified
Street	14727 Via Azul	Phone Number	858-521-2800
City, State, Zip	San Diego, CA 92127	Web Site	www.powayusd.com
Phone Number	858-674-6300	Superintendent	John P. Collins, Ed.D
Principal	Kimberlie Rens	E-mail Address	elehew@powayusd.com
E-mail Address	KRens@powayusd.com	CDS Code	

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

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

Willow Grove Elementary School first opened its doors to students on August 19, 2008. Our motto, ***Inspiring and Ensuring Learning for Each Student***, is a reflection of our school's Mission and Vision. We presently serve 886 preschool through fifth grade students. Willow Grove is an inviting school, both inside and out. Tile murals of *Character Counts!* traits can be found on walls throughout the school's buildings. State of the art technology is available in each of the thirty classrooms, with interactive white boards, document cameras, wireless sound systems, and LCD projectors. The five classroom buildings, which include two Critical Skills classrooms, surround an outdoor amphitheater with space for the entire student body and parents to assemble for our monthly all-school Friday Flag meetings and special events. The sixth building, the administrative building, houses a computer lab with thirty-five work stations, resource and speech classrooms, a library, the main school offices, a multi-purpose room with a stage that doubles as a classroom for

band, as well as our preschool and Extended School Services (ESS) programs. An artificial turf field sits in the northwest corner, used for games and physical fitness instruction.

The facility is only surpassed in beauty by the heart of its students, staff, and families. Our mascot, decided upon by student vote, is the Grizzly Bear. Grizzly Pride is evident on campus every day. Students and staff show their pride by following the **Three Grizzly Ground Rules**: *Respect yourself, Respect others, and Respect the environment.*

The student body at Willow Grove is comprised of 60% Caucasian, 18% Asian, 9% Hispanic, 5% Filipino, 2% African American, and 6% Other. Twelve percent of our students participate in the free and reduced lunch program. Eighteen percent of our students are classified as English Learners, with more than fifteen languages spoken in our families' homes. Willow Grove is proud to serve the varying cultures represented in our community.

Willow Grove was founded on five principles, which we call our **five roots**. They are:

- **Professional Learning Community**- Committed to working and learning together to ensure the success of all students,
- **Rigor, Relevance, and Relationships (The Three R's)**- Committed to all students learning through rigorous instruction, individual ownership of learning, making connections between classroom learning and the global community, and establishing caring relationships among students, staff, families, and local businesses,
- **State of the Art Technology**- Committed to integrating technology into lesson implementation, thereby enhancing instruction, student motivation, and, ultimately, student learning,
- **Cultural Proficiency**- Committed to interacting with one another, our students and their parents, and our community in a culturally proficient way through knowing our own values, traditions, and backgrounds, and recognizing and respecting the cultures of others, and,
- **College Readiness**- Committed to our district's strategic vision of "College Readiness for All – Gateway to Our Students' Future."

Willow Grove is proud of our accomplishments and the recognition we have received in recent years. Of our thirty-four teachers, two are Nationally Board Certified and twenty-two have master's degrees. A majority of our teachers are engaged in the District sponsored Teaching and Learning Cooperatives (TLC), participating in intensive professional development throughout the year that requires new learning, application of content, and reflection on effectiveness of student learning. Our teachers are sought out by District directors to be teacher leaders. Many facilitate the TLCs or other District professional development. As a Professional Learning Community school, we received the honor of participating in *Learning Forward's Learning School Alliance* during 2009 – 2010. Our principal is a member of the Poway Professional Development Advisory Board. She coaches new administrators to the District, receiving ongoing training for this role. Willow Grove has been the recipient of four district and one national *Character Counts!* video awards. For the past two years, a second grade classroom has won the *ExploraVision* science competition and has represented our state at the national competition in Washington, D.C. Finally, one of our fifth grade teachers was honored as one of the ten finalists for the 2011-2012 *San Diego County Teacher of the Year*.

One of the greatest strengths of our school is our firm belief that all students can learn. Teachers hold themselves accountable for the success of each child and are committed to closing the achievement gap for all student groups. They set high academic and behavioral expectations for all students and empower them to meet these expectations. Grade levels are deeply involved in establishing goals focused on every student's growth. Student achievement data is regularly analyzed during professional learning time to identify achievement gaps for all student groups and individual students. To meet the needs of these students, grade level and cross-grade level teams collaborate to set goals and develop highly-detailed instructional plans grounded in our **Response to Instruction and Intervention (RtI²)** model. Habits for future success are embedded in teachers' instruction through the explicit development of problem solving, critical thinking, self-monitoring, persistence, and responsibility. Critical Skills students are mainstreamed to access grade level curriculum. School-wide, students are taught how to set personal academic goals and monitor their own progress. Our Academic Performance Index (API) has grown 20 points from 927 in 2008 to 947 in 2011, meeting growth targets both school-wide and for all student groups. Additionally, the percentage of students proficient and advanced in grades 2 through 5 grew from 85% to 89% in English Language Arts (ELA), and 87% to 90% in math on our California Standards Test (CST). Our goal is to promote student learning, close achievement gaps, and motivate our students to higher levels of achievement.

Another outstanding strength of our school is the strong working relationship between its staff and parent community. Willow Grove's Foundation and PTA serve to expand and enrich our students' educational experiences. Our Foundation supports us with many programs that include music, P.E., science and engineering, as well as academic intervention. Our PTA supports our *Character Counts!* program, running club, field trips, family nights, and much more. Parents volunteer on a regular basis in classrooms and for special school events. Last year our parent volunteers logged 12,604 hours. We value parents as our partners.

Each day Willow Grove's students, staff, and parents work together to ensure a safe and positive environment where all students can learn and reach their highest potential. The synergy that exists between staff and the parent community is excellent. Staff reflects daily on its work and how it influences student learning. Willow Grove Elementary School is an outstanding place for all to learn.

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.

Willow Grove recognizes that parent involvement is vital to our success. To that end, Willow Grove is proud to host two highly active parent organizations, our Willow Grove Parent Teacher Association (PTA) and our Willow Grove Educational Foundation (WGEF). Both of these organizations were chartered before our school even opened last year, and are relentless about enhancing educational programs in alignment with our school's mission and vision. The WGEF has raised more than \$100,000, providing additional teachers, called Impact teachers, technology support, and grants to teachers. Our PTA has coordinated approximately fifty programs, such as assemblies, a book fair, Science Night, a running club and more. We are also grateful for our relationship with our business partner, Dr. Noelle Moser, a local orthodontist who has donated funds and sponsored school wide events with great enthusiasm.

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

Grade Level	Number of Students
Kindergarten	168
Grade 1	149
Grade 2	176
Grade 3	111
Grade 4	124
Grade 5	87
Total Enrollment	815

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	59.9
American Indian or Alaska Native	0.1	Two or More Races	2.7
Asian	18.5	Socioeconomically Disadvantaged	12.1
Filipino	5.8	English Learners	17.4
Hispanic or Latino	9.3	Students with Disabilities	9.9
Native Hawaiian/Pacific Islander	0.7		

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	19.9	7	0	0	23	0	5	0	24.4	1	6	0
1	20	3	0	0	23.7	0	6	0	26.8	0	5	0
2	18.8	4	0	0	23.8	0	4	0	24	1	6	0
3	20	5	0	0	23.8	0	5	0	27	0	5	0
4	30.5	0	2	0	33.5	0	0	2	34.5	0	0	4
5	32	0	1	0	33	0	0	2	35	0	0	2

* 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.

Willow Grove is following a positive behavior support plan in accordance with statutes of the State of California and the PUSD Rules of Student Discipline, which parents annually receive. Teachers review school wide rules with students at the beginning of the year using teacher-generated lesson plans with common language and expectations. The Principal meets with students at the beginning of the year to address the rules, targeting zero tolerance in all grades.

We have a student services specialist on campus 15 hours a week who provides assistance with playground activities during recess and lunch. The student services specialist provides developmental, preventative and responsive guidance and counseling activities as needed. We also have a guidance counselor who works with students who would benefit from behavioral, social or emotional support one day a week.

A character building program has been established to remind students of desirable traits to use when making decisions and solving problems. To encourage desired behavior, each month our entire school focuses on a Character Count! trait selected by our Student Council. Our Principal's daily morning announcements remind the classes of that focused trait, as well as our Three Grizzly Ground Rules. At the end of the month, five students from each classroom who have demonstrated strong character are recognized with a Character Counts! t-shirt.

We employ five trained noon duty supervisors to assure student safety at lunch and recess. Teachers also assist with supervision on campus. Willow Grove is vigilant and adamant in preserving a safe, respectful campus climate. Student mis-behavior is acknowledged, consequences are respectfully administered and these behaviors are directed and monitored in a positive direction. We also engage our parents in supporting our efforts in developing young men and women of character.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.18	0.14	0.37	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

Since Willow Grove just recently opened its door to students, our facility is well-designed for student learning and is maintained by two custodians. Both custodians take pride in keeping the grounds, furniture and equipment in clean, working order. Our technology needs are supported by our Local Area Network Administrator (LAN) who troubleshoots problems for staff and students. Each classroom building has rest room facilities for students and separate rest rooms for staff. They are checked and cleaned daily, with supplies in good stock. Any requests for site repairs are put into the District tracking system and addressed by personnel who respond in timely fashion.

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	28	30	34	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)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	0.5	---
Psychologist	0.6	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	1.2	---
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	Houghton Mifflin Reading	Yes	0
Mathematics	California Math Expressions	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson Science - Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Scott Foresman	Yes	0
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		

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	--	--	--	\$59,764
District	---	---	\$7,379	\$63,343
Percent Difference: School Site and District	---	---	--	-5.6%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	--	-13.6%

* **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 assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Through funding of the Willow Grove Educational Foundation, we employ 2 Impact teachers at the school who are credentialed teachers not assigned to a specific classroom. Instead, these teachers collaborate with grade level teams of teachers, and work with identified students to either assist in their learning, or provide challenge in academic content. We are able to support students who are learning the English language with computer software and other research purchased with categorical funds. Classroom teachers instruct with these materials, and our English Learner Instructional Aid also supports the children. Students and staff enjoy enrichment programs funded by our Parent Teacher Association, including book fairs, assemblies and school wide events such as Science Day and Literacy Day. Students identified as gifted in grades 2 - 5 are supported directly in the classroom by teachers using District adopted curriculum. Students with special needs receive services from our Resource Teacher and instructional aides, using District programs that meet research based criterion. Willow Grove is proud that in its first year, students are happy, challenged, supported and enjoy coming to school and learning every day.

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	84	85	88	76	78	78	49	52	54
Mathematics	86	88	90	67	69	69	46	48	50
Science	77	90	88	77	80	81	50	54	57
History-Social Science	N/A	N/A	N/A	69	68	71	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	81	71
All Student at the School	88	90	88	N/A
Male	87	90	87	N/A
Female	89	89	88	N/A
Black or African American	76	71	0	N/A
American Indian or Alaska Native				N/A
Asian	95	97	84	N/A
Filipino	85	88	0	N/A
Hispanic or Latino	78	80	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	89	90	95	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	76	70	0	N/A
English Learners	74	78	73	N/A
Students with Disabilities	72	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	12	22.9	54.2

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide		10	10
Similar Schools		8	9

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	B	12	8
Black or African American			
American Indian or Alaska Native			
Asian		12	11
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White		1	11
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		13	21
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	490	947	25,098	887	4,683,676	778
Black or African American	17	858	802	797	317,856	696
American Indian or Alaska Native	0		126	819	33,774	733
Asian	99	976	4,910	947	398,869	898
Filipino	33	910	1,949	881	123,245	859
Hispanic or Latino	49	891	3,013	805	2,406,749	729
Native Hawaiian/Pacific Islander	7		204	848	26,953	764
White	285	955	14,093	891	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	67	870	3,531	781	2,731,843	726
English Learners	101	903	3,871	830	1,521,844	707
Students with Disabilities	54	833	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.