

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2009-10)

This section provides the school's contact information.

School		District	
School Name	Adobe Bluffs Elementary School	District Name	Poway Unified
Street	8707 Adobe Bluffs Dr.	Phone Number	858-748-0010
City, State, Zip	San Diego, CA 92129	Web Site	www.powayusd.com
Phone Number	858-538-8403	Superintendent	Donald A Phillips, Ed.D
Principal	Mark Atkins	E-mail Address	elehew@powayusd.com
E-mail Address	matkins@powayusd.com	CDS Code	37682966110878

School Description and Mission Statement (School Year 2008-09)

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

Tucked away above a canyon and next to a park in the northwestern section of Rancho de Los Peñasquitos, Adobe Bluffs Elementary School (ABES) is a wonderful model of a neighborhood school and the pride and joy of the community. From the first moment after entering the bright red doors of this meticulously maintained campus; one immediately senses the caring, collaborative atmosphere that has become its trademark. Building on a strong tradition of volunteerism and business support, a culture has been firmly established by the school community to work tirelessly, side by side to maximize student academic and social growth. Adobe Bluffs first opened its doors in 1992 and remained one of the smallest elementary schools in Poway Unified School District until 2002. Over the next few years the enrollment increased and by 2006 there were more than 800 students. An important goal of the Adobe Bluffs community was to retain the connectedness of a small school atmosphere. By focusing on traits of character such as caring, respect, trustworthiness, responsibility, fairness and citizenship, our staff, students and parents have implemented strategies to achieve this goal. In 2008, due to the opening of two new schools in our community, our enrollment decreased to 460.

The student population is ethnically and culturally diverse with 55% White, 22% Asian, 7% Filipino, 8% Hispanic, 2% African American, and 7% Other/Nondeclared. Adobe Bluffs consistently receives recognition for its commitment to students and learning:

- In 1998 and 2006 our school received the California Distinguished School Award. In 2002, we were recognized as an Honorably Mentioned Distinguished School.
- From 1999 - 2002, Adobe Bluffs' students earned the Governor's Challenge Reading Award of \$5000 for their reading achievement. All monetary awards were used to buy library books.
- In 2000 the Student Council was presented a Community Service Award by California State University, San Marcos, for their many outstanding programs supporting the community.
- In 2001, Adobe Bluffs was honored by the San Diego Chargers as only one of four elementary schools in San Diego County to be named a Charger Champion School. This honor, which included an \$11,000 grant, was given to acknowledge our efforts in developing the student as a "whole person" in the areas of leadership, service, and citizenship.
- In 2002, the school received a Technology Renovation grant from the state for \$16,000 which was used to buy a wireless computer lab to increase the student to computer ratio on our campus.
- In 2002 two teachers were recognized by the San Diego Business Round Table for Best Practices Using Technology in the classroom.
- In 2002 and again in 2004 a local television station's Dream Classroom Program awarded a \$1000 grant to one teacher each year.
- In 2004 the San Diego Foundation recognized two teachers each with a \$1500 award for the enhancement of classroom curriculum and instruction.
- In 2005 the Adobe Bluffs Mileage Club was recognized as a Healthy Practice at the California Healthy Schools Summit.
- In 2005 our students were recognized at the California Student Media and Multimedia Festival for their project "Gender Equity - Famous American Women of Character".
- In 2006 one teacher was named a National Board Certified Teacher, joining two other teachers on site with this certification.
- In spring 2007, three second grade students received first place in the Toshiba/National Science Teachers Explor-A-Vision contest, which resulted in a \$10,000 savings bond and DVD player for each student, and a laptop for the classroom.
- In 2007, the school was a finalist in the Governor's Fitness Challenge, with each participating student receiving a certificate and badge. The school received a banner of participation. The students, their families and their teacher and principal were invited to meet with the CA State Governor, as arranged by the California School Library Association.

In 2007, two teachers wrote and received technology grants from the school district. One was for a document-camera/LCD projector set up. The other was for a Promethean white board, an interactive instructional tool with Internet access. In 2008, two teachers wrote and received technology grants from Time Warner Cable. The school was awarded \$3,000 to use on technology, and the teachers were honored at a banquet in Washington, D.C. Two teachers also received a Tech Tools for Schools award and the school will receive 10 refurbished computers. In 2008-09 Two teachers also were awarded a \$1000 Technology grant from Sony. The funds were used to purchase laptop computers to use for video editing. Adobe Bluffs is proud to offer four effective classroom configurations. There are 9 multi-age classes, 1 combination grade class, 27 single grade classes that span across the grades, and 3 looping classes. Parents, teachers, and students value the enhanced opportunities for learning and building relationships in each design. Adobe Bluffs has been a leader for the district in multi-age implementation at other school sites since 1996. Currently, three teachers represent Adobe Bluffs District-wide as Teacher Learning Cooperative facilitators, charged with assisting new teachers, and returning teachers, in sharing information and best practices in the multi-age design or writing strategies. Our distinguished staff includes three National Board Certified teachers and one California State Teacher of the Year. Many Adobe Bluffs teachers serve on various Poway School District committees and learning councils. The principal also serves on a learning council and facilitates Leadership Academy sessions in the District. Adobe Bluffs' staff is widely sought for its expertise. Curriculum and instructional strategies employed by our staff ensure academic growth for all students. Adopted in 2004, the Houghton Mifflin Reading Literacy Program is comprehensive, research based and aligned with academic standards. The program addresses all aspects of literacy throughout the inclusion of lessons for writing, vocabulary development, phonics, decoding, reading strategies and more. The research based Everyday Math program has been used since 1997 and continues to prepare students for higher levels of math. To support students meeting the Poway Unified technology standards, our site technology plan is updated yearly. The District further provided support to the site in 2005 by providing ninety-nine new computers and funding a computer resource assistant. Along with literacy, math and technology programs, science and social studies curriculum are integrated throughout the day. Visual and performing arts lessons, as well as music and 5th grade band completes each child's educational experience. The Adobe Bluffs school community is committed to our mission statement, vision and goals. Our mission statement: Adobe Bluffs Elementary School is a professional learning community with a clear shared purpose and a collective responsibility to provide a supportive, collaborative environment which ensures academic and social growth for all students, is the focus for everything we do as a standards based learning organization.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Adobe Bluffs 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, Book Fairs, Mileage Club, Olympics, Classroom Support, PTA and the Adobe Bluffs Educational Foundation. Our hard working volunteers have logged more than 10,000 volunteer hours providing amazing support and leadership to our school. Through their efforts and with their financial support, Adobe Bluffs now boasts updated playground equipment, a running track, a Physical Education instructional assistant, an Impact Teacher, a standards based art program, additional classroom computers, a science coordinator, and direct funding to teachers for supplies. Parent volunteerism at Adobe Bluffs is impressive.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	58
Grade 1	53
Grade 2	66
Grade 3	82
Grade 4	94
Grade 5	96
Total Enrollment	449

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.23	White (not Hispanic)	51.67
American Indian or Alaska Native	0.22	Multiple or No Response	8.46
Asian	21.83	Socioeconomically Disadvantaged	9.00
Filipino	6.01	English Learners	9.00
Hispanic or Latino	8.24	Students with Disabilities	13.00
Pacific Islander	1.34		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	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			20.0	3			20.0	2		
1	18.8	4			20.0	4			19.5	2		
2	19.7	6			18.6	5			18.3	3		
3	19.3	8			19.9	9			17.6	5		
4	29.0		3		29.8		4		28.3		3	
5	28.3		3		32.0		3		28.3		3	
K-3	19.0	6			19.5	4			19.5	2		
3-4												
4-8	27.0		2		28.0		1		20.0	1		
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Adobe Bluffs places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire, intruders and bus evacuation are held according to District requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Asbestos Plan. Staff models and reviews safe behaviors and practices with the students regularly.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.7	1.7	0.9	2.5	2.7	3.0
Expulsions	0.0	0.0	0.0	0.3	0.2	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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]	[]	[]	

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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	35	33	24	1,521
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	98.9	1.1
High-Poverty Schools in District		
Low-Poverty Schools in District	98.8	1.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	3.0	---
Resource Specialist (non-teaching)	2.0	---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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.	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.	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	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.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Foreign Language		0
Health		0
Visual and Performing Arts		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	---	---	---	\$64,153
District	---	---	\$8,188	\$69,433
Percent Difference: School Site and District	---	---	---	-7.6%
State	---	---	\$5,512	\$67,049
Percent Difference: School Site and State	---	---	---	-4.3%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,013	\$42,065
Mid-Range Teacher Salary	\$67,709	\$67,109
Highest Teacher Salary	\$87,318	\$86,293
Average Principal Salary (Elementary)	\$118,774	\$107,115
Average Principal Salary (Middle)	\$126,737	\$112,279
Average Principal Salary (High)	\$134,310	\$122,532
Superintendent Salary	\$218,792	\$216,356
Percent of Budget for Teacher Salaries	43.2	39.4
Percent of Budget for Administrative Salaries	5.3	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	78	79	86	73	74	76	43	46	50
Mathematics	82	83	88	65	67	67	40	43	46
Science	70	77	82	69	75	77	38	46	50
History-Social Science				60	64	69	33	36	41

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native				
Asian	93	96	94	
Filipino	81	76	*	
Hispanic or Latino	76	84	91	
Pacific Islander	*	*	*	
White (not Hispanic)	87	89	81	
Male	86	89	85	
Female	87	87	79	
Economically Disadvantaged	67	53		
English Learners	69	75	*	
Students with Disabilities	63	58	55	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.5	26.9	62.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2006	2007	2008
Statewide	10	10	10
Similar Schools	6	4	7

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	2	7	22	934
African American				
American Indian or Alaska Native				
Asian	1	2	17	979
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-1	8	25	930
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	---	
Percent of Schools Currently in Program Improvement	---	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Research supports the positive effects staff development has on increasing student learning. A wide variety of professional development opportunities are available to teachers and staff including utilization of effective instructional strategies, computer technology, mathematics and literacy, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional growth activities at the school, district, state, and national level. Additionally we may use minimum days created by "Time Banking" to provide weekly periods for staff collaboration and professional growth. Two district wide professional growth days are provided which create time for district wide and site selected activities for professional growth. Poway Professional Assistance Program provides support for new teachers. Teachers are supported with stipends to participate in the National Board Certification process.

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92