

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

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 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 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 2008-09)

This section provides the school's contact information.

School		District	
School Name	Turtleback Elementary School	District Name	Poway Unified
Street	15855 Turtleback Rd.	Phone Number	858-748-0010
City, State, Zip	San Diego, CA 92127	Web Site	www.powayusd.com
Phone Number	858-673-5514	Superintendent	Donald A Phillips, Ed.D
Principal	Celeste Campbell, Ed.D.	E-mail Address	elehew@powayusd.com
E-mail Address	ccampbell@powayusd.com	CDS Code	37682966109326

School Description and Mission Statement (School Year 2007-08)

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

"Welcome to a Caring Place" proclaim the placards posted at each entrance to Turtleback Elementary School. We pride ourselves on our reputation as a warm and inviting place where all members of the Turtleback family can imagine, explore, create, play, learn and grow together.

Turtleback proudly serves as the hub of a close-knit, predominantly middle class, suburban neighborhood. Turtleback's enrollment hovers around 500 kindergarten through fifth grade students. Additionally, we offer a range of preschool programs including one which provides intensive, early intervention for children with Autism Spectrum Disorders.

Our mission is to ensure that each and every student achieves optimal academic progress and acquires the critical habits of mind (especially the abilities to think critically and creatively) during his or her tenure as a Turtleback Terrapin.

We envision every Turtleback alumni, upon reaching adulthood, earning at least a family living wage and leading a meaningful, productive life. We know from a preponderance of research that this vision is much more likely to be realized for students who successfully complete post-secondary education or training. Therefore, we embrace our role in preparing our students for a full range of post-secondary choices.

As elementary educators, we feel morally obligated to teach, coach, support, and inspire our students to reach their academic potential during their time with us. We believe that every student who achieves optimal academic progress in elementary school will travel up the educational ladder and beyond with greater ease because they are solidly equipped with the necessary knowledge, skills and habits of mind to ultimately lead meaningful and productive adult lives.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

Learning at Turtleback is a collaborative effort enhanced by an environment where creativity, flexibility, and academic success are valued and encouraged. We foster ongoing learning for our students, staff and parents. To that end, we recently opened the doors of Turtleback's Bishop Center for Adult Learning. This grant-funded center is frequently used as a meeting space, but is also the home of a burgeoning lending library. Parents and teachers regularly check out books and CDs on topics such as positive behavior management, helping kids cope with divorce, and effective strategies for addressing ADHD at home and in the classroom. The magic of our Center for Adult Learning lies in the ability to provide just-in-time information to the adults working most directly with our children.

We are very fortunate to have an exceptionally active Parent Teacher Association (PTA) which donates over 38,000 hours of volunteer time annually and sponsors such important service projects and fundraisers as the Harvest Festival, Trekkers running program, Jog-a-Thon, school-wide assemblies, field trips and much more. Additionally, a coalition of dedicated parents has recently joined the principal to establish the first ever Turtleback Education Foundation.

The Turtleback staff has made a concerted effort to include parents in their child's educational life, no matter how little time the parent has to give. Interactive parent education workshops are offered in the evening throughout the year. We also have a growing Dads' Club which sponsors regular brown bag lunches and a Mothers' Day Tea. For the first time this year, we will sponsor a full week of parent involvement activities in recognition of Take Your Family to School Week. Last, but far from least, we are extremely grateful for the dozens of volunteers who routinely assist in every classroom on campus and in the staff workroom. We truly could not achieve the results we do without our amazing parents.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	88
Grade 2	95
Grade 3	80
Grade 4	91
Grade 5	87
Total Enrollment	537

[Student Enrollment by Group \(School Year 2007-08\)](#)

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	5.77%	White (not Hispanic)	52.51%
American Indian or Alaska Native	0.19%	Multiple or No Response	5.77%
Asian	18.06%	Socioeconomically Disadvantaged	13%
Filipino	4.28%	English Learners	10%
Hispanic or Latino	13.04%	Students with Disabilities	9%
Pacific Islander	0.37%		

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	2005-06			2006-07			2007-08					
	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	19.2	5			19.8	5			19.4	5		
1	19.2	5			19.6	5			17.4	5		
2	20	4			18	4			19	5		
3	20	4			18	5			20	4		
4	29.3		3		30.7		3		30		3	
5	31		3		31.7		3		29		3	
K-3	19	3			20	1			19			
3-4												
4-8	29		1									
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

Turtleback teachers have declared the development of a Positive Behavior Support System as one of five major organizational initiatives to address over the next few years. The purpose of this proactive system is to create a safe, calm, and nurturing learning environment. Students are trained in safe behaviors on the playground, in the classroom, and around the school. Behavior assemblies are held annually to review student expectations and campus supervisors are trained in proactive and positive behavior management strategies.

In November, Turtleback sponsored a bullying awareness week entitled, "Project Stand Up!" Activities included a "Mix It Up" lunch, classroom lessons and discussions, an all school assembly, and an Internet safety parent education night.

Our emergency plans are reviewed and refined following each of the numerous earthquake, fire and intruder drills staged throughout the year. We believe our school community is exceptionally well prepared should one of these emergency situations occur. As alluded to above, we also take very seriously our obligation to keep our students physically and emotionally safe.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.0	1.3	3.1	2.5	2.7
Expulsions	0.0	0.0	0.0	0.2	0.3	0.2

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

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.

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 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	Due for modernization
Mechanical Systems	[X]	[]	[]	Due for modernization
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Due for modernization
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	In good condition
Hazardous Materials (interior and exterior)	[X]	[]	[]	Due for modernization
Structural Damage	[X]	[]	[]	Due for modernization
Fire Safety	[X]	[]	[]	Due for modernization
Electrical (interior and exterior)	[X]	[]	[]	Due for modernization
Pest/Vermin Infestation	[X]	[]	[]	Due for modernization
Drinking Fountains (inside and outside)	[X]	[]	[]	Due for modernization
Restrooms	[X]	[]	[]	Due for modernization
Sewer	[X]	[]	[]	Due for modernization
Playground/School Grounds	[X]	[]	[]	Recently updated
Roofs	[X]	[]	[]	Due for modernization
Overall Cleanliness	[X]	[]	[]	Excellent

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

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 writing seminars, 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 schools may utilize minimum days created by "Time Banking" to provide weekly periods for staff collaboration and professional growth). Three 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.

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 *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	28	26	26	1,474
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	---
Vacant Teacher Positions	---	---	---

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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. More information on teacher qualifications required under NCLB can be found at the NCLB 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	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	98%	2%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	97.9%	2.1%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	0	0
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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, reading language arts materials, 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, math materials, 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, science materials, 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, History/Social Science materials 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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and 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	---	---	---	\$67,266
District	---	---	\$8,188	\$66,747
Percent Difference – School Site and District	---	---	---	1%
State	---	---	\$5,300	\$65,008
Percent Difference – School Site and State	---	---	---	3%

Types of Services Funded (Fiscal Year 2007-08)

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 2006-07)

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. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$37,877	\$40,721
Mid-Range Teacher Salary	\$73,410	\$65,190
Highest Teacher Salary	\$84,775	\$84,151
Average Principal Salary (Elementary)	\$114,386	\$104,476
Average Principal Salary (Middle)	\$121,279	\$108,527
Average Principal Salary (High)	\$127,119	\$119,210
Superintendent Salary	\$218,792	\$210,769
Percent of Budget for Teacher Salaries	43.2%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 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.*

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	78	79	77	72	73	74	42	43	46
Mathematics	84	82	81	65	65	67	40	40	43
Science	68	66	81	64	69	75	35	38	46
History-Social Science				60	60	64	33	33	36

CST 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	40	50	*	
American Indian or Alaska Native	*	*	*	
Asian	89	93	94	
Filipino	79	84	*	
Hispanic or Latino	69	65	73	
Pacific Islander	*	*		
White (not Hispanic)	81	84	84	
Male	74	80	78	
Female	81	82	84	
Economically Disadvantaged	48	50	64	
English Learners	54	63	*	
Students with Disabilities	40	48	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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
5	33.3

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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005-06	2006-07	2007-08
Statewide	9	10	10
Similar Schools	6	7	8

API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	25	9	-8	902
African American				
American Indian or Alaska Native				
Asian	3	3	18	971
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	29	18	-12	911
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 English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

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 \(School Year 2008-09\)](#)

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 (English-language arts 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 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	N/A	
Percent of Schools Currently in Program Improvement	N/A	