

Highland Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (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 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.

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Highland Ranch Elementary School |
| Street | 14840 Waverley Downs |
| City, State, Zip | San Diego, CA 92128 |
| Phone Number | 858-674-4707 |
| Principal | Cindy Venolia |
| E-mail Address | cvenolia@powayusd.com |
| Web Site | http://www.powayusd.com/hres |
| CDS Code | 37682966110886 |

| District Contact Information | |
|-------------------------------------|---------------------|
| District Name | Poway Unified |
| Phone Number | 858-521-2800 |
| Superintendent | Mel Robertson, Ed.D |
| E-mail Address | elehew@powayusd.com |
| Web Site | www.powayusd.com |

School Description and Mission Statement (School Year 2016-17)

The Highland Ranch community takes our responsibility to our students very seriously. It is our priority to provide an academically challenging and emotionally nurturing environment for our students. The foundation for this is based on the Highland Ranch Expectations that incorporate the Six Pillars of Good Character. Staff and parents are expected to teach our students respect, responsibility and safety not just through what we say, but by what we do. We focus on the whole child and allow them to explore their world, learn social and emotional skills, and academic skills to succeed. Children thrive when they are in an environment where everyone is valued and respected and that is what everyone on our campus is expected to model.

Built in 1992, Highland Ranch is situated in a residential neighborhood in a suburban area of San Diego. Caramel Mountain Ranch is a planned community with shopping centers, library, and medical facilities within walking distance of the school.

Highland Ranch's student population includes approximately 800 students in grades pre-school through fifth, four half day sessions of Special Education Pre-School and two classes of Autistic Special Day class students in grades Kindergarten through 5th grades. Our special needs populations includes Autistic Special Day classes, Special Education Pre-School, Resource Special Education, Speech and Language, the Gifted and Talented Education program and English Learners. Each special needs population is served both according to state law and individual requirements.

A diverse population of ethnic groups enrich our school. 180 of our students are identified as English Learners. There are 24 different languages represented by Hispanic, Pacific Islander, Filipino, Chinese, Korean, African, Japanese, Vietnamese and Middle Eastern students. 3% of our students are participating in the free and reduced lunch program. As the diversity of our population increases it becomes increasingly important for our staff, students and parents to increase our knowledge and appreciation of different cultures and to evaluate our goals to meet the needs of our population.

Our PTA and our Foundation are actively involved and support our school and our programs. In these times of increasing budget limitations both organizations as well as independent parent groups work closely with staff to determine what our primary need areas are and to develop a plan to support those needs both financially and by volunteering. Our Foundation provides a PE Teacher and a Science Teacher to enrich the lives of our students. Highland Ranch lives up to its reputations as an outstanding school in the Poway Unified School District and instills in the students a commitment to lifelong learning and high achievement and dedication to the development of the Six Pillars of Character and the modeling of these characteristics in staff and parents.

Mission Statement: Highland Ranch is a school with motivated students, enthusiastic teachers, and engaged parents who come together to prepare our Stallions for their future.

The staff and parent community work collaboratively to support our school mission. Together we are dedicated and committed to developing responsible life-long learners. Our vision is to provide a nurturing, challenging, learning environment that supports every child in meeting grade level standards.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 128 |
| Grade 1 | 107 |
| Grade 2 | 124 |
| Grade 3 | 120 |
| Grade 4 | 118 |
| Grade 5 | 119 |
| Total Enrollment | 716 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.1 |
| Asian | 25.4 |
| Filipino | 6.1 |
| Hispanic or Latino | 12.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 44.6 |
| Two or More Races | 8.7 |
| Socioeconomically Disadvantaged | 14.2 |
| English Learners | 23.7 |
| Students with Disabilities | 9.8 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 30 | 32 | 30 | 1468 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 100.0 | 0.0 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 100.0 | 0.0 |

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|---|
| Reading/Language Arts | Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 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. | Yes | 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. | Yes | 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. 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 (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 7/14/17 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | CARPETS NEED REPLACED |
| 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 | | X | THE SCHOOL IS IN OVERALL GOOD CONDITION, ROOFING NEEDS MAINTENANCE/REPAIR |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | GROUNDS ARE DESCENT |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 7/14/17 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | | X |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 67 | 65 | 72 | 75 | 44 | 48 |
| Mathematics | 54 | 56 | 65 | 67 | 34 | 36 |

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|--------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 125 | 118 | 94.4 | 55.2 |
| | 4 | 118 | 117 | 99.2 | 61.5 |
| | 5 | 120 | 114 | 95.0 | 79.0 |
| Male | 3 | 49 | 47 | 95.9 | 52.2 |
| | 4 | 59 | 59 | 100.0 | 55.9 |
| | 5 | 61 | 58 | 95.1 | 75.9 |
| Female | 3 | 76 | 71 | 93.4 | 57.1 |
| | 4 | 59 | 58 | 98.3 | 67.2 |
| | 5 | 59 | 56 | 94.9 | 82.1 |
| Asian | 3 | 27 | 24 | 88.9 | 63.6 |
| | 4 | 26 | 26 | 100.0 | 84.6 |
| | 5 | 31 | 28 | 90.3 | 82.1 |
| Filipino | 3 | 13 | 13 | 100.0 | 61.5 |
| Hispanic or Latino | 3 | 16 | 15 | 93.8 | 66.7 |
| | 4 | 18 | 17 | 94.4 | 47.1 |
| | 5 | 11 | 11 | 100.0 | 63.6 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 3 | 47 | 45 | 95.7 | 55.6 |
| | 4 | 55 | 55 | 100.0 | 58.2 |
| | 5 | 64 | 61 | 95.3 | 80.3 |
| Two or More Races | 3 | 15 | 14 | 93.3 | 35.7 |
| Socioeconomically Disadvantaged | 3 | 24 | 23 | 95.8 | 39.1 |
| | 4 | 13 | 12 | 92.3 | 58.3 |
| | 5 | 14 | 12 | 85.7 | 83.3 |
| English Learners | 3 | 38 | 34 | 89.5 | 46.9 |
| | 4 | 19 | 19 | 100.0 | 47.4 |
| | 5 | 15 | 12 | 80.0 | 41.7 |
| Students with Disabilities | 3 | 14 | 14 | 100.0 | 28.6 |
| | 4 | 16 | 16 | 100.0 | 12.5 |
| | 5 | 11 | 11 | 100.0 | 27.3 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 125 | 120 | 96.0 | 49.2 |
| | 4 | 118 | 117 | 99.2 | 54.7 |
| | 5 | 120 | 114 | 95.0 | 64.9 |
| Male | 3 | 49 | 47 | 95.9 | 57.5 |
| | 4 | 59 | 59 | 100.0 | 54.2 |
| | 5 | 61 | 58 | 95.1 | 63.8 |
| Female | 3 | 76 | 73 | 96.0 | 43.8 |
| | 4 | 59 | 58 | 98.3 | 55.2 |
| | 5 | 59 | 56 | 94.9 | 66.1 |
| Asian | 3 | 27 | 26 | 96.3 | 73.1 |
| | 4 | 26 | 26 | 100.0 | 80.8 |
| | 5 | 31 | 28 | 90.3 | 71.4 |
| Filipino | 3 | 13 | 13 | 100.0 | 61.5 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Hispanic or Latino | 3 | 16 | 15 | 93.8 | 20.0 |
| | 4 | 18 | 17 | 94.4 | 35.3 |
| | 5 | 11 | 11 | 100.0 | 36.4 |
| White | 3 | 47 | 45 | 95.7 | 48.9 |
| | 4 | 55 | 55 | 100.0 | 52.7 |
| | 5 | 64 | 61 | 95.3 | 67.2 |
| Two or More Races | 3 | 15 | 14 | 93.3 | 28.6 |
| Socioeconomically Disadvantaged | 3 | 24 | 24 | 100.0 | 37.5 |
| | 4 | 13 | 12 | 92.3 | 25.0 |
| | 5 | 14 | 12 | 85.7 | 58.3 |
| English Learners | 3 | 38 | 36 | 94.7 | 47.2 |
| | 4 | 19 | 19 | 100.0 | 31.6 |
| | 5 | 15 | 12 | 80.0 | 33.3 |
| Students with Disabilities | 3 | 14 | 14 | 100.0 | 28.6 |
| | 4 | 16 | 16 | 100.0 | 18.8 |
| | 5 | 11 | 11 | 100.0 | 18.2 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 78 | 72 | 84 | 83 | 83 | 83 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 120 | 113 | 94.2 | 84.1 |
| Male | 61 | 57 | 93.4 | 89.5 |
| Female | 59 | 56 | 94.9 | 78.6 |
| Asian | 31 | 27 | 87.1 | 85.2 |
| Hispanic or Latino | 11 | 11 | 100.0 | 72.7 |
| White | 64 | 61 | 95.3 | 88.5 |
| Socioeconomically Disadvantaged | 14 | 12 | 85.7 | 75.0 |
| English Learners | 15 | 12 | 80.0 | 58.3 |
| Students with Disabilities | 11 | 11 | 100.0 | 72.7 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 22.9 | 21.1 | 36.7 |

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Highland Ranch 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. Our school's Foundation and PTA work cooperatively as "The Power of Two" and promote a culture of shared responsibility and celebration! Everything from school supplies to a PE and Science teacher are funded by these two groups. Parent volunteers work in a variety of capacities above and beyond ongoing fund raising functions. Our parents enthusiastically volunteer in our Volunteer Workroom, Fall Festival, Variety Show, Run for the Ranch, Variety Show, Book Fairs, Fun Run, Classroom Support, School Pictures, Hearing and Vision Screenings, Kindergarten and Continuing Student Registration, School Newsletter, Library and Book Room. We value the need for fine arts and provide school-wide opportunities for all children to participate in Arts Attack. Additionally, in the performing arts, we have Choir and Stallion Singers as after school clubs available to all grade levels. Our parents also volunteer to promote strong academic skills. This year a dedicated team of parents began a tutoring program for our first and second grade students. Parents also help to determine site direction. Our team for Site Council consists of five parents who are dedicated to the success of students, and provide insight and input on how to improve our school. We believe that when home and school work together it can only benefit our students.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.9 | 0.8 | 0.8 | 1.2 | 1.1 | 1.2 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Highland Ranch places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fire and bus evacuation are held. Maintenance staff work with a scheduled preventive program to offset costly repairs. Everyone who volunteers on our campus or on field trips are required to under go Megan's Law clearance as well as sign a district Volunteer Code of Conduct and a Volunteer orientation. Visitors to our campus enter campus through the office, check in through our "computer sigh in" system and wear a badge indicating they have done so.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2012-2013 |
| Year in Program Improvement* | | Year 2 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 24 | 1 | 6 | | 27 | | 5 | | 25 | | 5 | |
| 1 | 26 | | 4 | | 26 | | 4 | | 26 | | 4 | |
| 2 | 27 | | 5 | | 27 | | 5 | | 24 | | 5 | |
| 3 | 28 | | 4 | | 25 | | 5 | | 24 | | 5 | |
| 4 | 29 | | 3 | | 27 | 1 | 1 | 2 | 29 | | | 4 |
| 5 | 28 | 1 | 1 | 3 | 33 | | | 4 | 29 | | | 4 |
| Other | | | | | 9 | 1 | | | 9 | 2 | | |

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

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Speech/Language/Hearing Specialist | 2 | N/A |
| Resource Specialist | 1 | N/A |

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | -- | -- | -- | \$76,610.60 |
| District | N/A | N/A | \$8,962 | \$77,791 |
| Percent Difference: School Site and District | N/A | N/A | -- | 5.4 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -- | 5.0 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, 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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,237 | \$45,092 |
| Mid-Range Teacher Salary | \$79,910 | \$71,627 |
| Highest Teacher Salary | \$97,997 | \$93,288 |
| Average Principal Salary (Elementary) | \$122,843 | \$115,631 |
| Average Principal Salary (Middle) | \$138,732 | \$120,915 |
| Average Principal Salary (High) | \$131,028 | \$132,029 |
| Superintendent Salary | \$305,178 | \$249,537 |
| Percent of Budget for Teacher Salaries | 38% | 37% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student learning. All staff is afforded the opportunity to participate in district and site sponsored professional development. Teachers may participate in "TLC" opportunities. These Teacher Learning Cooperatives are designed to meet the needs of the teacher as it relates to site and grade goals. 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. In 2016, we began the use of Xplore time for our staff and students. This allows teachers collaborative time during the school day to research best practices and assess student progress. Students, meanwhile, are afforded the opportunity to have instruction in Science, Art, or PE with a fully credentialed teacher. Teachers and administrators are actively involved in professional development activities at the site and district level. The Poway Professional Assistance Program (PPAP) provides support for new teachers that provides teachers with coach to help them effectively meet the Continuum of Professional Standards.