Stone 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	Stone Ranch Elementary School
Street	16150 4S Ranch Pkwy.
City, State, Zip	San Diego, CA 92127
Phone Number	858-487-8474
Principal	Lisa Danzer
E-mail Address	ldanzer@powayusd.com
Web Site	http://www.powayusd.com/pusdsres
CDS Code	37682960102822

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)

Students are at the center of our school, and our relationship with them drives all decisions made at Stone Ranch. Our initiatives include staff collaboration, curriculum alignment, implementation of California State Standards, student goal setting, and focused intervention programs. Each of these initiatives has at its core the success of our students. We are about respecting and recognizing children, helping them learn, explore, and discover. Our vision is to provide educational opportunities which will create self-directed students capable of succeeding in a rigorous, standards-based curriculum. Both teacher-developed and commercial materials effectively engage our students. Our staff uses core curriculum resources, and creates standards based goals centered around students' individual and group needs. To ensure that our students are prepared for college and other post-secondary success, we provide personalized learning by inspiring students to be self reliant problem-solvers who will achieve their fullest potential.

Through goal setting and encouraging students to be actively involved in their education, we will build the foundation for them to be citizens who recognize that effort and persistence matter, and that their self-direction and initiative will make their learning relevant, valuable, and meaningful. All Trailblazers will be "college ready" and prepared for a range of opportunities and choices made available to them as they promote to middle school and beyond to pursue their individual interests and passions. To this extent, teachers will build on students' prior knowledge, life experience, and interests to achieve learning goals. Instructional strategies will be adjusted to the needs of the students, with a focus on critical thinking skills. Stone Ranch continues its tradition of focusing on students' reading-writing connection to provide self directed and reflective learning for all students.

Stone Ranch has a limited number of reportable sub-groups. Ethnically, overall our Asian (34%) and White (40%) populations are the only significant subgroups. Our students qualifying for Economic Aide (7%) is relatively small compared to the school. Our designated English Learner student population is 19%. We provide an environment that fosters differentiation and meets the needs of all learners: English Language Learners (ELL), Gifted and Talented Education (GATE), Special Education (Speech and Language, RSP, OT, APE) along with our Autism Support Class (ASC) for grades K-2 and our ASD Pre-school class. We are proactive and offer early intervention support programs, preschool, and Transitional Kindergarten (a two-year Kindergarten program), that help all of our children develop the language and foundational skills necessary to ensure academic success.Our ELL providers and Special Education team work collaboratively with the classroom teachers and administration. We offer intervention support through our ELL program with two highly-qualified ELL aides, and an equally qualified classroom teacher acting as our coordinator. As each student has unique needs our students' CELDT scores are accessed and individual student goals are written with specific targeted areas. These goals are then assessed throughout the school year. Student specific goals are at the forefront of closing the achievement gap for all subgroups, as each student is first and foremost an individual.

We realize that the standards for English Language Arts includes Listening, Speaking, Reading and Writing, and that developing this complete set of skills benefit all our students, and extending opportunities for our students to develop these language skills include a focus on oral presentations, extensive writing instruction, and student selected reading (combined with structured, standards based curriculum). Our ongoing professional development work supports teachers in their implementation of a product-process approach to writing. The 2015-2016 school year included a District-wide and site focus on implementation of the California State Standards for Reading. Students write across the curriculum - in all subject areas - and recognize the reading-writing connection. They are provided opportunities, in their class, cross-grade level, and Ranch Houses to share their work and develop their public speaking skills. The 2014-2015 school year included a District-wide and site focus on implementation of the California State Standards for Mathematics. We engaged in mathematics professional development with the support of an on-site Math Coach as well as site based teacher leaders. Teachers collaboratively studied the key shifts in math focus impacting instruction so our students can: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

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

Grade Level	Number of Students
Kindergarten	176
Grade 1	141
Grade 2	128
Grade 3	176
Grade 4	156
Grade 5	179
Total Enrollment	956

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	35.4
Filipino	4.6
Hispanic or Latino	7.2
Native Hawaiian or Pacific Islander	0.3
White	44.5
Two or More Races	5.4
Socioeconomically Disadvantaged	4.9
English Learners	21.5
Students with Disabilities	8.1
Foster Youth	0.2

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	42	45	39	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: 7/21/17				
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			MINOR CARPET ISSUES IN EB'S . OVERALL IN GOOD SHAPE.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/21/17				
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	80	80	72	75	44	48
Mathematics	82	81	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	176	174	98.9	74.7
	4	165	165	100.0	80.6
	5	182	180	98.9	83.3
Male	3	107	105	98.1	73.3
	4	87	87	100.0	72.4
	5	88	86	97.7	81.4
Female	3	69	69	100.0	76.8
	4	78	78	100.0	89.7
	5	94	94	100.0	85.1
Asian	3	58	58	100.0	84.5
	4	57	57	100.0	89.5
	5	60	60	100.0	85.0
Hispanic or Latino	4	16	16	100.0	75.0
	5	14	14	100.0	71.4
White	3	78	77	98.7	67.5
	4	73	73	100.0	72.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	86	85	98.8	89.4
English Learners	3	47	47	100.0	72.3
	4	24	24	100.0	62.5
	5	16	16	100.0	56.3
Students with Disabilities	3	25	25	100.0	60.0
	5	11	10	90.9	40.0

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	176	175	99.4	78.9
	4	165	165	100.0	83.6
	5	182	179	98.3	81.6
Male	3	107	106	99.1	80.2
	4	87	87	100.0	80.5
	5	88	86	97.7	86.0
Female	3	69	69	100.0	76.8
	4	78	78	100.0	87.2
	5	94	93	98.9	77.4
Asian	3	58	58	100.0	89.7
	4	57	57	100.0	93.0
	5	60	60	100.0	88.3
Hispanic or Latino	4	16	16	100.0	75.0
	5	14	14	100.0	64.3
White	3	78	77	98.7	70.1
	4	73	73	100.0	75.3
	5	86	84	97.7	83.3
English Learners	3	47	47	100.0	85.1
	4	24	24	100.0	70.8
	5	16	16	100.0	81.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
Students with Disabilities	**3**	25	25	100.0	72.0
	5	11	10	90.9	40.0

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)	92	92	92	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	182	180	98.9	91.7
Male	88	86	97.7	90.7
Female	94	94	100.0	92.6
Asian	60	60	100.0	91.7
Hispanic or Latino	14	14	100.0	85.7
White	86	85	98.8	96.5
English Learners	16	16	100.0	81.3
Students with Disabilities	11	10	90.9	60.0

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	14.9	35.9	34.8

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)

Stone Ranch supports "Parents as Partners" and recognizes the positive impact that parent participation has on student achievement. Our School Site Council consists of five parents and five Stone Ranch staff members, and meets to help determine the direction for our school and endorse our Single Plan for Student Achievement each year. Our PTA meets monthly and is an integral part of our school's success. Focusing on the overall needs of every student, they support our learning community in a variety of ways. In addition to typical PTA activities such as helping in the workroom, classroom, and library, our PTA works in conjunction with our Stone Ranch Elementary School Foundation. The PTA also fundraises to support the purchase of instructional supplies, our Art Corps Program, Book Fair, Fun Run, and Fall "Round Up" Festival. The Foundation provides our school with funds for Instructional Aides for our Kindergarten classrooms, PE Instructional Aides, Impact Teachers for both intervention/challenge groups and release time for teacher assessments.

Parents are a welcome part of our Stone Ranch Family, and we celebrate their positive impact on our school community. We offer parent education seminars, and provide free child care to encourage involvement. These may include Kindergarten Readiness, Effective Communication, Positive Discipline, and Parent Skills. Additionally, we sponsor diverse programs which have been developed to enhance student achievement and character development at Stone Ranch including multiple opportunities for parent input and community support of the following programs:

1. Art Corps
2. Character Counts
3. Fifth Grade Band Program
4. Stone Ranch Running Club
5. Student Council
6. Stone Ranch Rockers Choral Program
7. Science Field Day
8. Debate Club
9. Preschool
10. SHOK/OASIS (Adult Volunteer programs)
11. SSS (Student Success Strategies)
12. ELL and GATE programs
13. Weekly Community Gathering
14. Stone Ranch Postal Service (SRPS)
15. Safety Patrol
16. Oak Valley Middle School volunteer tutors
17. Annual Spelling Bee
18. Annual Science Fair
19. Annual International Fair and Art Show

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	0.1	0.8	0.1	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)

Stone Ranch places a strong emphasis on the safety of students and staff. Our emergency plan is reviewed by our Safety Committee/Site Council composed of teachers, parents, and staff to ensure that they reflect the latest research and best safety practices. Annual training on procedures and drills for intruders, fire, bus evacuation, and earthquakes are held at a variety of times and differing circumstances to help ensure that everyone on campus knows what to do in any emergency situation. Parents are informed of the types and purposes of drills and are asked to provide feedback. Maintenance, grounds, and custodial staff work with a scheduled prevention program to ensure that our campus is free of hazards and all equipment functions properly. We closely review our procedures and continue to fine tune our plan each school year to keep everyone safe.

Our 2015-2016 Site Safety Plan goals included a continued focus on education to combat bullying and teaching conflict resolution strategies to our students. These goals were supported through teacher lessons, administrator assemblies with students, and a variety of additional assemblies and events throughout the school year. We promote "bucketfilling" and the positive use of kind words and actions filling the buckets of others. Our Cyber Safety assembly educated and informed our 3rd-5th grades about on-line safety and was followed by a more candid evening presentation for parents. We also celebrate Character Counts and Red Ribbon Week each year focusing attention on healthy life choices.

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 Avg. Class Size	2013-14 Number of Classes 1-20	21-32	33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	21-32	33+	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	21-32	33+
K	22	1	8		24		7		21	3	5	
1	23		8		23		5		23	1	5	
2	26		7		25		7		25		5	
3	25		8		23		7		25		7	
4	34			6	29		6		31		5	
5	34			6	32		5	1	30		6	
Other					12	1			11	1		

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
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	.6	N/A
Psychologist	.5	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	1.4	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 Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	--	--	--	$74,773.22
District	N/A	N/A	$8,962	$77,791
Percent Difference: School Site and District	N/A	N/A	--	2.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	--	2.5

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. During the 2013-2014 school year the entire staff engaged in professional training to implement the California State Standards in Writing. During 2014-2015 the focus shifted to Mathematics with the addition of an on-site Math Coach who provided math training to all teachers throughout the year at our monthly staff meetings. During the 2015-2016 school year we focused on in-depth understanding and implementation of the California State Standards for Reading.

Each year all teaching staff is also afforded the opportunity to participate in self-selected district or site sponsored professional development through the TLC program (Teaching Learning Cooperative). These workshops are presented in a semester or year-long series and support a wide variety of professional development. These TLCs 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. Groups of teachers participated in site-based TLCs focusing on "Close and Critical Reading" related to the California State Standards as well as "Project Lead the Way" focusing on Science, Technology, Engineering and Math education.

Our teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides intensive support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. Stone Ranch administration and staff piloted the new Teacher Professional Learning and Effectiveness System (TPLES) focusing on professional learning using multiple measures to define effectiveness.