Stone Ranch Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Stone Ranch Elementary School
Street	16150 4S Ranch Parkway
City, State, Zip	San Diego, CA 92127
Phone Number	858-487-8474
Principal	Lisa Danzer
Email Address	ldanzer@powayusd.com
Website	http://www.powayusd.com/pusdsres
County-District-School (CDS) Code	37682960102822

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

School Description and Mission Statement (School Year 2019-20)

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. 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 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 (35%) and White (38%) populations are our significant subgroups. Our students qualifying for Economic Aide (8%) is relatively small compared to the school. Our designated English Learner student population is 20%. We provide an environment that fosters differentiation and meets the needs of all learners including English Language Learners (ELL), Gifted and Talented Education (GATE), and Special Education (Speech and Language, RSP, OT, APE). We an ASD Preschool class, RSP Integrated Preschool class and NSH Integrated Preschool 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 ELL student has unique needs our students' ELPAC scores are accessed and instruction is provided in specific targeted areas of need. Progress is monitored throughout the school year. Targeted individualized instruction is 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). Students write across the curriculum - in all subject areas - and recognize the reading-writing connection. They are provided opportunities, in their class as well as cross-grade levels, to share their work and develop their public speaking skills. 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 2018-19)

Grade Level	Number of Students
Kindergarten	147
Grade 1	118
Grade 2	130
Grade 3	155
Grade 4	140
Grade 5	142
Total Enrollment	832

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	35.2
Filipino	4.3
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.5
White	34.6
Two or More Races	8.8
Socioeconomically Disadvantaged	6.7
English Learners	19.6
Students with Disabilities	10.3
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	42	40	40	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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
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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	80	74	76	50	50
Mathematics (grades 3-8 and 11)	81	80	67	70	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	431	97.51	2.49	80.05
Male	220	213	96.82	3.18	76.53
Female	222	218	98.20	1.80	83.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	164	159	96.95	3.05	86.79
Filipino	19	17	89.47	10.53	76.47
Hispanic or Latino	33	33	100.00	0.00	72.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	165	161	97.58	2.42	73.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	43	43	100.00	0.00	83.72
Socioeconomically Disadvantaged	33	29	87.88	12.12	72.41
English Learners	127	120	94.49	5.51	79.17
Students with Disabilities	62	59	95.16	4.84	49.15
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	436	98.64	1.36	79.82
Male	220	217	98.64	1.36	81.11
Female	222	219	98.65	1.35	78.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	164	163	99.39	0.61	90.80
Filipino	19	17	89.47	10.53	82.35
Hispanic or Latino	33	32	96.97	3.03	75.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	165	163	98.79	1.21	71.78
Two or More Races	43	43	100.00	0.00	79.07
Socioeconomically Disadvantaged	33	29	87.88	12.12	79.31
English Learners	127	126	99.21	0.79	82.54
Students with Disabilities	62	58	93.55	6.45	56.90
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.4	28.1	51.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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 School 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 TK/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 encourage participation. These may include Kindergarten Readiness, Effective Communication, Positive Discipline, Managing Anxiety, Cyber Safety, and Parenting 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:

- Art Corps
- Character Counts
- Fifth Grade Band Program
- Stone Ranch Running Club
- Student Council
- Stone Ranch Rockers Choral Program
- Science Field Day
- Debate Club
- Math Olympiad
- Science Field Day

- Preschool
- SHOK/OASIS (Adult Volunteer programs)
- SSS (Student Success Strategies)
- ELL and GATE programs
- Bi-Weekly Community Gathering
- Safety Patrol
- Oak Valley Middle School Volunteer tutors
- Annual Spell-a-thon and Spelling Bee
- Annual Science Fair
- Annual International Fair and Art Show

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.3	0.1	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. 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 2019-2020 Site Safety Plan goals included a continued focus on education to combat bullying and teaching conflict resolution strategies to our students as well as implementation of closed campus safety procedures. These goals are 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. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	5		24		7		23	2	5	
1	25		5		25		5		21	2	3	
2	22	1	5		22	1	6		26		5	
3	22	1	5		25		5		26		6	
4	31		6		31		3	2	31		4	
5	33		1	4	56		3	4	50		5	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	2773.3

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0
Other	1.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,053.81	992.01	6,061.80	78,626.24
District	N/A	N/A	7,536.45	$79,082.00
Percent Difference - School Site and District	N/A	N/A	-21.7	-0.6
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-21.3	-4.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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/grants
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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,046	$48,612

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$74,420	$74,676
Highest Teacher Salary	$101,917	$99,791
Average Principal Salary (Elementary)	$131,931	$125,830
Average Principal Salary (Middle)	$143,470	$131,167
Average Principal Salary (High)	$151,598	$144,822
Superintendent Salary	$287,500	$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

District focus for 2017-2018 include extensive training for implementation of our new K-2 English Language Arts curriculum, continued RtI focus expanding into Tier 2, and professional growth TK-5 focused on understanding and implementation of the CA Science Standards (including STEM: Science, Technology, Engineering, and Math exploration/activities). Professional development in 2018-2019 includes continued training for K-2 in English Language Arts, training for 3-5 with newly adopted English Language Arts curriculum, continued RtI expansion of interventions, TK-5 focus on implementation of the CA Science Standards, and PLTW (Project Lead the Way) training for interested staff. Professional development in 2019-2020 includes a focus on depth of knowledge question in all curricular areas with a renewed focus on best Mathematics instruction.

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. Stone Ranch teachers have previously participated in site-based TLCs focusing on Growth Mindset, Project Lead the Way, and Benchmark Primary extended implementation/use of assessments. Our 2019-2020 site-based TLC is focused on Social Emotional Learning as our site delves further into creating improved and expanded Positive Behavioral Supports (PBIS) for all students.

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. Stone Ranch administration and staff expanded our knowledge and full implementation of the new Teacher Professional Learning and Effectiveness System (TPLES) focusing on professional learning using multiple measures to define effectiveness. All staff participating in TPLES received targeted training in all elements as they become eligible in the evaluation cycle.