

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

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### [DataQuest](#)

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### [Internet Access](#)

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### [Contact Information \(School Year 2008-09\)](#)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Stone Ranch Elementary School	<b>District Name</b>	Poway Unified
<b>Street</b>	16150 4S Ranch Pkwy.	<b>Phone Number</b>	858-748-0010
<b>City, State, Zip</b>	San Diego, CA 92127	<b>Web Site</b>	www.powayusd.com
<b>Phone Number</b>	858-487-8474	<b>Superintendent</b>	Donald A Phillips, Ed.D
<b>Principal</b>	Cindy Venolia	<b>E-mail Address</b>	elehew@powayusd.com
<b>E-mail Address</b>	cvenolia@powayusd.com	<b>CDS Code</b>	37682960102822

### [School Description and Mission Statement \(School Year 2007-08\)](#)

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

Stone Ranch Elementary School is a dynamic learning community which opened August 26, 2004. The dramatic buildings, clustered around the Center Courtyard, are home to over 1000 eager, inquisitive, energetic Trailblazers who are active participants in their learning. The school is the largest elementary school in Poway. Our site consists of forty-five classrooms in grades kindergarten through 5th grade. This school year, Stone Ranch fully embraced all day Kindergarten, which has provide teachers time to focus on both academic and social developmental skills of our young Trailblazers. For those students who have late summer of fall birthdays, we offer a PEPP (two year Kindergarten program) to meet the students' unique needs and better prepare them for their educational career. For our youngest Trailblazers, we have three preschool classrooms on site to serve the needs of our growing community.

With a mission to Honor Our Past, Explore Our Present, Discover Our Future – and in the process realize that Our Stories Connect Us, our school is committed to ensuring that all Trailblazers feel an integral part of our dynamic learning community.

A focus on writing ensures that our students have numerous opportunities to write, share stories, and connect. Weekly Wednesday Morning Gatherings help build community and establish the Trailblazers traditions of celebrating each other, honoring our country, and having fun.

Our school reflects the rich ethnic and cultural diversity of our broader community. Fifty-two percent of the students are Caucasian, followed by Asian (25%), Other (5%), Filipino (7%), Hispanic (7%), African American (1%) (17% of school population are classified English Learner Students).

We provide our learners with a rigorous, supportive culture that includes comprehensive instruction in basic skills, integrative units, problem/project-based learning, small group activities, and writing-reading workshop. A strong sense of community is built upon mutual respect and the meaningful contribution of all members. The emphasis on Character Counts! and the pillars of Trustworthiness, Responsibility, Respect, Citizenship, Caring, and Fairness supports our efforts to develop citizens for both the present and the future.

Our Stone Ranch Trailblazers enjoy a rich learning environment and the respect and admiration of their teachers, support staff, and fellow students. They know that they are the center of our school and that decisions are made in their best interest, that the adults encourage them to learn, explore, discover. Our children know that we respect their opinions and are committed to giving them voice and the tools they'll need to use their voice for the greater good.

Some of our students face the typical challenges of growing up: being new to the community and school, divorce, blended families, dual working parents, deployed parents, multi-generational families, and transience. Our competent and caring staff, Student Success Teams, leadership opportunities for children, early intervention programs, PEPP two-year kindergarten program, Primary Interaction Program, counselor, and trained parent volunteers prepare our children and their families for success.

Come visit our dynamic learning community on our beautiful campus. We're not just about the dramatic buildings. We're about the wonderful learners who come everyday to explore and discover. We're about the energetic learners who come every day to blaze a trail to our future!

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

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

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 monthly to help determine the direction for our school. This year, as Poway Unified School District introduced its new Vision, our School Site Council was instrumental in drafting a new Vision and Mission for Stone Ranch that embraced the District's direction and focus on College Readiness.

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 work room, organizing lost-and-found, and library helpers, our PTA works in conjunction with our Stone Ranch Elementary School Foundation to support two dynamic programs. Combining their efforts, these groups raise money to pay for two part time teachers in these key areas of Physical Education and Music. The PTA also supports our Art Corps, Book Fair, Fun Run, and Silent Auctions. The Foundation provides our students with a monthly Family Night Out where Trailblazer families can enjoy an evening out, while the restaurants return a percent of the profits to the school.

This year, we have also had the opportunity to have parent nights. Bringing experts in from around the county, we have addressed topics such as helping your gifted child reach his or her potential, positive parenting support, and the power of play. Working with our PTA, GATE coordinators, and school counselor, we will continue to offer these seminars through the end of the year.

Parents are a welcome part of our Stone Ranch Family, and we celebrate their positive impact on our school community.

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

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

Grade Level	Number of Students
Kindergarten	163
Grade 1	175
Grade 2	156
Grade 3	177
Grade 4	152
Grade 5	144
<b>Total Enrollment</b>	<b>967</b>

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

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.03%	White (not Hispanic)	52.43%
American Indian or Alaska Native	0.21%	Multiple or No Response	7.03%
Asian	25.23%	Socioeconomically Disadvantaged	6%
Filipino	7.03%	English Learners	14%
Hispanic or Latino	7.03%	Students with Disabilities	4%
Pacific Islander	0%		

### [Average Class Size and Class Size Distribution \(Elementary\)](#)

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

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	6			19.6	5			19.8	6		
1	19	7			18.6	5			19.9	7		
2	18.8	6			19	5			19.5	6		
3	18.5	6			20	4			19.4	7		
4	28		3		30.7		3		30.4		5	
5	29.7		3		32		2		28.6		5	
K-3	18.6	14			19.4	13			20	8		
3-4												
4-8	29.3		3		28.3		3					
Other												

## III. School Climate

### [School Safety Plan \(School Year 2007-08\)](#)

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

Stone Ranch places a strong emphasis on the safety of students and staff. The emergency plans are frequently reviewed by our Safety Committee composed of teachers 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 circumstances to help ensure that everyone on campus knows what to do under any circumstance. Parents are informed of the types and purposes of drills and are asked to provide feedback. Maintenance staff works with a scheduled preventive program to ensure that all equipment functions properly. The Rancho Santa Fe Fire Department has been an enthusiastic collaborator and resource.

### [Suspensions and Expulsions](#)

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.3	0.5	0.7	3.1	2.5	2.7
Expulsions	0.0	0.0	0.0	0.2	0.3	0.2

## IV. School Facilities

### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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

Our school opened new in August 2004, reflecting the latest architectural design for learning, technology, and purposeful common gathering spaces. The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A \$198 million school bond was passed by the community in 2002, which is funding the renovation of 23 older schools and replacing the oldest school in the district. Planned renovations at each school will address inequity of learning facilities, expand core facilities, add classrooms and improve access to technology.

In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### [School Facility Good Repair Status \(School Year 2008-09\)](#)

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

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

### [Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

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

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

## V. Teachers

### Professional Development

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

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

### Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	50	40	44	1,474
<b>Without Full Credential</b>	0	0	0	4
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	---
<b>Vacant Teacher Positions</b>	---	---	---

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	98%	2%
<b>High-Poverty Schools in District</b>	0%	0%
<b>Low-Poverty Schools in District</b>	97.9%	2.1%

## VI Support Staff

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

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

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

## VII. Curriculum and Instructional Materials

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

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

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

## VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	---	---	---	\$62,116
<b>District</b>	---	---	\$8,188	\$66,747
<b>Percent Difference – School Site and District</b>	---	---	---	-7%
<b>State</b>	---	---	\$5,300	\$65,008
<b>Percent Difference – School Site and State</b>	---	---	---	-5%

### Types of Services Funded (Fiscal Year 2007-08)

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

The district's general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Gifted and Talented Education—specialized learning assistance for students with high ability, achievement, or potential
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,877	\$40,721
<b>Mid-Range Teacher Salary</b>	\$73,410	\$65,190
<b>Highest Teacher Salary</b>	\$84,775	\$84,151
<b>Average Principal Salary (Elementary)</b>	\$114,386	\$104,476
<b>Average Principal Salary (Middle)</b>	\$121,279	\$108,527
<b>Average Principal Salary (High)</b>	\$127,119	\$119,210
<b>Superintendent Salary</b>	\$218,792	\$210,769
<b>Percent of Budget for Teacher Salaries</b>	43.2%	39.9%
<b>Percent of Budget for Administrative Salaries</b>	5.1%	5.5%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	73	80	82	72	73	74	42	43	46
<b>Mathematics</b>	78	82	85	65	65	67	40	40	43
<b>Science</b>	56	72	78	64	69	75	35	38	46
<b>History-Social Science</b>				60	60	64	33	33	36

### CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	87	92	90	
Filipino	77	80	71	
Hispanic or Latino	69	78	77	
Pacific Islander				
White (not Hispanic)	82	83	79	
Male	78	87	80	
Female	85	82	75	
Economically Disadvantaged	54	52	36	
English Learners	58	70	*	
Students with Disabilities	32	55	*	
Students Receiving Migrant Education Services				

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	36.1

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	10	9	10
Similar Schools	2	2	6

### API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	3	29	5	922
African American				
American Indian or Alaska Native				
Asian	15	23	-2	956
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-7	27	16	921
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

### **Adequate Yearly Progress**

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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

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

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

### Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	