Highland Elementary
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	Highland Elementary
Street	700 Highlander Dr.
City, State, Zip	Riverside, CA 92507-3064
Phone Number	(951) 788-7292
Principal	Donna Dorsey
Email Address	ddorsey@rusd.k12.ca.us
Website	http://rusdlink.org/Domain/19
County-District-School (CDS) Code	33-67215-6032635

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

HIGHLAND ELEMENTARY SCHOOL

Our Mission:
At Highland Elementary School, our mission is to provide first best instruction and a safe and productive learning environment in which lifelong learners are developed and contribute to our global and diverse society.

About Highland
Highland Elementary School serves a population of about 750 students including a state preschool program, Transitional Kindergarten, grades kindergarten through sixth, two Moderate-Severe classrooms (grades TK-3 and 4-6), and two Mild/Moderate (grades 3/4 and 5/6) special education classrooms. Our teaching staff includes 29 certificated teachers, 2 Teachers on Assignment, 11 Instructional Assistants, one Speech and Language Pathologist, one Resource Specialist, one School Psychologist, and one part-time SAP counselor. Supporting our teaching staff is a Principal, Assistant Principal, office support, custodian, library media assistant, and nutrition services staff.

Highland Elementary is an AVID school. This means that our students, teachers, and parents teach and embody a culture of college and work readiness skills that will be necessary for success in the 21st century. Highland is a school immersed in integrating meaningful technology into instruction and student learning. Students in grades Transitional Kindergarten through 6th grade use Chromebooks to access learning Apps, e-books, conduct research, compose written works, and give presentations. Teachers use interactive whiteboards to deliver instruction while engaging students in collaborative learning. Highland teachers care about students and are committed to every student learning at the highest level. Our teachers are able to meet the needs of all students, including students whose first language is not English, GATE and advanced learners, and those students who require additional support and/or interventions. At Highland, every student, teacher, and staff member is focused on and supports our core mission of delivering the highest level of instruction and ensuring that every Highland student is engaged and learns at high levels.

Highland is a caring community. Our students learn how to conduct themselves in a manner that is cooperative and aligns with high levels of student learning. Highland students ROCK! They are Responsible, On-time/On Task, Confident, and Kind. Highland students are recognized for making the positive choices that align with and support our focus on high levels of learning for every single Highland student! Highland is a community school that represents our community of learners. AmeriCorps/UECC members mentor Highland students. John W. North High School Education Academy students tutor and work with Highland students. University Heights Middle School students mentor our 6th grade girls. Retired teachers return to support teachers and Highland students. Highland offers an after-school HEARTS program for about 85 first through sixth grade students each day. HEARTS extends the day by three hours. During this time, HEARTS students receive an additional hour of academic instruction and homework assistance. They also participate in enrichment activities such as soccer, art, theater, cooking, computer applications, and more.
Highland Elementary is situated in close proximity to the University of California, Riverside (UCR) campus. Because of this proximity, we are are proud to welcome the children of UCR students and faculty who come from all over the world to study or teach at UCR. Highland Elementary is a community of learners with a rich multicultural heritage that is both embraced and celebrated.

Highland Elementary School: A Premier School of Teaching and Learning Excellence!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	107
Grade 1	99
Grade 2	99
Grade 3	92
Grade 4	93
Grade 5	109
Grade 6	105
Total Enrollment	704

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	1.6
Asian	5
Hispanic or Latino	64.3
White	15.1
Two or More Races	1
Socioeconomically Disadvantaged	91.9
English Learners	27
Students with Disabilities	12.6
Foster Youth	1.3
Homeless	9.8

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	32	35	31	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1958
Lot Size: 10 Acres
23 Permanent Classrooms
11 Portable Classrooms
Computer Lab
Library
Multi-Purpose Room
Indoor and Outdoor Cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Highland has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 607
Labor Hours = 1494.75
Assessed Value of Work = $ 62111.8200

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: 12/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HLB-7 (Kitchen): 2: (D) Vents are damaged or missing 4: (D) Plaster or paint is damaged 7: (D) Missing electrical cover plate 9: (D) Sink/fountain fixture is loose and leaking (D) Garbage disposal is missing rubber safety drain sheild
Interior: Interior Surfaces	Fair	HLA-11 (Corridor): 4: (D) Plaster or paint is damaged (D) Paint missing from under electrical panel HLA-14 (Administration): 4: (D) Broken handles on cabinets HLA-8 (Utility): 4: (D) Floor tiles are missing damaged, or loose HLB-7 (Kitchen): 2: (D) Vents are damaged or missing 4: (D) Plaster or paint is damaged 7: (D) Missing electrical cover plate 9: (D) Sink/fountain fixture is loose and leaking (D) Garbage disposal is missing rubber safety drain sheild HLE-24 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage HLK-1C (Restroom): 4: (D) Plaster or paint is damaged HLK-2C (Restroom): 4: (D) Walls have damage from cracks, tears, holes or water damage (D) Plaster or paint is damaged 8: (D) Toilet/urinal/sink is damaged, broken, or clogged HLK-3 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage 13: (D) Roof and/or roofing materials are not intact

		(D) Roof covered with leaves, debris (D) Covered roof walkway leaks bad 15: (D) Loose or sticky door locks and latches (D) Locks and other security hardware are not functioning properly HLK-4 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage HLK-5 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage (D) Ceiling tiles are stained 9: (D) Water pressure too high or low
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	HLA-10 (Administration): 7: (D) Missing box cover on FA HLA-13 (Administration): 7: (D) Low voltage conduit falling off the wall HLB-7 (Kitchen): 2: (D) Vents are damaged or missing 4: (D) Plaster or paint is damaged 7: (D) Missing electrical cover plate 9: (D) Sink/fountain fixture is loose and leaking (D) Garbage disposal is missing rubber safety drain sheild HLG-17A (Classroom): 7: (D) lighting fixture or bulbs are not working or missing HLK-1A (Utility): 7: (D) lighting fixture or bulbs are not working or missing HLK-2 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing HLK-2A (Utility): 7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	HLA-1 (Administration): 9: (D) Sink/fountain fixture is loose HLB-7 (Kitchen): 2: (D) Vents are damaged or missing 4: (D) Plaster or paint is damaged 7: (D) Missing electrical cover plate 9: (D) Sink/fountain fixture is loose and leaking

		(D) Garbage disposal is missing rubber safety drain sheild HLC-10 (Classroom): 9: (D) Water pressure too high or low (too low) HLC-11 (Classroom): 9: (D) Water pressure too low HLD-12 (Classroom): 9: (D) Water pressure too high. HLE-19 (Classroom): 9: (D) Sink/fountain is damaged 15: Window is cracked. HLE-21 (Classroom): 9: (D) Sink/fountain is damaged along with the one out side this classroom. HLF-16B (Classroom): 9: (D) Sink/fountain missing knob or button (D) Sink/fountain is damaged (D) Sink/fountain is clogged HLF-2 (Restroom): 8: (D) Toilet/urinal/sink is damaged, broken, or clogged (D) Toilet/urinal/sink is not working Replace toilet seat HLF-5 (Restroom): 9: Insta hot is not working in the boys restroom F-5 HLK-1 (Classroom): 9: (D) Water pressure too high or low 15: (D) Locks and other security hardware are not functioning properly (D) Loose or sticky door locks and latches HLK-2C (Restroom): 4: (D) Walls have damage from cracks, tears, holes or water damage (D) Plaster or paint is damaged 8: (D) Toilet/urinal/sink is damaged, broken, or clogged HLK-5 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage (D) Ceiling tiles are stained 9: (D) Water pressure too high or low
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	HLK-3 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage 13: (D) Roof and/or roofing materials are not intact

		(D) Roof covered with leaves, debris (D) Covered roof walkway leaks bad 15: (D) Loose or sticky door locks and latches (D) Locks and other security hardware are not functioning properly
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	HLA-6 (Corridor): 15: (D) Locks and other security hardware are not functioning properly (D) Loose or sticky door locks and latches HLE-19 (Classroom): 9: (D) Sink/fountain is damaged 15: Window is cracked. HLK-1 (Classroom): 9: (D) Water pressure too high or low 15: (D) Locks and other security hardware are not functioning properly (D) Loose or sticky door locks and latches HLK-3 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage 13: (D) Roof and/or roofing materials are not intact (D) Roof covered with leaves, debris (D) Covered roof walkway leaks bad 15: (D) Loose or sticky door locks and latches (D) Locks and other security hardware are not functioning properly
Overall Rating	Good	

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)	29	30	49	51	50	50
Mathematics (grades 3-8 and 11)	19	20	35	36	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	387	385	99.48	0.52	30.13
Male	214	214	100.00	0.00	23.83
Female	173	171	98.84	1.16	38.01
Black or African American	41	41	100.00	0.00	24.39
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	36.84
Filipino					
Hispanic or Latino	260	258	99.23	0.77	26.74
Native Hawaiian or Pacific Islander					
White	48	48	100.00	0.00	52.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	357	355	99.44	0.56	28.17
English Learners	109	107	98.17	1.83	27.10
Students with Disabilities	64	64	100.00	0.00	6.25
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	17.65

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	388	385	99.23	0.77	20.26
Male	214	213	99.53	0.47	20.19
Female	174	172	98.85	1.15	20.35
Black or African American	42	42	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	31.58
Filipino					
Hispanic or Latino	260	258	99.23	0.77	19.38
Native Hawaiian or Pacific Islander					
White	48	47	97.92	2.08	25.53
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	357	354	99.16	0.84	20.06
English Learners	109	106	97.25	2.75	21.70
Students with Disabilities	64	64	100.00	0.00	3.13
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	14.71

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	15.7	15.7	14.7

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)

Highland parents are encouraged to become involved in our school. Our PTA meets monthly and focuses on planning activities that support students, families, and teachers. Our School Site Council meets monthly and focuses on making sure that the funds allocated to support student achievement are resulting in increased student achievement. Our English Language Advisory Council is made up of our parents whose children are learning English and supports equipping Highland parents with the skills to support their child's acquisition of English.

Parents are encouraged to volunteer in our classrooms. Our district does require that all volunteers complete the volunteer form prior to participating in classrooms. This form can be obtained in our front office.

Highland supports involving parents and families with the following school/PTA family events:
Back to School Night
Lunch with Your Child
Donuts and Coffee with the Principal-Monthly specific to grade level
Movie Nights
Family Art Night
December Donation Drives; sock, mittens and hats
Pre-school Parent Meetings
Science Discovery Night- Experiments and Support for Science Fair
School Musical
PTA Jog-A-Thon, Fitness and Health Focus
PTA Book Fairs
School Beautification Day
Perfect Attendance Recognition
Trimester Awards' Assemblies
Science Fair Recognition Night
Spring Open House
For more information regarding parent involvement, please contact Cynthia Benitez, Bilingual Community Assistant at 951-788-7292.

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	4.6	4.6	2.5	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections and holds monthly safety committee meetings. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lock down, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school-wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	23	1	5		19	2	5		20	2	4	
1	26		4		25		4		24		4	
2	24		4		23		4		24		4	
3	21	1	4		23		4		29		3	
4	27		4		19	2	3		24	1	3	
5	32		3		31		3		24	1	2	1
6	25	2	1	2	22	2	3		28	1	1	2
Other**	6	1							10	1		

*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*	.0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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	8197.31	2069.40	6127.91	93713.30
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	-8.2	-0.9
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.5	12.3

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)

Highland Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$117,444   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$208,711.76   Title I: supplemental services and materials to assist at-promise students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791
Average Principal Salary (Elementary)	$133,086	$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	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	31	42	33

At Highland, we understand that in order to adapt to the changing needs of 21st century learning, we must always be learners.

Areas of focus for professional development are primarily selected based on student achievement data retrieved form a variety of sources (SBAC, DIBELS, District Assessment, ELPAC).   District-wide adoption of new curriculum and/or new assessments have also resulted in the need for specific professional development to support implementation in the classroom. Additionally, Highland's staff and teachers request professional development that will help them improve their methodology in literacy, numeracy and/or language development. Staff and teachers have also expressed the need for professional development to learn more about approaches to deal with socio-emotional issues in their classrooms. Depending on the grade level, subject or school focus, all teachers participated in 3 – 10 days of professional development.

Professional development is delivered through various methods, such as full-day trainings, after-school workshops, and conference attendance. Depending on the scope and topic of the professional development, teachers and staff are supported through the implementation in a variety of ways. For district offered professional development training, teachers often receive follow-up coaching and teacher-principal meeting support. Other professional development is followed up in grade-level team and site leadership team meetings.

Highland teachers and staff participate in a variety of staff development opportunities during the school year including the following:

2017-2018: Continue Professional Development including:
Teachers attend AVID conferences and continue to build our AVID implementation K-6th (4 days)
Site Leadership Team Training (3 days)
English Learners: Writing Essential Questions and Learning Objectives (1 partial day)
Trauma Informed Classrooms/teachers (1 day)
Instructional Design training (3rd grade focus) (3 days)
Advanced Phonics Refresher training for 3rd-6th grade teachers (with focus on Progress Monitoring) (4 days)
Gateway Training for K-2nd grade teachers (with focus on Progress Monitoring) (4 days)
Numeracy training for TK and Kindergarten teachers (5 days)
Number Talks continued training (1 day
Content Lead Training (ELA, Math, Science, and Technology) (5 days)

2018-2019: Professional Development
AVID for New to Highland Teachers (2 days)
Classroom Management (1 partial day)
Eureka Math Overview (1 partial day)

English Learners-Designated and Integrated ELD (partial 1 day)
Danielson PGS Training (1 day x 3
Eureka Math Training (3 days x 7)
Early Numeracy Training (1 day)
Advanced Phonics/Gateway Training (4 days)
Site Leadership Team Shared Collaborative (2 days)
Learning Rounds (2 days)
Restorative Practices (2 days)
Teaching with Love and Logic (1 partial day)
Framing Your Thoughts (1 partial day)

2019-2020: Professional Development
Danielson Framework (1 partial day)
Classroom Management (1 partial day)
AVID for New Staff-Summer Institute (4 days)
Eureka Math (1 day x 7)
Wonders (1 day x 7)
Writing (1 day x 7)
Team extended analysis, planning, and collaboration (3 days)
Student Progress Monitoring (By student as needed) (3 days)