Highlands 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	Highlands Elementary
Street	1326 Pennsylvania Blvd.
City, State, Zip	Concord, CA 94521
Phone Number	(925) 672-5252
Principal	Ryan Sheehy
Email Address	sheehyr@mdusd.org
Website	https://hies-mdusd-ca.schoolloop.com/
County-District-School (CDS) Code	07 61754 6004105

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

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

Dear Hawk Families,

As we enter another school year, we are happy to let you know we will continue to utilize the PBIS system (Positive Behavior Interventions and Support) at Highlands Elementary School. The premise of the program is to create a safe, effective and positive learning environment for every child by explicitly teaching behavioral expectations. Research has proven that schools are successful when they help students grow academically, socially, and emotionally. By setting forth clear social and behavioral expectations and holding students accountable for following the school wide expectations, we are confident we will see an increase in student learning and a decrease in classroom disruptions.

Unfortunately, there will be times some students misbehave even though we have explicitly taught them our expectations, offered reminders of the expected behaviors, and used the positive reinforcement system. When this occurs, the staff will use the Office Discipline Referral Form or the administration will use the Check and Connect Referral Form. These forms look at minor and major infractions. The document will be recorded in writing so that you will have a copy and can speak to your child about the behaviors. Teachers will make telephone contact with parents as soon as the behaviors begins so that a plan can be formulated that brings parents and teachers together to correct the behaviors of the student. Our goal is to keep the lines of communication open between school and home.

Directly following the PBIS handbook, there is a section titled Student Handbook. Please take a look through the document and ask any questions that come up. I am looking forward to an amazing year at Highlands, building upon the momentum we started last year.

Sincerely,

Ryan Sheehy

The culture of Highlands embraces a spirit of hope and the understanding that all students can reach their highest potential. It is a school where staff, families, and community members work together to support student learning. Parents are valued and active participants in their children's education. Communication flows freely within the school community. Highlands is a school that nurtures the whole child by seeking to provide abundant academic resources and enrichment opportunities. All children's needs are addressed on an individual basis. Students are excited about learning and are challenged with high expectations. Students leave Highlands with a thirst for knowledge and the foundation to become lifelong learners. Highlands' programs support the whole child. Our science lab, computer labs, life skills program, after school support, enrichment classes,and student council - leadership opportunities provide extended learning opportunities for all of our students.

Mission Statement
We are a community of students, educators, and families working together to create a student-centered, engaging and safe environment where students feel comfortable taking risks and persevering through challenges. We will facilitate the social and emotional growth through collaboration to create impactful members of the community.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	99
Grade 2	94
Grade 3	93
Grade 4	81
Grade 5	84
Total Enrollment	542

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	6.6
Filipino	3.5
Hispanic or Latino	22.3
Native Hawaiian or Pacific Islander	0.4
White	38.2
Two or More Races	9
Socioeconomically Disadvantaged	19.4
English Learners	4.2
Students with Disabilities	10.9
Foster Youth	0.2
Homeless	0.2

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	29	31	30	1599
Without Full Credential	0	0	0	69
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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	
Interior: Interior Surfaces	Poor	Rms 1,4,5 - Ceiling tile stains; Boys restroom - hole in the wall; Rms 11 & 15 - 15 ceiling tiles stained, Rm 16 - 16 missing tiles; Library - cracked & stained ceiling tiles; MUR - stained ceiling tile; Interior room - missing ceiling tile, exterior - dry rot
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Boys restroom - Rusty access panel; Rm 20 Bad ballast;
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	Fair	

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)	53	59	51	50	50	50
Mathematics (grades 3-8 and 11)	49	54	39	39	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	254	250	98.43	1.57	58.80
Male	126	123	97.62	2.38	57.72
Female	128	127	99.22	0.78	59.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	19	19	100.00	0.00	57.89
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83	3.17	45.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	107	106	99.07	0.93	64.15

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	31	31	100.00	0.00	61.29
Socioeconomically Disadvantaged	50	48	96.00	4.00	56.25
English Learners	31	31	100.00	0.00	58.06
Students with Disabilities	42	39	92.86	7.14	33.33
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	254	249	98.03	1.97	54.22
Male	126	123	97.62	2.38	62.60
Female	128	126	98.44	1.56	46.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	19	19	100.00	0.00	73.68
Filipino	--	--	--	--	--
Hispanic or Latino	63	60	95.24	4.76	43.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	107	106	99.07	0.93	57.55
Two or More Races	31	31	100.00	0.00	48.39
Socioeconomically Disadvantaged	50	48	96.00	4.00	45.83
English Learners	31	31	100.00	0.00	54.84
Students with Disabilities	42	39	92.86	7.14	28.21
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	14.5	16.9	47.0

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)

Parent involvement is a vital component to academic success. Parents are involved in many ways, including volunteering in the classrooms, as chaperons for field trips, serving on the School Site Council (SSC), safety committee, Parent Education Program (PEP), and as art docents. Highlands is fortunate to also have an active PTA that supplements our programs in many ways; by raising money for special activities, science lab computer lab assistants, field trips, classroom materials, and assemblies. The PTA also sponsors and conducts many enrichment activities such as the walk-a-thon, literacy night, life skill assemblies, and our annual carnival.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 672-5252.

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	2.1	1.2	1.8	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

As a matter of security, Highlands requires all visitors on the school grounds to sign in and out in the office.

We have collected materials for emergency earthquake kits for all classrooms. These kits provide medical supplies and release information. Each year we take an inventory of needed supplies to ensure all classes have supplies.

The Safety Committee has prepared detailed procedures for emergencies that coincide with SEMS specifications. The safety committee three to four times yearly. Procedures and the school safety plan are reviewed and revised yearly. Walkie-talkies have been purchased to enhance daily safety (used by yard supervisors, noon supervisors, office staff, custodians, and administration). Fire drills and other emergency drills, including lockdown drills, are held regularly. Highlands participated in the Great California Shake-Out and held a debriefing meeting to determine next steps.

An Emergency Response plan has been implemented and is reviewed with all staff members several times through the school year. Our staff reviewed our safety plan during our September staff meeting and will review it again during our April staff meeting.

The Highlands School Safety Plan was approved by the School Site Council at a public hearing on 1/13/20.

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	4		22	1	4		23	1	3	
1	25		4		24		4		25		4	
2	27		3		25		4		24		4	
3	28		3		28		3		23		4	
4	26	1	2	1	27		3		32		2	
5	23	1	4		27	1		3	26	1	3	
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*	903.3

*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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	$11,493.94	$3,439.63	$8.054.31	$84,851.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-12.6	8.1
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-2.3	2.9

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)

Our two computer labs are equipped to serve full classes of students. Lexia Reading, Read Naturally, Accelerated Reader, and Imagine Learning, Thinking Blocks and word processing programs are available for all classes.

We have a well-stocked library, and all students in 1st-5th grades have library time and book check out opportunities on a weekly basis. A library teacher, with the help of parent volunteers, coordinates our library services. This year we have added Accelerated Reader (AR) to our reading program. All books in the library are aligned to AR levels.

The Music program at Highlands provides vocal music for all grades and instrumental music fourth, and fifth grades. Students participate in grade level musicals, winter and spring performances, and Spring Talent Show where students demonstrate their talents.

High performing students are served within the classroom through differentiation strategies and extension of curricular materials.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	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	3	3	3

We have a CARE team which meets weekly to assist teachers with any concerns they may have about students. Students are provided support through individualized action plans developed by the Student Success Team. Our Intervention team meets with teachers to discuss additional strategies to work with individual students. We have a Response to Intervention program which uses research based strategies.

We have a Learning Center which supports or general education students who need more individualized and small group learning opportunities for grades K-5.

The staff meets two Wednesday afternoons a month to address the following: grade level coordination and curriculum planning - Topics include: Data Analysis, Instructional planning aligned to standards, RTI (Response to Intervention), Writing Prompts/Scoring, staff technology training (OARS, Lexia, Read Naturally, and Accelerated Reader), BEST Program, ELD instruction, and PBIS. Teachers meet two Wednesday afternoons for planning.

The district coordinates a variety of staff development programs for teachers and administrators based on assessed needs and state mandates.

Staff members are encouraged to attend trainings or conferences related to common core: language arts, math, ELD, technology and special needs students.