

Highlands Elementary School

27332 Catala Avenue • Saugus, CA 91350 • (661) 294-5320 • Grades K-6

Susan Bender, Principal

sbender@saugusd.org

<http://highlands.saugusd.org>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Saugus Union Elementary School District

24930 Avenue Stanford
Santa Clarita, CA 91355
(661) 294-5300
www.saugusd.org

District Governing Board

Julie Olsen

President, Trustee Area 3

Laura Arrowsmith

Clerk, Trustee Area 2

David Barlavi

Member, Trustee Area 1

David Powell, Ph.D.

Member, Trustee Area 4

Christopher Trunkey

Member, Trustee Area 5

District Administration

Colleen Hawkins, Ed. D.

Superintendent

Isa De Armas, Ed. D.

Assistant Superintendent

Education Services

Nick Heinlein

Assistant Superintendent

Business

Jennifer Stevenson, Ed. D.

Assistant Superintendent

Human Resources

School Description

The staff at Highlands Elementary School strives to insure academic, social and emotional success for every student. At Highlands, our Positive Behavior Intervention and Supports expectations and our mission are for every student, family and staff member to: Have Respect, Act Responsibly, Work Together, and Keep Safe so that we can Soar to Success!

Highlands Elementary School serves approximately 390 students in grades Kindergarten through Sixth grade, including students in three mild to moderate special day classes. Our community is very supportive of our school, and invests time, effort and energy to insure the school experience is positive for all children. Academic progress and social growth are promoted through a rich, nurturing learning environment. Dedicated teachers and staff continue to set high academic standards for the school. Professionalism is exemplified in the collegial manner that staff treat one another; they are positive, open to new ideas, embrace technology and strive to find new ideas to meet the needs of our changing and diverse population.

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 the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	40
Grade 2	45
Grade 3	57
Grade 4	40
Grade 5	53
Grade 6	67
Total Enrollment	352

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	2
Filipino	3.7
Hispanic or Latino	43.2
White	47.4
Two or More Races	2.3
Socioeconomically Disadvantaged	33.5
English Learners	7.4
Students with Disabilities	22.7
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Highlands Elementary	17-18	18-19	19-20
With Full Credential	17	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Saugus Union	17-18	18-19	19-20
With Full Credential	♦	♦	365
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Highlands Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 8/16/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill K-6</p> <p>Certified 2018</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>McGraw-Hill K-6</p> <p>Certified 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>MacMillan McGraw-Hill K-5, Harcourt 6</p> <p>Certified 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Scott Foresman K-5, Harcourt 6</p> <p>Certified 2007</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>2008 adoption of "Arts Attack" program</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Highlands School underwent a complete remodel and update of its grounds, utilities, HVAC systems, building configuration, interior and exterior surfaces and technology infrastructure during the 2005-2006 school year.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/31/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	45	65	66	50	50
Math	41	35	53	56	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	8.7	26.1	56.5

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	209	98.12	44.98
Male	132	129	97.73	38.76
Female	81	80	98.77	55.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	87	98.86	37.93
White	107	104	97.20	50.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	35.06
English Learners	26	26	100.00	23.08
Students with Disabilities	57	53	92.98	16.98
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	206	96.71	34.95
Male	132	126	95.45	32.54
Female	81	80	98.77	38.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	86	97.73	26.74
White	107	102	95.33	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	22.37
English Learners	26	26	100.00	26.92
Students with Disabilities	57	51	89.47	11.76
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.

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)

Our school prides itself in having parent and community involvement through our School Site Council and our Parent Faculty Organization (PFO). Our PFO helps to fund our school's fine arts programs and other school activities. The PFO also funds field trips for every grade level and supports the school by funding an extensive assembly program each year as well as other enriching experiences.

We recently opened a Family Center, a place for our parents and other family members to gather and participate in classes that are both fun and educational. English Language Advisory Committee meetings are held four times per year, and parents of English Language Learners are welcome to attend to discuss topics that relate to language learning as well as to learn how to support their child's education. Our school is working to provide more opportunities to support our families and how they can help their children at home.

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.

School Safety Plan

Highlands Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Highlands Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Highlands Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	1760.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.2
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.

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	24		2		15	3			18	1	2	
1	25		2		23		2		19	2		
2	26		1		27		2		22		2	
3	26		2		27		1		19	1	2	
4	23	1	2		28		2		14	1	1	
5	30		2		27		2		29		2	
6	23	1	2		23	1	2		25	1	2	
Other**	8	1			12	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The statewide Induction Program and Peer Assistance and Review (PAR) programs extend individual support and training for new and experienced teachers.

Professional growth activities are planned annually based on current needs and input received from staff. For each of the last three years the teachers' work calendar has included three professional development days. Workshops on professional effectiveness and classroom skills focus on Next Generation Science Standards, social emotional learning as well as other opportunities that align to our core curriculum and best practices of delivery.

Committees comprised of teachers and administrators reviewed the state standards and adapted them for our curriculum for mathematics, language arts, history-social science and science. These standards-based documents are the foundation for what is taught and assessed in our district.

For the current school year at Highlands, staff meeting time and collaborative instructional planning time is focused on the implementation of professional learning communities and how to best meet the needs of our students, raising rigor in the classroom, and data-driven decision making in order to increase student achievement and close gaps in learning between different learning groups.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$45,741
Mid-Range Teacher Salary	\$80,770	\$81,840
Highest Teacher Salary	\$95,203	\$102,065
Average Principal Salary (ES)	\$126,537	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,166	\$2,874	\$7,292	\$73,797
District	N/A	N/A	\$7,049	\$81,332.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.4	-9.7
School Site/ State	-2.9	-11.3

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.