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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Highland Grove Elementary School
Street	7700 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2420
Principal	Kimberly Lium
Email Address	kimberly_lium@redlands.k12.ca.us
Website	http://highlandgrove.redlandsusd.net/
County-District-School (CDS) Code	36-67843-01078888

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

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

MISSION STATEMENT: The Highland Grove Elementary School staff believes all children can learn. With our help and support, we expect our students to successfully master curricula. We ensure learning takes place by providing a positive, safe, and constructive learning environment. We work collaboratively with colleagues, students, families, and the Highland Grove community to achieve this shared educational purpose.

SCHOOL PROGRAMS: In order to successfully achieve our mission, Highland Grove Elementary utilizes a standards based curriculum supplemented with a variety of learning tools. Accelerated Reader (AR) and LEXIA Core5 Reading are utilized in all grades. Both of these programs allow teachers to meet the unique individual needs of each student by setting specific, measurable goals with every student in reading. Real time data analysis gives each teacher, student, and parent immediate feedback on a student's progress. English-in-a-Flash is used to assist students with English language acquisition. Fine arts programs include elementary band, elementary orchestra, and chorus. Student Council provides students in grades four and five an opportunity to develop leadership skills and a means for sharing student opinions with the school community.

- SCHOOL GOALS: Specific educational goals for each grade level can be found in the Single School Plan for Student Achievement. Broad goals for this year include: Utilize professional learning communities Implement with fidelity the ELA JOURNEYS and Math-In-Focus curriculum adopted by the governing Board of Education to effectively immerse all students in Common Core State Standards (CCSS). Utilize grade level DATA TEAMS/PLCs to analyze student performance data and ensure improved academic achievement for all students. K-5 grade level implementation of the District writing prompts including the use of Thinking Maps and Write From the Beginning strategies as well as data analysis to support improvement in the area of writing. Provide Highland Grove teachers with staff development opportunities that assist in the implementation of the CCSS in both ELA and Math, while cultivating rigor in classroom instruction at all grade levels. Provide specific and targeted intervention support for students throughout the school year, specifically focusing on "at-risk" students and individual student groups.

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	83
Grade 2	73
Grade 3	90
Grade 4	75
Grade 5	84
Total Enrollment	509

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	9.6
Filipino	1.2
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	0.6
White	23.2
Two or More Races	5.1
Socioeconomically Disadvantaged	58.9
English Learners	11
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	22.6

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	20	21	22	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	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: December 2019

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the California State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are state approved and aligned to the state content standards. Each year consumable materials are replaced and necessary growth and replacement materials are purchased to assure all students, including English Learners and students with special needs, have a state-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. Currently, all students, including English Learners and students with special needs, have a Math, Reading, Science, and Social Studies state-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District's Instructional Resource Center.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	JOURNEYS Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	MATH-IN-FOCUS Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Highland Grove Elementary opened in August 2005. Although the facility is currently more than a decade old, it remains an exemplary model of design and outstanding maintenance. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A monthly maintenance report is completed by the Lead Custodian and submitted to the district's maintenance and operations department to ensure that any district maintenance and/or safety concerns are addressed promptly and appropriately. The principal also works closely to review data from quarterly walk-throughs and address any needs/issues that present through the data.

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: November 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	65	59	57	50	50
Mathematics (grades 3-8 and 11)	58	65	45	44	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	250	249	99.60	0.40	65.46
Male	116	115	99.14	0.86	62.61
Female	134	134	100.00	0.00	67.91
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	139	138	99.28	0.72	63.04
Native Hawaiian or Pacific Islander					
White	58	58	100.00	0.00	68.97

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	14	14	100.00	0.00	71.43
Socioeconomically Disadvantaged	148	147	99.32	0.68	55.78
English Learners	29	29	100.00	0.00	55.17
Students with Disabilities	31	31	100.00	0.00	32.26
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	48	48	100.00	0.00	64.58

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	250	249	99.60	0.40	65.06
Male	116	115	99.14	0.86	64.35
Female	134	134	100.00	0.00	65.67
Black or African American	11	11	100.00	0.00	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	73.08
Filipino	--	--	--	--	--
Hispanic or Latino	139	138	99.28	0.72	58.70
Native Hawaiian or Pacific Islander					
White	58	58	100.00	0.00	79.31
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	148	147	99.32	0.68	55.78
English Learners	29	29	100.00	0.00	51.72
Students with Disabilities	31	31	100.00	0.00	35.48
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	48	48	100.00	0.00	58.33

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	20.9	18.6	5.8

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)

There are many opportunities at Highland Grove for parents to become involved with school activities. The most important parent involvement that every parent can make is to ensure a family commitment to support reading practice at home. Highland Grove utilizes AR Home Connect so parents can be informed when their child completes an Accelerated Reader quiz, indicating students' level of success in reading and understanding what they read (reading comprehension). Individual teachers use AERIES Parent Portal to share grade information, as well as missing assignment information with parents. Teachers also manage individual School Wires web pages that inform parents of homework assignments, projects that are in progress, and any information that is important to a particular class. Teachers as well as the school also utilizes Aeries Communications as a tool for sending out messages and information that keep our families informed and up-to-date.   Additional parental involvement can include PTA programs and PTA membership, participation on School Site Council, participation on Highland Grove's Safety Committee, and other school programs; including but not limited to: • Reflections • Family Nights and Special Events • Library Volunteers • Room Parent Volunteers • Field Trip Chaperones • Pastry with the Principal participation.

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.2	0.4	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Highland Grove Elementary School Safety Plan is updated annually. A school Safety Committee has been established to encourage participation and input from certificated and classified staff as well as parent and community members. The School Safety Plan includes disaster response teams, classroom evacuation routes, and a log of monthly fire, disaster, and lock down drills. Procedures for fire, earthquakes, and lock down situations are all addressed. Each classroom is equipped with disaster preparedness kits provided by the Highland Grove Elementary PTA. Food and water for the entire school community has been procured and is stored in the land-sea container on campus, should the need arise for students and staff to remain at school for lengthy times due to an emergency. Teachers submit to the principal annually a copy of their assertive, progressive discipline plan. A variety of other means of correction measures are implemented prior to a student being suspended. The exception to this is when a child's actions are in violation of Education Code and/or demonstrate that another individual has been physically harmed by the students' actions.

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	17	3	2		20	2	3		26	1	3	
1	24		3		25		3		24		3	
2	22	1	3		23		4		21	2	2	
3	24		3		22		3		20	1	4	
4	29		3		31		1	2	27	1	1	1
5	34		1	2	32		2	1	30		5	
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*	.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)	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,580.53	$433.66	$5,146.87	$82,807.00
District	N/A	N/A	5,815.78	$85,061.00
Percent Difference - School Site and District	N/A	N/A	-12.2	-2.7

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-37.3	0.9

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)

- Accelerated Reader (AR)
- Dream Box
- English-in-a-Flash
- Math-Facts-in-a-Flash
- STAR Early Literacy Assessment
- STAR Reading and Math Assessments
- Home Connect
- School Wires School Website
- Reading Intervention Programs (1-3)
- Reading Intervention/Support (4-5)
- Leveled Literacy Intervention (K-1)
- Chorus
- Book Bridges
- Certificated hourly Librarian / Intervention Support Teacher
- Certificated hourly ELA Support Teacher (grades 4-5)
- Certificated hourly ELA Intervention Teacher (grades 1-3)
- Certificated hourly Reading/Writing Intervention teacher (grades 3-5)
- Full time Certificated Math Intervention Teacher

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,120	$51,374
Mid-Range Teacher Salary	$81,554	$80,151
Highest Teacher Salary	$102,814	$100,143
Average Principal Salary (Elementary)	$124,240	$126,896
Average Principal Salary (Middle)	$133,386	$133,668
Average Principal Salary (High)	$141,684	$143,746
Superintendent Salary	$220,000	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	9

Highland Grove utilizes multiple opportunities throughout the school year to support professional development. First, Highland Grove staff participates in two full day professional development days as a staff, one at the beginning of the school year to analyze CAASPP data as a team and select a focus for the upcoming school year and a second day selected as the district wide professional development day. During our first PD day as a staff, grade level teams work diligently to articulate their students' needs and develop a plan from day one. The second full day of PD occurs a few months into the school year in which the entire staff participates in a full-day of professional learning and growth. In addition to the two full-day professional development days, Highland Grove staff also participates in six early release (minimum days) in which the staff works on data analysis, lesson development in the areas of reading, writing or Math with our Math Intervention teacher. Our staff also participates in three after school meetings per month that are dedicated to professional learning and growth. Teachers explore a variety of topics such as rigorous instruction, proactive behavior supports, use of writing rubrics, as well as technology topics such as planning for ProWise lessons and implementation of Google classroom as well as use of programs such as Flipgrid and WeVideo. Finally, our teachers are also afforded the opportunity to sign-up and attend various professional development offerings throughout the year that are supported by our district professional development department. Teachers from Highland Grove regularly attend the District's ProWise Professional Learning Network (PLN) as well as additional offerings on classroom management, writing, and technology integration.

The professional development focus for the 2019-2020 school is supporting students needs in the area of math with an intense focus of development strong number sense and math fluency with all of our students. Our two full day professional development days in both August and November were dedicated to professional development in this area supported by mathematics guru, Kim Sutton from Creative Mathematics. Kim Sutton will also be returning in March for two additional days in which teachers will be subbed from their classrooms to participate in 2 hour blocks of grade level specific planning in the area of math. Teachers are also participating in six early release (partial days) on topics focused on lesson development in the areas of reading, writing, socials studies (utilizing our new social studies adoption) math and technology. Throughout the 2019-2020 school year, teachers are also participating in three meetings per month focused on data analysis and response to that data in the form of reteach lesson development.