Highland Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Highland Elementary
Street	2829 Moyers Road
City, State, Zip	Richmond, CA 94806-2728
Phone Number	(510) 231-1424
Principal	David Ranch
E-mail Address	dranch@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=933
Grades Served	K-6
CDS Code	07-61796-6004741

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Highland's mission is that all students will learn, develop social skills, and maximize their potential in a safe and academically rigorous school environment. Students will be provided with a variety of academic and social experiences that encourage mindset growth and extend their capacity to be the best that they can be.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	76
Grade 1	75
Grade 2	70
Grade 3	74
Grade 4	66
Grade 5	65
Grade 6	51
Total Enrollment	477

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	24.1
American Indian or Alaska Native	0.4
Asian	10.3
Filipino	2.9
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	1
White	4.6
Two or More Races	1.5
Socioeconomically Disadvantaged	94.3
English Learners	45.1
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	19	22	22
Without Full Credential	0	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Highland School was built in 1957 and since then fifteen portable classrooms have been added. The School Site Council has voted to replace the existing play structure on the main playground. Replacement was completed spring 2010.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repair the wall vinyls and the floor tiles. Remove carpet and replace with floor tiles in main office. Install a drip cap on the exterior door portable 24.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Remove the graffiti.
Electrical: Electrical			X	Light fixtures not working. Rearrange the extension cords and remove extension cords taped to floor.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair drinking fountains. Repair/snake custodial sink. Remove the toilet paper holder and reinstall it where the stall door does not hit it rooom 11 restrooms. Repair the rotten floor in front of the sink cabinet room 12.
Safety: Fire Safety, Hazardous Materials	X			Remove the teacher cabinet from the emergency window. Repair the dry rot at the exterior wall of portable 26.
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door stops needed. Remove the chain and lock from the gate in back for emergency exit. Repair the gate and fence in back. Repair the metal gates between portables. New window blinds needed. Repair the exterior door in back of the supply room. Heavy duty door holder needed next to restrooms. Repair the hallway door of room 15.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	42	32	44
Mathematics	30	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	74	73	98.6	27	37	27	8
	4	65	65	100.0	51	28	15	5
	5	65	63	96.9	24	19	48	10
	6	49	49	100.0	12	29	45	14
Male	3		34	45.9	35	35	24	6
	4		28	43.1	54	25	14	4

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		31	47.7	26	13	55	6
	6		25	51.0	20	32	36	12
Female	3		39	52.7	21	38	31	10
	4		37	56.9	49	30	16	5
	5		32	49.2	22	25	41	13
	6		24	49.0	4	25	54	17
Black or African American	3		14	18.9	36	36	29	0
	4		16	24.6	63	25	13	0
	5		19	29.2	26	37	37	0
	6		11	22.4	9	36	36	18
American Indian or Alaska Native	6		1	2.0	--	--	--	--
Asian	3		8	10.8	--	--	--	--
	4		5	7.7	--	--	--	--
	5		5	7.7	--	--	--	--
	6		8	16.3	--	--	--	--
Filipino	3		2	2.7	--	--	--	--
	4		2	3.1	--	--	--	--
	5		2	3.1	--	--	--	--
	6		2	4.1	--	--	--	--
Hispanic or Latino	3		44	59.5	25	32	30	14
	4		36	55.4	44	31	17	6
	5		32	49.2	25	9	56	9
	6		24	49.0	17	38	42	4
Native Hawaiian or Pacific Islander	4		1	1.5	--	--	--	--
	5		2	3.1	--	--	--	--
White	3		5	6.8	--	--	--	--
	4		5	7.7	--	--	--	--
	5		2	3.1	--	--	--	--
	6		3	6.1	--	--	--	--
Two or More Races	5		1	1.5	--	--	--	--
Socioeconomically Disadvantaged	3		68	91.9	28	35	28	9
	4		60	92.3	52	25	17	5
	5		57	87.7	26	18	46	11
	6		43	87.8	14	30	44	12
English Learners	3		47	63.5	23	36	30	11
	4		25	38.5	72	28	0	0
	5		15	23.1	53	27	20	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		13	26.5	23	54	23	0
Students with Disabilities	3		6	8.1	--	--	--	--
	4		6	9.2	--	--	--	--
	5		7	10.8	--	--	--	--
	6		5	10.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	21	33	29	16
	4	65	65	100.0	34	42	22	3
	5	65	63	96.9	44	33	21	2
	6	49	49	100.0	24	49	20	6
Male	3		34	45.9	21	32	24	24
	4		28	43.1	18	50	25	7
	5		31	47.7	42	35	19	3
	6		25	51.0	24	52	16	8
Female	3		39	52.7	21	33	33	10
	4		37	56.9	46	35	19	0
	5		32	49.2	47	31	22	0
	6		24	49.0	25	46	25	4
Black or African American	3		14	18.9	14	29	50	7
	4		16	24.6	44	38	19	0
	5		19	29.2	63	37	0	0
	6		11	22.4	36	55	9	0
American Indian or Alaska Native	6		1	2.0	--	--	--	--
Asian	3		8	10.8	--	--	--	--
	4		5	7.7	--	--	--	--
	5		5	7.7	--	--	--	--
	6		8	16.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		2	2.7	--	--	--	--
	4		2	3.1	--	--	--	--
	5		2	3.1	--	--	--	--
	6		2	4.1	--	--	--	--
Hispanic or Latino	3		44	59.5	20	32	20	25
	4		36	55.4	33	42	19	6
	5		32	49.2	41	31	25	3
	6		24	49.0	29	42	29	0
Native Hawaiian or Pacific Islander	4		1	1.5	--	--	--	--
	5		2	3.1	--	--	--	--
White	3		5	6.8	--	--	--	--
	4		5	7.7	--	--	--	--
	5		2	3.1	--	--	--	--
	6		3	6.1	--	--	--	--
Two or More Races	5		1	1.5	--	--	--	--
Socioeconomically Disadvantaged	3		68	91.9	21	34	26	18
	4		60	92.3	35	40	23	2
	5		57	87.7	44	33	23	0
	6		43	87.8	28	49	19	5
English Learners	3		47	63.5	19	34	26	21
	4		25	38.5	48	44	8	0
	5		15	23.1	80	20	0	0
	6		13	26.5	38	62	0	0
Students with Disabilities	3		6	8.1	--	--	--	--
	4		6	9.2	--	--	--	--
	5		7	10.8	--	--	--	--
	6		5	10.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	31	70	70	46	48	46	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	70
Male	76
Female	65
Black or African American	68
Asian	--
Filipino	--
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	30
Students with Disabilities	71
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30	21.90	23.40

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

• SCHOOL SITE COUNCIL: Highland's School Site Council meets the last Friday of most months. SSC members are elected by written ballot in the fall of each year for one year terms. However, all parents are always welcome at every SSC meeting. The SSC is responsible for input, approval, and monitoring of the Single Plan for Student Achievement. Current information about SSC activities can be found on the Parent Bulletin Board at the front entrance of the school.

- ENGLISH LEARNER ADVISORY COMMITTEE: The ELAC advises the Principal on matters related to English Learners, as well as other topics of interest to the members such as attendance and school climate. ELAC meets the first Friday of every month at 8:45 AM.
- GATE Parent Group: GATE parents learn about the GATE program, advise the principal and teachers about their interests, and learn about ways to support GATE students at home. The GATE Parent Group meets two times per year.
- PARENT CLUB: The Parent Club supports a positive school climate, primarily through community events. Parent Club plans and provides volunteers for fundraising events, for school events, such as Holiday Craft Night, Literacy Night, Math Night, and parent education events. Our Parent Club meets the first Friday of every month at 8:45 AM.
- PARENT SURVEY: Every year a Parent Survey is distributed to all families to solicit input on Parent Involvement/Communication, School Safety, and Instructional Programs.
- SATURDAY SCHOOL: Two Saturdays per month starting in January the principal holds Saturday School. Parents are welcome to attend in order to assist them in promoting grade level appropriate work habits for their children.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.63	2.01	2.17	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Date of Last Review/Update October 2015. Date Last Discussed with Staff August 2015. The Earthquake/Safety Committee meets once each trimester to review our emergency plan, update the plan, and purchase supplies. Parents are informed at the beginning of the school year of disaster procedures. Notices are sent home to inform them of where to locate their children in an emergency, which supplies their children need to bring to school, and a separate emergency form for releasing students. The staff is notified at the beginning of the year of their roles in an emergencies. The school wide plan outlines jobs and procedures. One staff meeting is provided to train and acquaint staff with their duties and equipment. Earthquake drills are held twice a year. We also have one Shelter-in-Place drill. Fire drills are held monthly. Staff debriefs after drills to make changes in procedures as needed. Detailed protocols for addressing lock downs due to chemical spills and intruders were developed through the Shared Decision Making Process. Adult supervision is provided during all recess periods and before and after school. We also have a student-to-student conflict mediation program. Visitors check into the office and receive a visitor pass when they come onto our campus. Parent input was elicited at a series of Town Hall meeting in the fall of 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13 Avg. Class Size	2012-13 Number of Classes 1-20	2012-13 Number of Classes 21-32	2012-13 Number of Classes 33+	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 Number of Classes 21-32	2013-14 Number of Classes 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+
K	28		3		22	1	3		21	1	3	
1	27		3		25		3		23		3	
2	27		3		28		3		23		3	
3	28		3		24		3		25		3	
4	33			1	33			2	33			2
5	33			2	33			2	33		1	1
6	33			2	22	1	2		26		2	
Other	10	2										

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.45	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8154.64	$5234.84	$2919.79	$64374.83
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-69.7	14.2
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-45.4	-11.8

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Highland School include:

Title I
LCFF
Learning Center
Special Ed
Gifted and Talented Education (GATE)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Highland teachers participate in the District provided staff development opportunities. We also have on-site staff development based on a needs survey of teachers. Beginning in the fall of 2014, teachers have engaged in grade level cluster meetings (vertical articulation) and peer observation. CCSS focus areas this year include academic discourse and authentic, SBAC like assessment. In the fall of 2015, teachers began professional development modules around Lucy Calkins' writing program. In January, our work with Growth Mindset will be supported by the Corps of Women Engineers.