

## Highland Elementary

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Highland Elementary
<b>Street</b>	2829 Moyers Rd.
<b>City, State, Zip</b>	Richmond, Ca, 94806-2728
<b>Phone Number</b>	510-231-1424
<b>Principal</b>	David Ranch
<b>E-mail Address</b>	<a href="mailto:dranch@wccusd.net">dranch@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966004741

*Last updated: 1/10/2019*

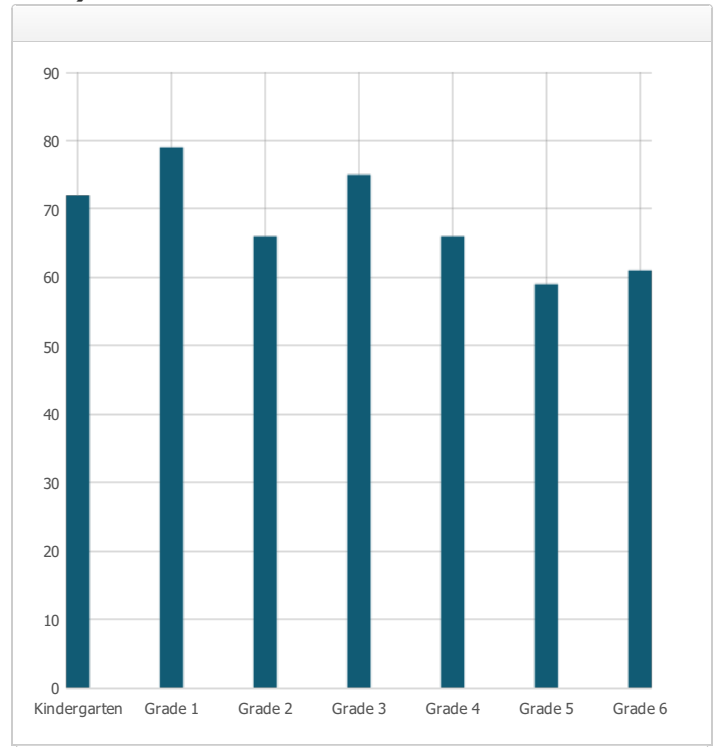
### School Description and Mission Statement (School Year 2018—19)

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 growth mindset and extend their capacity to be the best that they can be.

*Last updated: 11/28/2018*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	72
Grade 1	79
Grade 2	66
Grade 3	75
Grade 4	66
Grade 5	59
Grade 6	61
<b>Total Enrollment</b>	<b>478</b>



Last updated: 1/22/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	20.9 %
American Indian or Alaska Native	0.2 %
Asian	10.7 %
Filipino	2.9 %
Hispanic or Latino	58.4 %
Native Hawaiian or Pacific Islander	1.5 %
White	2.9 %
Two or More Races	2.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.4 %
English Learners	42.7 %
Students with Disabilities	13.0 %
Foster Youth	0.2 %

## A. Conditions of Learning

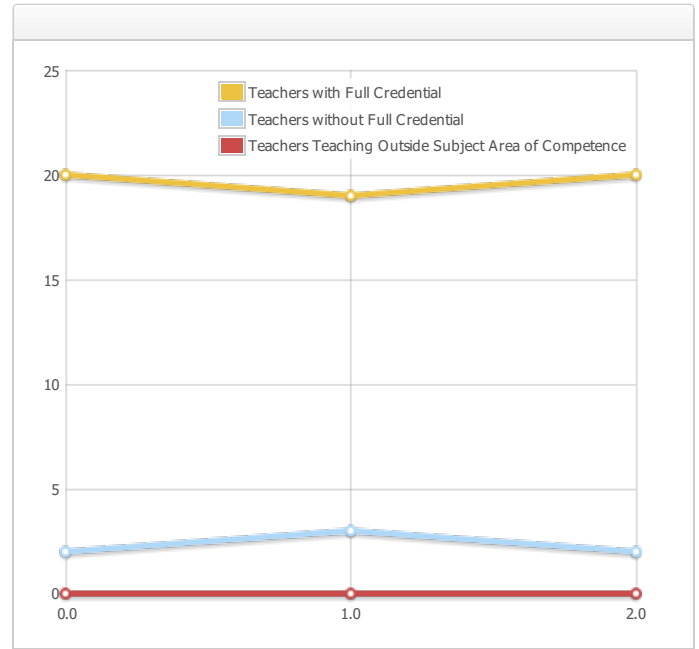
### State Priority: Basic

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

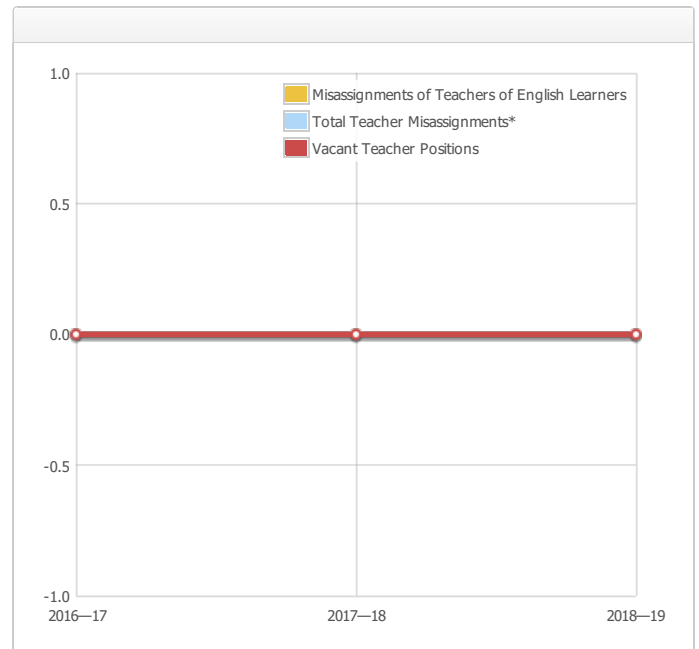
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	19	20	1211
Without Full Credential	2	3	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/22/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Secure the bookcase (Storage room in front of room 4, Room 22) Repair the floor tiles (Portable 28)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Install a hard wire exit sign at the stage by the stairs at the right (MPR) Check the lights at the stage stairs; they are not working (MPR) Repair the wall plug in front of the speed line (MPR) Repair the flay electric wires in back of the portable (Portable 25)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Tighten the loose faucet Boys restroom in back of the school Repair the broken door latch in the handicap stall (Boys restroom in back of the school)
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Place a "Storage Room" sign in front (Storage room in front of room 4) Remove the drapery by the door (Room 22) Rehang the fire extinguisher (Adult Ed class, Portable 28, Portable 27, Room 12. Room 13) Clean the vegetation inside the transformer cage in front of the school (Exterior) Remove the storage from the emergency window. Remove the Christmas lights (Portable 30) Replace the evacuation map by the exit door (Portable 31)
<b>Structural:</b> Structural Damage, Roofs	Good	Repair the plywood at the ramp (Portable 21, 22) Paint the ramp (Portable 28) Repair the downspout in back (Portable 26) Paint the exterior plywood (Portable 26)
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Repair the play structure mats in front of portable 33 (Playground) Repair the skylights in the front lobby (Front lobby) Repair the vent screens (Portable 26) Evaluate the juniper trees in front of the school (Exterior)

Paint the exterior benches from K1 to room 7 (Exterior)

Adjust the door closer and repair the door handle (Library)

Adjust the exterior door (Adult Ed class)

Install a floor door stop (Boys MPR restroom)

Replace the handle bumper (Rooms 20, 19, 17, 16; Library)

Repair or replace the kick down door holder (Storage room in front of room 4)

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Fair
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*Last updated: 6/28/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	38.0%	38.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	32.0%	25.0%	24.0%	37.0%	38.0%

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.

*Last updated: 1/22/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	262	250	95.42%	38.00%
Male	144	138	95.83%	33.33%
Female	118	112	94.92%	43.75%
Black or African American	48	45	93.75%	24.44%
American Indian or Alaska Native	--	--	--	
Asian	26	26	100.00%	53.85%
Filipino	--	--	--	
Hispanic or Latino	161	155	96.27%	40.65%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	244	232	95.08%	37.07%
English Learners	155	147	94.84%	38.10%
Students with Disabilities	34	30	88.24%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/22/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	250	96.53%	31.60%
Male	144	140	97.22%	30.00%
Female	115	110	95.65%	33.64%
Black or African American	48	45	93.75%	17.78%
American Indian or Alaska Native	--	--	--	
Asian	26	26	100.00%	53.85%
Filipino	--	--	--	
Hispanic or Latino	160	156	97.50%	32.05%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	241	232	96.27%	32.33%
English Learners	154	149	96.75%	31.54%
Students with Disabilities	34	30	88.24%	20.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 1/22/2019*

# 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

## California Physical Fitness Test Results (School Year 2017–18)

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	21.1%	5.3%	3.5%

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.

*Last updated: 1/22/2019*

## 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 2018—19)

- **SCHOOL SITE COUNCIL:** Highland's School Site Council meets the last Thursday of selected months. SSC members are elected by written ballot in the fall of each year for three year terms. However, all parents and community members are 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 9:45 a.m.
  - **PARENT CAFE:** The Parent Cafe supports a positive school climate, primarily through community events. Parent cafe 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 Cafe meets the first Friday of every month at 8:45 a.m.
  - **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:** One Saturday 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.
  - **African American Parent Group:** Meets the last Wednesday evening of each month.
- Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

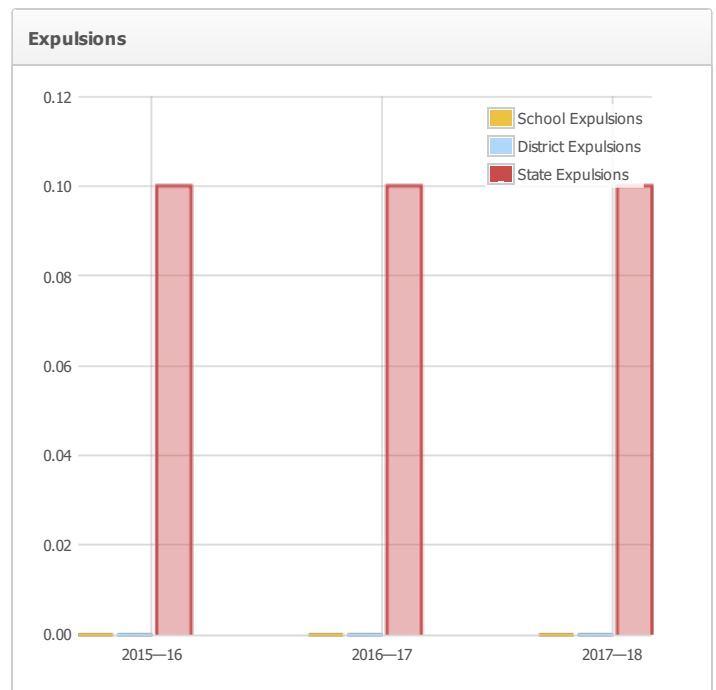
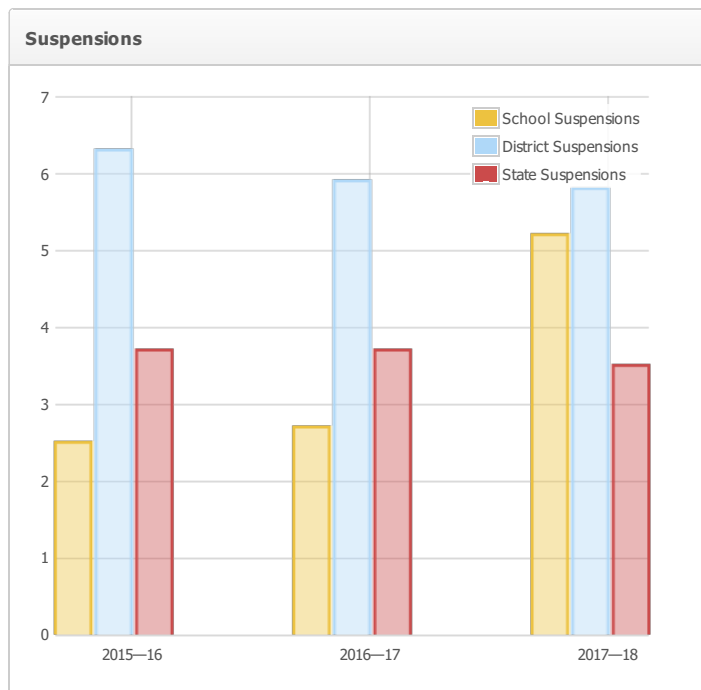
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.5%	2.7%	5.2%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	3	
1	25.0		3	
2	25.0		3	
3	21.0		3	
4	33.0		1	1
5	33.0		1	1
6	30.0		2	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		3	
1	22.0		3	
2	24.0		3	
3	21.0	1	3	
4	33.0			2
5	32.0		2	
6	30.0		2	
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	3	
1	25.0		3	
2	21.0	1	2	
3	24.0		3	
4	33.0			2
5	30.0		2	
6	31.0		2	
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.

Last updated: 1/22/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5973.5	\$848.4	\$5125.1	\$62645.7
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-40.4%	-7.7%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-24.8%	-25.3%

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

*Last updated: 1/25/2019*



## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

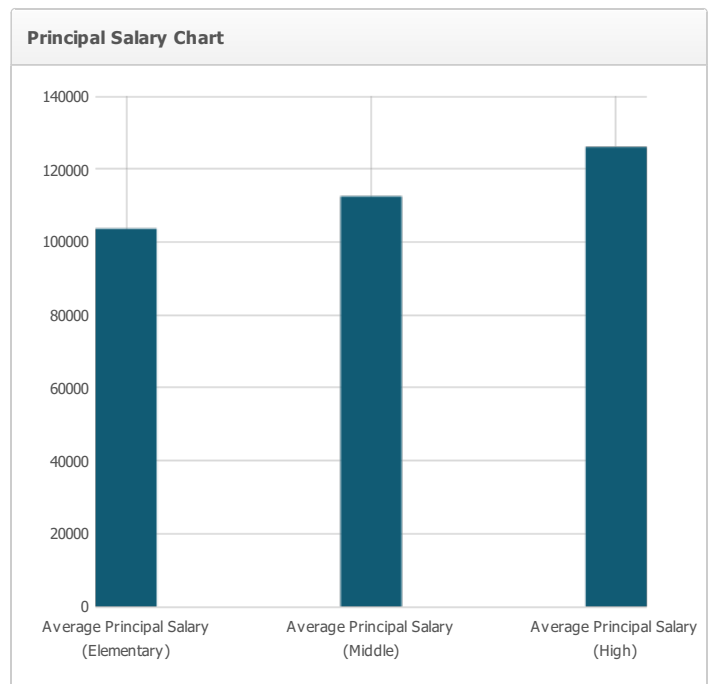
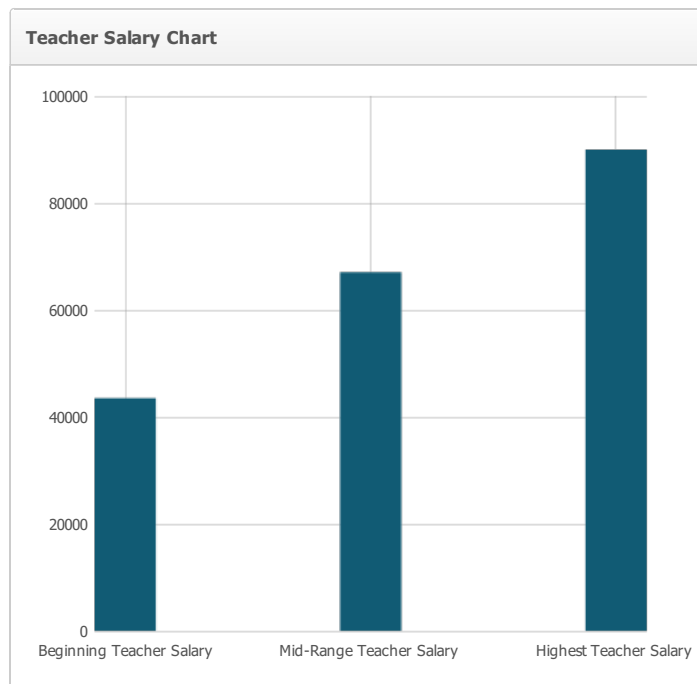
- BUILDING BLOCKS OF LIFE
- MUSIC
- GREENFIELD LEARNING
- IXL LEARNING
- REGENTS OF THE UNIVERSITY OF CALIFORNIA
- BAY AREA COMMUNITY RESOURCES
- STUDY TRIPS

*Last updated: 1/9/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/22/2019*

## Professional Development

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, differentiated instruction, Restorative Practices 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. CCSS focus areas this year include academic discourse and authentic, SBAC like assessment. In summer of 2017, teachers began professional development modules around Lucy Calkins' writing program and Millie Burns's approach to Social Emotional Learning.

*Last updated: 11/28/2018*