

Highland Elementary

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

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

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	86
Grade 1	78
Grade 2	85
Grade 3	73
Grade 4	78
Grade 5	56
Grade 6	63
Total Enrollment	519

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	25.8
American Indian or Alaska Native	0.4
Asian	8.3
Filipino	3.3
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	1.2
White	5.4
Two or More Races	0.8
Socioeconomically Disadvantaged	90.9
English Learners	45.3
Students with Disabilities	13.1

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	20	19	19
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

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) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
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 will be 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]	[]	[]	

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	
Interior: Interior Surfaces	[]	[]	[X]	Repair floor tiles (work orders created), fasten bookcases (complete), repair wall vinyl (work order created), remove graffiti (complete)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Repair light fixtures (work order created), replace electric plug covers (complete), rearrange extension cords (complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Repair doors and install heavy duty door holders (work orders created), install window blinds (work order created)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[]	[X]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	40	31	70	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	70
Male	70
Female	70
Black or African American	64
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	74
English Learners	45
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57	61	45	41	43	42	54	56	55
Mathematics	69	69	60	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	4
Similar Schools	9	10	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		12	-64
Black or African American	22	48	-87
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	43	-2	-53
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	37	10	-57
English Learners	41	-5	-39
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.4	12.5	16.1

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)

Contact Person Name: David Ranch

Contact Person Phone Number (510) 231-1424

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 even numbered years for two-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 safety and school climate. ELAC meets the first Friday of every month at 9:30 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, Safety, and Instructional Programs.

SATURDAY SCHOOL: Two Saturdays per month 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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.8	4.6	2.0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Date of Last Review/Update August, 2014 Date Last Discussed with Staff December, 2014. 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 schoolwide 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 lockdowns 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 meetings throughout 2013.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3	0	22	1	3		22	1	3	
1	20.3	3	0	0	21	1	3		20	1	3	
2	19.8	4	0	0	22	1	3		21	1	3	
3	25.5	0	2	0	21	1	3		24		3	
4	26	0	2	0	19	1	1	1	26	1		2
5	28.5	0	2	0	12	4		1	19	1	1	1
6	31.5	0	2	0	21	1	2		21	1	2	
Other												

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.30	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.00	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,713.67	\$3,086.89	\$4,626.77	\$63,999.17
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-16.6	16.2
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-16.4	-8.2

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Highland School include:

- ESEA-Title I
- Economic Impact Aid
- Learning Center
- Special Ed
- 21st Century After School Program
- Gifted and Talented Education (GATE)
- Leap Track Intervention After School

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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

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.