

# Highland Elementary

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 infor

# About This School

Contact Information (School Year 2018–19)

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*Last updated: 1/10/2019*

School Description and Mission Statement (School Year 2018–19)

*Last updated: 11/28/2018*

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

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*Last updated: 1/22/2019*

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

## 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;

*Last updated: 1/22/2019*

*Last updated: 1/18/2019*

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Year and

Subject	
Reading/Language Arts	
Mathematics	McGraw-Hill Houghton Mifflin

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



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

*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

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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

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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.

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*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)

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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*

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## 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.


*Last updated: 1/18/2019*

*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)

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

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.

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