

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	700 Highlander Dr.
City, State, Zip	Riverside, CA 92507-3064
Phone Number	(951) 788-7292
Principal	Donna Dorsey
E-mail Address	ddorsey@rusd.k12.ca.us
Web Site	
Grades Served	P-6
CDS Code	33-67215-6032635

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

HIGHLAND ELEMENTARY SCHOOL

Our Mission:

At Highland Elementary School, our mission is to provide first best instruction and a safe and productive learning environment in which lifelong learners are developed and contribute to our global and diverse society.

About Highland

Highland Elementary School is the home of the "High Achieving Hornets!" Highland serves a population of about 850 students including a state preschool program, Transitional Kindergarten, grades kindergarten through sixth, two severe/moderate classrooms (grades TK-3 and 4-6), and two mild/moderate (grades 3/4 and 5/6) special education classrooms. Our teaching staff includes 32 certificated teachers, 12 Instructional Assistants, one Speech and Language Pathologist, one Resource Specialist, one School Psychologist, one SAP counselor, and one counseling intern. Supporting our teaching staff is a Principal, Assistant Principal, office support, custodian, and nutrition services staff.

Highland Elementary is situated in close proximity to the University of California, Riverside (UCR) campus. Because of this proximity, we are proud to welcome the children of UCR students and faculty who come from all over the world to study or teach at UCR. Highland Elementary is a community of learners with a rich multicultural heritage that is both embraced and celebrated.

Highland teachers care about students and are committed every student learning at the highest level. Our teachers are able to meet the needs of all students, including students whose first language is not English, GATE and advanced learners, as well as those students who require additional support and/or interventions. At Highland, every student, teacher, and staff member is focused on and supports our core mission of delivering the highest level of instruction and ensuring that every Highland student is engaged and learns at high levels.

Highland is a caring community. Our students learn how to conduct themselves in a manner that is cooperative and aligns with high levels of student learning. Highland students ROCK! They are Responsible, On-time/On Task, Competent, and Kind. Highland students are recognized for making the positive choices that align with and support our focus on high levels of learning for every single Highland student!

Highland Elementary is an AVID school. This means that our students, teachers, and parents teach and embody a culture of college and work readiness skills that will be necessary for success in the 21st century. Highland is a school immersed in integrating meaningful technology into instruction and student learning. Students in Kindergarten through second grade use iPods to access learning apps that support teacher instruction. Students in grades 3rd through 6th grade use Chromebooks to access e-books, conduct research, compose written works, and give presentations. Teachers teach use interactive whiteboards to deliver instruction while engaging students in collaborative learning.

Highland is a community school that represents our community of learners. AmeriCorps/UECC members mentor Highland students. John W. North High School Education Academy students mentor and work with Highland students. School's First Credit Union supports teachers with school supplies for their classrooms. Riverside City Mayor, Rusty Baily, Councilman Andy Melendrez, and US Congressman, Mark Takano visit and speak with Highland students. Retired Highland teachers return to support teachers and Highland students.

Highland offers an after-school HEARTS program for about 100 students each day. HEARTS extends the day by three hours. During this time, HEARTS students receive an additional hour of academic instruction with a credentialed teacher, receive homework assistance, and participate in enrichment activities such as soccer, art, theater, cooking, computer applications, and more.

Highland Elementary School: A Premier School of Teaching and Learning Excellence!

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

Grade Level	Number of Students
Kindergarten	127
Grade 1	111
Grade 2	126
Grade 3	118
Grade 4	119
Grade 5	99
Grade 6	117
Total Enrollment	817

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.8
American Indian or Alaska Native	1
Asian	6.9
Hispanic or Latino	51.9
Native Hawaiian or Pacific Islander	0.6
White	18.1
Two or More Races	2.8
Socioeconomically Disadvantaged	80.2
English Learners	25.1
Students with Disabilities	11.3
Foster Youth	1.3

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	30	34	37	1855
Without Full Credential	1	0	0	1
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	1	1
Total Teacher Misassignments *	0	1	1
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	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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: 10/2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 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-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1958
 Lot Size: 10 Acres
 18 Permanent Classrooms
 11 Portable Classrooms
 Computer Lab
 Library
 Multi-Purpose Room
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

“Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District’s Maintenance and Operations Office and are available for review.”

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Highland Elementary School completed their school site inspection on 02/20/15.

Highland has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 503
 Labor Hours = 1,956.33
 Assessed Value of Work = \$82,813.02

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/20/15				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/20/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 02/20/15				
Overall Rating	Exemplary	Good	Fair	Poor
			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	29	43	44
Mathematics	21	33	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	123	116	94.3	48	31	14	7
	4	111	108	97.3	47	19	18	17
	5	102	93	91.2	43	19	26	11
	6	117	115	98.3	37	36	25	2
Male	3		63	51.2	48	32	14	6
	4		52	46.8	56	12	13	19
	5		39	38.2	54	13	23	10
	6		66	56.4	41	35	23	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		53	43.1	49	30	13	8
	4		56	50.5	39	25	21	14
	5		54	52.9	35	24	28	11
	6		49	41.9	33	37	29	2
Black or African American	3		23	18.7	57	17	26	0
	4		12	10.8	67	8	0	25
	5		15	14.7	67	0	27	7
	6		25	21.4	56	24	16	4
American Indian or Alaska Native	3		0	0.0	--	--	--	--
	4		3	2.7	--	--	--	--
	5		1	1.0	--	--	--	--
Asian	3		4	3.3	--	--	--	--
	4		4	3.6	--	--	--	--
	5		6	5.9	--	--	--	--
	6		6	5.1	--	--	--	--
Hispanic or Latino	3		56	45.5	45	38	11	7
	4		53	47.7	53	23	15	9
	5		45	44.1	51	22	20	7
	6		58	49.6	33	43	24	0
Native Hawaiian or Pacific Islander	3		1	0.8	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	2.0	--	--	--	--
	6		1	0.9	--	--	--	--
White	3		23	18.7	48	26	13	13
	4		31	27.9	32	19	29	19
	5		19	18.6	11	32	32	26
	6		19	16.2	42	26	26	5
Two or More Races	3		2	1.6	--	--	--	--
	4		3	2.7	--	--	--	--
	5		3	2.9	--	--	--	--
	6		3	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		90	73.2	48	33	13	6
	4		84	75.7	57	19	12	12
	5		75	73.5	47	19	23	11
	6		102	87.2	38	36	24	2
Students with Disabilities	3		16	13.0	88	6	0	6
	4		16	14.4	100	0	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		6	5.9	--	--	--	--
	6		22	18.8	82	14	5	0
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	123	120	97.6	50	23	20	7
	4	111	109	98.2	35	39	17	8
	5	102	95	93.1	66	21	7	5
	6	117	115	98.3	40	42	15	3
Male	3		65	52.8	43	26	23	8
	4		52	46.8	40	29	15	15
	5		39	38.2	64	26	3	8
	6		66	56.4	47	33	15	5
Female	3		55	44.7	58	20	16	5
	4		57	51.4	30	49	19	2
	5		56	54.9	68	18	11	4
	6		49	41.9	31	53	14	2
Black or African American	3		24	19.5	58	17	21	4
	4		12	10.8	42	42	17	0
	5		15	14.7	73	27	0	0
	6		25	21.4	56	32	12	0
American Indian or Alaska Native	3		0	0.0	--	--	--	--
	4		3	2.7	--	--	--	--
	5		1	1.0	--	--	--	--
Asian	3		6	4.9	--	--	--	--
	4		4	3.6	--	--	--	--
	5		8	7.8	--	--	--	--
	6		6	5.1	--	--	--	--
Hispanic or Latino	3		56	45.5	46	32	18	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		54	48.6	43	39	13	6
	5		45	44.1	80	16	0	4
	6		58	49.6	38	47	14	2
Native Hawaiian or Pacific Islander	3		1	0.8	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	2.0	--	--	--	--
	6		1	0.9	--	--	--	--
White	3		24	19.5	50	13	29	8
	4		31	27.9	19	48	19	13
	5		19	18.6	53	21	11	16
	6		19	16.2	37	37	16	11
Two or More Races	3		2	1.6	--	--	--	--
	4		3	2.7	--	--	--	--
	5		3	2.9	--	--	--	--
	6		3	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		93	75.6	53	27	17	3
	4		85	76.6	44	40	15	1
	5		77	75.5	66	22	8	4
	6		102	87.2	41	43	14	2
Students with Disabilities	3		16	13.0	88	6	0	6
	4		16	14.4	94	6	0	0
	5		6	5.9	--	--	--	--
	6		22	18.8	77	23	0	0
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)	35	46	38	56	60	58	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	58
All Students at the School	38
Male	46
Female	33
Black or African American	20
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	--
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	34
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.

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.60	25.80	22.60

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)

Highland parents are encouraged to become involved in our school. Our PTA meets monthly and focuses on planning activities that support students, families, and teachers. Our School Site Council meets monthly and focuses on making sure that the funds allocated to support student achievement are resulting in increased student achievement. Our English Language Advisory Council is made up of our parents whose children are learning English and supports equipping Highland parents with the skills to support their child's acquisition of English.

Parents are encouraged to volunteer in our classrooms. Our district does require that all volunteers complete the volunteer form prior to participating in classrooms. This form can be found in our front office.

Highland supports involving parents and families with the following school/PTA family events:

- Back to School Night
- Lunch with Your Child
- Math is Fun-Parent/Child Learning Day
- Family Literacy Day
- Movie Nights
- Family Art Night
- PTA Reflections-Focus on the Arts
- November "Food for the Holidays" Give Back to Support Highland Families
- Science Discovery Night- Experiments and Support for Science Fair
- December Winter Sing Along
- PTA Jog-A-Thon, Fitness, and Healthy Choices Initiative
- Perfect Attendance Assemblies
- Trimester Awards' Assemblies
- Science Fair Recognition Night
- Spring Talent Show and Dinner on the Green
- Open House

For more information involving parent involvement, please contact Cynthia Rodarte, Community Assistant at 951-788-7292.

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	7.54	5.08	5.06	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	2007-2008	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	25	1	5		21	1	5		23		6	
1	32		3		30		4		24	1	3	
2	31		3		31		4		31		4	
3	21	1	3		35			3	28		4	
4	27	1	1	2	27	1	3		30	1		3
5	32		1	2	32		3		30		3	
6	20	2	3		29	1	1	2	30	1		3
Other					11	1			11	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)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	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	5,863	1,691	4,172	79,500
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-13.8	-8.8
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-24.1	-1.2

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

Types of Services Funded (Fiscal Year 2014-15)

Highland Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$89,262 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$175,967 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

At Highland, we understand that in order to adapt to the changing needs of 21st century learning, we must always be learners. Highland teachers and staff participate in a variety of staff development opportunities during the school year including the following"

2013-2014

All teachers receive three days of Common Core Standards professional development from district staff development specialists in the areas of English Language Arts, Mathematics, and ELD.

Fourth, fifth, and sixth grade teachers receive training in the FOSS science system and implement hands on science experiments and observations.

All teachers attend monthly staff meetings which provide updated professional development to meet the learning needs of our teachers.

2014-2015: Continue to implement the Professional Development above and add the following:

Kindergarten through second grade teachers receive training on implementing Orton Gillingham instruction and DIBELS assessments to ensure our focus on every student reading at or above grade level by the end of second grade.

Third through sixth grade teachers receive training on implementing instruction and DIBELS assessment to ensure that all readers continue to make progress in reading, fluency, and comprehension as they advance in grade level and text complexity.

2015-2016: Continue to implement the Professional Development above and add the following:

Teachers attend AVID training and conferences where they learn to implement the AVID college readiness system of support for all students grades K-6th.

RUSD Instructional Specialists and Staff Developers provide targeted site support in the area of mathematics and language arts.