

Highland Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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 2016-17)

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	http://rusdlink.org/Domain/19
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Kindergarten	125
Grade 1	86
Grade 2	110
Grade 3	117
Grade 4	118
Grade 5	117
Grade 6	98
Total Enrollment	771

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15
American Indian or Alaska Native	0.8
Asian	6.2
Filipino	0
Hispanic or Latino	55.1
Native Hawaiian or Pacific Islander	0.3
White	18.4
Two or More Races	1.9
Socioeconomically Disadvantaged	82.2
English Learners	22.2
Students with Disabilities	11.7
Foster Youth	0.6

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	37	35	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	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 2015-16)

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	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected on 12/01/2016 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.

Subject	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) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%

Subject	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%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1958

Lot Size: 10 Acres

23 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 03/15/16

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 = 654

Labor Hours = 1788.65

Assessed Value of Work = \$75965.31

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/15/2016				
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		Data outlets falling out, computer jack loose (9 pin connection).
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 of the most recent FIT report: 03/15/2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	33	44	48	44	48
Mathematics	21	21	33	35	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	124	121	97.6	25.6
	4	118	118	100.0	39.0
	5	120	116	96.7	31.9
	6	107	103	96.3	34.0
Male	3	72	71	98.6	21.1
	4	60	60	100.0	36.7
	5	62	59	95.2	28.8
	6	53	52	98.1	25.0
Female	3	52	50	96.2	32.0
	4	58	58	100.0	41.4
	5	58	57	98.3	35.1
	6	54	51	94.4	43.1
Black or African American	3	16	16	100.0	12.5
	4	17	17	100.0	41.2
	5	16	16	100.0	18.8
	6	18	18	100.0	22.2
Hispanic or Latino	3	71	70	98.6	20.0
	4	58	58	100.0	36.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	65	64	98.5	25.0
	6	53	53	100.0	20.8
White	3	21	21	100.0	47.6
	4	30	30	100.0	43.3
	5	29	27	93.1	48.1
	6	19	17	89.5	82.3
Socioeconomically Disadvantaged	3	101	100	99.0	21.0
	4	97	97	100.0	38.1
	5	95	92	96.8	25.0
	6	86	83	96.5	28.9
English Learners	3	29	26	89.7	15.4
	4	21	21	100.0	14.3
	5	25	23	92.0	4.3
	6	19	18	94.7	
Students with Disabilities	3	15	15	100.0	6.7
	4	16	16	100.0	6.3
	5	24	23	95.8	
	6	15	15	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	124	123	99.2	28.5
	4	118	118	100.0	27.1
	5	120	117	97.5	12.8
	6	107	104	97.2	13.5
Male	3	72	72	100.0	26.4
	4	60	60	100.0	30.0
	5	62	60	96.8	16.7
	6	53	52	98.1	9.6
Female	3	52	51	98.1	31.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	58	58	100.0	24.1
	5	58	57	98.3	8.8
	6	54	52	96.3	17.3
Black or African American	3	16	16	100.0	18.8
	4	17	17	100.0	29.4
	5	16	16	100.0	6.3
	6	18	18	100.0	
Hispanic or Latino	3	71	70	98.6	18.6
	4	58	58	100.0	19.0
	5	65	64	98.5	7.8
	6	53	53	100.0	3.8
White	3	21	21	100.0	52.4
	4	30	30	100.0	36.7
	5	29	27	93.1	22.2
	6	19	17	89.5	29.4
Socioeconomically Disadvantaged	3	101	101	100.0	22.8
	4	97	97	100.0	20.6
	5	95	93	97.9	9.7
	6	86	83	96.5	12.1
English Learners	3	29	28	96.5	17.9
	4	21	21	100.0	19.1
	5	25	24	96.0	4.2
	6	19	18	94.7	
Students with Disabilities	3	15	15	100.0	
	4	16	16	100.0	6.3
	5	24	23	95.8	
	6	15	15	100.0	6.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	38	40	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	119	116	97.5	39.7
Male	62	60	96.8	41.7
Female	57	56	98.3	37.5
Black or African American	16	16	100.0	37.5
Hispanic or Latino	65	64	98.5	34.4
White	29	27	93.1	44.4
Socioeconomically Disadvantaged	95	93	97.9	34.4
English Learners	25	24	96.0	33.3
Students with Disabilities	24	23	95.8	39.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4	24.1	21.6

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 (School Year 2016-17)

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 Boot Camp for Parents

Family Literacy Day

Movie Nights

Family Art Night

PTA Reflections-Focus on the Arts

December "Food for the Holidays" Give Back to Support Highland Families

Science Discovery Night- Experiments and Support for Science Fair

December Visual and Performing Arts

PTA Jog-A-Thon, Fitness, and Healthy Choices Initiative

Perfect Attendance Assemblies

Trimester Awards' Assemblies

Science Fair Recognition Night

Spring Volunteer Recognition

Spring Open House

For more information involving parent involvement, please contact Cynthia Benitez, 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.1	5.1	5.9	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	21	1	5		23		6		21	2	4	0
1	30		4		24	1	3		17	2	3	0
2	31		4		31		4		22	1	4	0
3	35			3	28		4		20	2	4	0
4	27	1	3		30	1		3	20	2	4	0
5	32		3		30		3		23	2	0	3
6	29	1	1	2	30	1		3	20	2	3	0
Other	11	1			11	2			11	2		

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 2015-16)

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	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,089	\$1,391	\$4,699	\$82,683
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-11.4	0.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-22.0	8.9

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$93,782 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

\$172,582 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
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/>.

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"

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

3 Days of Professional Development in the area of mathematics and English Language Arts

Kindergarten through second grade teachers receive K-2 Institute/Orton-Gillingham training.

Third through sixth grade teachers receive additional DIBELS assessment training to ensure that all readers 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.

Site Leadership Team Training.

2016-2017: Continue to implement the Professional Development above and add the following:

Advanced Phonics training for 3rd-6th grade teachers.

Number Talks training review and next steps.

Writing training for fourth grade teachers.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.