

# Highland Grove Elementary School

## 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	
<b>School Name</b>	Highland Grove Elementary School
<b>Street</b>	7700 Orange Street
<b>City, State, Zip</b>	Highland, CA 92346
<b>Phone Number</b>	(909) 307-2420
<b>Principal</b>	Luanna Kloepfer
<b>E-mail Address</b>	luanna_kloepfer@redlands.k12.ca.us
<b>Web Site</b>	
<b>CDS Code</b>	36-67843-01078888

District Contact Information	
<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Lori Rhodes
<b>E-mail Address</b>	lori_rhodes@redlands.k12.ca.us
<b>Web Site</b>	www.redlands.k12.ca.us

## School Description and Mission Statement (Most Recent Year)

**MISSION STATEMENT:** The Highland Grove Elementary School staff believes all children can learn. With our help and support, we expect our students to successfully master curricula. We ensure learning takes place by providing a positive, safe, and constructive environment. We work collaboratively with colleagues, students, families, and the community to achieve this shared educational purpose.

**SCHOOL PROGRAMS:** In order to successfully achieve our mission, Highland Grove Elementary utilizes a standards based curriculum supplemented with a variety of learning tools. Accelerated Reader (AR) and Accelerated Math (AM) are utilized in all grades. Both of these programs allow teachers to meet the unique needs of each student by setting specific, measurable goals with every student. Real time data analysis gives each teacher, student, and parent immediate feedback on a student's progress. English-in-a-Flash is used to assist students with language acquisition. The SRA REACH decoding system is offered as an alternative language arts core program to students who are struggling to read and write in fourth and fifth grades. Fine arts programs include band, strings, and chorus. Student Council provides students in grades four and five with an opportunity for leadership development and a means for sharing student opinions with the school community.

- **SCHOOL GOALS:** Specific educational goals for each grade level can be found in the Single School Plan for Student Achievement. Broad goals for this year include: Utilize professional learning communities (PLCs) on campus to implement Common Core State Standards (CCSS). Utilize grade level DATA TEAMS to analyze student performance data and ensure improved academic achievement for all students. Have staff trained and collectively work to successfully integrate Thinking Maps into a balanced literacy English Language Arts curriculum in grades K-5. Provide specific and targeted intervention support for students throughout the school year, specifically focusing on "at-risk" students and our significant subgroups.

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	84
Grade 2	93
Grade 3	73
Grade 4	80
Grade 5	79
<b>Total Enrollment</b>	<b>498</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.4
Asian	5.6
Filipino	1.4
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	0.2
White	27.1
Two or More Races	6.8
Socioeconomically Disadvantaged	62.4
English Learners	11.6
Students with Disabilities	8.8

## 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	21	20	22	22
Without Full Credential	0	0	0	0
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	98.82	1.18
High-Poverty Schools in District	98.83	1.17
Low-Poverty Schools in District	98.75	1.25

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: April 22, 2014

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the California State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are state approved and aligned to the state content standards. Each year consumable materials are replaced and necessary growth and replacement materials are purchased to assure all students, including English Learners, have a state-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. As of July 5, 2005, all students, including English Learners, have a Math, Reading, Science, and Social Studies state-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Highland Grove Elementary opened in August 2005. As a relatively new facility it is exemplary in design and maintenance. A monthly maintenance report is completed by the Lead Custodian and submitted to the district's maintenance and operations department to ensure that any district maintenance and/or safety concerns are appropriately addressed.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Facility is inspected monthly and repairs are completed in a timely fashion.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

#### 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
<b>Science (grades 5, 8, and 10)</b>	68	63	75	67	66	72	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	72
All Student at the School	75
Male	70
Female	79
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	63
English Learners	
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	61	70	66	61	65	65	54	56	55
Mathematics	63	73	69	49	51	54	49	50	50
History-Social Science				55	57	59	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	7
Similar Schools	3	5	5

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	20	19	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	26	4
Native Hawaiian/Pacific Islander			
White	18	8	12
Two or More Races			
Socioeconomically Disadvantaged	4	20	12
English Learners			
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	23.7	21.1	25.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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)

There are many opportunities for parents to become involved with school activities. The most important parent involvement is making the commitment to support reading practice at home. Highland Grove utilizes Home Connect so parents can be informed when their children complete an AR quiz or AM assignment. Additional parental involvement can include PTA programs and PTA membership, School Site Council, and other school programs; including but not limited to:

- Reflections
- Family Nights and Special Events
- Library Volunteers
- Room Parents
- Field Trip Chaperones
- Library Volunteers
- Pastry with the Principal
- Book Bridges

### 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
<b>Suspensions</b>	1.8	1.4	1.5	6.6	5.2	4.8	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.4	0.4	0.2	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)

The Highland Grove Elementary School safety plan is updated annually. It includes disaster response teams, classroom evacuation routes, and a log of monthly drills. Procedures for fire, earthquakes, and lock down situations are all addressed. Each classroom is equipped with disaster preparedness kits provided by the Highland Grove Elementary PTA. Teachers submit to the principal annually a copy of their assertive, progressive discipline plan. A variety of other means of correction are implemented prior to a student being suspended. The exception to this is when a child's actions are considered to meet the school's severe clause; i.e., gross disrespect of authority, a student hitting/hurting another without any provocation, mutual fighting, etc.

## 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	2011-2012	2010-2011
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	56.3

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	12	7	0	0	9	12			15	6		
1	19.8	1	4	0	15	3	3		21	1	3	
2	25	0	3	0	19	1	3		23	1	3	
3	25	0	4	0	18	2	3		18	2	2	
4	33.3	0	1	2	21	2	2		21	2	2	
5	17	3	3	0	20	2	1	2	25	1	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 2013-14)**

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.40	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.60	---
Resource Specialist	1	---
Other	0	---

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	\$5,315.27	\$1,115.46	\$4,199.81	\$75,701.03
District	---	---	\$4,199.81	\$75,701.03
Percent Difference: School Site and District	---	---	0.0	0.0
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-10.5	7.0

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

**Types of Services Funded (Fiscal Year 2013-14)**

- Accelerated Reader (AR)
- Accelerated Math (AM)
- English-in-a-Flash
- Math Facts in a Flash
- STAR Early Literacy Assessment
- STAR Reading and Math Assessments
- Home Connect
- School Fusion Website
- Intervention Programs
- Leveled Literacy Intervention (K-2)
- Chorus
- Book Bridges
- Certificated Librarian / Intervention Support Teacher
- Certificated Alt Core/EL Support Teacher

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$40,591	\$41,761
<b>Mid-Range Teacher Salary</b>	\$71,776	\$66,895
<b>Highest Teacher Salary</b>	\$87,852	\$86,565
<b>Average Principal Salary (Elementary)</b>	\$110,413	\$108,011
<b>Average Principal Salary (Middle)</b>	\$121,239	\$113,058
<b>Average Principal Salary (High)</b>	\$134,148	\$123,217
<b>Superintendent Salary</b>	\$172,656	\$227,183
<b>Percent of Budget for Teacher Salaries</b>	42	38
<b>Percent of Budget for Administrative Salaries</b>	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**

Highland Grove School continues to utilize the professional learning communities (PLCs) model to design and implement professional development, as well as to assist teachers and staff in analyzing student achievement data that directs instruction. Based upon relevant student performance data, teachers identify areas of needed focus. Identified areas of focus for this year include improving reading comprehension and word structure analysis as well as writing.