

# Highland Grove Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Highland Grove Elementary
<b>Street</b>	7700 Orange Street
<b>City, State, Zip</b>	Highland, CA 92346
<b>Phone Number</b>	(909)307-2420
<b>Principal</b>	Amy Pry
<b>Email Address</b>	amy_pry@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/highlandgrove">https://www.redlandsusd.net/highlandgrove</a>
<b>County-District-School (CDS) Code</b>	36-67843-01078888

## 2022-23 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>District Website Address</b>	www.redlands.k12.ca.us

## 2022-23 School Overview

**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 learning environment. We work collaboratively with colleagues, students, families, and the Highland Grove community to achieve this shared educational purpose.

**MTSS STATEMENT OF BELIEF:** At Highland Grove, students will achieve success, build confidence, cultivate kindness, make meaningful connections, and become life-long learners through working in a safe, respectful, and equitable environment. Along with the MTSS team, systems are created to help improve students' academics and behaviors using a tiered system.

**SCHOOL PROGRAMS:** To successfully achieve our mission, Highland Grove Elementary utilizes a standards-based curriculum supplemented with a variety of learning tools. Accelerated Reader (AR), LEXIA, and Freckle are utilized in all grades. All of these programs allow teachers to meet the unique individual needs of each student by setting specific, measurable goals with every student in reading and math. Real-time data analysis gives each teacher, student, and parent immediate feedback on a student's progress. Our English Learners are provided with both designated and integrated instructional support in all grades. Fine arts programs include elementary band and elementary orchestra. Student Council provides students in grades four and five an opportunity to develop leadership skills and a means for sharing student opinions with the school community. Most recently, Highland Grove has implemented a focus on STEM/STEAM by incorporating coding and Lego robotics, digital storytelling, and circuits for each grade level through appropriate activities and materials. Some of the materials being utilized include Dash Robots for our youngest students, Beebots, Ozobots, Lego SPIKE Essentials for upper-grade students, and Lego. Along with the teachers and staff, the school site is implementing MTSS strategies on campus, in the classroom, and on the playground to create a common language and build positive characteristics for all students. The students participate in trimester expectation assemblies and have assemblies that encourage positive character traits throughout the school year.

- **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 to support our implementation of the district scope and sequence and developing writing instruction Implement with fidelity the ELA JOURNEYS and Math-In-Focus curriculum adopted by the governing Board of Education to effectively immerse all students in Common Core State Standards (CCSS). Utilize grade level DATA TEAMS/PLCs to analyze student

## 2022-23 School Overview

performance data and ensure improved academic achievement for all students. K-5 grade level implementation of the District writing prompts including the use of Thinking Maps and Write From the Beginning strategies as well as data analysis to support improvement in the area of writing. Provide Highland Grove teachers with staff development opportunities that assist in the implementation of the CCSS in both ELA and Math, while cultivating rigor in classroom instruction at all grade levels. Provide specific and targeted intervention support through Student Support time for students throughout the school year, specifically focusing on "at-risk" students and individual student groups.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	77
Grade 2	82
Grade 3	93
Grade 4	84
Grade 5	79
<b>Total Enrollment</b>	<b>497</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.0
Asian	11.9
Black or African American	4.4
Filipino	1.2
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	1.2
Two or More Races	4.4
White	17.9
English Learners	11.9
Foster Youth	0.2
Homeless	16.1
Migrant	0.0
Socioeconomically Disadvantaged	67.0
Students with Disabilities	10.3

## **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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.10	95.64	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.97	29.80	3.08	12115.80	4.41
<b>Unknown</b>	0.10	0.40	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	25.20	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 and students with special needs, have a state-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. Currently, all students, including English Learners and students with special needs, 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's Instructional Resource Center.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	JOURNEYS Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	MATH-IN-FOCUS Houghton Mifflin Harcourt (2015)	Yes	0%
Science	Inspire Science by McGraw-Hill (2022)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

## School Facility Conditions and Planned Improvements

Highland Grove Elementary opened in August 2005. Although the facility is currently more than a decade old, it remains an exemplary model of design and outstanding maintenance. The governing board has adopted cleaning standards for all schools in RUSD. These standards are summarized at the school office, the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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 addressed promptly and appropriately. The principal also works closely to review data from quarterly walk-throughs and address any needs/issues that present through the data. In 2019, Highland Grove was repainted, and worked on several landscaping and mural projects throughout campus. In 2022 the school is working on replacing additional landscaping with drought-tolerant landscapes, creating a studio space, installed bottle-filling stations, and creating shade areas for outside learning.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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 Rate

Exemplary	Good	Fair	Poor
X			



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	50	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	39	N/A	35	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	261	100.00	0.00	50.19
<b>Female</b>	133	133	100.00	0.00	45.11
<b>Male</b>	128	128	100.00	0.00	55.47
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	29	29	100.00	0.00	55.17
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	153	153	100.00	0.00	44.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	69.23
<b>White</b>	53	53	100.00	0.00	64.15
<b>English Learners</b>	24	24	100.00	0.00	33.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	56	56	100.00	0.00	44.64
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	187	187	100.00	0.00	44.92
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	33	33	100.00	0.00	21.21

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	261	261	100.00	0.00	39.08
<b>Female</b>	133	133	100.00	0.00	33.83
<b>Male</b>	128	128	100.00	0.00	44.53
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	29	29	100.00	0.00	41.38
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	153	153	100.00	0.00	32.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	76.92
<b>White</b>	53	53	100.00	0.00	50.94
<b>English Learners</b>	24	24	100.00	0.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	56	56	100.00	0.00	35.71
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	187	187	100.00	0.00	33.69
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	33	33	100.00	0.00	21.21

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	34.15	NT	32.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	82	82	100	0	34.15
<b>Female</b>	47	47	100	0	31.91
<b>Male</b>	35	35	100	0	37.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	52	100	0	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	18	100	0	55.56
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	17	100	0	23.53
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100	0	25.4
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83%	89%	95%	87%	94%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

There are many opportunities at Highland Grove for parents to become involved with school activities during the school year.

- Highland Grove Staff believes that the most important parent involvement that every parent can make is to ensure a family commitment to support reading practice at home. Highland Grove utilizes AR Home Connect so parents can be informed when their child completes an Accelerated Reader quiz, indicating students' level of success in reading and understanding what they read (reading comprehension). Individual teachers use AERIES Parent Portal to share grade information and missing assignment information with parents. Teachers utilize google classroom and Aeries parent square to keep parents informed and involved in the learning process. Teachers and the school also utilize Aeries parent square as a tool for sending out messages and information that keep our families informed and up-to-date. Additional parental involvement can include PTA programs and PTA membership, participation on School Site Council, and participation on Highland Grove's Safety Committee. Parents can participate in a pilot program to volunteer and come and teach students activities and games on the playground. Additional ways parents are involved at Highland Grove in many ways, such as; Reflections Family Nights and Special Events Library Volunteers Room Parent Volunteers Field Trip Chaperones Coffee and Conversation with the Principal.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	524	104	19.8
Female	273	269	44	16.4
Male	256	255	60	23.5
American Indian or Alaska Native	0	0	0	0.0
Asian	60	60	7	11.7
Black or African American	23	23	3	13.0
Filipino	7	7	1	14.3
Hispanic or Latino	314	310	66	21.3
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	22	22	4	18.2
White	94	93	19	20.4
English Learners	64	64	18	28.1
Foster Youth	7	7	0	0.0
Homeless	80	80	14	17.5
Socioeconomically Disadvantaged	366	363	81	22.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	63	18	28.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.61	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

The Highland Grove Elementary School Safety Plan is updated annually. A school Safety Committee has been established to encourage participation and input from certificated and classified staff, parents, and community members. The School Safety Plan includes disaster response teams, classroom evacuation routes, and a log of monthly fire, disaster, and lockdown drills. Procedures for fire, earthquakes, and lockdown situations are all addressed. Each classroom is equipped with disaster preparedness kits provided by the Highland Grove Elementary PTA. Food and water for the entire school community has been procured and stored in the campus's land-sea container. Should the need arise for students and staff to remain at school for lengthy times due to an emergency, there are buckets of activities in the land-sea container for students to use. Teachers submit to the principal annually a copy of their assertive and the school follows a progressive discipline plan. A variety of other means of correction measures are implemented prior to a student being suspended. The exception is when a child's actions violate the Education Code and/or demonstrate that the student's actions have physically/emotionally harmed another individual. Along with the teachers and staff, the school site is implementing MTSS strategies on campus, in the classroom, and on the playground to create a common language and build positive characteristics for all students. There are additional tired supports to support students when on campus to help with behavior expectations.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6		
1	23	1	3	
2	21	1	3	
3	21	1	3	
4	27	1	1	2
5	26	1		2
6				
Other	16	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	3	
1	20	3	1	
2	24		4	
3	21	1	3	
4	26		3	
5	30		3	
6				
Other	38			1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	2	
1	26		3	
2	21	2	2	
3	23		4	
4	28	1		2
5	26	1	2	
6				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	497

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,996.17	\$986.94	\$6009.23	\$88,636.13
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-18.2	-0.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-9.3	0.3

## 2021-22 Types of Services Funded

Accelerated Reader (AR)  
 Freckle Math  
 STAR Early Literacy Assessment  
 STAR Reading and Math Assessments  
 Home Connect  
 School Wires School Website  
 Reading Intervention/Support (2-5)  
 Leveled Literacy Intervention (K-1)  
 Book Bridges  
 Certificated hourly Librarian / Intervention Support Teacher  
 Full-time Certificated Math Intervention Teacher  
 Certificated Enrichment Teachers (after school, run by teachers)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,965	\$54,370
<b>Mid-Range Teacher Salary</b>	\$82,615	\$82,681
<b>Highest Teacher Salary</b>	\$109,075	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,996	\$135,283
<b>Average Principal Salary (Middle)</b>	\$143,214	\$141,244
<b>Average Principal Salary (High)</b>	\$155,485	\$152,955
<b>Superintendent Salary</b>	\$260,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Highland Grove utilizes multiple opportunities throughout the school year to support professional development. First, Highland Grove staff participates in two full-day professional development days as a staff, one at the beginning of the school year to analyze CAASPP data as a team and select a focus for the upcoming school year and a second day selected as the district-wide professional development day. During our first PD day as a staff, grade-level teams work diligently to articulate their students' needs and develop a plan from day one. The second full day of PD occurs a few months into the school year, in which the entire staff participates in a full day of professional learning and growth. In addition to the two full-day professional development days, Highland Grove staff also engages in nine early release (minimum days) in which the staff works on data analysis and lesson development in the areas of reading, writing, or Math with our Math Intervention teacher. Our staff also participates in three after-school meetings per month that are dedicated to professional learning and growth. Teachers explore various topics such as rigorous instruction, proactive behavior supports, use of writing rubrics, and technology topics such as planning for Newlines lessons and implementation of Google Classroom, Flipgrid, and WeVideo. Finally, our teachers can also sign up and attend various professional development offerings throughout the year that our district professional development department supports. Teachers from Highland Grove regularly attend the District's Newline, Lego, and Science Professional Learning Network (PLN), as well as additional offerings on classroom management, writing, technology integration, and STEM/STEAM workshops for coding and robotics.

The professional development focus for the 2022-23 school was supporting students' needs in the area of math with an intense focus on developing strong number sense and math fluency with all of our students. The site is also working on creating and implementing the STEM/STEAM Lab. Our teachers will receive training on lego, circuits, coding, and robots and how they connect to the common core and NGSS standards. Our two full-day professional development days in August and November were dedicated to professional development in these areas. Teachers also participated in nine early releases (partial days) on topics focused on lesson development in reading, writing, social studies (utilizing our new social studies adoption), math, science, and technology. In addition to our minimum day collaboration and professional development throughout the 2022-23 school year, teachers also participate in one meeting per month focused on data analysis and response to that data in the form of reteaching lesson development. To help with universal access Time (UA), professional development will be provided to start the implementation of Daily 5 on campus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	9	9