

# Highland Grove Elementary School

## 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)**

<b>School Contact Information</b>	
<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>	<a href="http://highlandgrove.redlandsusd.net/">http://highlandgrove.redlandsusd.net/</a>
<b>CDS Code</b>	36-67843-01078888

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

### School Description and Mission Statement (School Year 2016-17)

**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 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 LEXIA Core5 Reading are utilized in all grades. Both of these programs allow teachers to meet the unique individual needs of each student by setting specific, measurable goals with every student in reading. 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 English language acquisition. Fine arts programs include band, strings, and chorus. Student Council provides students in grades four and five 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 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 to analyze student performance data and ensure improved academic achievement for all students. Staff participation in all District Writing trainings in order to successfully integrate Thinking Maps and Write From the Beginning strategies into a balanced literacy English Language Arts curriculum in grades K-5. 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 for students throughout the school year, specifically focusing on "at-risk" students and our significant subgroups.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	100
Grade 1	84
Grade 2	81
Grade 3	95
Grade 4	90
Grade 5	83
Total Enrollment	533

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	8.4
Filipino	1.9
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	0.8
White	26.3
Two or More Races	4.9
Socioeconomically Disadvantaged	58.7
English Learners	10.5
Students with Disabilities	7.5
Foster Youth	0.8

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	21	17
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	2014-15	2015-16	2016-17
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	99.6	0.5
<b>High-Poverty Schools in District</b>	99.6	0.4
<b>Low-Poverty Schools in District</b>	99.4	0.6

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:** January 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Science</b>	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
<b>History-Social Science</b>	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. Highland Grove PTA multi-funded the construction of a much needed shade structure in the Kindergarten playground area during this 2016-2017 academic year. The project was just signed off on January 4, 2017.

### 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: December 2016				
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			
<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)

Year and month of the most recent FIT report: December 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
<b>English Language Arts/Literacy</b>	62	68	53	59	44	48
<b>Mathematics</b>	44	56	40	44	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	96	93	96.9	64.1
	4	90	90	100.0	67.8
	5	85	85	100.0	72.6
Male	3	50	48	96.0	63.8
	4	38	38	100.0	68.4
	5	44	44	100.0	69.8
Female	3	46	45	97.8	64.4
	4	52	52	100.0	67.3
	5	41	41	100.0	75.6
Asian	5	11	11	100.0	90.9
Hispanic or Latino	3	44	44	100.0	58.1
	4	46	46	100.0	54.4
	5	44	44	100.0	69.8
White	3	31	29	93.5	69.0
	4	26	26	100.0	88.5
	5	20	20	100.0	75.0
Socioeconomically Disadvantaged	3	51	50	98.0	64.0
	4	53	53	100.0	60.4
	5	60	60	100.0	67.8
English Learners	4	14	14	100.0	35.7
	5	11	11	100.0	36.4

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	96	92	95.8	64.1
	4	90	90	100.0	56.7
	5	85	85	100.0	47.1
Male	3	50	47	94.0	66.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	38	38	100.0	63.2
	5	44	44	100.0	47.7
Female	3	46	45	97.8	62.2
	4	52	52	100.0	51.9
	5	41	41	100.0	46.3
Asian	5	11	11	100.0	45.5
Hispanic or Latino	3	44	43	97.7	51.2
	4	46	46	100.0	45.6
	5	44	44	100.0	45.5
White	3	31	29	93.5	79.3
	4	26	26	100.0	73.1
	5	20	20	100.0	50.0
Socioeconomically Disadvantaged	3	51	50	98.0	56.0
	4	53	53	100.0	45.3
	5	60	60	100.0	43.3
English Learners	4	14	14	100.0	28.6
	5	11	11	100.0	18.2

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)	75	77	72	72	71	68	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	85	85	100.0	71.8
Male	44	44	100.0	81.8
Female	41	41	100.0	61.0
Asian	11	11	100.0	90.9
Hispanic or Latino	44	44	100.0	65.9
White	20	20	100.0	75.0
Socioeconomically Disadvantaged	60	60	100.0	63.3
English Learners	11	11	100.0	36.4

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	27.4	19	9.5

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)**

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.5	1.4	0.5	4.8	3.7	4.1	4.4	3.8	3.7
<b>Expulsions</b>	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 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2010-2011
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	56.3

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+
<b>K</b>	15	6			19	2	3		22		4	
<b>1</b>	21	1	3		25		3		25		3	
<b>2</b>	26		3		26		4		22		3	
<b>3</b>	24		3		23		4		24		3	
<b>4</b>	28		3		34			2	33		1	1
<b>5</b>	30		3		33		1	2	34			2
<b>Other</b>									27		3	

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	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.6	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	\$5,141.24	\$779.97	\$4,361.27	\$75,326.30
District	N/A	N/A	\$4,361.27	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-6.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-23.2	-0.7

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

### Types of Services Funded (Fiscal Year 2015-16)

- 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	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 (Most Recent Three Years)**

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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, and building conceptual understanding in mathematics.