

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13



## Highland Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2012-13)

This section provides the school's contact information.

| School                  |  | District              |  |
|-------------------------|--|-----------------------|--|
| <b>School Name</b>      | Highland Elementary  | <b>District Name</b>  | Inglewood Unified                              |
| <b>Street</b>           | 430 Venice Way   | <b>Phone Number</b>   | 310-419-2700                                   |
| <b>City, State, Zip</b> | Inglewood, CA 90302  | <b>Web Site</b>       | <a href="http://www.iusd.net">www.iusd.net</a> |
| <b>Phone Number</b>     | (310) 680-5460   | <b>Superintendent</b> |  |
| <b>Principal</b>        | Tia Belt-Brown   | <b>E-mail Address</b> |  |
| <b>E-mail Address</b>   | <a href="mailto:tbelt@inglewood.k12.ca.us">tbelt@inglewood.k12.ca.us</a> | <b>CDS Code</b>       | 19-64634-6014476                               |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Welcome to Highland Elementary School! Our school focuses on each individual child to ensure that all students are making progress to reach their potential. The foundations of instruction at Highland are based on rigorous research-based curriculum, high performance expectations and open and on-going communication and collaboration between all stakeholders which results in a climate and school culture of excellence, expectation, and achievement.

Our latest Academic Performance Index (API) of 811 demonstrates our commitment to the goal of using data to monitor progress and achievement for all students. We are able to maintain academic excellence by consistently scoring above 800 for nearly a decade.

Our before- and afterschool program reinforces skills to ensure that the whole child is making progress toward mastering California State Standards. Our sixth grade students are on the path to understanding the need for service learning and college-going behaviors and skills. Many of our students participate in our school choir headed by our first grade teacher. The choir is a chorus and drama team, which provides grand productions each year that are performed school-wide, district-wide, and for special events.

The school's new technologically accessible, two-story building is located on the corner of Venice Way and Inglewood Avenue. This new structure houses 28 classrooms and one teacher workroom, with restroom facilities on each floor. The new administrative building and cafeteria, which feature a new library, new computer lab, teachers' professional development office, and newly renovated office, were ready in June 2009. Additionally, Highland added a preschool program that accommodates two classes with a.m. and p.m. schedules.

Our school is developing a concept known as No Excuses University, where all of our students are learning about universities and strategies to go to a university after high school. The Highland's way is the "No Excuses University" way! Many of our classrooms are visited by students from colleges and universities and our students are afforded the opportunity to ask question that provide insight into college life.

## Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

|                             |  |                                     |              |
|-----------------------------|--|-------------------------------------|--------------|
| <b>Contact Person Name:</b> | Brenda Bell, Retired Parent Community Liaison/Barbara Roberson, Office Manager | <b>Contact Person Phone Number:</b> | 310-680-5460 |
|-----------------------------|--|-------------------------------------|--------------|

We strongly encourage our parents to participate in their children's education. Our parent community is very supportive of the school. Parents participate in School Site Council, School Advisory Council, and English Language Advisory Council.

We have an active PTA on site that has numerous activities on site and off campus. PTA sponsors numerous fundraisers to support the school's needs in beautification, safety, and collaborative functions. Our English Language Advisory Council and School Site Council work to improve the academic program at the school. We have Back-to-School Night along with our book fair in the fall, and Open House in the spring. We have parent volunteers supporting our lunch area, playground area, and office. We need additional parent help every day to support all of our ongoing and new programs. Our retired parent liaison, Ms. Bell, assists parents in community outreach, volunteering, and leadership roles.

For information about how you can become involved at our school, please contact Brenda Bell, Parent Community Liaison, at (310) 680-5460.

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## Student Enrollment by Grade Level (School Year 2011-12)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level  | Number of Students | Grade Level             | Number of Students |
|--------------|--------------------|-------------------------|--------------------|
| Kindergarten | 113                | Grade 8                 |                    |
| Grade 1      | 106                | Ungraded Elementary     |                    |
| Grade 2      | 127                | Grade 9                 |                    |
| Grade 3      | 95                 | Grade 10                |                    |
| Grade 4      | 97                 | Grade 11                |                    |
| Grade 5      | 80                 | Grade 12                |                    |
| Grade 6      | 75                 | Ungraded Secondary      |                    |
| Grade 7      |                    | <b>Total Enrollment</b> | 693                |

## Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                               | Percent of Total Enrollment | Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|-------------------------------------|-----------------------------|
| Black or African American           | 49.20%                      | Hispanic or Latino                  | 46.20%                      |
| American Indian or Alaska Native    | 0.90%                       | Native Hawaiian or Pacific Islander | 0.10%                       |
| Asian                               | 0.60%                       | Two or More Races                   | 0.00%                       |
| Filipino                            | 1.40%                       | White                               | 1.40%                       |
| Hispanic or Latino                  | 46.20%                      | Socioeconomically Disadvantaged     | 66.50%                      |
| Native Hawaiian or Pacific Islander | 0.10%                       | English Learners                    | 35.10%                      |
| Two or More Races                   | 0.00%                       | Students with Disabilities          | 6.10%                       |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level  | 2009-10         |                      |       |     | 2010-11         |                      |       |     | 2011-12         |                      |       |     |
|--------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|              | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|              |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| Kindergarten | --              | --                   | --    | --  | 18.0            | 4                    | 0     | 0   | 26.5            | 0                    | 4     | 0   |
| 1            | --              | --                   | --    | --  | 22.2            | 3                    | 2     | 0   | 25.8            | 1                    | 3     | 0   |
| 2            | --              | --                   | --    | --  | 19.6            | 3                    | 2     | 0   | 27.2            | 1                    | 4     | 0   |
| 3            | --              | --                   | --    | --  | 21.0            | 3                    | 2     | 0   | 23.8            | 1                    | 3     | 0   |
| 4            | --              | --                   | --    | --  | 31.5            | 0                    | 2     | 0   | 26.3            | 1                    | 1     | 2   |
| 5            | --              | --                   | --    | --  | 23.0            | 2                    | 3     | 0   | 23.3            | 1                    | 0     | 2   |
| 6            | --              | --                   | --    | --  | --              | --                   | --    | --  | 18.8            | 2                    | 1     | 1   |
| k-3          | --              | --                   | --    | --  | --              | --                   | --    | --  | --              | --                   | --    | --  |
| 3-4          | --              | --                   | --    | --  | --              | --                   | --    | --  | --              | --                   | --    | --  |
| 4-8          | --              | --                   | --    | --  | --              | --                   | --    | --  | --              | --                   | --    | --  |
| Other        | --              | --                   | --    | --  | --              | --                   | --    | --  | --              | --                   | --    | --  |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## III. School Climate

### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan.

Highland is a closed campus that requires parents to check in at the front office at all times. The students enter and exit through one gate located on Venice Way. All visitors entering our campus require a visitor's pass. All personnel and visitors are asked to sign in at the front office. Parents are asked to make an appointment if they plan to visit or need to conference with the teacher.

A team of teachers, administration, and support personnel revise the safety plan annually. The safety plan includes procedures for emergencies and the responsibilities of designated personnel. Staff meetings are used to ensure clear articulation about the responsibilities and procedures of the safety plan. The safety plan is revised annually; it was last revised in October 2011. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice fire and earthquake drills monthly and hold trainings for staff on emergency preparedness throughout the year.

Staff and parent volunteers monitor the school grounds before and after school as well as at recess and lunch times. Teachers regularly review the rules for safe, responsible behavior in school and on the playground.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2009-10 | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 |
| Suspensions | --      | --      | --      | --       | --      | --      |
| Expulsions  | --      | --      | --      | --       | --      | --      |

Date School Safety Plan last reviewed: 1/31/2013

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Highland School staff and students moved into the new two-story building in September 2008. Our community has watched the building grow in size and is amazed at the magnificent addition to our school that will enhance our community and student learning.

During the 2006–2007 school year, a fraternity and a sorority of the University of Southern California came to Highland to paint our poles in the breezeway. In the 2007–2008 school year, the LAX Marriott adopted our school and has supported our students in celebrations of achievement and Read Across America. Measure K construction continued to make improvement in the newly construction of Highland School. Phase I of the construction, which consisted of 28 classrooms, was complete in September 2008; Phase II of the construction, which consists of the administrative office, library, and computer lab, was completed in June 2009. 2008–2009 was the first year in the two-story building.

Highland has a new expansive playground court. Former administrator Ms. Ippongi donated a beautiful track to the school to ensure that students have access to maintaining their fitness. The children have been enjoying the tetherball courts and private kindergarten areas. Our staff, students and parents have helped to maintain the grounds for a population of approximately 700 students.

The school is broken into three parts: the new two story building that houses 28 classes, RSP, SDC, and Speech, the renovated administration building that houses the parent resource center, consolidated office, library, computer lab, and pre-kindergarten classes, and the Beach Street Building that houses two ED classes, two Autism classes, and speech and language services. The janitorial staff consist of a plant manager who works 6:00-2:30 and one night time lead that works from 1:00-9:00.

The school grounds open for breakfast at 7:30 for breakfast and 7:45 with supervision. Breakfast stops being served at 8:00 a.m. and student are expected to line up and wait for their teacher. Morning supervision consist of volunteer parents, administration, noon aides and campus supervisor.

### Planned Improvements (School Year 2012-2013)

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the district budgeted \$ 2,550,305 for the deferred maintenance program. This represents 2.1 percent of the district's general fund budget.

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## School Facility Good Repair Status (School Year 2012-13)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected                                       | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
|  | Good          | Fair | Poor |   |
| <b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>    | x             |      |      |   |
| <b>Interior: Interior Surfaces</b>                   | x             |      |      |   |
| <b>Cleanliness: Overall Cleanliness, Pest/Vermin</b> | x             |      |      |   |
| <b>Electrical: Electrical</b>                        | x             |      |      |   |
| <b>Restrooms/Fountains: Restrooms, Sinks</b>         | x             |      |      |   |
| <b>Safety: Fire Safety, Hazardous Materials</b>      | x             |      |      |   |
| <b>Structural: Structural Damage, Roofs</b>          | x             |      |      |   |
| <b>External: Playground/School Grounds</b>           | x             |      |      |   |

## Overall Summary of School Facility Good Repair Status (School Year 2012-13)

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected         | Facility Condition |      |      |      |
|------------------------|--------------------|------|------|------|
|                        | Excellent          | Good | Fair | Poor |
| <b>Overall Summary</b> |                    | x    |      |      |

Date of inspection: 11/10/2011

Completion date of inspection form: 11/7/2011

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers                                    | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2009-10 | 2010-11 | 2011-12 | 2011-12  |
| With Full Credential                        | --      | --      | --      | 0        |
| Without Full Credential                     | --      | --      | --      | 0        |
| Without Full Credential                     | --      | --      | --      | --       |
| Teaching Outside Subject Area of Competence | --      | --      | --      | n/a      |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator                                      | 2010-11 | 2011-12 | 2012-13 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | --      | 0       | 0       |
| Vacant Teacher Positions                       | --      | 4       | 1       |
| Total Teacher Misassignments                   | --      | 0       | 0       |

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes              | Percent of Classes In Core Academic Subjects |                                       |
|----------------------------------|--|---------------------------------------|
|                                  | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| This School                      | 0.00%  | 0.00%                                 |
| All Schools in District          |  |                                       |
| High-Poverty Schools in District |  |                                       |
| Low-Poverty Schools in District  |  |                                       |



# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | --                               | --  |
| Counselor (Social/Behavioral or Career Development) | --                               | --  |
| Library Media Teacher (Librarian)                   | --                               | --  |
| Library Media Services Staff (paraprofessional)     | --                               | --  |
| Psychologist  | --                               | --  |
| Social Worker                                       | --                               | --  |
| Nurse   | --                               | --  |
| Speech/Language/Hearing Specialist                  | --                               | --  |
| Resource Specialist (non-teaching)                  | --                               | --  |
| Other   | --                               | --  |

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2012-13)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All of our textbooks are the most recently approved by the Board of Education or our Local Governing Agency. All textbooks and instructional materials are from the most recent state approved list. Every student has access to their own textbook.

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

| Subject Area           | Textbook Title and/or Publisher                      | Year of Adoption |
|------------------------|--|------------------|
| English-Language Arts  | LANGUAGE ARTS BIG BOOK PACKAGE (1)/SRA-MCGRAW HILL   | 2010             |
| English-Language Arts  | PHONICS KIT (2) SRA/MCGRAW-HILL                      | 2010             |
| English-Language Arts  | SRA/MCGRAW-HILL (K-5)                                | 2010             |
| English-Language Arts  | PHONEMIC AWARENESS & PHONICS KIT (1)/SRA MCGRAW-HILL | 2010             |
| English-Language Arts  | STUDENT READER BK. 2 (1)/SRA MCGRAW-HILL             | 2010             |
| English-Language Arts  | LANGUAGE ARTS HANDBOOK (2)/SRA MCGRAW HILL           | 2010             |
| English-Language Arts  | Phonemic Awareness & Phonics Kit (K)/SRA MCGRAW-HILL | 2010             |
| English-Language Arts  | HOLT LITERATURE & LANGUAGE ARTS (6)                  | 2009             |
| English-Language Arts  | LANGUAGE ARTS BIG BOOK PACKAGE (K)/SRA MCGRAW HILL   | 2010             |
| English-Language Arts  | STUDENT READER BK. 1 (1)/SRA MCGRAW HILL             | 2010             |
| English-Language Arts  | STUDENT READER BK 1 (2)                              | 2010             |
| History-Social Science | HOLT - ANCIENT CIVILIZATION (6)                      | 2007             |
| History-Social Science | SCOTT FORESMAN (K-5)                                 | 2006             |
| Mathematics            | HOLT CALIFORNIA CRS. 1                               | 2008             |
| Mathematics            | HOUGHTON MIFFLIN (K-5)                               | 2008             |
| Other                  | HOLT ELD (6)   | 2009             |
| Other                  | ELD/ SRA MCGRAW HILL - (K-5)                         | 2010             |
| Science                | HOLT EARTH SCIENCE (6)                               | 2007             |
| Science                | HOUGHTON MIFFLIN (K-5)                               | 2007             |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

| Core Curriculum Area                       | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts                      | 0%  |
| Mathematics                                | 0%  |
| Science                                    | 0%  |
| History-Social Science                     | 0%  |
| Foreign Language                           | 0%  |
| Health                                     | 0%  |
| Visual and Performing Arts                 | 0%  |
| Science Laboratory Equipment (grades 9-12) | 0%  |

Textbook Information Collection Date: 9/28/2012

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Subject Area                             | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School                                   | --                           | --                                    | \$8,772.00                     | \$65,314.00            |
| District                                 | --                           | --                                    | \$8,772.00                     | \$65,314.00            |
| Percent Difference - School and District | --                           | --                                    | 0.00 %                         | 0.00 %                 |
| State                                    | --                           | --                                    | \$5,455.00                     | \$68,488.00            |
| Percent Difference - School and State    | --                           | --                                    | 37.81 %                        | -4.86 %                |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## Types of Services Funded (Fiscal Year 2011-12)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Our Title I funds are used to provide tutoring and support materials for our students needing extra support in reading and mathematics. Other support fund such as LEP has designated allocation for specific purposes to support particular programs. We are able to hire a program instructional facilitator coordinator, and instructional aide support for core programs. The After School Education and Safety (ASES) and Childcare programs have assisted in homework and special-interest activities for students.

Our PTA sponsors a fund-raising drive, Chuck E. Cheese Social, and other events to provide collaboration between the community, teachers, and parents. Tutoring programs are specially funded by specific sources and are offered to students in that funding source, such as Gifted and Talented Education (GATE) and English Learner tutoring services.

Due to budget cuts, Highland has had to reduce personnel and services during and after school. Many of the staff members put in extra volunteer hours to support the programs and students.

Our GATE students are identified in the third grade. Our GATE students are grouped in classes that extend and provide depth in the curriculum and instruction. Students are provided with access to extracurricular classes after school that enrich their specific interests or enhance a new learning. Students are provided with opportunities to enter into a variety of contests in the district and within the school. An on-campus GATE coordinator supports teachers in providing information on a variety of field trips and activities in the city which students, parents, and teachers can attend. GATE workshops for parents are provided three times per year.

## Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Range  | District     | State Average For Districts In Same Category |
|--|--------------|--|
| <b>Beginning Teacher Salary</b>                      | \$37,928.00  | \$40,932.00                                  |
| <b>Mid-Range Teacher Salary</b>                      | \$65,314.00  | \$65,424.00                                  |
| <b>Highest Teacher Salary</b>                        | \$74,841.00  | \$84,596.00                                  |
| <b>Average Principal Salary (Elementary)</b>         | \$88,176.00  | \$106,806.00                                 |
| <b>Average Principal Salary (Middle)</b>             | \$88,956.00  | \$111,776.00                                 |
| <b>Average Principal Salary (High)</b>               | \$111,252.00 | \$120,858.00                                 |
| <b>Superintendent Salary</b>                         | \$220,500.00 | \$204,089.00                                 |
| <b>Percent of Budget for Teacher Salaries</b>        | 34.0%        | 39.0%  |
| <b>Percent of Budget for Administrative Salaries</b> | 4.0%         | 5.0%   |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2009-10 | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language Arts  | 60%     | 63%     | 53%     | 41%      | 44%     | 44%     | 52%     | 54%     | 56%     |
| Mathematics            | 66%     | 65%     | 57%     | 40%      | 40%     | 39%     | 48%     | 50%     | 51%     |
| Science                | 36%     | 42%     | 44%     | 40%      | 45%     | 46%     | 54%     | 57%     | 60%     |
| History-Social Science | 0%      | 0%      | 0%      | 27%      | 32%     | 32%     | 44%     | 48%     | 49%     |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group   | Percentage of Students Scoring At Proficient or Advanced |             |         |                        |
|---|--|-------------|---------|------------------------|
|   | English-Language Arts                                    | Mathematics | Science | History-Social Science |
| Black or African American                     | 50%  | 48%         | 43%     | 0%                     |
| American Indian or Alaska Native              | 0%   | 0%          | 0%      | 0%                     |
| Asian   | 0%   | 0%          | 0%      | 0%                     |
| Filipino                                      | 0%   | 0%          | 0%      | 0%                     |
| Hispanic or Latino                            | 57%  | 68%         | 44%     | 0%                     |
| Native Hawaiian or Pacific Islander           | 0%   | 0%          | 0%      | 0%                     |
| Two or More Races                             | 0%   | 0%          | 0%      | 0%                     |
| White   | 0%   | 0%          | 0%      | 0%                     |
| Male  | 54%  | 59%         | 42%     | 0%                     |
| Female  | 51%  | 55%         | 46%     | 0%                     |
| Economically Disadvantaged                    | 54%  | 58%         | 47%     | 0%                     |
| English Learners                              | 46%  | 54%         | 0%      | 0%                     |
| Students with Disabilities                    | 57%  | 63%         | 0%      | 0%                     |
| Students Receiving Migrant Education Services |  |             |         |                        |

## California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 25.70%  | 9.50%                 | 2.70%                |
| 7           |   |                       |                      |
| 9           |   |                       |                      |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide       | --   | 8    | 7    |
| Similar Schools | --   | 10   | 10   |

### API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group                               | School             |            | District           |            | State              |            | School - Actual API Change |       |       |
|-------------------------------------|--------------------|------------|--------------------|------------|--------------------|------------|----------------------------|-------|-------|
|                                     | Number of Students | Growth API | Number of Students | Growth API | Number of Students | Growth API | 08-09                      | 09-10 | 10-11 |
| All Students at the School          | 418                | --         | 8,681              | --         | 4,664,264          | --         | --                         | -26   | 12    |
| Black or African American           | 216                | --         | 3,076              | --         | 313,201            | --         | --                         | -27   | 12    |
| American Indian or Alaska Native    | 3                  | --         | 22                 | --         | 31,606             | --         | --                         | --    | --    |
| Asian                               | 3                  | --         | 39                 | --         | 404,670            | --         | --                         | --    | --    |
| Filipino                            | 4                  | --         | 26                 | --         | 124,824            | --         | --                         | --    | --    |
| Hispanic or Latino                  | 188                | --         | 5,437              | --         | 2,425,230          | --         | --                         | -24   | 14    |
| Native Hawaiian or Pacific Islander | 1                  | --         | 32                 | --         | 26,563             | --         | --                         | --    | --    |
| Two or More Races                   | 0                  | --         | 4                  | --         | 88,428             | --         | --                         | --    | --    |
| White                               | 3                  | --         | 35                 | --         | 1,221,860          | --         | --                         | --    | --    |
| Socioeconomically Disadvantaged     | 386                | --         | 7,957              | --         | 2,779,680          | --         | --                         | -27   | 13    |
| English Learners                    | 9                  | --         | 117                | --         | 1,530,297          | --         | --                         | -20   | 35    |
| Students with Disabilities          | 78                 | --         | 1,279              | --         | 530,935            | --         | --                         | --    | -40   |

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                                      | School | District |
|---|--------|----------|
| <b>Overall</b>                                    | No     | No       |
| <b>Participation Rate - English-Language Arts</b> | Yes    | Yes      |
| <b>Participation Rate - Mathematics</b>           | Yes    | Yes      |
| <b>Percent Proficient - English-Language Arts</b> | No     | No       |
| <b>Percent Proficient - Mathematics</b>           | No     | No       |
| <b>API</b>  | Yes    | No       |
| <b>Graduation Rate</b>                            | n/a    | No       |

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 2012-2013 | 2007-2008 |
| <b>Year in Program Improvement</b>                         | Year 1    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  |           | 18        |
| <b>Percent of Schools Currently in Program Improvement</b> |           | 69.2%     |



# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

We support and encourage teacher professionalism at Highland Elementary School. Our commitment to staff development is demonstrated by attendance of all teachers, administrators, and support staff at staff development activities. The major areas of focus for the 2011-2012 included instruction in mathematics and reading comprehension for our subgroups who were not making adequate yearly progress. Professional development also focused on student engagement and building personal relationships with our students. The area of focus were selected based on the previous year's state standardized test scores, students' academic weaknesses, and teacher/staff feedback.

A review of our Adequate Yearly Progress (AYP) and Academic Performance Index (API) provides the school with criteria for improvement and action for the next school year.

Training is also held for new teachers in classroom practices and the California Content Standards. Ongoing training is held within the school year on research-based strategies and techniques to help students in the classroom. Ongoing discussions and actions are developed by teams at the school to provide the best instructional practices for groups or individual students. The administrative team supports teachers in the implementation of new instructional methods. The district also supports teachers in implementing new adoption materials. Reflective discussions at grade level meetings provide strategies for individual or grade-level improvements.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

|   | Instructional Days With At Least 180 Instructional Minutes |         |         |
|---|--|---------|---------|
|   | 2009-10  | 2010-11 | 2011-12 |
| Annual number of school days dedicated to staff development | --   | --      | 0       |