Highlands Elementary School

27332 Catala Avenue • Saugus, CA 91350 • (661) 294-5320 • Grades K-6
Susan Bender, Principal
sbender@saugususd.org
http://highlands.saugususd.org

2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Saugus Union Elementary School District

24930 Avenue Stanford
Santa Clarita, CA 91355
(661) 294-5300
www.saugususd.org

District Governing Board

Julie Olsen

David Powell

Laura Arrowsmith

David Barlavi

Christopher Trunkey

District Administration

Colleen Hawkins, Ed. D.
Superintendent

Isa De Armas, Ed. D.
Assistant Superintendent Education Services

Nick Heinlein
Assistant Superintendent Business

Jennifer Stevenson, Ed. D.
Assistant Superintendent Human Resources

School Description
The staff at Highlands Elementary School strives to insure academic, social and emotional success for every student. At Highlands, our Positive Behavior Intervention and Supports expectation and mission is for every student, family and staff member to: Have Respect, Act Responsibly, Work Together, and Keep Safe so that we can Soar to Success!

Highlands Elementary School serves approximately 350 students in grades Kindergarten through Sixth grade, including students in three mild to moderate special day classes. Our community is very supportive of our school, and invests time, effort and energy to insure the school experience is positive for all children. Academic progress and social growth are promoted through a rich, nurturing learning environment. Dedicated teachers and staff continue to set high academic standards for the school. Professionalism is exemplified in the collegial manner that staff treat one another; they are positive, open to new ideas, embrace technology and strive to find new ideas to meet the needs of our changing and diverse population.

About the SARC

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	44
Grade 1	46
Grade 2	58
Grade 3	44
Grade 4	49
Grade 5	59
Grade 6	63
Total Enrollment	363

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	1.9
Filipino	4.1
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.0
White	51.0
Socioeconomically Disadvantaged	36.9
English Learners	9.1
Students with Disabilities	21.5
Foster Youth	1.1

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

Teacher Credentials			
Highlands Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	20	17	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	381
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Highlands Elementary School	**16-17**	**17-18**	**18-19**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 8/16/2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill K-6 Certified 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	McGraw-Hill K-6 Certified 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	2008 adoption of "Arts Attack" program **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Highlands School underwent a complete remodel and update of its grounds, utilities, HVAC systems, building configuration, interior and exterior surfaces and technology infrastructure during the 2005-2006 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/28/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/28/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. 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); 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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	47.0	49.0	62.0	65.0	48.0	50.0
Math	35.0	41.0	51.0	53.0	37.0	38.0

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

Note: 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	CAASPP Test Results in Science for All Students Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	9.8	29.5	59.0

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	222	216	97.30	49.07
Male	125	121	96.80	46.28
Female	97	95	97.94	52.63
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	89	94.68	44.94
White	110	109	99.09	54.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	33.75
English Learners	31	30	96.77	40.00
Students with Disabilities	50	46	92.00	15.22
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	222	216	97.3	41.2
Male	125	121	96.8	42.15
Female	97	95	97.94	40
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	89	94.68	32.58
White	110	109	99.09	50.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	31.25
English Learners	31	30	96.77	46.67
Students with Disabilities	50	46	92	13.04
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Our school prides itself in having parent and community involvement through our School Site Council and our Parent Faculty Organization (PFO). Our PFO helps to fund our school's fine arts programs and other school activities. The PFO also funds field trips for every grade level and supports the school by funding an extensive assembly program each year.

Family members are welcome to volunteer in the classrooms and at our school. English Language Advisory Committee meetings are held four times per year, and parents of English Language Learners are welcome to attend to discuss topics that relate to language learning as well as to learn how to support their child's education. Our school is working to provide more opportunities to support our families and how they can help their children at home.

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.

School Safety Plan
Highlands Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Highlands Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Highlands Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:
• All students and staff members are provided a safe teaching and learning environment.
• All students are safe and secure while at school and when traveling to and from school.
• District programs and approved community resources are made available to students and parents.
• Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.3	0.3	0.1
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	21	24	15	1		3	4	2				
1	23	25	23				1	2	2			
2	23	26	27				2	1	2			
3	27	26	27				2	2	1			
4	25	23	28	1	1		1	2	2	1		
5	30	30	27				2	2	2			
6	29	23	23		1	1	2	2	2			
Other	11	8	12	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The statewide Induction Program and Peer Assistance and Review (PAR) programs extend individual support and training for new and experienced teachers.

Professional growth activities are planned annually based on current needs and input received from staff. For each of the last three years the teachers' work calendar has included three professional development days. Workshops on professional effectiveness and classroom skills focus on Next Generation Science Standards and alignment with classroom curriculum.

Committees comprised of teachers and administrators reviewed the state standards and adapted them for our curriculum for mathematics, language arts, history-social science and science. These standards-based documents are the foundation for what is taught and assessed in our district.

All teachers have gone through Systematic ELD Training and are implementing the strategies in their rooms.

For the current school year at Highlands, staff meeting time and collaborative instructional planning time is focused on the implementation of direct instruction strategies, raising rigor in the classroom, and data-driven decision making in order to increase student achievement and close gaps in learning between different learning groups.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,584	$50,084
Mid-Range Teacher Salary	$80,770	$80,256
Highest Teacher Salary	$95,203	$100,154
Average Principal Salary (ES)	$130,422	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$193,422	$222,447
Percent of District Budget		
Teacher Salaries	38.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$10,305	$2,698	$7,607	$93,205
District	◆	◆	$6,959	$82,457
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			8.9	12.2
Percent Difference: School Site/ State			6.5	14.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

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).

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.