

Highland Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Highland Elementary
Street	1309 Ensign Ave.
City, State, Zip	Vallejo, CA 94590-3949
Phone Number	(707) 556-8500
Principal	Denita Robbins, Principal
Email Address	drobbins@vcusd.org
School Website	www.vcusd.org/highland
County-District-School (CDS) Code	48705816051478

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

Our Mission is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Our Goal is for every student to have clear attainable pathways to career and/or college success. Our vision is for our Highland Scholars to obtain strong academic and life skills needed to thrive in the 21st century. We will create an atmosphere of purpose and belonging where all students and staff feel safe and respected. We will build partnerships with our families and school communities to enrich and strengthen our educational process.

Highland Elementary is continuing to refine a Multi-tiered System of Support framework. Through a collaborative effort with teachers, support staff, parents, and district office staff, we are establishing systems to address the needs of the whole child. The MTSS framework includes academic, social emotional learning, and attendance supports.

A positive school climate and culture is one of our priorities. In order to foster cultural diversity and an effective learning environment, we implement a clear behavior management plan that promotes high expectations. Students are expected to demonstrate the three personal standards: Make good decisions, solve problems, and show respect. We provide maximum safety and supervision for all students. Parents, teachers, and students are provided with safety procedures throughout the year. PBIS-Positive Behavior Interventions and Support system is implemented to support a positive climate where rules and expectations are consistently taught, modeled, and enforced by school staff. Our comprehensive SEL (social emotional learning) programs, which include PAX and Kimochis, further support a positive school climate.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	77
Grade 2	81
Grade 3	57
Grade 4	57
Grade 5	63
Grade 6	71
Grade 7	2
Total Enrollment	496

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	53.6%
American Indian or Alaska Native	0.4%
Asian	2.4%
Black or African American	21.4%
Filipino	3.2%
Hispanic or Latino	61.3%
Native Hawaiian or Pacific Islander	1%
Two or More Races	2.4%
White	6.3%
English Learners	44.2%
Homeless	2%
Socioeconomically Disadvantaged	79%
Students with Disabilities	8.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.80	62.06	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.71	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.70	3.21	12115.80	4.41
Unknown	5.60	32.17	82.00	15.75	18854.30	6.86
Total Teaching Positions	17.50	100.00	520.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.20	86.70	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	6.01	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.27	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.70	29.90	5.64	11953.10	4.28
Unknown	0.90	5.16	35.40	6.69	15831.90	5.67
Total Teaching Positions	18.70	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys /2017	Yes	0%
Mathematics	Pearson enVision Math: Common Core /2022	Yes	0%
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0%
History-Social Science	Pearson myWorld 2019 Nationals Geographic Ancient Civilizations/2019	Yes	0%

School Facility Conditions and Planned Improvements

Highland Elementary School was built in the 1940s and additional portable classrooms have been added to accommodate a growing student population. The main building was modernized several years ago. In December 2007, KB Homes, in partnership with the Warriors, renovated our school's library.

Our district Maintenance and Operations department provide regular inspections of our playground equipment as well as maintain the facilities as issues arise. Our custodial staff maintains cleanliness of classrooms, bathrooms, and the grounds on a daily basis to ensure an effective learning and work environment. In addition to alarmed buildings, the school district is currently investing in improved security and surveillance of the facilities.

The district is currently seeking bond measure funding in order to make renovations and improvements to the school facility in order to support 21st century learning skills.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repairs completed
Interior: Interior Surfaces	X			Work Order submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repairs completed
Electrical	X			Work Order submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Order submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X			Work Order submitted - Repairs completed
Structural: Structural Damage, Roofs	X			Work Order submitted - Repairs completed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order submitted - Repairs completed

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	12	16	28	27	47	46
Mathematics (grades 3-8 and 11)	8	8	18	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	246	97.62	2.38	15.85
Female	121	118	97.52	2.48	16.95
Male	131	128	97.71	2.29	14.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	49	48	97.96	2.04	12.50
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	154	150	97.40	2.60	11.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	36.84
English Learners	99	98	98.99	1.01	4.08
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	225	98.25	1.75	15.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	5.00

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	246	97.62	2.38	7.72
Female	121	118	97.52	2.48	7.63
Male	131	128	97.71	2.29	7.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	49	48	97.96	2.04	4.17
Filipino	12	12	100.00	0.00	0.00
Hispanic or Latino	154	150	97.40	2.60	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	5.26
English Learners	99	98	98.99	1.01	3.06
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	225	98.25	1.75	7.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.72	10.61	14.49	13.35	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	66	98.51	1.49	10.61
Female	33	33	100.00	0.00	9.09
Male	34	33	97.06	2.94	12.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	7.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	11.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.9	98.4	91.9	96.8	95.2

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. The parent involvement opportunities include the following: Back to School Night, Parent-Teacher Conferences, School Site Council, English Learners Advisory Council, Design/Leadership Team, and PIQE (Parent Institute for Quality Education). Throughout the school year, we have Parent Information Nights where parents can learn more about the school-wide academic goals as well as gain strategies on supporting their children's academic goals at home. In addition informational parent nights, Highland has several family engagement events in order to build our sense of community. We welcome parental involvement and strive to strengthen the partnership with all of our parents, teachers and students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	530	294	55.5
Female	255	246	131	53.3
Male	294	282	162	57.4
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	2	2	1	50.0
Asian	13	12	4	33.3
Black or African American	116	112	64	57.1
Filipino	17	17	8	47.1
Hispanic or Latino	337	326	186	57.1
Native Hawaiian or Pacific Islander	7	7	6	85.7
Two or More Races	13	13	6	46.2
White	36	33	14	42.4
English Learners	244	240	137	57.1
Foster Youth	0	0	0	0.0
Homeless	32	27	16	59.3
Socioeconomically Disadvantaged	501	486	279	57.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	60	36	60.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.80	5.81	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.81	0
Female	1.18	0
Male	9.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.69	0
Black or African American	12.93	0
Filipino	0	0
Hispanic or Latino	4.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.56	0
English Learners	3.69	0
Foster Youth	0	0
Homeless	18.75	0
Socioeconomically Disadvantaged	6.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.17	0

2023-24 School Safety Plan

Highland Elementary School Safety Plan was updated on October 2023 and presented to school staff and parent leadership teams. The key elements of the safety plan include the following:

- School discipline
- Incident command personnel and responsibilities
- Child abuse reporting
- Emergency drill procedures
- Procedures for emergencies including, but not limited to fire, earthquake, lock-down, loss/failure of utilities, bomb threat, on campus shooter, and food/water contamination
- School Description and Mission Statement
- Opportunities for Parental Involvement

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	22	1	2	
2	22	1	1	
3	23	1	2	
4	23	1	2	
5	27	1	2	
6	23	6	10	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	9	2	
1	12	4	2	
2	10	4	2	
3	13	3	2	
4	10	4	2	
5	10	5	2	
6	15	19	12	
Other	13	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5	2	0
1	25	1	2	0
2	20	2	2	0
3	19	1	2	0
4	19	1	2	0
5	21	1	2	0
6	24	6	12	0
Other	5	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4417	2189	2228	75710
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-130.9	2.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-99.0	-15.4

Fiscal Year 2022-23 Types of Services Funded

At Highland Elementary, we provide our teachers with continuous professional development opportunities and our students with direct services to enhance their learning experience. Highland receives approximately \$150,000 from Title I to support professional development and classroom instruction. Our Title I funded Teacher Leader works collaboratively with administration and grade level leads to support common core standards, technology integration and student data analysis through workshops and peer coaching. Title I funds are allocated to support our English Learners. After school programs include title I and LCAP funded reading intervention and support for English Learners. LCAP funding supports implementation of our MTSS framework; funding is allocated towards increasing parent involvement, supporting a positive and safe school climate, and increasing student achievement to prepare for college and career.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

At Highland Elementary, we provide our teachers with continuous professional development opportunities and our students with direct services to enhance their learning experience. Based on ongoing analysis of academic and behavioral student data, Highland staff participates in professional development through collaboration, workshops, and coaching in the following areas:

- Evidence-based reading, writing, speaking, and listening

Professional Development

- English Language Development
- Mathematics
- Teacher release time for peer observations
- Pax Good Behavior Game
- Kimochis
- Small group instruction
- Problem-based interactive learning

6-Step Phonics Lessons

Heggrity

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	28	30	30