

# Highgrove Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### DataQuest

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

#### Internet Access

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

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Highgrove Elementary
Street	690 Center St.
City, State, Zip	Riverside, CA 92507-1499
Phone Number	(951) 788-7296
Principal	Elizabeth Gosnell
E-mail Address	<a href="mailto:egosnell@rusd.k12.ca.us">egosnell@rusd.k12.ca.us</a>
Web Site	<a href="http://rusdlink.org/domain18">rusdlink.org/domain18</a>
CDS Code	33-67215-6032627

District Contact Information	
District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

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

The mission of Highgrove Elementary School is to ensure each student's academic success with no limits. We are preparing students to be college and career ready and provide rigorous core instruction and have high behavioral expectations for all students. We are committed to providing differentiated instruction and supports to assure that all students attain mastery of the California Standards as measured by grade level assessments and district and state testing. Highgrove students are college bound!

Highgrove School a Title 1 located in the county of Riverside and is in the north east corner of Riverside Unified School District. We serve approximately 700 students, from preschool through sixth grade. Our student population is diverse and we strive to meet the needs of all learners. We have an after school program that serves about 200 students from 1-6th grade. We have a dedicated school staff that makes Highgrove School a great place to work and learn.

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

Grade Level	Number of Students
Kindergarten	117
Grade 1	82
Grade 2	100
Grade 3	116
Grade 4	108
Grade 5	100
Grade 6	76
Total Enrollment	699

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

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.4
Asian	0.1
Filipino	0.3
Hispanic or Latino	88.1
Native Hawaiian or Pacific Islander	0.1
White	6.3
Two or More Races	0.7
Socioeconomically Disadvantaged	92.3
English Learners	39.5
Students with Disabilities	7.9
Foster Youth	1.6

## A. Conditions of Learning

### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	34	39	1855
Without Full Credential	0	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.5
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

#### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected on 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (adopted in 2006)	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Standards-based visual art at grades 3-6.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1888  
 Last Modernized: 2011  
 Lot Size: 10.3 Acres  
 16 Permanent Classrooms  
 26 Portable Classrooms  
 Title 1 Lab/Computer Lab  
 Completely Air Conditioned  
 Library/Multi-Purpose Room  
 Indoor and Outdoor Cafeteria  
 Parent Meeting Room

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Highgrove Elementary School completed their school site inspection on 03/02/2016.

Highgrove has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 600

Labor Hours = 1875.57

Assessed Value of Work = \$81373.16

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 5/23/2017</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			K2: Fix sink in Restroom water staying on. Now shut off at valve. WO16-264976 P25: No Air in classroom very hot. WO16-265448
<b>Interior:</b> Interior Surfaces		X		P29: Check portable starting to split in middle causing a tripping hazard check and advise. WO16-248478
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			A1: Treat wood beam for termites. WO16-265600 B3: Check door for termite damage this is the second check and door is showing more damage. WO16-264282 Grounds: 2 snakes on campus spotted around boys postable restroom and back field on apartment side by fence. Please remove. WO16-265496 Grounds: Treat field for Gophers. Tripping Hazard. Again WO16-265390 P36 & Parent Room: Fleas in portables, parent has gotten bite. WO16-260786 P37: Teacher stated seeing roaches in classroom. WO16-258625 P38: Treat classroom for flies. WO16-259825
<b>Electrical:</b> Electrical	X			C1: No power on one side of room Kinder Rm1 and Rm 2. WO16-265315 P45: Ballast out. WO16-264620
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/23/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds by Bin: Check floor board may need to be replaced on custodian ramp by bin. WO16-261133 Grounds: Broken Sprinklers between C & D wings. WO 16-262591 Grounds: Please replace ball wall plywood board. WO16-258941 P20: Check door hitting ramp when trying to open it. WO16-263227 P38: Remove board in between P38 and P35 and check for any opening under portables and cover due to possums and or skunks living underneath. WO16-263821 P45: Door locks loose and key hard to open and lock. WO16-264549

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/23/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	38	42	44	48	44	48
<b>Mathematics</b>	32	31	33	35	34	36

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

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	117	116	99.2	44.0
	<b>4</b>	116	115	99.1	32.2
	<b>5</b>	102	99	97.1	46.5
	<b>6</b>	76	76	100.0	48.7
<b>Male</b>	<b>3</b>	60	60	100.0	38.3
	<b>4</b>	68	68	100.0	32.4
	<b>5</b>	47	46	97.9	34.8
	<b>6</b>	37	37	100.0	48.6
<b>Female</b>	<b>3</b>	57	56	98.3	50.0
	<b>4</b>	48	47	97.9	31.9
	<b>5</b>	55	53	96.4	56.6
	<b>6</b>	39	39	100.0	48.7
<b>Hispanic or Latino</b>	<b>3</b>	99	98	99.0	42.9
	<b>4</b>	104	104	100.0	33.6
	<b>5</b>	84	82	97.6	47.6
	<b>6</b>	72	72	100.0	50.0
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	109	108	99.1	43.5
	<b>4</b>	113	112	99.1	31.3
	<b>5</b>	93	90	96.8	44.4
	<b>6</b>	74	74	100.0	48.6
<b>English Learners</b>	<b>3</b>	43	43	100.0	13.9
	<b>4</b>	41	41	100.0	4.9
	<b>5</b>	25	24	96.0	
	<b>6</b>	13	13	100.0	
<b>Students with Disabilities</b>	<b>4</b>	16	16	100.0	6.3
	<b>5</b>	12	12	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	117	116	99.2	30.2
	<b>4</b>	116	115	99.1	27.0
	<b>5</b>	102	101	99.0	29.7
	<b>6</b>	76	76	100.0	39.5
<b>Male</b>	<b>3</b>	60	60	100.0	30.0
	<b>4</b>	68	68	100.0	27.9
	<b>5</b>	47	47	100.0	23.4
	<b>6</b>	37	37	100.0	48.6
<b>Female</b>	<b>3</b>	57	56	98.3	30.4
	<b>4</b>	48	47	97.9	25.5
	<b>5</b>	55	54	98.2	35.2
	<b>6</b>	39	39	100.0	30.8
<b>Hispanic or Latino</b>	<b>3</b>	99	98	99.0	29.6
	<b>4</b>	104	104	100.0	27.9
	<b>5</b>	84	84	100.0	29.8
	<b>6</b>	72	72	100.0	40.3
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	109	108	99.1	28.7
	<b>4</b>	113	112	99.1	25.9
	<b>5</b>	93	92	98.9	27.2
	<b>6</b>	74	74	100.0	39.2
<b>English Learners</b>	<b>3</b>	43	43	100.0	16.3
	<b>4</b>	41	41	100.0	2.4
	<b>5</b>	25	25	100.0	4.0
	<b>6</b>	13	13	100.0	
<b>Students with Disabilities</b>	<b>4</b>	16	16	100.0	
	<b>5</b>	12	12	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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



### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	57	48	57	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	102	99	97.1	56.6
<b>Male</b>	47	46	97.9	54.4
<b>Female</b>	55	53	96.4	58.5
<b>Hispanic or Latino</b>	84	83	98.8	53.0
<b>Socioeconomically Disadvantaged</b>	93	91	97.9	52.8
<b>English Learners</b>	25	25	100.0	16.0
<b>Students with Disabilities</b>	12	12	100.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	22.5	17.6	13.7

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

As a member of the NEU, No Excuses University, we provide parents with an opportunity to learn about academic readiness and college readiness. We have parent education, which including workshops, technology training, ESL classes and a yearly college field trip. Parent workshops and outreach are designed to facilitate involvement and foster a connection to ensure their child's academic success. At the conclusion of the school year, parents are acknowledged and celebrated for their contribution to our school community.

Parents are encouraged to attend Back to School Night, parent conferences, and Open House . Parents are encouraged to volunteer in their child's classroom and in the Parent Center. All parents are encouraged to take an active role in their child's education with ongoing communication between home and school. We strongly believe that our student's academic success is forged through the partnership between home and school. Parents are highly encouraged to participate in the following parent groups:

1. School Site Council
2. English Language Advisory Committee
3. PTA (Parent Teacher Association)
4. Compensatory Education District Advisory Council
5. NEU Parent University Classes

The parent involvement contact at the school is our bilingual community liaison, Erika Velasquez. She can be contacted at 951-788-7296.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.2	3.1	1.9	4.5	4.4	4.0	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5.

## D. Other SARC Information

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

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		5		20	3	2		20	1	5	0
1	28		2		25		4		21	2	2	0
2	29		4		26		3		25	0	4	0
3	28		3		29		4		23	1	4	0
4	22	1	2		30		3		27	1	0	3
5	32		2	1	33		1	1	25	1	3	0
6	24	1	3		28	1		3	19	2	0	2
Other	26		1		11	1			11	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.8	N/A
<b>Psychologist</b>	0.2	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.25	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	1	N/A
<b>Other</b>	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$6,283	\$1,586	\$4,697	\$78,495
<b>District</b>	N/A	N/A	\$5,235	\$81,908
<b>Percent Difference: School Site and District</b>	N/A	N/A	-10.3	-4.2
<b>State</b>	N/A	N/A	\$5,677	\$75,837
<b>Percent Difference: School Site and State</b>	N/A	N/A	-17.3	3.5

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

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

Highgrove Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$118,551 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$174,509 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,907	\$45,092
<b>Mid-Range Teacher Salary</b>	\$76,557	\$71,627
<b>Highest Teacher Salary</b>	\$100,120	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$119,891	\$115,631
<b>Average Principal Salary (Middle)</b>	\$127,709	\$120,915
<b>Average Principal Salary (High)</b>	\$139,500	\$132,029
<b>Superintendent Salary</b>	\$270,000	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	42%	37%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

During the 2013-2016 school year, all staff members at Highgrove participated in staff development training. Many staff members participated in other activities sponsored by the school, district, or through special projects that were appropriate for their individual needs. The major topics covered during the workshops are listed below:

1. Strengths Based Staff and students 4/5 grade Training
2. Common Core Mathematics Standards Planning
3. Professional Learning Communities
4. Use and Analysis of assessment data such as DIBELS and Illuminate
5. Multi-Sensory Foundational Reading Strategies K-2
6. Researched-based, High-yield Phonics Training 3-6th grade
- Advanced Phonics Training
7. Differentiated Instruction
8. ELA Common Core Standards Capacity Building
9. Turnaround Schools- No Excuses University
10. Multitiered Systems of Support Training
11. Step Up to Writing Training (K-6th grade)
12. Coding
13. Productive Partnering - Collaborative Conversations
14. EdTech and Google and Digital Tools to enhance student engagement
15. Wonders reading curriculum training 3-6th grade
16. ST Math training TK-3 grade

Our primary area of focus is reading and writing instruction. We use data to determine our staff development needs. We often have opportunities for teacher to teacher training and have support for the Common Core District staff developers who meet with grade level teams and groups of teachers to build capacity with the common core state standards.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.