Highgrove Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Highgrove Elementary
Street	690 Center St.
City, State, Zip	Riverside, CA 92507-1499
Phone Number	(951) 788-7296 X 42250
Principal	Elizabeth Gosnell
E-mail Address	egosnell@rusd.k12.ca.us
Web Site	rusdlink.org/domain18
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 2017-18)

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 800 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 2016-17)

Grade Level	Number of Students
Kindergarten	129
Grade 1	105
Grade 2	92
Grade 3	109
Grade 4	122
Grade 5	116
Grade 6	103
Total Enrollment	776

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0.5
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.1
White	5.7
Two or More Races	0.8
Socioeconomically Disadvantaged	88.8
English Learners	36.1
Students with Disabilities	7.7
Foster Youth	2.1

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	39	38	1909
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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 2017-18)

Year and month in which data were collected: 10/11/2017

Materials Sufficiency Board Meeting Date: 10-10-2016

The table displays information collected on 10/10/2016 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
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	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.

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.

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

# of Work Orders = 540
Labor Hours = 1530.43
Assessed Value of Work = $88,404.03

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 12/1/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Portable 19: Exterior no latch, no seal on window, walls very dirty, ripped coverings, holes celing tiles, HVAC E.O.L Room 5: Exterior door no latch on return, dingy interior chipped/peeled paint, bare wood trim cracked glass, fountain water pressure too high, ceiling tiles stained, tiny breaks near edges in places, HVAC E.O.L

Interior: Interior Surfaces			X	Boys Restroom: Paint cracked/missing Library: Paint chipped - cracked, rear door won't latch on return, HVAC E.O.L Portable 17: Doorr jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L Portable 18: Door jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L. Portable 19: Exterior no latch, no seal on window, walls very dirty, ripped coverings, holes celing tiles, HVAC E.O.L Portable 20: Ceiling tiles stained, carpet stained, wall covering peeling Portable 21: Ceiling tiles stained, carpet stained, wall covering peeling, exterior dry rot Portable 22: ceiling tiles stained, carpet stained, wall covering peeling, exterior dry rot, loose ceiling tile Portable 23: Ceiling tiles stained, carpet stained, wall covering peeling, exterior dry rot Portable 24: Two fixtures out, significant exterior dry rot, ceiling tiles stained, carpet stained, wall covering peeling Portable 25: Door jam dry rotted, ceiling tiles stained, carpet stained, wall covering peeling Portable 26: Ceiling tiles stained, carpet stained, wall covering peeling Portable 28: Celing tiles stained, carpet stained, wall covering peeling Portable 29: Loose door lock, two fixtures out, ceiling tiles stained, carpet stained, wall covering peeling Portable 30: Paint/wall coating ripped - peeling, carpet stained, cut Portable 32: One fixture out, ceiling tiles stained, carptet stained, wall covering peeling Portable 34: Ceiling tiles stained, carpet stained, wall covering peeling Portable 35: Celing tiles stained, carpet stained, wall covering peeling Portable 37: Window screen bent, door closes too hard, ceiling tiles fair/poor, counters stained chipped Portable 38: One fixture out, ceiling tiles stained, carptet stained, wall covering peeling Portable 39: Chipped splinter ramp, three fixtures out, missing ceiling tiles, walls peel/chip, carpet tained Portable 42: Ceiling tiles broken, broken window latch - won't line up Portable Restroom: ramp blocking, east of door must pull hard, dirty peel/chip paint, wall seperating Room 1: Exterior door will not self latch on return, interior trim paint chipped badly, wood bare, HVAC E.O.L

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 12: Airator clogged on faucet, rear door hardware bad, peel/chip paint, HVAC E.O.L Room 13: Dim lit, peel/chip paint, HVAC E.O.L Room 14: OCC sensor not placed/working properly, HVAC E.O.L, wood cabinets chipped bare wood Room 16: Fountain water pressure too high, peel chip paint, poor patches, HVAC E.O.L Room 3: Interior trim/walls peeled & chipped, holes in walls, HVAC E.O.L Room 4: Exterior door threshold seperated, closet door loose - hardware missing, rear entrance door no latch on must pulled closed, interior trim paint chipped, bare wood, wall paint peeled, HVAC E.O.L Room 5: Exterior door no latch on return, dingy interior chipped/peeled paint, bare wood trim cracked glass, fountain water pressure too high, ceiling tiles stained, tiny breaks near edges in places, HVAC E.O.L Room 6: Door threshold seperated, chipped window glass, interior walls peeled paint/panel laminate, HVAC E.O.L Room 7: Fixture out, poor seal rear door, chipped window glass, interior dingy, chipped paint, bare wood, HVAC E.O.L. Teachers Work Room: Door will not self latch on return, dinged & pitted, missing paint, HVAC E.O.L, walls & ceiling chipped paint, dirty surface
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Portable 17: Doorr jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L Portable 18: Door jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/1/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical		X		MPR: 6 of 16 fixtures did not light, crack glass in top window, not al doors self latch Portable 17: Doorr jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L Portable 24: Two fixtures out, significant exterior dry rot, ceiling tiles stained, carpet stained, wall covering peeling Portable 29: Loose door lock, two fixtures out, ceiling tiles stained, carpet stained, wall covering peeling Portable 38: One fixture out, ceiling tiles stained, carptet stained, wall covering peeling Portable 39: Chipped splinter ramp, three fixtures out, missing ceiling tiles, walls peel/chip, carpet tained Portable 40: OCC sensor not working properly, sensitivity Portable 44: OCC sensor sensitivity off, stained carpet - damp smell Portable 46: One fixture out, ceiling stained, tiles loose Room 15: OCC sensor not placed/working properly, threshold seperated, HVAC E.O.L Room 7: Fixture out, poor seal rear door, chipped window glass, interior dingy, chipped paint, bare wood, HVAC E.O.L.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: Toilet ADA stall won't flush Gender Neutral Restroom: Toilet barely flushes K1: Low water pressure, strandard sall in restroom - toilet float sticks on flush, continuous run, exterior door will not latch automatically, HVAC E.O.L K2: Motion detector not placed properly, door closes with too much force, HVAC E.O.L, lights do not turn on with switch, water pressure too high, exterior paint peeling Room 11: Water pressure low, door threshold seperated, HVAC E.O.L Room 12: Airator clogged on faucet, rear door hardware bad, peel/chip paint, HVAC E.O.L Room 5: Exterior door no latch on return, dingy interior chipped/peeled paint, bare wood trim cracked glass, fountain water pressure too high, ceiling tiles stained, tiny breaks near edges in places, HVAC E.O.L
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/1/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Portable 17: Doorr jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L Portable 18: Door jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L. Portable 22: ceiling tiles stained, carpet stained, wall covering peeling, exterior dry rot, loose ceiling tile Portable 23: Ceiling tiles stained, carpet stained, wall covering peeling, exterior dry rot Portable 24: Two fixtures out, significant exterior dry rot, ceiling tiles stained, carpet stained, wall covering peeling Portable 25: Door jam dry rotted, ceiling tiles stained, carpet stained, wall covering peeling Portable Restroom: ramp blocking, east of door must pull hard, dirty peel/chip paint, wall seperating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Boys Restroom: Door will not auto latch on return - no self close K2: Motion detector not placed properly, door closes with too much force, HVAC E.O.L, lights do not turn on with switch, water pressure too high, exterior paint peeling Main Office: HVAC E.O.L, exterior doors & jams dry rot MPR: 6 of 16 fixtures did not light, crack glass in top window, not al doors self latch Portable 17: Doorr jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L Portable 18: Door jam no paint, wood cracked, smells like skunk, walls bad, ceiling bad, one fixture no light, HVAC E.O.L. Portable 19: Exterior no latch, no seal on window, walls very dirty, ripped coverings, holes celing tiles, HVAC E.O.L Portable 25: Door jam dry rotted, ceiling tiles stained, carpet stained, wall covering peeling Portable 39: Chipped splinter ramp, three fixtures out, missing ceiling tiles, walls peel/chip, carpet tained Portable 41: Door closes too hard, window latch broken Portable 42: Ceiling tiles broken, broken window latch - won't line up Room 12: Airator clogged on faucet, rear door hardware bad, peel/chip paint, HVAC E.O.L Room 2: Exterior door threshold seperated, closet door loose - hardware missing, rear entrance door no latch on, interior trim paint chipped, bare wood, wall paint peeled, HVAC E.O.L Room 4: Exterior door threshold seperated, closet door loose - hardware missing, rear entrance door no latch on must pulled closed, interior trim paint chipped, bare wood, wall paint peeled, HVAC E.O.L Room 6: Door threshold seperated, chipped window glass, interior walls peeled paint/panel laminate, HVAC E.O.L

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/1/2017				
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. 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	38	48	47	48	48
Mathematics (grades 3-8 and 11)	31	32	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	446	98.24	37.67
Male	250	244	97.6	31.56
Female	204	202	99.02	45.05
Black or African American	17	14	82.35	42.86
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	388	384	98.97	37.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.55	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	399	98.52	36.59
English Learners	211	208	98.58	30.77
Students with Disabilities	49	49	100	4.08
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	447	98.46	32.44
Male	250	243	97.2	30.86
Female	204	204	100	34.31
Black or African American	17	13	76.47	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	388	386	99.48	30.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.55	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	400	98.77	30.75
English Learners	211	210	99.53	25.24
Students with Disabilities	49	49	100	2.04
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	57	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.3	23.1	13.2

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 State priority: Parental Involvement (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 2017-18)

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

6. HEARTS Field trips

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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.1	1.9	2.2	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.1	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	20	3	2		23		5		18	4	3	
1	25		4		21	1	2		26		4	
2	26		3		25		4		23		4	
3	29		4		29		4		22	1	4	
4	30		3		27	1		3	25	1	2	1
5	33		1	1	32		2		34			4
6	28	1		3	34			3	27	1	2	1
Other	11	1			16	1	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6898	1659	5239	80798
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-19.8	-10.0
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-28.6	-0.9

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

Types of Services Funded (Fiscal Year 2016-17)

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

$115,859 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	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 Training Staff and students (5 grade and certificated and classified staff 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 Leadership Training

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 K-6th grade

17. Early Numeracy training

Our primary area of focus is preparing every Highgrove student for college. 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.