

Highland Elementary School

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 School
Street	2829 Moyers Road
City, State, Zip	San Pablo, Ca 94806
Phone Number	(510) 231-1424
Principal	Ann Daly-Mallard
Email Address	adaly-mallard@wccusd.net
School Website	www.wccusd.net/highland
County-District-School (CDS) Code	07617966004741

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Highland Elementary School is a unique school rich in economic, ethnic, and racial diversity. Currently, we serve approximately 390 students with many different languages spoken. Our school population is 15.5% Asian-Pacific Islander, 2.3% Filipino, 19.6% African American, 2.9% white, 3.8% two or more races, and 55% Hispanic or Latino. Thirty-Seven percent of Highland students identify as speaking a language other than English at home, which offers our students and community a rich multicultural foundation. Our campus is located in Richmond, CA, and includes a separate kindergarten play area, two play areas with one of those play areas having a play structure, and a beautiful library in addition to our classrooms and office spaces, we have a large multipurpose room. We serve students from Kindergarten through 6th grade, with 17 general-education classrooms and one special-education classroom. Additional resources and supports target reading, math, English-language development, and counseling services. The district Special Education department supports the following at our site. An Extensive Supports Needs (ESN) classroom, Full Inclusion students (FI), speech and language services, special education resource services (RSP), adaptive PE, and occupational therapy. Students also participate in music such as band and orchestra, physical education, and science classes taught by credentialed teachers. These teachers provide valuable instruction that enhances student experiences through the grade-level curriculum. Highland Elementary School teachers and staff are highly qualified and dedicated to, teaching students a core academic curriculum based on California state standards. Our teachers are fully credentialed as Cross-cultural Language and Academic Development (CLAD) certified teachers using Specially Designed Academic Instruction (SDAI) strategies. Teachers have monthly staff meetings and participate in monthly staff development with collaboration time built in during the month. We also collaborate with Bay Area Community Resources (BACR) to provide an afterschool program for students in Kindergarten through 6th grade.

Highland's mission is to build a strong community with parents and staff who will work together to develop a nurturing learning environment that promotes positive self-esteem, fosters intellectual curiosity, critical thinking, and motivates students to develop to their fullest potential intellectually, socially, and emotionally in order to become cooperative, productive citizens and lifelong learners.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	62
Grade 2	52
Grade 3	57
Grade 4	54
Grade 5	51
Grade 6	57
Total Enrollment	389

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
Asian	13.1%
Black or African American	16.7%
Filipino	3.3%
Hispanic or Latino	58.4%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	4.9%
White	2.8%
English Learners	45.8%
Homeless	0.8%
Socioeconomically Disadvantaged	66.8%
Students with Disabilities	14.7%

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)	17.30	89.69	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.16	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.16	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	19.30	100.00	1403.90	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)	19.30	86.60	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.47	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.47	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	1.00	4.47	91.20	5.99	15831.90	5.67
Total Teaching Positions	22.30	100.00	1522.80	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	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	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.

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	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	4.4

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

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers, Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Hallway - Repair the floor tiles by room 4. Front office hallway replace the rubber base. Portable 28 - Repair floor tiles. Replace and readjust the ceiling tiles to grid. Portable 12 - Repair floor tiles. Portable 24 - Secure the metal storage cabinet to the wall. Portable 25 - Secure the cubbies by the door.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Hallway - Replace the plug plate by room 20. Room 7 storage room - Check the lights. Storage room in back of the boys restroom - Check the lights. Cafeteria - Repair the wire mold at the corner wall close to the girls restroom.

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>Girls cafeteria restroom - tighten the loose toilet seat.</p> <p>Exterior - Check the union that is all rusted outside the exterior wall of room 17 and repair it before it busts a leak.</p> <p>Boys restroom in back of school - Tighten the loose faucet.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>Portable 28 - Rehang the fire extinguisher to the wall. Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 12 - An evacuation map is needed. Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 24 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 25 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 26 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 29 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 30 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 27 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 32 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 14 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 23 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 33 - Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 21 - Install screw on "Fire extinguisher inside" signs. Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 22 - Install screw on "Fire extinguisher inside" signs. Check there is a sign that says, "Window screen release" at the emergency window.</p> <p>Portable 31 - Rehang the fire extinguisher to the wall. Check there is a sign that says, "Window screen release" at the emergency window.</p>

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>		X	<p>Portable 28 - Replace the skirt. Paint the ramps.</p> <p>Portable 24 - Paint the ramps.</p> <p>Portable 26 - Paint the ramps.</p> <p>Portable 30 - Paint the ramps.</p> <p>Portable 27 - Replace the skirt.</p> <p>Portable 32 - Replace the skirt. Paint the ramps.</p> <p>Portable 33 - Paint the ramps.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>Portable 26 - Replace the blinds.</p> <p>Portable 29 - The door is hard to close and needs to be adjusted.</p> <p>Portable 30 - The door is hard to close and needs to be adjusted.</p> <p>Portable 14 - Replace the kick down door holder.</p> <p>Portable 23 - Replace the missing door closer.</p> <p>Playground - Evaluate and repair the rubber mats at the play structure in back of the school in front of room 33. The asphalt needs to be repaired in back of room 23. Remove the weeds at the lower playground. Clean the transformer cage/ it is full of dry bushes and ivy creating a fire hazard.</p>

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)	25	17	32	32	47	46
Mathematics (grades 3-8 and 11)	12	16	21	22	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	221	202	91.40	8.60	17.41
Female	105	93	88.57	11.43	13.98
Male	116	109	93.97	6.03	20.37
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	34.78
Black or African American	40	39	97.50	2.50	12.82
Filipino	--	--	--	--	--
Hispanic or Latino	128	111	86.72	13.28	11.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67
White	--	--	--	--	--
English Learners	93	77	82.80	17.20	6.49
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	160	90.91	9.09	15.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	30	83.33	16.67	10.00

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	221	210	95.02	4.98	16.27
Female	105	98	93.33	6.67	14.43
Male	116	112	96.55	3.45	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	30.43
Black or African American	40	39	97.50	2.50	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	128	119	92.97	7.03	14.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	36.36
White	--	--	--	--	--
English Learners	93	87	93.55	6.45	9.30
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	165	93.75	6.25	15.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	30	83.33	16.67	6.67

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)	10.34	12.77	18.49	20.56	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	48	47	97.92	2.08	12.77
Female	25	24	96.00	4.00	8.33
Male	23	23	100.00	0.00	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
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	37	36	97.30	2.70	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	96	96	96	96	96

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

At Highland Elementary School, we value and enjoy parent and community involvement. The partnership between the school and Highland families, allows us to effectively support our students, staff, and instructional programs. Parents can participate in any of the following parent organizations: English Learner Advisory Committee (ELAC), School Site Council (SSC), African American Parent Advisory Committee (AAPAC), and our monthly Parent Café Meetings. The members of our School Site Council discuss student achievement and help monitor the implementation of our School Site Plan. Additionally, the committee members on our AAPACC and ELAC Committees consult with the SSC regarding school plans and budgets, which support instructional programs and supplemental activities and events. During the COVID-19 pandemic, we have had to limit volunteers in classrooms and community events. Communication between school and home is critical to the well-being of our community and is provided through messaging via Parent Square the district communication system as well as classroom phone calls, emails, meetings, report cards, and conferences.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	445	427	163	38.2
Female	214	204	79	38.7
Male	231	223	84	37.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	59	54	4	7.4
Black or African American	76	72	34	47.2
Filipino	15	15	1	6.7
Hispanic or Latino	260	253	106	41.9
Native Hawaiian or Pacific Islander	4	3	2	66.7
Two or More Races	20	19	9	47.4
White	11	11	7	63.6
English Learners	214	209	69	33.0
Foster Youth	0	0	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	351	343	141	41.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	82	37	45.1

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	2.75	2.02	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.02	0
Female	1.4	0
Male	2.6	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.89	0
Filipino	0	0
Hispanic or Latino	1.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.4	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.3	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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	19	6		
1	26		4	
2	22	2	2	
3	23		6	
4	32		4	
5	31		2	
6	33		2	
Other	22	2	4	

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	18	6		
1	16	6		
2	20	6		
3	17	6		
4	47		2	2
5	27		2	
6	27		2	
Other	23	2	4	

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	14	8	0	0
1	19	6	0	0
2	22	0	4	0
3	20	2	2	0
4	27	0	4	0
5	26	0	4	0
6	29	0	4	0
Other	15	3	2	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	0.2
Resource Specialist (non-teaching)	
Other	

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	7934.76	2456.82	5477.94	66919
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-0.7	-15.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-26.8	-27.1

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

ALAN GATES
 ALL AMERICAN PRINT SUPPLY
 AMAZON
 ANN MALLARD
 BAY AREA COMMUNITY RESOURCES
 BLICK ART MATERIALS LLC
 BRIANA ZAMORA
 CDW GOVERNMENT
 CHERELLE NOLEN
 D HARRIS TOURS INC
 EXPLORING NEW HORIZONS
 FOLLETT CONTENT SOLUTIONS LLC
 FUN EXPRESS
 GOPHER SPORT
 IBI GROUP
 IXL LEARNING
 JONES T-SHIRTS, INC
 LAKESHORE LEARNING MATERIALS
 LEXIA LEARNING SYSTEMS LLC
 MEREDITH BELANY
 RENAISSANCE LEARNING INC
 SCHOOL MATE
 SOUND AND SIGNAL INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 SUBTRONIC CORPORATION
 TERRACON CONSULTANTS, INC.
 THE KS COLLECTIVE LLC

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	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

To ensure students' academic success at Highland Elementary staff development is aligned with the district goals that focus on quality instruction and teacher collaboration. We provide comprehensive educational experiences with expanded opportunities for demonstrating and assessing student growth. The teaching faculty are offered two districtwide staff development days each school year to attend outside or district staff development that will support and enhance their teaching skills. Along with meetings held every Wednesday afternoon teachers either attend staff development or collaborate with one another about their curriculum, instruction, and assessments in order to share best practices with colleagues and discuss ways to better support our students' learning. In order to address the professional development needs, WCCUSD is offering other professional development opportunities, which include sessions on SIPPS our phonics support curriculum, Zearn to support our math curriculum, English Language Development, TCRWP, Everyday Math, Response to Intervention, PBIS, Trauma-informed education, and educational technology. In addition, training is available in classroom management, the effective use of assessment data, and teacher data teams in meeting the needs of all students. As a goal, our site is to continue to improve our practice as educators and focus our staff development on culturally responsive teaching with a specific emphasis on small group intervention.

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	21	11	12