

Highland Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



HIGHLAND ELEMENTARY

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.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 School Description and Mission Statement

Highland Elementary School strives to be a vibrant, community centered learning environment where every student thrives through equitable learning opportunities and a safe and supportive learning atmosphere. We have a strong commitment to high quality teaching that fosters academic excellence, character development, and lifelong learning.

At Highland Elementary School, we are dedicated to cultivating a vibrant, community centered learning environment where every student is empowered to thrive. We commit to providing equitable opportunities that address the unique needs of each learner, ensuring access to the resources, support, and encouragement necessary for success. Our school fosters a safe and supportive atmosphere that nurtures both academic achievement and personal growth.

We prioritize high quality teaching practices that inspire curiosity, critical thinking, and a love of learning. Through intentional instruction and collaboration, we develop not only academic excellence, but also strong character and social responsibility. By partnering with families and community members, we create a united and inclusive community that champions lifelong learning and prepares students to contribute positively to the world around them.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	65
Grade 2	66
Grade 3	84
Grade 4	76
Grade 5	78
Grade 6	54
Grade 7	2
Total Enrollment	510

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	57.4
Non-Binary	0.2
Asian	1
Black or African American	19.1
Filipino	3.1
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	1
Two or More Races	4.1
White	5.9
English Learners	42
Foster Youth	0.2
Homeless	7.3
Socioeconomically Disadvantaged	91.4
Students with Disabilities	11.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	86.7	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	1.1	6.01	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.27	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.7	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	0.9	5.16	35.4	6.69	15831.9	5.67
Total Teaching Positions	18.7	100	530.7	100	279044.8	100

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.

2022-23 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)	12.3	61.39	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.98	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.95	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	3.73	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	3.9	19.85	43.4	8.2	14303.8	5.15
Total Teaching Positions	20.1	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	2	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.30	0.7	
Total Out-of-Field Teachers	0.30	0.7	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2	2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys /2017	0%
Mathematics	Amplify Desmos Math 2026	0%
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	0%
History-Social Science	Pearson myWorld 2019 Nationals Geographic Ancient Civilizations/2019	0%

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Work order submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	11	12	27	27	47	48
Mathematics (grades 3-8 and 11)	5	7	19	20	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	284	94.98	5.02	11.97
Female	138	132	95.65	4.35	17.42
Male	161	152	94.41	5.59	7.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	75	73	97.33	2.67	6.85
Filipino	--	--	--	--	--
Hispanic or Latino	182	173	95.05	4.95	13.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	13	86.67	13.33	7.69

White	16	14	87.50	12.50	7.14
English Learners	111	100	90.09	9.91	4.00
Foster Youth	--	--	--	--	--
Homeless	16	11	68.75	31.25	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	274	261	95.26	4.74	10.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	4.55

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	287	95.99	4.01	6.97
Female	138	133	96.38	3.62	7.52
Male	161	154	95.65	4.35	6.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	75	71	94.67	5.33	7.04
Filipino	--	--	--	--	--
Hispanic or Latino	182	177	97.25	2.75	6.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	13	86.67	13.33	0.00
White	16	15	93.75	6.25	13.33
English Learners	111	105	94.59	5.41	0.95
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	0.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	274	263	95.99	4.01	6.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	20	80.00	20.00	5.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	5.88	8.75	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	80	97.56	2.44	8.75
Female	35	35	100.00	0.00	5.71
Male	47	45	95.74	4.26	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	25	96.15	3.85	8.00
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	7.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	71	97.26	2.74	7.04
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	95.3	95.3	60	97.6	96.5

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.

2025-26 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. The parent involvement opportunities include the following: Back to School Night, Parent-Teacher Conferences, School Site Council, English Learners Advisory Council, Design/Leadership Team, and through our Community School collaborations. Throughout the school year, we have parent engagement nights where parents can learn more about the school-wide academic goals as well as gain strategies on supporting their children's academic goals at home. Topics discussed directly reflect the questions and concerns that parents have as their voice is the key component that drives these gatherings. These nights help build our sense of community and partnership in their students' education. We welcome parental involvement and strive to strengthen the partnership with all of our parents, teachers and students.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.81%	5.35%		7.67%	6.2%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Highland Elementary School Safety Plan was updated December 2025 and will be presented to school staff and parent leadership teams. The key elements of the safety plan include the following:

- School discipline
- Incident command personnel and responsibilities
- Child abuse reporting
- Emergency drill procedures (All classroom and other offices have a safety binder, which includes the top 5 emergency procedures and provides staff with an evacuation map)
- Procedures for emergencies including, but not limited to fire, earthquake, lock-down, loss/failure of utilities, bomb threat, on campus shooter, and food/water contamination
- School Description and Mission Statement
- Opportunities for Parental Involvement

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	1	2	0
1	13	3	2	0
2	16	2	2	0
3	20	1	3	0
4	19	2	2	0
5	17	2	2	0
6	19	7	12	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2024-25 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	

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$5,379.65	\$2,012.78	\$3,366.87	\$82,352
District	N/A	N/A	12426	\$85,560
Percent Difference - School Site and District	N/A	N/A	-114.7	-2.2
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	-104.7	-13.9

Fiscal Year 2024-25 Types of Services Funded

At Highland Elementary, we provide our teachers with continuous professional development opportunities and our students with direct services to enhance their learning experience. Highland receives approximately \$92,228.34 from Title I to support professional development and classroom instruction. Our Title I funded Teacher Leader works collaboratively with administration and grade level leads to support common core standards, technology integration and student data analysis through workshops and peer coaching. Title I funds are allocated to support our English Learners. After school programs include title I and LCAP funded reading intervention and support for English Learners. In addition to Title 1 funding we also receive an LCAP fund which is site based. We receive approximately \$126,002.00, which is used to provide additional professional development for teachers, assemblies, field trips, content intervention, clubs, student recognition and parent involvement. In addition, Highland receives the LCFF equity multiplier in the amount of \$579, 395.00 in order to provide additional services to students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,813	\$62,145
Mid-Range Teacher Salary	\$85,679	\$97,088
Highest Teacher Salary	\$111,308	\$120,436
Average Principal Salary (Elementary)	\$140,845	\$151,343
Average Principal Salary (Middle)	\$142,764	\$159,514
Average Principal Salary (High)	\$157,447	\$177,261
Superintendent Salary	\$306,368	\$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

Professional Development

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

- Evidence-based reading, writing, speaking, and listening
- English Language Development
- Mathematics
- Teacher release time for peer observations
- Pax Good Behavior Game
- Kimochis
- Small group instruction
- Problem-based interactive learning

6-Step Phonics Lessons

We use our data to drive instruction and teachers are provided with coaching time with our Teacher Leader as well as the principal. The principal and Teacher Leader do weekly walkthroughs and provide teachers with feedback.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30