Highland Grove Elementary

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Highland Grove Elementary
Street	7700 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2420
Principal	Kristine Castro
Email Address	kristine_castro@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/highlandgrove
Grade Span	K-5
County-District-School (CDS) Code	36-67843-01078888

2025-26 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2025-26 School Description and Mission Statement

MISSION STATEMENT: The Highland Grove Elementary School staff believes all children can learn. With our help and support, we expect our students to successfully master curricula. We ensure learning takes place by providing a positive, safe, and constructive learning environment. We work collaboratively with colleagues, students, families, and the Highland Grove community to achieve this shared educational purpose.

MTSS STATEMENT OF BELIEF: At Highland Grove, students will achieve success, build confidence, cultivate kindness, make meaningful connections, and become life-long learners through working in a safe, respectful, and equitable environment. Students will learn about the Grizzly GREAT expectations and show how they can be G: Growth Minded, R: Respectful, E:

2025-26 School Description and Mission Statement

Engaged, A: Act Responsibly, and T: Treat everyone with Kindness. Along with the MTSS team, systems are created to help improve students' academics and behaviors using a tiered system.

SCHOOL PROGRAMS: To successfully achieve our mission, Highland Grove Elementary utilizes a standards-based curriculum supplemented with a variety of learning tools. Accelerated Reader (AR) and Freckle are utilized in all grades. All of these programs allow teachers to meet the unique individual needs of each student by setting specific, measurable goals with every student in reading and math. Real-time data analysis gives each teacher, student, and parent immediate feedback on a student's progress. Our English Learners are provided with both designated and integrated instructional support in all grades. Fine arts programs include elementary band and elementary orchestra. Student Council provides students in grades four and five an opportunity to develop leadership skills and a means for sharing student opinions with the school community. Most recently, Highland Grove has implemented a focus on STEM/STEAM by incorporating coding and Lego robotics, digital storytelling, maker space, Osmo, and circuits for each grade level through appropriate activities and materials. Along with the teachers and staff, the school site is implementing MTSS strategies on campus, in the classroom, and on the playground to create a common language and build positive characteristics for all students. The students participate in trimester expectation assemblies and have assemblies that encourage positive character traits throughout the school year.

- SCHOOL GOALS: Specific educational goals for the whole school can be found in the Single School Plan for Student Achievement. Broad goals for this year include: Utilize professional learning communities to support our implementation of the district scope and sequence and develop writing, small group, and ELD instruction. Utilize grade level DATA TEAMS/PLCs to analyze student performance data and ensure improved academic achievement for all students utilizing ELOP teachers and SAI. Provide Highland Grove teachers with staff development opportunities that assist in implementing the CCSS in both ELA and Math while cultivating rigor in classroom instruction at all grade levels. Provide specific and targeted intervention support through Student Support/ Universal Access time for students throughout the school year, specifically focusing on "at-risk" students and individual student groups.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	82
Grade 2	84
Grade 3	81
Grade 4	75
Grade 5	91
Total Enrollment	504

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.2
Asian	11.5
Black or African American	3.6
Filipino	1.4
Hispanic or Latino	63.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5
White	12.9
English Learners	10.3
Foster Youth	1.4
Homeless	3.4
Socioeconomically Disadvantaged	65.1
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

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

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

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)	21.1	100	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	0	0	57.1	5.89	15831.9	5.67
Total Teaching Positions	21.1	100	970.2	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)	20.9	100	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	53.7	5.5	14303.8	5.15
Total Teaching Positions	20.9	100	975.9	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)	22.4	98.55	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.45	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	0	0	70.8	7.28	13705.8	4.91
Total Teaching Positions	22.7	100	972.4	100	278927.1	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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.3

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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	0	0

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

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the California State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are state approved and aligned to the state content standards. Each year consumable materials are replaced and necessary growth and replacement materials are purchased to assure all students, including English Learners and students with special needs, have a state-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. Currently, all students, including English Learners and students with special needs, have a Math, Reading, Science, and Social Studies state-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District's Instructional Resource Center.

Year and month in which the data were collected	December 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	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	0%
Science	Inspire Science by McGraw-Hill (2021)	0%
History-Social Science	Social Studies Alive! TCI (2019)	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: A monthly maintenance report is completed by the Lead Custodian and submitted to the district's maintenance and operations department to ensure that any district maintenance and/or safety concerns are addressed promptly and appropriately. The principal also works closely to review data from quarterly walk-throughs and address any needs/issues that present through the data.

Cleanliness: The governing board has adopted cleaning standards for all schools in RUSD. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The facility opened in August 2005 and is noted for outstanding maintenance.

Adequacy: Highland Grove Elementary opened in August 2005 and remains an exemplary model of design and outstanding maintenance. The school has 26 permanent classrooms, a Multipurpose rooms, and playgrounds. The school is equipped with modern technology, including student Chromebook carts (TK-5), Newline interactive flat panels, and Windows 11 laptops for teachers.

Description of any planned or recently completed facility improvements:

Recently Completed:
In 2019, Highland Grove was repainted, and worked on several landscaping and mural projects throughout campus.
Planned/Ongoing:
2023: Replacing additional landscaping with drought-tolerant landscapes, creating a studio space, developing the STEAM lab, removing sand and bushes on the Kindergarten playground for safety concerns, providing families with more on-campus activities, and creating shade areas for outside learning.
2025: Maintaining the campus and plans to repaint the kindergarten and upper playground to create areas for playing during recess time.

Year and month of the most recent FIT report	July 2025

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			
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)	52	56	50	50	47	48
Mathematics (grades 3-8 and 11)	52	50	37	37	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	246	244	99.19	0.81	55.74
Female	125	124	99.20	0.80	57.26
Male	121	120	99.17	0.83	54.17
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	162	160	98.77	1.23	51.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	52.94
English Learners	18	18	100.00	0.00	11.11
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	175	98.87	1.13	49.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	30.77

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	246	244	99.19	0.81	49.59
Female	125	124	99.20	0.80	46.77
Male	121	120	99.17	0.83	52.50
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	67.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	162	160	98.77	1.23	44.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	55.88
English Learners	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	175	98.87	1.13	45.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	23.08

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)	34.02	47.13	32.96	33.45	30.73	32.52

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	88	87	98.86	1.14	47.13
Female	40	40	100.00	0.00	40.00
Male	48	47	97.92	2.08	53.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	61	98.39	1.61	45.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	64	98.46	1.54	39.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

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	100%	97%	91%	98%	100%

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

There are many opportunities at Highland Grove for parents to become involved with school activities during the school year.

Highland Grove Staff believes that the most important parent involvement that every parent can make is to ensure a family commitment to support reading practice at home. Highland Grove utilizes AR Home Connect so parents can be informed when their child completes an Accelerated Reader quiz, indicating students' level of success in reading and understanding what they read (reading comprehension). Individual teachers use AERIES Parent Portal to share grade information and missing assignment information with parents. Teachers utilize Google Classroom and Aeries Parent Square to keep parents informed and involved in the learning process. Teachers and the school also use Aeries parent square as a tool for sending out messages and information that keep our families informed and up-to-date. Additional parental involvement can include, ELAC, PTA programs and PTA membership, participation on the School Site Council, participation on the Equity team, attending and being part of the African American Parent Advisory Committee, and participation on Highland Grove's Safety Committee. Additional ways parents are involved at Highland Grove in many ways, such as;

- Reflections
- Family Nights and Special Events
- Library after school
- Room Parent Volunteers
- Field Trip Chaperones
- Pastries with the Principals.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	527	68	12.9
Female	274	267	31	11.6
Male	260	260	37	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	60	5	8.3
Black or African American	20	19	1	5.3
Filipino	--	--	--	--
Hispanic or Latino	337	335	44	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	4	15.4
White	70	69	9	13.0
English Learners	55	54	10	18.5
Foster Youth	--	--	--	--
Homeless	20	20	3	15.0
Socioeconomically Disadvantaged	376	374	59	15.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	67	8	11.9

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
1.13	0.37	1.87	4.39	3.21	3.02	3.6	3.28	2.94

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	0.07	0	0	0.08	0.07	0.06

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	1.87	0.00
Female	0.36	0.00
Male	3.46	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.64	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	0.00	0.00
English Learners	1.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.99	0.00

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

The Highland Grove Elementary School Safety Plan is updated annually. A school Safety Committee has been established to encourage participation and input from certificated and classified staff, parents, and community members. The School Safety Plan includes disaster response teams, classroom evacuation routes, and a log of monthly fire, disaster, and lockdown drills. Procedures for fire, earthquakes, and lockdown situations are all addressed. Each classroom is equipped with disaster preparedness kits provided by the Highland Grove Elementary PTA. Food and water for the entire school community have been procured and stored in the campus's land-sea container. Should the need arise for students and staff to remain at school for lengthy times due to an emergency, there are buckets of activities in the land-sea container for students to use. Teachers submit to the principal a copy of their minor and major infractions and pre-intervention referrals, and the school follows a progressive discipline plan and tiered support systems. A variety of other means of correction measures are implemented prior to a student being suspended. The exception is when a child's actions violate the Education Code and/or demonstrate that the student's actions have physically/emotionally harmed another individual. Along with the teachers and staff, the school site is implementing MTSS strategies on campus, in the classroom, and on the playground to create a common language and build positive characteristics for all students. There are additional resources to support students when they are on campus to help with behavior expectations and utilize RCSS (district's BCBA and mental health) with the referral process.

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	19	2	3	0
1	18	4	0	0
2	24	0	3	0
3	28	0	3	0
4	32	0	2	0
5	29	0	3	0
6	0	0	0	0
Other	0	0	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	23	0	3	0
1	21	2	2	0
2	25	0	3	0
3	23	0	3	0
4	29	0	3	0
5	32	0	3	0
6	0	0	0	0
Other	3	1	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
K	19	3		
1	21	2	2	
2	28		3	
3	27		3	
4	25	1	1	
5	30		1	2

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	257

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)	2
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	$9,346.55	$776.16	$8,570.39	$100,422.82
District	N/A	N/A	$10,404.68	$105,673
Percent Difference - School Site and District	N/A	N/A	-19.3	-5.1
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-26.1	-3.3

Fiscal Year 2024-25 Types of Services Funded

Accelerated Reader (AR)
Freckle ELA/Math
STAR Early Literacy Assessment
STAR Reading and Math Assessments
Finalsite School Website
Reading and Math Intervention/Support (K-5)
ELD Support (1-5)
Book Bridges
Classified paraprofessional hourly Librarian
After-school library activities
STEAM lab to connect standards to learning (lego, circuits, digital storytelling, robots, coding, ozobots, maker space, Osmo)
ELOP/ Exploration Experience after-school program
ELOP small group instruction (math and reading)
Certificated Enrichment Teachers (after school and during school run by teachers)

Fiscal Year 2024-25 Types of Services Funded

AMS (arts and music in the schools)

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	$63,332	$62,783
Mid-Range Teacher Salary	$100,688	$97,783
Highest Teacher Salary	$132,936	$128,020
Average Principal Salary (Elementary)	$164,336	$160,224
Average Principal Salary (Middle)	$175,641	$166,992
Average Principal Salary (High)	$190,691	$180,971
Superintendent Salary	$312,120	$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

Professional Development

Highland Grove teachers regularly engage in professional development sessions at the school site and district level. This year's focus on professional development has been data analysis to guide interventions, ELD and PBIS with an emphasis on behavior prevention and de-escalation . Training and information sharing occur at staff collaborations that occur every month; these trainings are led by administration, staff, and district personnel. These professional development opportunities have focused on supporting equity, ELD, Tier 2-3 Behaviors, PLCs, district benchmarks, STAR data analysis, and Title IX and Compliance Training.

Minimum Days are set aside throughout the school year for grade levels to work towards increasing student achievement through data analysis and accomplishing school-wide goals. Highland Grove has minimum days weekly for 31 weeks of the school year, which are set aside to support improvement in instruction with the focus on grade level standards. The Guiding Coalition along with the administration are currently planning the roll out for our PLC (Professional Learning Community) to work towards increasing student achievement through data analysis and accomplishing school-wide goals addressing the school's vision. This includes two hours per grade level to receive training focusing on the PLC process as it relates to their standards. The certificated staff was trained on Thinking Maps, writing strategies, designated ELD, Rigor, standards and continues to receive professional development in inclusion practices. Highland Grove staff also attend District training for core curriculum and safety, as required by Redlands USD.

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	9	36	37