



Highland Elementary School

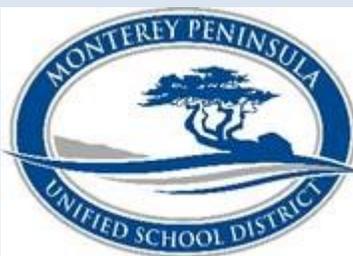
1650 Sonoma Avenue • Seaside, CA 93955 • (831) 583-2024 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Monterey Peninsula Unified School District

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School Description

Welcome to Highland Elementary School, home of the Seahorses. Highland Elementary School is a transitional kindergarten through fifth grade school serving approximately 350 students, including three classes of students with moderate to severe handicaps in the STEPS program. Highland is located in the hills of Seaside, overlooking the beautiful Monterey Bay. Highland Elementary School has a highly qualified team of teachers and support staff.

Dedicated professionals provide all students with a rigorous, standards-based academic program and enrichment activities to support learning. Every year the Highland team strives to improve academic achievement by elevating the content and using research based instructional strategies with a focus is on English Language Arts, Mathematics, and English Language Development. The school goal is to remove the opportunity gap for all students and motivate all students with love learning and demonstrate their passion with academic success. Parents are supported to provide the best educational experience possible. Highland staff and parents work together to meet the district goal of full literacy for every student. Intervention for all at-risk students in English Language Arts and Math is provided. Implementation of the Positive Behavior Intervention and Support and a Mindfulness program ensures a safe and positive school culture at Highland Elementary School. All students receive choral music, and visual arts, drama and/or dance instruction depending on grade level. Fourth and fifth grade students receive additional programs: band or orchestral instrument instruction; First Tee Golf. The mission of First Tee is to provide youth with educational programs that build character, instill life-enhancing values and promote healthy choices through the game of golf; the Eco Ambassadors, S.T.E.A.M. project. It is an arts-integrated science program brought by the Return of the Natives (CSUMB), the Pacific Grove Museum of Natural History and the Arts Council for Monterey County, with the support of the MPUSD maintenance, grounds and conservation departments. The students learn beginning ecology in a project-based manner. There is a focus on the whole child and the strengths, skills, and interests of children as dynamic learners.

Focus for Improvement:

- Highland Elementary School teachers work in Professional Learning Communities to analyze and use student achievement data to guide their instruction.
- An Academic Coach assists classroom teachers with implementing the adopted curriculum and using the best instructional strategies for academic success. The Academic Coach ensures compliance with state and federal guidelines and supports teachers to plan and deliver targeted and explicit English Language Development instruction for English Learners.
- Intervention is focused on the students who are not achieving at grade level in English Language Arts and math.
- All students have instructional technology in the classrooms and all teachers use electronic resources that are available to them with our adopted curricula.

Hecate Rosewood
Principal

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	51
Grade 2	68
Grade 3	46
Grade 4	63
Grade 5	48
Total Enrollment	343

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	3.2
Hispanic or Latino	79.6
Native Hawaiian or Pacific Islander	1.5
White	3.2
Socioeconomically Disadvantaged	90.4
English Learners	68.8
Students with Disabilities	12.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Highland Elementary School	16-17	17-18	18-19
With Full Credential	20	18	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Highland Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Monterey Peninsula Unified School District held a public hearing on August 2018, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Hands on, project-based visual and performing arts The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	19.0	29.0	38.0	39.0	48.0	50.0
Math	18.0	18.0	27.0	27.0	37.0	38.0

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

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.4	32.7	6.1

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	151	149	98.68	28.86
Male	72	70	97.22	21.43
Female	79	79	100.00	35.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	131	129	98.47	27.13
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	28.97
English Learners	126	124	98.41	27.42
Students with Disabilities	14	14	100.00	28.57
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	151	151	100	17.88
Male	72	72	100	18.06
Female	79	79	100	17.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	131	131	100	16.79
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	147	100	17.69
English Learners	126	126	100	15.87
Students with Disabilities	14	14	100	7.14
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent engagement is a priority at Highland Elementary School. Parents are regular visitors in Highland classrooms and many stay to assist teachers by listening to students read, helping with special activities, and chaperoning on field trips. Highland has an inviting picnic area where many parents come daily to eat lunch with their children. This is an event that students love and it supports parents that work alternative schedules. Virtually, 100% of parents attend parent teacher conferences, student performances, and other school events. Parents are represented on the School Site Council and the English Learner Advisory Committee.

Interpretation and translation are provided as needed. There is a weekly bilingual newsletter that informs parents of events at school and the district, and ways to support their child's academic success. Highland has a up-to-date website, a Facebook page, and uses ParentSquare to inform parents of student, class and school wide events and specific information to support student learning. For more information on ways to become more involved, contact the principal at (831) 583-2024.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlights of this school's plan are detailed below.

The school staff works together to ensure the safety of all students. Teachers and support staff have assigned times to supervise the school grounds before and after school. Visitors sign in and out at the office and wear badges so that staff knows who is approved to be on campus. Each classroom has a clear discipline program and school rules are reviewed at the beginning of the year and included in student handbooks and information sent home to the parents. Highland Elementary School has established positive relationships with the Seaside Police Department and they are quick to respond with assistance when necessary. Monthly students and staff do practice drill for earthquakes, ALICE (intruder) or fire drills to prepare for emergency situations. The MPUSD has trained administrators in ALICE in order to insure more safety for more students and staff at school. "A.L.I.C.E." is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate. The main objective of the program is to provide the students and staff with Options to increase their chance of survival during an "Active Shooter on Campus" emergency. Students will participate in 2 drills per year to respond to an active shooter emergency. The comprehensive School Safety Plan has been reviewed by the Safety Committee and approved by the School Site Council in January 2019.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	0.0	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	17	18	1	4	2	4	1	2			
1	24	21	24		1		2	2	2			
2	29	25	21			1	2	2	2			
3	27	29	22				2	2	2			
4	30	27	30				2	2	2			
5	23	23	24	1	1		3	2	2			
Other		10	7		1	2						

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

Professional Development provided for Teachers

The Monterey Peninsula Unified School District has extensive opportunities for teachers to improve instruction, engagement and intervention. The priorities were determined by analysis of student data, teacher input and professional research. District professional development is provided by teachers, administrators, and professional trainers. The trainings are provided in workshops, staff meetings, PLCs (Professional Learning Communities), online and at conferences. Highland Elementary School has the flexibility to develop its own PD plan at the site level. Teachers have multiple opportunities to improve instruction and subject area knowledge. Teachers are supported by administrators at the district and site level, as well as by an Academic Coach and Intervention Teacher. There are regular classroom visits to provide feedback and provide support. Highland's priorities are: Growth Culture; Guided Reading; and Small Group Instruction.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$47,547
Mid-Range Teacher Salary	\$65,733	\$74,775
Highest Teacher Salary	\$97,355	\$93,651
Average Principal Salary (ES)	\$100,517	\$116,377
Average Principal Salary (MS)	\$104,946	\$122,978
Average Principal Salary (HS)	\$114,217	\$135,565
Superintendent Salary	\$206,150	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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).

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,691	\$377	\$5,314	\$70,667
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-46.0	3.8
Percent Difference: School Site/ State			-29.1	-8.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.