



Highland Elementary School

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

Ms. Hecate Rosewood, Principal

hrosewood@mpusd.net

highland.mpusd.net

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Monterey Peninsula Unified School District

700 Pacific St.

Monterey, CA 93942-1031

(831) 645-1200

www.mpusd.net

District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramespacher, Vice
President Clerk

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

District Administration

Dr. PK Diffenbaugh
Superintendent

Cresta MacIntosh
**Associate Superintendent
Educational Services**

Beth Wodecki
**Assistant Superintendent
Secondary**

Ryan Altemeyer
**Associate Superintendent Business
Services**

Dr. Manny Nuñez
**Assistant Superintendent Human
Resources**

Marci McFadden
**Chief of Communications and
Engagement**

Donnie Everett
**Assistant Superintendent Multi
Tiered Systems of Support**

School Description

Welcome to Highland Elementary School, home of the Seahorse. Highland Elementary School is a transitional kindergarten through fifth grade school serving approximately 305 students, including two classes of students with moderate to severe students with cognitive delays in the STEPS program, who are integrated into the general education classes. 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.

The dedicated professionals of Highland 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, English Language Development, and STEM. Students are receiving intensive instruction in narrative and informational writing in a workshop format. The school goals are to reduce the opportunity gap for all students, motivate all students with love of learning and demonstrate their passion with academic success while developing each child as a productive and kind human being. 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. 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 their grade level. Fourth and fifth grade students receive additional programs including band, orchestral instrument instruction, First Tee Golf, and Eco-Ambassadors. 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. Eco Ambassadors and Return of the Natives purpose is to develop ecology awareness and stewardship. There is a focus at Highland on the whole child and the strengths, skills, and interests of children as dynamic learners and citizens.

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. Differentiated reading instruction is provided to all students through a balanced literacy program All students have instructional technology in the classrooms and all teachers use electronic resources that are available to them with our adopted curricula.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	51
Grade 2	42
Grade 3	64
Grade 4	45
Grade 5	58
Total Enrollment	333

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	3
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	2.1
White	3
Two or More Races	1.5
Socioeconomically Disadvantaged	95.2
English Learners	68.5
Students with Disabilities	12
Foster Youth	0.3
Homeless	10.2

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 for Highland Elementary	17-18	18-19	19-20
With Full Credential	18	17	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	◆	◆	444
Without Full Credential	◆	◆	38
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Highland Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Monterey Peninsula Unified School District held a public hearing on August 2019, 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 2019

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 2019 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 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Accelerate Learning Inc. STEMScopes - Adopted 2018 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin History-Social Science - Adopted in 2007 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, Band, & Orchestra 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%.

Many school bond projects are underway. Visit www.mpsud.net and search for Measure I & P Dollars at Work 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 2019

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

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	23	39	37	50	50
Math	18	25	27	26	38	39

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
 Grades Five, Eight, and Ten**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	24.1	5.6

Note: 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.

**School Year 2018-19 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	160	159	99.38	22.64
Male	73	72	98.63	25.00
Female	87	87	100.00	20.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	133	99.25	21.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	154	99.35	22.73
English Learners	134	133	99.25	22.56
Students with Disabilities	18	18	100.00	11.11
Foster Youth	--	--	--	--
Homeless	28	27	96.43	3.57

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 2018-19 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	160	160	100.00	25.00
Male	73	73	100.00	28.77
Female	87	87	100.00	21.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	134	100.00	21.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.00	23.87
English Learners	134	134	100.00	23.13
Students with Disabilities	18	18	100.00	11.11
Foster Youth	--	--	--	--
Homeless	28	28	100.00	0.00

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 2019-20)

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. Students love having lunch with their families and it supports parents that work alternative schedules. Virtually, 100% of parents attend parent-teacher conferences. Many parents support their children by attending student performances and other school events. Parents are represented on the School Site Council and the English Learner Advisory Committee. There is significant participation in Puertas Abiertas and Parents Partners, parenting classes that is facilitated by our Community Liaison who knows our school community well. The Coffee with the Principal is well-attended.

Interpretation and translation are provided as needed for public events, conferences, SSTs, IEP and other meetings. 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 an up-to-date website 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. There is a Safety Committee that reviews the safety plan annually and presents it to the School Site Council for review and approval. 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. PBIS aligned school rules are posted in each classroom. There is a PBIS Matrix aligned to these rules. 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 drills for earthquakes (quarterly), ALICE (twice a year) or fire drills (monthly) to prepare for emergency situations. The MPUSD has trained administrators in ALICE protocols in order to insure additional safety for more students and staff at school. ALICE 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/Intruder on Campus" emergency. The comprehensive School Safety Plan has been reviewed by the Safety Committee and approved by the School Site Council in December 6, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.3	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (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	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	4	1		18	2	2		19	1	3	
1	21	1	2		24		2		24		2	
2	25		2		21	1	2		20	1	1	
3	29		2		22		2		16	4		
4	27		2		30		2		21	1	1	
5	23	1	2		24		2		21	1	2	
Other**	10	1			7	2						

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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. There are regular classroom visits to provide feedback and provide support. Highland's priorities are: MTSS; Balanced Literacy; and Small Group Instruction in ELA and Math.

Highland Elementary School has developed a unique system of coaching and professional development to support Writer's Workshop and other core content areas. Our Academic Coach provides an hour per grade level of professional development to support Writer's Workshop while students are provided choral music and PE instruction. This system of support allow teachers time in the school day to learn and plan for the week's writing instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,321	786	5,535	69,979
District	N/A	N/A	8,757	
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-45.1	5.2
School Site/ State	-29.1	-8.0

Note: Cells with N/A values 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.

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.