

Highlands Elementary School

27332 Catala Avenue • Saugus, CA 91350 • (661) 294-5320 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saugus Union Elementary School District

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District Governing Board

Rose Koscielny

Judy Egan Umeck

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District Administration

Joan Lucid, Ed. D.
Superintendent

Christine Hamlin, Ed. D.
Assistant Superintendent
Curriculum & Instruction

Cynthia Shieh
Assistant Superintendent
Business

Chad Hammitt, Ed.D.
Assistant Superintendent
Human Resources

School Description

For the 2014-15 school year Highlands School is one of 15 elementary schools within the Saugus Union School District. The Saugus Union School District is located in the Santa Clarita Valley which is in northeastern Los Angeles County. The District and Highlands School possess a long tradition of high expectations, excellence and pride. Most of the schools within the District have been recognized as California Distinguished Schools. Highlands achieved this recognition in 1987 and became the very first school in the entire Santa Clarita Valley recognized as a National Blue Ribbon School of Excellence in 1989. Highlands has consistently had an API rating well over "800" since the API system was instituted.

Highlands School opened its doors for the first time in September of 1970. Currently Highlands houses approximately 475 students in grades transitional kindergarten through sixth. About 8% of our student population are in Special Day Classes covering grades TK through 6th. Approximately 9% of our students are designated as "English Language Learners." We have also identified approximately 25 of our students as Gifted and Talented Education (GATE) students.

All of Highlands teachers are fully credentialed with their years of teaching experience ranging from 4 years to 34 years. Many of Highlands teachers remain at this site for their entire teaching career.

Highlands School has a cohesive team of students, teachers, support personnel and parents who make children their priority with the expectation of good results. The open space architecture of the main building encourages teacher collaboration and teamwork in supporting the instructional program. Additionally, our school has many technologically-assisted education opportunities for our students. Every classroom is equipped with a "Smart Board" and teachers used their Smart Board as a manner in which to enhance their educational presentations on a daily basis. There is a 34 station computer lab set up that all classes have the opportunity to use on a weekly basis.

In partnership with our school community, Highlands School is dedicated to developing and nurturing the whole child through innovative continuous learning. Our school's Parent Faculty Organization has always been supportive of providing our school with school-wide assemblies and field trips that support the regular classroom curriculum.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (661) 294-5320.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	106
Gr. 1	63
Gr. 2	66
Gr. 3	63
Gr. 4	67
Gr. 5	73
Gr. 6	62
Total	500

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	3.2
Filipino	3.0
Hispanic or Latino	38.0
Native Hawaiian/Pacific Islander	0.2
White	51.4
Two or More Races	2.0
Socioeconomically Disadvantaged	30.0
English Learners	12.4
Students with Disabilities	17.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Highlands Elementary School	12-13	13-14	14-15
Fully Credentialed	18	21	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	416
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Highlands Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: 10/01/2013			
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Scott Foresman K-6 Certified 2010	
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		MacMillan K-6 Certified 2009	
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		MacMillan K-5, Harcourt 6 Certified 2008	
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		Scott Foresman K-5, Harcourt 6 Certified 2007	
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0		2008 adoption of "Arts Attack" program	

School Facility Conditions and Planned Improvements (Most Recent Year)

Highlands School underwent a complete remodel and update of its grounds, utilities, HVAC systems, building configuration, interior and exterior surfaces and technology infrastructure during the 2005-2006 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/7/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	72	66	69	76	75	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	62	67	63	72	77	73	54	56	55
Math	64	66	66	74	75	74	49	50	50
HSS							48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	6	5
Similar Schools	2	3	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.2	19.2	60.3

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	81
All Student at the School	69
Male	63
Female	74
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian/Pacific Islander	
White	74
Two or More Races	
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	10	0	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	5	-25
Native Hawaiian/Pacific Islander			
White	25	5	-9
Two or More Races			
Socioeconomically Disadvantaged	-2	21	-13
English Learners			
Students with Disabilities	68	-33	70

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Our school prides itself in having wonderful parent and community involvement through our School Site Council and our Parent Faculty Organization (PFO). Our PFO supports our school's advanced technological attributes, having furnished the money to put a Smart Board installation in each and every classroom. Our PFO also helps to fund school fine arts and intervention activities as well as enhanced library hours for our school library. The PFO funds field trips for every grade level and also supports the school by funding an extensive assembly program each year.

Highlands also has an after school enrichment program also organized by our PFO. In addition to our PFO provided after school enrichment classes, teachers on our staff provides additional learning opportunities for our students who are second language learners.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Highlands Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Highlands Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Highlands Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.5	0.4	0.2
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	0.7	0.4
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.7%

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.4
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	25	15	21	0	2	1	3	1	4	0		
Gr. 1	26.5	17	21	0	2	1	2	2	2	0		
Gr. 2	24	19	22	0	1	1	3	2	1	0		1
Gr. 3	20	23	21	3	1	1	1	2	2	0		
Gr. 4	22.7	23	22	1	1	1	2	2	2	0		
Gr. 5	29.5	17	18	0	2	2	2	2	1	0		1
Gr. 6	25.5	24	21	1	1	1	3	2	2	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,701	\$41,507
Mid-Range Teacher Salary	\$71,926	\$67,890
Highest Teacher Salary	\$85,201	\$86,174
Average Principal Salary (ES)	\$119,538	\$109,131
Average Principal Salary (MS)	\$0	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$173,649	\$185,462
Percent of District Budget		
Teacher Salaries	45	42
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,998	\$48	\$5,950	\$73,411.00
District	♦	♦	\$5,160	\$75,625
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			15.3	-2.9
Percent Difference: School Site/ State			26.9	3.7

Types of Services Funded at Highlands Elementary School

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

Professional Development provided for Teachers at Highlands Elementary School

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Support and Assessment (BTSA) and Peer Assistance and Review (PAR) programs extend individual support and training and support success in the practice of teaching.

Professional growth activities are planned annually based on current needs and input received from staff. For each of the last three years the teachers' work calendar has included three professional development days. Workshops on professional effectiveness and classroom skills focus on reading and math standards and alignment with classroom curriculum. Training components include state requirements for teachers hired due to class size reduction.

Committees comprised of teachers and administrators reviewed the state standards and adapted them for our curriculum for mathematics, language arts, history-social science and science. These standards-based documents are the foundation for what is taught and assessed in our district.

The staff is receiving continued training in Explicit Direct Instruction and Whole Brain Teaching. All teachers have gone through Systematic ELD Training and are implementing the strategies in their rooms.