

# Highland Ranch Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Highland Ranch Elementary School
<b>Street</b>	14840 Waverley Downs
<b>City, State, Zip</b>	San Diego, CA 92128
<b>Phone Number</b>	858-674-4707
<b>Principal</b>	Cindy Venolia
<b>Email Address</b>	cvenolia@powayusd.com
<b>Website</b>	<a href="http://www.powayusd.com/hres">http://www.powayusd.com/hres</a>
<b>County-District-School (CDS) Code</b>	37682966110886

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

### School Description and Mission Statement (School Year 2019-20)

We are a school proud to serve 700 young learners from north San Diego County. As a primary school, we strive to support the growth of the whole child in building the social emotional and academic skills to prepare them for college, career and community. Our school improvement plan builds on the strong practices we have established over the past several years. We will continue to refine and develop instructional practices, emphasizing critical thinking. Our goal is for each lesson to have a clear purpose with teacher modeling and questioning to support student access to grade level content. Our teams will continue to come together during Exploration days to collaborate and plan for science, literacy and math instruction using sound instructional practices. Every person has a right to feel safe and engaged at Highland Ranch. We respect and affirm the cultures and differences that make up our school community. Everyone belongs at Highland Ranch Elementary School. In addition to our amazing students, the incredibly dedicated staff and families are what contribute to making our school thrive. As a school that serves students, aged preschool to fifth grade, we are able to keep focused on the foundational skills students need to be successful throughout their lives. We have made great progress with our students' scores on standardized tests, and the continuation of meaningfully using this data to inform our school's direction.

Highland Ranch is a school with a mission to have motivated students, enthusiastic teachers, and engaged parents who come together to prepare Stallions for their future. As our enthusiasm as educators is a key factor in motivating our students, we reflect on our instructional practices. This year, our teachers are asking these important questions: If students are accountable for their learning, what can we, as educators, expect to see? If we want our students to be accountable, what will we have to provide to them?

We realize that our school environment must be one which lends itself to accountability for our actions, and our students responsibility for their actions. To this end, our Positive Behavior Support Team will provide strategies for our staff, resources for parents, and positive lessons for our students. We have three school rules: Be Safe, Be Kind, Be Responsible. Our Values are the Character Counts Pillars of Trustworthy, Respect, Responsible, Fairness, Caring and Citizenship. It is our expectation that all members of staff, students, and parents uphold these values.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	128
Grade 1	109
Grade 2	113
Grade 3	103
Grade 4	110
Grade 5	120
<b>Total Enrollment</b>	<b>683</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.1
Asian	26.8
Filipino	4.8
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.1
White	39.5
Two or More Races	9.2
Socioeconomically Disadvantaged	14.2
English Learners	19
Students with Disabilities	9.1
Homeless	0.3

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	35	32	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: 6/29/2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science</b>	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 06/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roof needs to be replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground awning is ripped
<b>Overall Rating</b>	Fair	

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	74	74	76	50	50
Mathematics (grades 3-8 and 11)	52	65	67	70	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	315	97.52	2.48	73.97
Male	154	149	96.75	3.25	69.80
Female	169	166	98.22	1.78	77.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	81	78	96.30	3.70	82.05
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	54	52	96.30	3.70	67.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	130	127	97.69	2.31	72.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	32	32	100.00	0.00	78.13
Socioeconomically Disadvantaged	61	56	91.80	8.20	57.14
English Learners	80	76	95.00	5.00	69.74
Students with Disabilities	39	36	92.31	7.69	30.56
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	317	98.14	1.86	65.30
Male	154	151	98.05	1.95	68.87
Female	169	166	98.22	1.78	62.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	81	80	98.77	1.23	87.50
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	54	52	96.30	3.70	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	130	127	97.69	2.31	64.57
Two or More Races	32	32	100.00	0.00	62.50
Socioeconomically Disadvantaged	61	56	91.80	8.20	50.00
English Learners	80	78	97.50	2.50	66.67
Students with Disabilities	39	36	92.31	7.69	19.44
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.0	31.9	30.3

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.



## 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)

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Highland Ranch recognizes the importance of the partnership between home and school and remains committed to supporting the Parents as Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Our school's Foundation and PTA work cooperatively as "The Power of Two" and promote a culture of shared responsibility and celebration! Everything from school supplies to a PE and Science teacher are funded by these two groups. Parent volunteers work in a variety of capacities above and beyond ongoing fund raising functions. Our parents enthusiastically volunteer in our Volunteer Workroom, Fall Festival, Variety Show, Run for the Ranch, Variety Show, Book Fairs, Fun Run, Classroom Support, School Pictures, Hearing and Vision Screenings, Kindergarten and Continuing Student Registration, School Newsletter, Library and Book Room. We value the need for fine arts and provide school-wide opportunities for all children to participate in Arts Attack. Additionally, in the performing arts, we have Choir and Stallion Singers as after school clubs available to all grade levels. Our parents also volunteer to promote strong academic skills. This year a dedicated team of parents continues the tutoring program for our first and second grade students in the Everyone a Reader program. Parents also help to determine site direction. Our team for Site Council consists of five parents who are dedicated to the success of students, and provide insight and input on how to improve our school. We believe that when home and school work together it can only benefit our students.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	1.1	0.6	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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Highland Ranch places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills follow mandated guidelines. Power Points and training are held for all members of the staff, including teachers and yard supervisors to ensure that all members of our school team are fully equipped to handle any emergency. Maintenance staff work with a scheduled preventive program to offset costly repairs. Everyone who volunteers on our campus or on field trips are required to under go Megan's Law clearance as well as sign a district Volunteer Code of Conduct and a Volunteer orientation. Visitors to our campus enter campus through the office, check in through our "computer sign in" system and wear a badge indicating they have done so.

## 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.

### 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	23	1	5		24	1	6		25		5	
1	25		4		25		4		23		4	
2	26		4		24		4		24		5	
3	24		5		22		5		25		4	
4	28		4		32		2		31		2	1
5	32		3	1	38	1	1	5	33		2	2
Other**	9	1							10	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.

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

Title	Ratio
Academic Counselors*	3415.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	2.8
Resource Specialist (non-teaching)	1.5
Other	2.3

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,017.87	2,012.93	6,004.94	79,405.40
District	N/A	N/A	7,536.45	\$79,082.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-22.6	0.4
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.2	-3.7

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 (Fiscal Year 2018-19)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,046	\$48,612
<b>Mid-Range Teacher Salary</b>	\$74,420	\$74,676
<b>Highest Teacher Salary</b>	\$101,917	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$131,931	\$125,830
<b>Average Principal Salary (Middle)</b>	\$143,470	\$131,167
<b>Average Principal Salary (High)</b>	\$151,598	\$144,822
<b>Superintendent Salary</b>	\$287,500	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

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

Research supports the positive effects professional development has on increasing student learning. All staff is afforded the opportunity to participate in district and site sponsored professional development. Teachers may participate in "TLC" opportunities. These Teacher Learning Cooperatives are designed to meet the needs of the teacher as it relates to site and grade goals. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Since 2016, we have used the Xplore time for our staff and students. This Xplore time allows teachers collaborative time, seventeen sessions per year, during the school day to research best practices and assess student progress. Students, meanwhile, are afforded the opportunity to have instruction in Science, Art, or PE with a fully credentialed teacher. Teachers and administrators are actively involved in professional development activities at the site and district level. The Poway Professional Assistance Program (PPAP) provides support for new teachers that provides teachers with coach to help them effectively meet the Continuum of Professional Standards.