

Highland Ranch Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Highland Ranch Elementary School
Street	14840 Waverley Downs
City, State, Zip	San Diego, CA 92128
Phone Number	858-674-4707
Principal	Cindy Venolia
E-mail Address	cvenolia@powayusd.com
Web Site	http://www.powayusd.com/hres
CDS Code	37682966110886

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2017-18)

The Highland Ranch community takes our responsibility to our students very seriously. It is our priority to provide an academically challenging and emotionally nurturing environment for our students. The foundation for this is based on the Highland Ranch Expectations that incorporate the Six Pillars of Good Character. Staff and parents are expected to teach our students respect, responsibility and safety not just through what we say, but by what we do. We focus on the whole child and allow them to explore their world, learn social and emotional skills, and academic skills to succeed. Children thrive when they are in an environment where everyone is valued and respected and that is what everyone on our campus is expected to model.

Built in 1992, Highland Ranch is situated in a residential neighborhood in a suburban area of San Diego. Caramel Mountain Ranch is a planned community with shopping centers, library, and medical facilities within walking distance of the school.

Highland Ranch's student population includes approximately 800 students in grades pre-school through fifth, four half day sessions of Special Education Pre-School and two classes of Autism Special Day class students in grades Kindergarten through 5th grades. Our special needs populations includes Autistic Special Day classes, Special Education Pre-School, Resource Special Education, Speech and Language, the Gifted and Talented Education program and English Learners. Each special needs population is served both according to state law and individual requirements.

A diverse population of ethnic groups enrich our school, with many students identified as English Language Learners. As the diversity of our population increases it becomes increasingly important for our staff, students and parents to increase our knowledge and appreciation of different cultures and to evaluate our goals to meet the needs of our population.

Our PTA and our Foundation are actively involved and support our school and our programs. In these times of increasing budget limitations both organizations as well as independent parent groups work closely with staff to determine what our primary need areas are and to develop a plan to support those needs both financially and by volunteering. Our Foundation provides a PE Teacher and a Science Teacher to enrich the lives of our students. This year we have added Multicultural Music Instruction celebrating world music and cultures. Highland Ranch lives up to its reputations as an outstanding school in the Poway Unified School District and instills in our students a commitment to lifelong learning and high achievement with a dedication to the development of the Six Pillars of Character and the modeling of these characteristics in staff and parents.

Mission Statement: Highland Ranch is a school with motivated students, enthusiastic teachers, and engaged parents who come together to prepare our Stallions for their future.

The staff and parent community work collaboratively to support our school mission. Together we are dedicated and committed to developing responsible life-long learners. Our vision is to provide a nurturing, challenging, learning environment that supports every child in meeting grade level standards.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	136
Grade 1	98
Grade 2	107
Grade 3	126
Grade 4	115
Grade 5	129
Total Enrollment	711

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0
Asian	24.6
Filipino	6.5
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.3
White	42.1
Two or More Races	8.4
Socioeconomically Disadvantaged	11.8
English Learners	22.1
Students with Disabilities	10.5
Foster Youth	0.1

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	30	33	1590
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	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
History-Social Science	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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/14/17				
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			CARPETS NEED REPLACED
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		X	HE SCHOOL IS IN OVERALL GOOD CONDITION, ROOFING NEEDS MAINTENANCE/REPAIR
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		GROUNDS ARE DESCENT

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/14/17				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	65	61	75	74	48	48
Mathematics (grades 3-8 and 11)	56	51	67	66	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	365	97.59	61.26
Male	175	168	96	56.29
Female	199	197	98.99	65.48
Black or African American	16	16	100	31.25
Asian	75	72	96	76.39
Filipino	28	28	100	60.71
Hispanic or Latino	56	56	100	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	163	157	96.32	62.18
Two or More Races	33	33	100	51.52
Socioeconomically Disadvantaged	61	59	96.72	45.76
English Learners	98	95	96.94	56.84
Students with Disabilities	48	43	89.58	20.93

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	374	363	97.06	50.96
Male	175	165	94.29	51.52
Female	199	198	99.5	50.51
Black or African American	16	16	100	6.25
Asian	75	72	96	79.17
Filipino	28	28	100	57.14
Hispanic or Latino	56	56	100	39.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	163	155	95.09	49.68
Two or More Races	33	33	100	36.36
Socioeconomically Disadvantaged	61	58	95.08	32.76
English Learners	98	97	98.98	55.67
Students with Disabilities	48	43	89.58	16.28

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	72	84	83	83	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.2	29.2	24.6

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8	0.8	1.3	1.1	1.1	1.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 undergo 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		5		25		5		23	1	5	
1	26		4		26		4		25		4	
2	27		5		26		4		26		4	
3	25		5		26		5		24		5	
4	27	1	1	2	33			3	28		4	
5	33			4	28	1		4	32		3	1
Other	9	1			10	1			9	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	0	\$77,952.95
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	-2.9
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	-1.6

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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, thirteen 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.