

# Highland Academy

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Highland Academy
<b>Street</b>	715 Wellwood Ave.
<b>City, State, Zip</b>	Beaumont, CA 92223-7442
<b>Phone Number</b>	(951) 266-0220
<b>Principal</b>	Brent Raymond Bishop
<b>E-mail Address</b>	brentbishop@highland-academy.org
<b>Web Site</b>	highland-academy.org
<b>CDS Code</b>	33 66993 0127142

<b>District Contact Information</b>	
<b>District Name</b>	Highland Academy
<b>Phone Number</b>	(951) 266-0220
<b>Superintendent</b>	Brent Raymond Bishop
<b>E-mail Address</b>	brentbishop@highland-academy.org
<b>Web Site</b>	highland-academy.org

### School Description and Mission Statement (School Year 2016-17)

Highland Academy exists to build character, foster self-motivation and enhance leadership ability in students. Using core subjects, faculty will teach the necessary 21st century skills of technology, collaboration, critical thinking, and creativity in a safe and individualized environment. Innovative learning, life, career, and technology skills are central to a 21st century leader's education. Students will be expected to strive for academic success with hard work, personal excellence through self-discipline, and develop strong character through honesty and service.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	10
Grade 1	5
Grade 2	2
Grade 3	2
Grade 4	2
Grade 5	3
Grade 6	83
Grade 7	76
Grade 8	78
<b>Total Enrollment</b>	<b>261</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3.8
American Indian or Alaska Native	1.5
Asian	1.1
Filipino	0
Hispanic or Latino	43.7
Native Hawaiian or Pacific Islander	0.4
White	47.9
Two or More Races	0.4
Socioeconomically Disadvantaged	20.3
English Learners	6.1
Students with Disabilities	5.4
Foster Youth	0

## 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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	14	12	12
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	2.3	97.7
All Schools in District	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

Note: 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 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Realize; 2014	Yes	0
Mathematics	College Prep Mathematics; 2013	Yes	0
Science	Its' About Time, Project-Based Learning for Middle School; 2014	Yes	0
History-Social Science	LearnTCl.com; 2013	Yes	0

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

Highland Academy currently leases its campus located at 715 Wellwood Ave. from Beaumont Unified School District. The school takes great efforts to ensure that campus is clean, safe, and functional. The campus consists of 16 classrooms, a multipurpose room, a staff lounge with a copy room, and an administrative office.

Highland Academy maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Maintain cleanliness and prioritize restroom repairs
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Repair leaks on roofs as needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair or replace older doors on campus

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	48	54	42	49	44	48
Mathematics	28	30	29	33	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	84	83	98.8	60.2
	7	81	79	97.5	46.8
	8	75	75	100.0	56.0
Male	3	--	--	--	--
	5	--	--	--	--
	6	32	31	96.9	61.3
	7	34	33	97.1	39.4
	8	36	36	100.0	44.4
Female	4	--	--	--	--
	5	--	--	--	--
	6	52	52	100.0	59.6
	7	47	46	97.9	52.2
	8	39	39	100.0	66.7
Black or African American	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	5	--	--	--	--
	6	36	36	100.0	63.9
	7	40	39	97.5	43.6
	8	36	36	100.0	50.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	37	36	97.3	52.8
	7	34	33	97.1	51.5
	8	34	34	100.0	58.8
Two or More Races	3	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	4	--	--	--	--
	5	--	--	--	--
	6	24	23	95.8	65.2
	7	17	16	94.1	43.8
	8	13	13	100.0	30.8
English Learners	6	11	11	100.0	54.5
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	84	83	98.8	33.7
	7	81	79	97.5	31.6
	8	75	75	100.0	22.7
<b>Male</b>	3	--	--	--	--
	5	--	--	--	--
	6	32	31	96.9	38.7
	7	34	33	97.1	33.3
	8	36	36	100.0	27.8
<b>Female</b>	4	--	--	--	--
	5	--	--	--	--
	6	52	52	100.0	30.8
	7	47	46	97.9	30.4
	8	39	39	100.0	17.9
<b>Black or African American</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>American Indian or Alaska Native</b>	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Asian</b>	6	--	--	--	--
	8	--	--	--	--
<b>Hispanic or Latino</b>	5	--	--	--	--
	6	36	36	100.0	27.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	40	39	97.5	28.2
	8	36	36	100.0	13.9
<b>Native Hawaiian or Pacific Islander</b>	7	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	37	36	97.3	30.6
	7	34	33	97.1	42.4
	8	34	34	100.0	26.5
<b>Two or More Races</b>	3	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4	--	--	--	--
	5	--	--	--	--
	6	24	23	95.8	21.7
	7	17	16	94.1	37.5
	8	13	13	100.0	23.1
<b>English Learners</b>	6	11	11	100.0	18.2
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	58	60	62	59	49	47	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	78	77	98.7	62.3
<b>Male</b>	37	37	100.0	64.9
<b>Female</b>	41	40	97.6	60.0
<b>Hispanic or Latino</b>	37	37	100.0	56.8
<b>White</b>	36	35	97.2	68.6
<b>Socioeconomically Disadvantaged</b>	14	14	100.0	42.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>7</b>	10.1	17.7	62

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 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 (School Year 2016-17)

Parents and community members can become involved in a variety of ways, including: Student store supervision, campus supervision, assisting in classrooms, volunteering at evening and weekend events, volunteering to coach and assist in our various sports programs, community service opportunities, attendance and participation at school board and LCAP meetings.

Any parent interested in learning how they can be involved at school are invited to contact the front office at 951-266-0220. In most cases, volunteers will be required to pass fingerprinting and background checks before being allowed to volunteer on campus.

### 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.

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	2.7	7.1	0.0	5.2	4.3	3.9	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

Highland Academy's School Safety Plan is reviewed and updated annually at the beginning of each school year (9/9/16) by the school's Safety Planning Committee which consists of school administration, certificated teachers, and interested parents with expertise in different areas of safety.

The school safety plan includes: (1) An assessment of the current status of school crime at the school and at school-related functions. (2) Child Abuse Reporting Procedures, (3) Disaster procedures, routine and emergency, crisis response plan, including adaptations for pupils with disabilities, (4) Suspension/Expulsion policies and procedures, (5) Teacher notification of dangerous pupils procedures, (6) Discrimination and Harassment policy, including Bullying/Cyberbullying, (7) Schoolwide Dress Code, including prohibition of gang-related apparel, (8) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site, (9) Providing a safe and orderly environment conducive to learning at the school, and (10) Rules and procedures on school discipline.

## 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 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2013-2014
<b>Year in Program Improvement*</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	N/A	7
<b>Percent of Schools Currently in Program Improvement</b>	N/A	77.8

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	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	20	1										
5	3	1										
6	25		12		20	5	15		26	3		

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics	26		2		26		4		26		4	
Science	18	2	2		23	2	4		23	2	4	
Social Science	26		2		27		4		27		4	

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	1	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,200	\$0	\$6,200	\$48,000
District	N/A	N/A	\$6,200	\$69,861
Percent Difference: School Site and District	N/A	N/A	0.0	-31.3
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	9.2	-32.9

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

## Types of Services Funded (Fiscal Year 2015-16)

Highland Academy Charter School provides an array of services to support and assist students. After school and lunch time tutoring is offered in every grade level for every subject area for students. For students in need of more intensive academic support, our school offers an Academic Improvement Program (AIP) on a weekly basis that provides students who are failing one or more of their classes with small-group and one-on-one assistance.

Highland Academy also offers social and emotional support to our students. A Student Mentor is employed part time to help students navigate difficult situations that occur in and out of school. Additionally, students are provided with multiple chances to learn and apply leadership and life skills.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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)

Professional development is provided at least once a month to all certificated staff in the form of after school trainings and "buy back days". A main focus of Highland Academy professional development is Project-Based Learning (PBL) which is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

Teachers are supported throughout the year in the form of classroom observations, coaching, and teacher-administrator conferences to discuss progress and develop a plan for additional professional growth.