

# Highland Academy Charter 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 Academy Charter School
<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 Bishop
<b>Email Address</b>	brentbishop@highland-academy.org
<b>Website</b>	highland-academy.org
<b>County-District-School (CDS) Code</b>	33 66993 0127142

Entity	Contact Information
<b>District Name</b>	Highland Academy Charter School
<b>Phone Number</b>	(951) 266-0220
<b>Superintendent</b>	Brent Bishop
<b>Email Address</b>	brentbishop@highland-academy.org
<b>Website</b>	highland-academy.org

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

Welcome to Highland Academy Charter School! Highland Academy is a locally funded independent TK-8th grade charter school that is located in the heart of the San Geronio Pass committed to helping all students achieve their full potential. The school was started in 2013 with the participation of local teachers, administrators, parents and community leaders. Highland Academy exists to build strong character, foster self-motivation, and help all of our students to Find Their Genius. Students are expected to strive for academic success with hard work, personal excellence through self-discipline, and develop strong character through honesty, integrity, and service.

Highland Academy allows students to pursue educational opportunities in a project-based classroom, within the framework of the educational requirements of the Educational Standards of the State of California. The nature of Highland Academy gives teachers the opportunity to individualize instruction and the freedom to utilize various community resources to help students learn. We take the success of all of our students personally and are committed to helping them reach their goals.

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

Grade Level	Number of Students
Kindergarten	13
Grade 1	7
Grade 2	10
Grade 3	11
Grade 4	22
Grade 5	23
Grade 6	76
Grade 7	82
Grade 8	92
<b>Total Enrollment</b>	<b>336</b>

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

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1.5
Asian	3.6
Hispanic or Latino	42
White	45.5
Two or More Races	1.8
Socioeconomically Disadvantaged	38.7
English Learners	5.7
Students with Disabilities	7.7
Foster Youth	0.3
Homeless	

## 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	17	17	18	18
Without Full Credential	1	1	0	0
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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill – Wonders; 2017 (TK-5) Pearson – Realize; 2014 (6-8)	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt – Go Math!; 2017 (TK-5) Great Minds – Eureka Math; 2017 (6-8)	Yes	0
<b>Science</b>	Studies Weekly; 2017 (TK-5) Its' About Time, Project-Based Learning for Middle School; 2014 (6-8)	Yes	0
<b>History-Social Science</b>	Studies Weekly; 2017 (TK-5) Teachers' Curriculum Institute (TCI); 2017 (6-8)	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 ensures that the 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 staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Our school is inspected regularly by school and district personnel. In addition, necessary repairs and maintenance are continuously conducted to ensure a safe facility. As members of the community, we take pride in our school environment by maintaining a clean and attractive campus. The school has provided numerous improvements to the facility which includes painting, installing sidewalk curbing, reseeding the lawn, electrical upgrades to all buildings on campus, and overall repairs and maintenance. New tables and benches have been purchased and placed throughout the campus to give students areas to sit and study outside the classroom.

### 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:** June 2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<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	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 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)	48	50	48	49	50	50
Mathematics (grades 3-8 and 11)	27	29	34	36	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	307	306	99.67	0.33	50.00
Male	158	157	99.37	0.63	42.68
Female	149	149	100.00	0.00	57.72
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	128	128	100.00	0.00	44.53
Native Hawaiian or Pacific Islander					
White	139	138	99.28	0.72	55.80

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.16	0.84	42.37
English Learners	25	25	100.00	0.00	8.00
Students with Disabilities	27	27	100.00	0.00	22.22
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	307	306	99.67	0.33	28.76
Male	158	157	99.37	0.63	31.21
Female	149	149	100.00	0.00	26.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	128	128	100.00	0.00	21.09
Native Hawaiian or Pacific Islander					
White	139	138	99.28	0.72	36.96
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.16	0.84	19.49
English Learners	25	25	100.00	0.00	8.00
Students with Disabilities	27	27	100.00	0.00	7.41
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	39.1	21.7	26.1
7	19.5	24.4	35.4

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)

At Highland Academy Charter School we believe that educational goals are best reached together, with parents and family being an integral part of the process. It is for this reason we regularly invite parents and family members to be a part of the educational experience. Parents and community members can become involved in a variety of ways, including: student store supervision, campus supervision, assisting in classrooms, attending evening and weekend events, assisting in our various sports programs, community service opportunities, and attending monthly school board meetings.

Parents are provided with various events to provide feedback for school decision making through the LCAP process. Surveys regarding school performance and improvement are completed by parents throughout the year and parent feedback meetings are held for continuous improvement of the school programs.

### 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	11.4	8.4	8.4	4.1	2.6	2.6	3.6	3.5	3.5
Expulsions	0.0	0.3	0.5	0.1	0.1	0.1	0.1	0.1	0.1

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

The school has developed a safety committee consisting of administrators, teachers, and parent volunteers with expertise in the area of school safety to assist with continually improving the safety of the site and the needed improvements in the areas of general safety and disaster preparedness. Highland Academy performs regular emergency drills to practice evacuations and disaster procedures. The school also maintains a training program in which all employees receive training in subjects such as fire evacuation, first-aid, allergy issues, intruder response, and bullying. The school also incorporates twenty-four hour video surveillance, direct police and fire response systems.

## 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+
4					22		6		22		1	
5	22		6		23		6		23		1	
6	22	6	16		26	1	15		25	2	14	
Other**												

\*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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$8,587	\$0	\$8,587	\$51,657
District	N/A	N/A	\$8,587	\$78,487.00
Percent Difference - School Site and District	N/A	N/A	0.0	-41.3
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-5.9	-43.2

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

## Types of Services Funded (Fiscal Year 2018-19)

Highland Academy Charter School provides an array of services to support students. After school and lunch time tutoring is offered. 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. Additionally, all students are provided with chances to learn and apply leadership and life skills in elective and extra-curricular classes.

Two school administrators and a Student Mentor are employed full-time to help students navigate difficult situations that occur in and out of school.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,745	\$49,084
Mid-Range Teacher Salary	\$76,913	\$76,091
Highest Teacher Salary	\$104,946	\$95,728
Average Principal Salary (Elementary)	\$127,615	\$118,990
Average Principal Salary (Middle)	\$138,212	\$125,674
Average Principal Salary (High)	\$154,084	\$137,589
Superintendent Salary	\$229,224	\$230,096
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	6%	6%

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	20	20	20

Professional development is regularly provided on site twice a month to all certificated staff in the form of after school trainings and in-service days. Teachers are also sent to outside trainings as opportunities arise. 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.