

Highgrove Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Highgrove Elementary School
Street	690 Center St.
City, State, Zip	Riverside, CA 92507-1499
Phone Number	(951) 788-7296 X 42250
Principal	Dean Deaver
Email Address	ddeaver@riversideunified.org
School Website	http://highgrove.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032627

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Highgrove Elementary School is located in the Riverside County and is in the north east corner of Riverside Unified School District. Our student population is diverse and we strive to meet the needs of all scholars. We exist to serve the whole child, with a focus on building 21st century skills in order for ALL scholars to be productive and world ready citizens.

No Excuses University Highgrove Elementary School serves a population of about 820 students including a Head Start preschool program, Special Day Preschool program, grades transitional kindergarten through sixth, and one Mild/Moderate Special Day Classes (Grades 5/6). Our teaching staff includes 37 certificated classroom teachers, two Resource Specialists, two Speech and Language Pathologists, one Extended-Day teacher, one School Psychologist two days a week, one 50% School Counselors, one 100% MTSS Counselor, 7 Special Education Instructional Assistants, and 1 preschool instructional assistant. Supporting our teaching staff is a Principal, Assistant Principal, school secretary, attendance clerk, office assistant, translator, 6 hour bilingual community assistant, student supervisors, one custodian, one library media assistant, and a nutrition services staff.

The vision of Highgrove Elementary School continues to be the unrelenting focus on high levels of learning for all scholars. Our vision is to prepare our scholars with a strong academic and character foundation for a successful Preschool through High School experience. In addition, we introduce our scholars to the opportunities afforded by a college and career education. It endorses a "No Excuses" commitment of every staff member to take ownership of each scholar, their educational achievement, social-emotional wellness, and safety.

The vision implements Exceptional Academic and Social Systems to build a Culture of Achievement. At Highgrove, regular in-depth discussions among teachers, scholars, administration, support staff, parents and community partners are essential to the learning process. We work as a Professional Learning Community to build a culture of collaboration and shared leadership that focuses on problem solving, goal setting, social-emotional wellness and positive communication. Collaboration, teamwork and expert staff development are the cornerstones to attaining, maintaining and tracking all levels of student learning. Teachers implement effective research-based instructional strategies and tools to meet the needs of our diverse group of learners.

Our vision includes a clean, safe and inviting campus for scholars, their families and its community members. The classroom environment reflects the academically rigorous expectations and positive growth mindset we hold for every child. Student work demonstrates meaningful, engaged learning where all scholars work toward achieving and exceeding mastery of learning.

2023-24 School Description and Mission Statement

SUCCESS is our only OPTION at NEU Highgrove Elementary School.

Our teachers are able to meet the needs of all students, including students whose first language is not English, GATE and advanced learners, as well as those students who require additional support and/or interventions. At Highgrove every student, teacher, and staff member is focused on and supports our vision of delivering the highest level of instruction and ensuring that every Highgrove student is prepared to go to college.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	133
Grade 1	109
Grade 2	97
Grade 3	118
Grade 4	109
Grade 5	100
Grade 6	114
Total Enrollment	780

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8%
Male	46.2%
American Indian or Alaska Native	0.1%
Asian	3.5%
Black or African American	4.7%
Filipino	1.9%
Hispanic or Latino	83.1%
Two or More Races	1.7%
White	3.6%
English Learners	21.9%
Foster Youth	0.9%
Homeless	1.4%
Socioeconomically Disadvantaged	81%
Students with Disabilities	12.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	91.90	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.70	17.00	0.99	12115.80	4.41
Unknown	1.80	6.36	151.80	8.83	18854.30	6.86
Total Teaching Positions	29.30	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	89.74	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.42	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	2.00	6.84	127.00	7.37	15831.90	5.67
Total Teaching Positions	29.20	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1888
 Last Modernized: 2020
 Lot Size: 10.3 Acres
 27 Permanent Classrooms
 24 Portable Classrooms
 Completely Air Conditioned
 Library/Multi-Purpose Room
 Indoor and Outdoor Cafeteria

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Highgrove has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Highgrove's construction is complete. A new building to include a total of 12 classrooms was installed. General site improvements including grading, site utilities, paving, a new parking and drop-off area, a new HVAC system, playground equipment, roof replacement, interior finishes, and accessibility upgrades were completed.

Year and month of the most recent FIT report

10/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: 37 Class: Broken wallplate.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: Loose faucet. Boys Restroom: Sink loose from wall.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	26	46	44	47	46
Mathematics (grades 3-8 and 11)	19	18	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	462	453	98.05	1.95	25.61
Female	244	240	98.36	1.64	26.67
Male	218	213	97.71	2.29	24.41
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Black or African American	24	22	91.67	8.33	22.73
Filipino	--	--	--	--	--
Hispanic or Latino	386	379	98.19	1.81	23.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	15	15	100.00	0.00	33.33
English Learners	111	105	94.59	5.41	8.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	28.57
Socioeconomically Disadvantaged	393	386	98.22	1.78	24.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	85	96.59	3.41	3.53

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	462	457	98.92	1.08	17.51
Female	244	241	98.77	1.23	14.11
Male	218	216	99.08	0.92	21.30
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Black or African American	24	22	91.67	8.33	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	386	383	99.22	0.78	15.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	0.00
White	15	15	100.00	0.00	40.00
English Learners	111	109	98.20	1.80	4.59
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	21.43
Socioeconomically Disadvantaged	393	389	98.98	1.02	14.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	85	96.59	3.41	7.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.24	23.81	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	106	105	99.06	0.94	23.81
Female	53	53	100.00	0.00	18.87
Male	53	52	98.11	1.89	28.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00	0.00	21.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	94	98.95	1.05	20.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.00%	99.00%	99.00%	99.00%	99.00%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

As a member of the NEU, No Excuses University, we provide parents with an opportunity to learn about academic readiness and college readiness. We have parent education, which includes workshops on the importance of school attendance, grade level standards, and college readiness. Opportunities to participate in school activities such as School Site Council and English Learner Advisory Committee meetings are provided monthly. Parents are also encouraged to help their students at home with homework. Parent workshops and outreach are designed to facilitate involvement and foster a connection to ensure their child's academic success. At the conclusion of the school year, parents are acknowledged and celebrated for their contribution to our school community.

Parents are encouraged to attend Back to School Night, parent conferences, Open House, SSC meetings, ELAC meetings, and other school functions such as virtual awards assemblies and PTA family functions when available. All parents are encouraged to take an active role in their child's education with ongoing communication between home and school. We strongly believe that our students' academic success is forged through the partnership between home and school. Parents are highly encouraged to participate in the following manner:

1. Parent Teacher Conferences
2. School Site Council
3. English Language Advisory Committee
4. PTA (Parent Teacher Association)
5. Compensatory Education District Advisory Council
6. District English Language Advisory Committee
7. HEARTS parent meetings

2023-24 Opportunities for Parental Involvement

8. Parent Workshops

9. AAPAC

This year's meetings are being held in-person and virtually. The parent involvement contact at Highgrove is our bilingual community assistant, Itzel Guaderrama. She can be contacted at 951-788-7296.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	861	846	284	33.6
Female	462	451	151	33.5
Male	399	395	133	33.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	29	29	8	27.6
Black or African American	45	45	10	22.2
Filipino	15	15	1	6.7
Hispanic or Latino	713	698	241	34.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	7	50.0
White	31	31	8	25.8
English Learners	207	200	61	30.5
Foster Youth	10	9	1	11.1
Homeless	19	19	6	31.6
Socioeconomically Disadvantaged	696	684	243	35.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	134	130	49	37.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.13	1.22	2.44	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44	0
Female	0.43	0
Male	4.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.45	0
Black or African American	2.22	0
Filipino	0	0
Hispanic or Latino	2.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	0	0
English Learners	1.45	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.73	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.24	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	19	3	
1	6	15	1	
2	12	6	2	
3	10	8	3	
4	14	5	3	
5	9	8	2	
6	10	6	2	
Other	16	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	23		4	
2	25		4	
3	24		4	
4	29		3	
5	25	1		1
6	32		2	
Other	8	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	4	0
1	27	0	4	0
2	24	0	4	0
3	29	0	4	0
4	26	0	4	0
5	31	0	3	0
6	27	0	4	0
Other	10	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,731.79	2,943.65	5,788.14	94,669.48
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-17.8	-2.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-1.8	10.3

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

During the 2021-2022, 2022-2023, and 2023-2024 school years, all staff members at Highgrove participated in staff development training. Many staff members participated in activities sponsored by the school, district, or through special projects that were appropriate for their individual needs. The major topics covered during the workshops are listed below:

Our professional development is based on building capacity of our teachers so they can meet the needs of our student population. Most training are based on curriculum or interventions that can enhance instruction and facilitate student achievement. Recent topics are based on the building relationships and improving communication with students. We do a book study every year that is integrated into team meetings and staff meetings.

Eureka Mathematics Training for new teachers

Math Fact Fluency Professional Development

Math professional development with focus standards in mind

Wonders ELA/ELD training for new teachers

Professional Learning Communities

Use and Analysis of common data assessments

FASTBridge tool and how to understand and use the reports

Multi-Sensory Foundational Reading Strategies K-2

Mutli-Sensory Foundational Reading Strategies 3rd grade

Framing Your Thoughts 4th - 6th grade

Researched-based, High-yield Phonics Training 4th - 6th grade Advanced Phonics Training

Turnaround Schools- No Excuses University Leadership Training

Professional Development

EdTech, Google, and Digital Tools to enhance student engagement and to deliver during Distance Learning.

Leadership Training and Collaboration

Orenda Partnership for professional development focused on understanding the SBAC ELA/ELD Claims and Targets

MTSS district wide system

Book Study with "Shattering Inequities"

Book Study with "REBOUND"

Our primary area of focus is building 21st century skills in order for ALL scholars to be productive and world ready citizens. We use data to determine our staff development needs. We often have opportunities for teacher to teacher training and have support from Instructional Specialists who meet with grade level teams and present at staff meetings to build capacity with the common core state standards and to improve instruction. Professional Learning Communities, teacher-principal meetings, and coaching support the implementation of new strategies and teaching outcomes.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	20