



Twin Rivers Unified School District Highlands High School

CDS Code: 34-76505-3434370

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2014-15 School Accountability Report Card Published in 2015-16 School Year

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Highlands High has added more engagement opportunities for our students by expanding the Career Technical Education (CTE) pathways with Construction Technology and Video Gaming courses. These new courses complement our existing instructional program for student interest and to increase achievement such as Advancement Via Individual Determination (AVID), Project Lead the Way (PLTW), Bio Medical and Engineering strands, Digital Media and Digital Photography. We continue the school wide focus on positive school climate utilizing our Building Effective Schools Together (BEST) positive student support and recognition program along with clubs, events and comprehensive athletic program. Highlands High School received a six year accreditation from the Western Association of Schools and Colleges (WASC). As always, our focus is to provide rigorous academic coursework and standards to prepare Highlands High students for college or career.

School Mission Statement

Highlands High School achieves excellence by providing a nurturing community to stimulate motivation and creativity in an environment that builds integrity, independence, and productive citizens.

District & School Profile (School Year 2015-16)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	15.7%
American Indian or Alaska Native	1.3%
Asian	4.5%
Filipino	1.1%
Hispanic or Latino	48.5%
Native Hawaiian or Pacific Islander	1.1%
White	23.3%
Two or More Races	4.5%
English Learners	13.2%
Socioeconomically Disadvantaged	84.7%
Students with Disabilities	12.7%
Foster Youth	1.0%

School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
9th	260	214	225
10th	241	232	209
11th	220	188	215
12th	169	189	172

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.

Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	93.8%	6.2%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	37	43	1270
Without Full Credentials	0	2	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	43

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	2	1
Total Misassignments of Teachers	1	2	1
Vacant Teacher Positions	0	0	1

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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 cycle developed by the California Department of Education, making the textbooks used in the school the most current 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. The table displays information collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra I	College Board	2014	Yes	0.0%
9th-12th	Algebra II	College Board	2014	Yes	0.0%
9th-12th	Economics	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall	2008	Yes	0.0%
9th-12th	Geometry	College Board	2014	Yes	0.0%
12th	Health	Pearson	2014	Yes	0.0%
11th	History/Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
10th	History/Social Studies	Pearson/ Prentice Hall	2007	Yes	0.0%
10th-12th	History/Social Studies	Pearson/ Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/ McDougal Littell	2008	Yes	0.0%
10th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

Highlands High was originally constructed in 1956. The campus is currently comprised of 65 classrooms, one library, eight computer labs, two gyms, a football stadium, one weight room, one music building, one staff lounge, and a cafeteria.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/10/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		Boys Locker Room - the paint on the ceiling is peeling; Boys Locker Room - one sink has been removed and the plumbing P-trap is still connected to the drain; Girls Locker Room - the entry door has chipped paint on the interior side of the door; Library two stained light covers; Room S1, Special Ed Classroom - there are ceiling tiles missing and hanging. The Formica edge on the counter top of the sink is missing.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room E10 - there are stains on the floor; Room E13 - there are stains on the floor.
Electrical		X		Gym - there is one light out in the entryway to the gym; Kitchen - there are five lights out; Library - there are four lights out; Room F6 - there are three lights out
Restrooms/Fountains			X	Boys Restroom Next to Room E19 - there is one toilet that leaks; Girls Restroom Next to Room D8 - the paint on the ceiling is peeling and there is graffiti on the partitions; Girls Restroom Next to Room E10 - there is one loose faucet. Room S107 - the paper towel dispenser is empty. Room S101 - the drinking fountain is loose; Grounds - the drinking fountain is dirty.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Room N6 - there are two broken window

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Four full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	42	26	44
Mathematics (Grades 3-8 and 11)	18	21	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	195	184	94.4	19	38	30	12	184	94.4	57	24	14	4
Male	195	95	48.7	25	41	23	9	95	48.7	59	25	8	5
Female	195	89	45.6	12	35	38	15	89	45.6	54	24	19	3
Black or African American	195	26	13.3	38	54	8	0	26	13.3	81	8	12	0
American Indian or Alaska Native	195	3	1.5	--	--	--	--	3	1.5	--	--	--	--
Asian	195	14	7.2	14	36	43	7	14	7.2	36	50	14	0
Filipino	195	5	2.6	--	--	--	--	5	2.6	--	--	--	--
Hispanic or Latino	195	94	48.2	16	36	35	13	95	48.7	54	27	14	3
Native Hawaiian or Pacific Islander	195	2	1	--	--	--	--	2	1	--	--	--	--
White	195	33	16.9	18	24	30	24	32	16.4	47	22	16	16
Two or More Races	195	7	3.6	--	--	--	--	7	3.6	--	--	--	--
Socioeconomically Disadvantaged	195	152	77.9	18	39	30	13	152	77.9	56	24	15	3
English Learners	195	24	12.3	46	38	17	0	24	12.3	71	25	4	0
Students with Disabilities	195	20	10.3	65	35	0	0	20	10.3	95	5	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	36	47	46	43	47	43	59	60	56

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	46
African American/Black	33
Hispanic or Latino	40
White	69
Males	54
Females	37
Socioeconomically Disadvantaged	44
English Learners	8
Students with Disabilities	15

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

UC/CSU Course Completion

Students at Highlands High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	97.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	29.4%

** Duplicated Count (one student can be enrolled in several courses).*

Workforce Preparation (School Year 2014-15)

It is the goal of Highlands High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills.

The district has established career academies. The Career-themed learning communities serve as schools-within-a school. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Work-based learning opportunities for students tie classroom activities to internships with local employers. Highlands High School is the main site for Business Academy. Within the academy the following programs are offered:

- Virtual Enterprise
- Business Concepts

The students are evaluated in the courses through grades, projects, portfolios, interviews, and worksite evaluation.

Highlands High School offers a variety of programs to help students explore career and employment options. Regional Occupational Program (ROP) classes provide advanced training and employment opportunities with local businesses. ROP classes are available in:

- Webpage Design
- Health and Nursing
- Business

The table displays questions and answers about student participation in Highlands High School's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	112
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	31.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	16.0%

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.4%	19.4%	25.9%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

	CAHSEE By Subject for All Grade Ten Students								
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	40	34	57	44	32	56	43	33	58
Mathematics	45	35	60	47	34	62	53	36	59

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	61	24	16	57	33	10
District	57	28	15	47	36	18
All Students School	64	21	16	50	31	19
Male	49	37	14	41	43	16
Female	71	25	4	64	24	12
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	63	24	13	49	37	14
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	40	35	25	35	39	25
White	93	7	0	71	25	4
English Learners	57	28	15	46	36	18
Socioeconomically Disadvantaged	0	0	0	0	0	0
Receiving Migrant Education Services	89	6	6	84	16	0
Students with Disabilities						

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 school site.

Parent & Community Involvement (School Year 2015-16)

Opportunities for parent involvement and active participation at Highlands High are: BEST Program, Parent Committee, School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Workshops. Parents have a place to meet at the Parent Center with a full-time coordinator. Parents and community members are also encouraged to volunteer in the classroom, club activities and as field trip chaperones. For more information on school committees, activities, or to become a volunteer, please contact the school at (916) 566-3465.

Contact Information

Parents who wish to participate on Highlands High School leadership teams, school committees, activities or become a volunteer, please contact the school at (916) 566-3465.

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.

Discipline & Climate for Learning

Highlands High School fosters an atmosphere that is conducive to learning, both on campus and at related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each summer and are provided to teachers in a binder. These rules are reviewed at the parent orientation, and Back to School Night, as well as in the school newsletter and memos sent home to parents. Policies are also discussed with future students during visits to the school.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	26.1%	16.4%	16.4%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The School Site Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff annually.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Highlands High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students:

- BEST Program
- Counseling
- Outreach Services

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	16.8%	13.8%	10.2%	77.7%	82.0%	85.0%
District	19.4%	16.4%	15.3%	72.3%	75.3%	77.6%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

Beginning with the graduating class of 2006, students in California public schools must pass both the English-Language Arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2013-2014 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	84.7%	65%	84.6%
African American/Black	69.6%	51.9%	76%
American Indian or Alaska Native	100%	56.3%	78.1%
Asian	87.5%	74.1%	92.6%
Filipino	100%	82.6%	96.5%
Hispanic or Latino	84.2%	62.2%	81.3%
Native Hawaiian or Pacific Islander	0%	68%	83.6%
White	90.2%	73.1%	89.9%
Two or More Races	100%	58.2%	82.8%
English Learners	69.6%	48.9%	50.8%
Socioeconomically Disadvantaged	85.6%	64.3%	81.4%
Students with Disabilities	82.1%	52%	61.3%

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	



Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-10	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
20	20	27	20	20	9	19	19	4	7	7	18	
21	21	24	19	19	13	20	20	12	7	7	11	
21	21	27	16	16	3	18	18	19	-	-	1	
Social	23	23	28	10	10	5	7	7	7	10	10	9

School Leadership

Darryl Hawthorne serves as principal and is a graduate of Highlands High School. Leadership is made up of administrators, faculty, staff, students and community members on the school site council to ensure achievement of the goals and standards in the single plan for student achievement (site plan). The School Leadership Team (SLT) is comprised of teacher leaders, department heads, administrators and is responsible for the instruction planning, professional development calendar and site plan monitoring. Opportunities for leadership include:

- School Site Council
- School Leadership Team
- ELAC
- Professional Learning Committees

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Highlands High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The counselor to pupil ratio is 1:411. The chart lists support staff that are available to all students at Highlands High School.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The support staff develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Bilingual Paraeducators	1	1.0
Health Assistant	1	1.0
Librarian/library media teacher	1	1.0
Nurse	1	0.20
Psychologist	1	0.33
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.33

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Highlands High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Extracurricular Activities

Highlands High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities offered at Highlands High School include the following:

SPORTS

- Football
- Basketball
- Golf
- Swimming
- Volleyball
- Track
- Tennis
- Cross Country
- Baseball
- Wrestling
- Soccer
- Softball
- Cheer

CLUBS

- Asian Club
- AVID
- Drama Club
- Digital Media and Production
- Academic Decathlon Club
- B.E.S.T. Club
- Spanish Club
- Friday Night Live Club
- Yearbook Club

Student Recognition

Highlands High continues the Building Effective Schools Together (BEST) program to maintain focus on positive school climate for our students and staff. We use the following programs to generate student connections to Highlands High focus: monthly perfect attendance, monthly most improved student and student birthday recognition. Students receive group and individual awards for achievement and participation in state CAHSEE testing. Also, students are recognized for their academic achievements during the awards nights held in the spring semester of each year and the addition of athletic school banquets end of the season.

Advanced Placement Classes

	# of Courses
English	2
Foreign Language	1
Mathematics	2
Science	1
Social Science	4
Totals	10
Percent of Students in AP Courses	0.7%

Advanced Placement Classes (School Year 2014-15)

Highlands High School prepares and encourages students to continue their education past high school. Highlands High School offers Advanced Placement (AP) courses for students seeking to qualify for college units. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college units at most of the nation's colleges.

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,204
District	\$71,162
Percentage of Variation	-5.6%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-7.9%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,783
From Supplemental/Restricted Sources	\$2,194
From Basic/Unrestricted Sources	\$6,589
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	26.7%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	23.2%

District Revenue Sources (Fiscal Year 14-15)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant