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Twin Rivers Unified School District Highlands High School

CDS Code: 34-76505-3434370

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2015-16 School Accountability Report Card Published in 2016-17 School Year

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 excellent engagement and connection opportunities for our students with the Career Technical Education courses, Education, Digital Media (Gaming), and Digital Photography, Advancement via Individual Determination (AVID), Project Lead the Way (PLTW), Bio Medical and Engineering strands. 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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 2016-17)

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	
2015-16	
	Percentage
Black or African American	13.5%
American Indian or Alaska Native	1.5%
Asian	4.2%
Filipino	1.7%
Hispanic or Latino	47.6%
Native Hawaiian or Pacific Islander	1.2%
White	24.6%
Two or More Races	5.0%
EL Students	14.5%
Socioeconomically Disadvantaged	82.8%
Students with Disabilities	14.6%
Foster Youth	1.5%

School Enrollment & Attendance (School Year 2015-16)

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.

Highlands High School had a beginning enrollment of 808 students in grades nine through twelve for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
9th	214	225	200
10th	232	209	226
11th	188	215	189
12th	189	172	193

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2016-17)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.1%	2.9%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	37	43	37	1257
Without Full Credentials	2	0	1	46
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	52

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			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	2	1	0
Total Misassignments of Teachers	2	1	0
Vacant Teacher Positions	0	1	4

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 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765053434370Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

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: 09/01/2016				
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 is peeling and there is a wire hanging from the ceiling; Girls Locker Room - two missing light covers and peeling paint; Gym - the ceiling is damaged in the hall on the west side; Room E1 - there is torn wall covering on one wall; Room SP1 - the Formica edge is missing on the counter top in the classroom and kitchen.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Girls Locker Room - there is one light out; Girls Restroom Outside of the Gym - there is one light out; Kitchen - there are three lights out; Music Room - there are five lights out; Room F2 - there are two lights out; Room F4 - there are two lights out; Room F6 - there are two lights out; Room G7 - there is one light out; Room S103 - there is one light out; Room S207 - there is one light out; Room E2 - there is one electrical outlet not working; Small Gym - there is one light out.
Restrooms/Fountains			X	Boys Restroom Next to Room D1 - there is graffiti on the walls; Girls Locker Room - there are no paper towels in the ADA stall restroom; Girls Restroom Next to Room E10 - there are two loose faucets; Gym - the restroom light is not working, and there is a hole in the floor of the restroom; Boys Locker Room - there is a wire hanging from the ceiling. Room S207 - the drinking fountain has high water pressure.
Safety (Fire Safety, Hazardous Materials)	X			Gym - there is a fire alarm horn hanging by its wires from the wall.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	43	50	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	18	26	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	47	46	31	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	211	190	90.05	30.53
Male	115	100	86.96	34
Female	96	90	93.75	26.67
Black or African American	32	28	87.5	32.14
Hispanic or Latino	110	103	93.64	21.36
White	47	41	87.23	46.34
Socioeconomically Disadvantaged	191	171	89.53	28.65
English Learners	24	22	91.67	--
Students with Disabilities	32	29	90.63	13.79

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 11							
English-Language Arts					Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	165	154	93.33	50.33	153	93.29	26.14
Male	95	87	91.58	44.19	87	92.55	26.44
Female	70	67	95.71	58.21	66	94.29	25.76
Black or African American	18	15	83.33	46.67	15	83.33	13.33
Hispanic or Latino	83	80	96.39	43.04	80	97.56	17.5
White	42	39	92.86	61.54	38	90.48	42.11
Tow or More Races	11	9	81.82	66.67	9	81.82	44.44
Socioeconomically Disadvantaged	143	133	93.01	50	132	92.96	27.27
English Learners	18	18	100	--	18	100	--
Students with Disabilities	19	16	84.21	12.5	16	84.21	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (2015-16)	97.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	31.3%

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

Workforce Preparation (School Year 2015-16)

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

Highlands High School offers the Web page design program and will add Digital media program to help students explore career opportunities through the Regional Occupational Program (ROP).

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?	195
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	15.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	33.0%

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.6%	23.0%	19.1%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2016-17)

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 and 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 school year and are provided to teachers in staff information binder. These rules are reviewed at grade level parent meetings, and provided at Back to School Night, as well as in the school newsletter and memos sent home to parents. Also, policies are also discussed with students at back to school grade level assemblies and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	16.0%	16.0%	15.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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		
	12-13	13-14	14-15	12-13	13-14	14-15
School	13.8%	10.2%	8.8%	82.0%	85.0%	81.8%
District	16.4%	15.3%	9.2%	75.3%	77.6%	82.9%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements

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 2015-2016 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	70.9%	67.6%	85.7%
African American/Black	73.9%	68.1%	76.9%
American Indian or Alaska Native	200%	75%	74.9%
Asian	43.8%	67.1%	92.8%
Filipino	66.7%	117.4%	96.8%
Hispanic or Latino	79%	67.7%	84.5%
Native Hawaiian or Pacific Islander	100%	64%	84.9%
White	63.9%	64.2%	87.2%
Two or More Races	100%	62.7%	91.4%
English Learners	13%	44.6%	50.9%
Socioeconomically Disadvantaged	64.1%	63.9%	76.6%
Students with Disabilities	53.9%	51.7%	68.4%

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	2009-2010	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	26	27	22	10	9	17	15	4	6	8	18	16
Mathematics	24	24	21	15	13	13	9	12	19	11	11	6
Science	24	27	25	10	3	5	15	19	19	3	1	1
Social Science	27	28	27	10	5	8	4	7	9	11	9	10

School Leadership

Darryl Hawthorne serves as principal and is a graduate of Highlands High School. 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 Instructional School Leadership Team (ISLT) 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
- Instructional School Leadership Team
- English Learner Advisory Committee
- Professional Learning Committees

Counseling & Support Staff (School Year 2015-16)

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 1:404. 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	0.15
Psychologist	1	0.80
Resource Specialist Program (RSP) Teacher	3	2.50
RSP Aide	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.50

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. 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 high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 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 Common Core 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 | • Volleyball | • Cross Country |
| • Soccer | • Basketball | • Track |
| • Baseball | • Softball | • Golf |
| • Tennis | • Wrestling | • Cheer |
| • Swimmng | | |

CLUBS

- | | | |
|--------------------------|--------------------------------|---------------------------|
| • Asian Club | • Digital Media and Production | • B.E.S.T. Club |
| • Friday Night Live Club | • AVID | • Academic Decathlon Club |
| • Anime Club | • Spanish Club | • Yearbook Club |
| • Drama Club | • Wizards of Highlands Club | • Safe House 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: monthly perfect attendance, monthly most improved student, student of the month and student birthday recognition. Students receive group and individual awards for achievement and participation in CAASPP testing. Also, students are recognized for their academic achievements during the spring semester awards nights and athletic participation at the end of season school banquets.

Advanced Placement Classes (School Year 2015-16)

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.

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	2
Foreign Language	1
Mathematics	-
Music	2
Science	1
Social Science	4
Totals	10
Percent of	

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$70,780
District	\$71,399
Percentage of Variation	-0.9%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-6.7%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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		
2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$8,566
From Supplemental/Restricted Sources	\$1,457
From Basic/Unrestricted Sources	\$7,109
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	23.5%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	25.2%

District Revenue Sources (Fiscal Year 2015-16)

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**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant