



Twin Rivers Unified School District Highlands High School

CDS Code: 34-76505-3434370

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2016-17 School Accountability Report Card Published in 2017-18 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 excellent engagement and connection opportunities for our students with the Career Technical Education courses, Education, Digital Media (Gaming), Green Engine 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 2017-18)

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 2016-17)

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

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2016-17 | |
| | Percentage |
| Black or African American | 13.5% |
| American Indian or Alaska Native | 0.4% |
| Asian | 3.7% |
| Filipino | 2.1% |
| Hispanic or Latino | 50.8% |
| Native Hawaiian or Pacific Islander | 0.9% |
| White | 23.4% |
| Two or More Races | 4.5% |
| EL Students | 10.9% |
| Socioeconomically Disadvantaged | 85.0% |
| Students with Disabilities | 15.7% |
| Foster Youth | 0.9% |

School Enrollment & Attendance (School Year 2016-17)

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 758 students in grades nine through twelve for the 2016-17 school year.

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 |
| 9th | 225 | 200 | 213 |
| 10th | 209 | 226 | 192 |
| 11th | 215 | 189 | 192 |
| 12th | 172 | 193 | 161 |

A. Conditions of Learning State Priority: Basic

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

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

Teacher Assignment

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

| | Teacher Credential Status | | | |
|--|---------------------------|-------|-------|----------|
| | School | | | District |
| | 15-16 | 16-17 | 17-18 | 17-18 |
| Fully Credentialed | 43 | 37 | 38 | 1256 |
| Without Full Credentials | 0 | 1 | 1 | 60 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | 0 | 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 | | | |
|--|----------|----------|----------|
| | 15-16 | 16-17 | 17-18 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 1 | 0 | 1 |
| Total Misassignments of Teachers | 1 | 0 | 1 |
| Vacant Teacher Positions | 1 | 4 | 0 |

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 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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 | From Most Recent Adoption | % Lacking |
| 9th-12th | ELD | Pearson | 2017 | Yes | 0.0% |
| 9th-12th | English/Language Arts | Pearson | 2017 | Yes | 0.0% |
| 9th-12th | Foreign Language | Prentice Hall | 2008 | Yes | 0.0% |
| 12th | Health | Pearson | 2014 | Yes | 0.0% |
| 11th-12th | 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 | College Preparatory Mathematics (CPM) | 2015 | Yes | 0.0% |
| 9th | Mathematics | College Preparatory Mathematics (CPM) | 2014 | 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 2017-18)

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.

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 2017-18 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.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 09/01/2017 | | | | |
| 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 - peeling paint on the ceiling; Room C7 - there is graffiti on the walls; Room F6 - there is no classroom sign; Room E5 - the window blinds are broken. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | Small Gym - there are stained and missing tiles. |
| Electrical | | X | | Boys Locker Room - one light out in the locker room; Cafeteria - there is one light out; Boys Restroom Next to Room D1 - there is one light out; Library - there are two lights; Room E3 - the light in the teachers' storage room is not working; Room F2 - there is one light out; Room G7 - there are two lights out; Room J1 - there are two lights out; Room N6 - there are two lights out. |
| Restrooms/Fountains | | | X | Room S101 - the drinking fountain is loose. Boys Locker Room - there are missing floor tiles in the restroom; Boys Restroom Next to Room D1 - graffiti on the walls; Room SP1 - there are missing ceiling tiles in the restroom. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Kitchen - the inspection tag for the fire suppression system is missing. |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

B. Pupil Outcomes State Priority: Pupil Achievement

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based 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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests 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. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards | | | | | | | | | |
| Subject | School | | | District | | | State | | |
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (Grades 3-8 and 11) | -- | 50 | 34 | -- | 31 | 32 | -- | 48 | 48 |
| Mathematics (Grades 3-8 and 11) | -- | 26 | 14 | -- | 25 | 25 | -- | 36 | 37 |
| Science (Grades 5, 8, and 10) | 46 | 31 | -- | 43 | 40 | -- | 56 | 54 | -- |

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

| California Assessment of Student Performance and Progress | | | | | | | |
|---|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| Student Groups | English-Language Arts | | | | Mathematics | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| | All Students | 172 | 163 | 94.77 | 33.95 | 159 | 92.44 |
| Male | 92 | 86 | 93.48 | 24.42 | 85 | 92.39 | 15.29 |
| Female | 80 | 77 | 96.25 | 44.74 | 74 | 92.50 | 12.16 |
| Black or African American | 24 | 23 | 95.83 | 27.27 | 21 | 87.50 | 19.05 |
| Hispanic or Latino | 98 | 93 | 94.90 | 33.33 | 92 | 93.88 | 9.78 |
| White | 30 | 28 | 93.33 | 46.43 | 28 | 93.33 | 25 |
| Socioeconomically Disadvantaged | 152 | 145 | 95.39 | 31.94 | 142 | 93.42 | 11.27 |
| English Learners | 45 | 41 | 91.11 | 9.76 | 40 | 88.89 | 0 |
| Students with Disabilities | 21 | 21 | 100.00 | 4.76 | 21 | 100.00 | 0 |

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 (2016-17) | 97.6% |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16) | 37.4% |

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

Workforce Preparation (School Year 2016-17)

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? | 263 |
| What percentage of the school's pupils completed a CTE program and earned a high school diploma? | 2.6% |
| What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 20.0% |

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 2016-17)

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 | | | |
|--|-----------------------|-----------------------|----------------------|
| 2016-17 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 19.5% | 18.4% | 21.1% |

*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 2017-18)

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 | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| School | 16.40 | 15.24 | 13.96 | 0.00 | 0.00 | 0.11 |
| District | 7.70 | 7.78 | 7.10 | 0.02 | 0.01 | 0.30 |
| State | 3.79 | 3.65 | 3.65 | 0.09 | 0.09 | 0.09 |

Safe School Plan (School Year 2017-18)

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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| School | 10.2% | 8.8% | 5.5% | 85.0% | 81.8% | 90.3% |
| District | 15.3% | 9.2% | 8.5% | 77.6% | 82.9% | 84.3% |
| State | 11.5% | 10.7% | 9.7% | 81.0% | 82.3% | 83.8% |

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 2016-2017 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/>.

| | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 76.2% | 71% | 87.1% |
| African American/Black | 53.6% | 61.8% | 79.2% |
| American Indian or Alaska Native | 25% | 58.8% | 80.2% |
| Asian | 100% | 87.2% | 94.4% |
| Filipino | 66.7% | 63% | 93.8% |
| Hispanic or Latino | 84.4% | 68.4% | 84.6% |
| Native Hawaiian or Pacific Islander | 100% | 90% | 86.6% |
| White | 69.8% | 78.5% | 91% |
| Two or More Races | 75% | 62.7% | 90.6% |
| English Learners | 33.3% | 42.6% | 55.4% |
| Socioeconomically Disadvantaged | 81.7% | 72.4% | 85.5% |
| Students with Disabilities | 53.3% | 53.7% | 63.9% |

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 2017-18)

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.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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 | | | | | |
| | 15 | 16 | 17 | 15 | 16 | 17 | 15 | 16 | 17 | 15 | 16 | 17 |
| By Subject Area | | | | | | | | | | | | |
| English | 27 | 24 | 22 | 9 | 14 | 16 | 4 | 6 | 8 | 18 | 16 | 12 |
| Mathematics | 24 | 19 | 15 | 13 | 10 | 12 | 12 | 13 | 3 | 11 | 2 | 1 |
| Science | 27 | 25 | 23 | 3 | 7 | 10 | 19 | 17 | 14 | 1 | 1 | 1 |
| Social Science | 28 | 27 | 21 | 5 | 9 | 10 | 7 | 8 | 12 | 9 | 10 | 3 |

Counseling & Support Staff (School Year 2016-17)

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 1:379. 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 | 1 | 1.0 |
| Nurse | 1 | 0.20 |
| Psychologist | 1 | 0.80 |
| 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 | 0.50 |

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

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 2016-2017 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 early release days. Professional development sessions were focused on high quality first instruction, 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 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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
- Swimming

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 2016-17)

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 | |
|-----------------------------------|---------------------|
| | <u># of Courses</u> |
| Fine and Performing Arts | - |
| Computer Science | - |
| English | 2 |
| Foreign Language | 1 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 3 |
| Totals | 9 |
| Percent of Students in AP Courses | 20.7% |

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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. 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:

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

School Site Teacher Salaries (Fiscal Year 2015-16)

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 | \$76,210 |
| District | \$73,962 |
| Percentage of Variation | 3% |
| School & State | |
| All Unified School Districts | \$79,228 |
| Percentage of Variation | -3.8% |

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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 | | |
| 2015-16 | | |
| | District | State |
| Beginning Teachers | \$45,390 | \$47,808 |
| Mid-Range Teachers | \$57,705 | \$73,555 |
| Highest Teachers | \$94,579 | \$95,850 |
| Elementary School Principals | \$101,037 | \$120,448 |
| Middle School Principals | \$105,044 | \$125,592 |
| High School Principals | \$112,069 | \$138,175 |
| Superintendent | \$260,000 | \$264,457 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 33.0% | 35.0% |
| Administrative Salaries | 5.0% | 5.0% |

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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 | \$9,049 |
| From Supplemental/Restricted Sources | \$1,595 |
| From Basic/Unrestricted Sources | \$7,454 |
| District | |
| From Basic/Unrestricted Sources | \$5,947 |
| Percentage of Variation between School & District | 25.3% |
| State | |
| From Basic/Unrestricted Sources | \$6,574 |
| Percentage of Variation between School & State | 13.4% |