

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Highland Academy
Street	715 Wellwood Ave.
City, State, Zip	Beaumont, CA 92223-7442
Phone Number	(951) 266-0220
Principal	Brent Raymond Bishop
E-mail Address	brentbishop@highland-academy.org
School Website	highland-academy.org
CDS Code	33 66993 0127142

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Highland Academy
Street	715 Wellwood Ave.
City, State, Zip	Beaumont
Phone Number	(951) 266-0220
Superintendent	Brent Raymond Bishop
Web Site	highland-academy.org
E-mail Address	brentbishop@highland-academy.org

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Highland Academy exists to build character, foster self-motivation and enhance leadership ability in students. Using core subjects, faculty will teach the necessary 21st century skills of technology, collaboration, critical thinking, and creativity in a safe and individualized environment. Innovative learning, life, career, and technology skills are central to a 21st century leader's education. Students will be expected to strive for academic success with hard work, personal excellence through self-discipline, and develop strong character through honesty and service.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parents and community members can become involved in a variety of ways, including: Student store supervision, campus supervision, assisting in classrooms, volunteering at evening and weekend events, volunteering to coach and assist in our various sports programs, community service opportunities, attendance and participation at school board and LCAP meetings.

Any parent interested in learning how they can be involved at school are invited to contact the front office at 951-266-0220. In most cases, volunteers will be required to pass fingerprinting and background checks before being allowed to volunteer on campus.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Highland Academy's School Safety Plan is reviewed and updated annually at the beginning of each school year

(9/9/16) by the school's Safety Planning Committee which consists of school administration, certificated teachers, and interested parents with expertise in different areas of safety.

The school safety plan includes: (1) An assessment of the current status of school crime at the school and at school-related functions. (2) Child Abuse Reporting Procedures, (3) Disaster procedures, routine and emergency, crisis response plan, including adaptations for pupils with disabilities, (4) Suspension/Expulsion policies and procedures, (5) Teacher notification of dangerous pupils procedures, (6) Discrimination and Harassment policy, including Bullying/Cyberbullying, (7) Schoolwide Dress Code, including prohibition of gang-related apparel, (8) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site, (9) Providing a safe and orderly environment conducive to learning at the school, and (10) Rules and procedures on school discipline.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: January 2016

This section should be kept to 1-2 paragraphs.

Highland Academy currently leases its campus located at 715 Wellwood Ave. from Beaumont Unified School District. The school takes great efforts to ensure that campus is clean, safe, and functional. The campus consists of 16 classrooms, a multipurpose room, a staff lounge with a copy room, and an administrative office.

Highland Academy maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Maintain cleanliness and prioritize restroom repairs
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Repair leaks on roofs as needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair or replace older doors on campus

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	12		
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1		
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0	♦
Social Worker	0	♦
Nurse	.4	♦
Speech/Language/Hearing Specialist	0	♦
Resource Specialist (non-teaching)	0	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2016

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Realize; 2014	Yes	0
Mathematics	College Prep Mathematics; 2013	Yes	0
Science	Its' About Time, Project-Based Learning for Middle School; 2014	Yes	0
History-Social Science	LearnTCI.com; 2013	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$6,200	\$0	\$6,200	\$48,000
District	◆	◆	\$6,200	
Percent Difference: School Site and District	◆	◆	0.0	-31.3
State	◆	◆		
Percent Difference: School Site and State	◆	◆	9.2	-32.9

◆ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Highland Academy Charter School provides an array of services to support and assist students. After school and lunch time tutoring is offered in every grade level for every subject area for students. For students in need of more intensive academic support, our school offers an Academic Improvement Program (AIP) on a weekly basis that provides students who are failing one or more of their classes with small-group and one-on-one assistance.

Highland Academy also offers social and emotional support to our students. A Student Mentor is employed part time to help students navigate difficult situations that occur in and out of school. Additionally, students are provided with multiple chances to learn and apply leadership and life skills.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Professional development is provided at least once a month to all certificated staff in the form of after school trainings and "buy back days". A main focus of Highland Academy professional development is Project-Based Learning (PBL) which is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.

Teachers are supported throughout the year in the form of classroom observations, coaching, and teacher-administrator conferences to discuss progress and develop a plan for additional professional growth.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0