

Highland Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 715 Wellwood Ave.
Beaumont, CA , 92223-7442

Principal: Billy McIntosh, Director

Phone: (951) 266-0220

Grade Span: K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Billy McIntosh, Director

📍 Principal, Highland Academy

Welcome to Highland Academy, where we believe every student has a unique genius waiting to be discovered! Our theme, "Find Your Genius," is more than just a motto; it's a commitment to providing an educational experience that nurtures individual talents and passions. We strive to create a dynamic learning environment where students are encouraged to explore, experiment, and excel in their own way. Whether it's through academics, the arts, athletics, or community engagement, we provide the tools and support needed for each student to shine. Our dedicated teachers and staff act as mentors, guiding students on their journey of self-discovery and fostering a love of learning that will last a lifetime.

At Highland Academy, we celebrate the diverse talents within our community. We believe that "genius" takes many forms and can be found in the most unexpected places. We encourage our students to embrace their strengths, step outside their comfort zones, and pursue their passions fearlessly. We are committed to fostering a culture of creativity, collaboration, and critical thinking, empowering our students to become confident, lifelong learners who make a positive impact on the world. We invite you to join us on this exciting journey of exploration and discovery as we work together to help every student "Find Your Genius!"

About Our School

Mr. McIntosh has dedicated his career to education, beginning as a middle school history teacher in 2003. He joined the Highland Academy family in 2015 as Assistant Director, bringing with him a wealth of experience and a passion for fostering student success. In 2021, he was appointed Director, a role he continues to hold today.

Contact

Highland Academy
715 Wellwood Ave.
Beaumont, CA 92223-7442

Phone: [\(951\) 266-0220](tel:(951)266-0220)

Email: bmcintosh@highland-academy.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Kakish, Mays
Email Address	mkakish@beaumontusd.k12.ca.us
Website	www.beaumontusd.us/

School Contact Information (School Year 2024–25)

School Name	Highland Academy
Street	715 Wellwood Ave.
City, State, Zip	Beaumont, CA , 92223-7442
Phone Number	(951) 266-0220
Principal	Billy McIntosh, Director
Email Address	bmcintosh@highland-academy.org
Website	highland-academy.org
Grade Span	K-8
County-District-School (CDS) Code	33669930127142

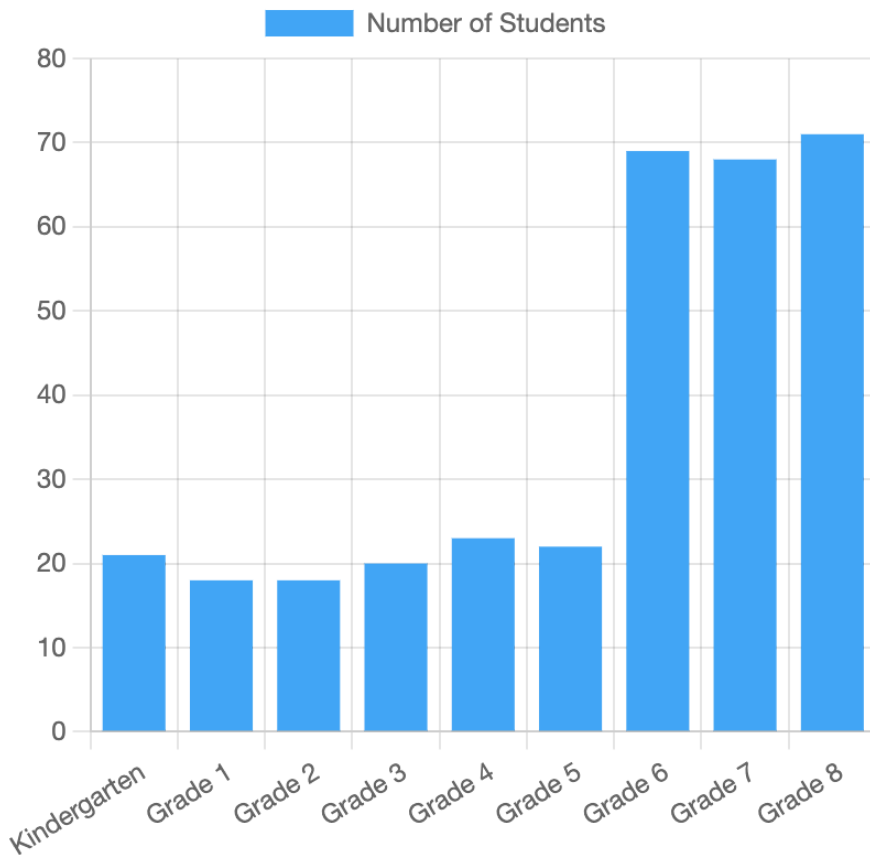
School Description and Mission Statement (School Year 2024–25)

At Highland Academy, we pride ourselves in helping students identify their strengths. We welcome students to explore their innate curiosity through rigorous and inclusive learning. We produce respectful, imaginative, and vibrant learners to enter into our dynamic workforce and community.

There are many roads to genius, and we help you find yours!

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	21
Grade 1	18
Grade 2	18
Grade 3	20
Grade 4	23
Grade 5	22
Grade 6	69
Grade 7	68
Grade 8	71
Total Enrollment	330



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.50%
Non-Binary	0.00%
American Indian or Alaska Native	1.20%
Asian	1.80%
Black or African American	2.70%
Filipino	1.20%
Hispanic or Latino	47.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.40%
White	35.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.50%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	39.70%
Students with Disabilities	11.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.10	64.63%	486.30	79.78%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	5.82%	3.00	0.49%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	15.59%	12.70	2.10%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	13.90%	76.70	12.60%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	30.70	5.04%	18854.30	6.86%
Total Teaching Positions	17.10	100.00%	609.60	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	74.79%	507.00	75.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	10.60	1.58%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	13.61%	14.10	2.10%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	11.54%	81.00	12.04%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	59.80	8.89%	15831.90	5.67%
Total Teaching Positions	17.80	100.00%	672.60	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.80	76.67%	538.60	76.18%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	18.40	2.60%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	20.83%	22.20	3.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.11%	82.50	11.67%	11746.90	4.23%
Unknown/Incomplete/NA	0.20	1.39%	45.20	6.40%	14303.80	5.15%
Total Teaching Positions	18.00	100.00%	707.00	100.00%	277698.00	100.00%

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

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	2.60	2.40	3.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.60	2.40	3.7

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.30	2.00	0.2
Total Out-of-Field Teachers	2.30	2.00	0.2

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.40%	16.3%	17.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Up Resources - EL Education K-8 (K-5 2017 Edition, 6-8 2019 Edition) School-wide support: IXL, Curriculum Associates i-Ready	0
Mathematics	Open Up Resources K-5 Math (2022 1st Edition), 6-8 Math (2024 3rd Edition) School-wide support: IXL, Curriculum Associates i-Ready	0
Science	K-5 - Mystery Science (2024), 6-8 - Generation Genius (2024)	0
History-Social Science	K-5 Savvas myWorld Interactive, 6-8 Teacher Curriculum Institute (TCI) (3rd Edition)	0
Foreign Language	IXL	0
Health	Studies Weekly, myplate.gov, teacher created	0
Visual and Performing Arts	Teacher created	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Good Repair Standard is true, there is no indication of a deficiency.
Interior: Interior Surfaces	Fair	(1) Some ceiling tiles have holes or stains. (2) Carpet is torn or worn in some areas. Ceiling tiles to be replaced. Flooring to be repaired or replaced where necessary.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Floors and carpet appear not to have been swept or cleaned within a week of the inspection in the A Building. To ensure the cleanliness of every classroom, we are adding additional custodial staff and rotations.
Electrical: Electrical	Good	Room D4 - Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. These items are being addressed by school and district maintenance.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some classroom drinking fountains are inaccessible or have inadequate water pressure. Deficiencies are being address with the classroom teachers and maintenance personnel.
Safety: Fire Safety, Hazardous Materials	Good	Room G1 has non fire rated material on walls and windows. These items to be removed or replaced.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Good Repair Standard is true, there is no indication of a deficiency.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Good Repair Standard is true, there is no indication of a deficiency.

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	39%	45%	43%	44%	46%	47%
Mathematics (grades 3-8 and 11)	25%	26%	30%	31%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	264	99.25%	0.75%	44.70%
Female	131	130	99.24%	0.76%	47.69%
Male	135	134	99.26%	0.74%	41.79%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00%	0.00%	44.44%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	55.56%
White	95	94	98.95%	1.05%	39.36%
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	111	111	100.00%	0.00%	38.74%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	33	100.00%	0.00%	18.18%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	262	98.50%	1.50%	25.95%
Female	131	128	97.71%	2.29%	19.53%
Male	135	134	99.26%	0.74%	32.09%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00%	0.00%	22.96%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	17	94.44%	5.56%	52.94%
White	95	93	97.89%	2.11%	23.66%
English Learners	16	16	100.00%	0.00%	18.75%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	111	109	98.20%	1.80%	18.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	33	33	100.00%	0.00%	9.09%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2022– 23	2023– 24	2022– 23	2023– 24	2022– 23	2023– 24
Science (grades 5, 8, and high school)	22.22%	25.00%	26.98%	27.87%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	92	98.92%	1.08%	25.00%
Female	43	42	97.67%	2.33%	21.43%
Male	50	50	100.00%	0.00%	28.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00%	0.00%	27.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	31	30	96.77%	3.23%	26.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	42	100.00%	0.00%	26.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	98%	98%	98%	98%	98%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Highland Academy Charter School strongly believes that educational goals are best achieved through collaboration. We recognize the vital role that parents and family members play in this process and actively encourage their involvement in various aspects of school life.

Opportunities for Parent and Family Engagement:?

- **Events:** We invite parents and families to participate in evening and weekend events.
- **Sports and ASB:** We encourage families to support our sports teams and get involved in the Associated Student Body (ASB) programs.
- **Service:** We offer opportunities for families to engage in school-coordinated service projects.
- **Classroom Volunteering:** Parents are encouraged to reach out to their student's teacher for potential volunteering opportunities.
- **School Board Meetings:** We encourage families to attend our monthly school board meetings.
- **Parent-Teacher Conferences:** We hold parent-teacher conferences midway through the 1st and 2nd semesters to facilitate face-to-face communication and collaborative planning.

Effective Communication Channels:?

- **Bloomz:** Our school utilizes the Bloomz platform to ensure comprehensive communication with 100% of our families through email, text, and phone, as needed.
- **Open-Door Policy:** We encourage families to reach out to teachers and administrators with any questions or concerns. This open communication policy allows us to address student needs promptly and effectively.

State Priority: Pupil Engagement

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

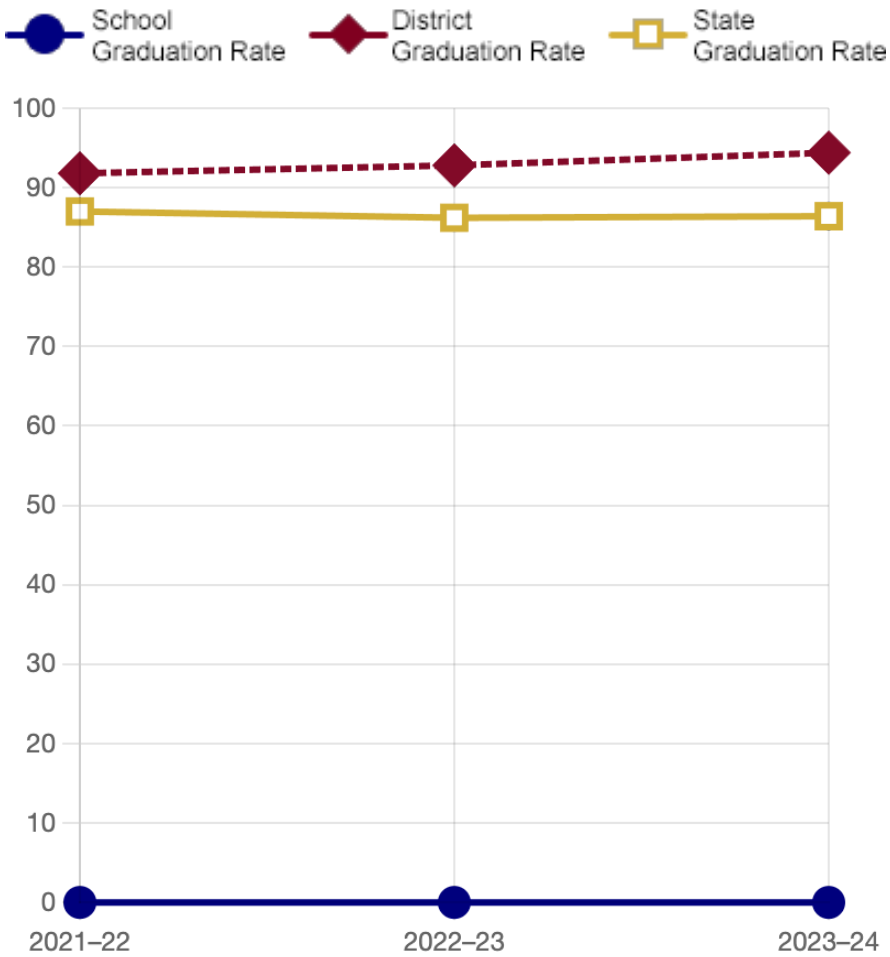
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

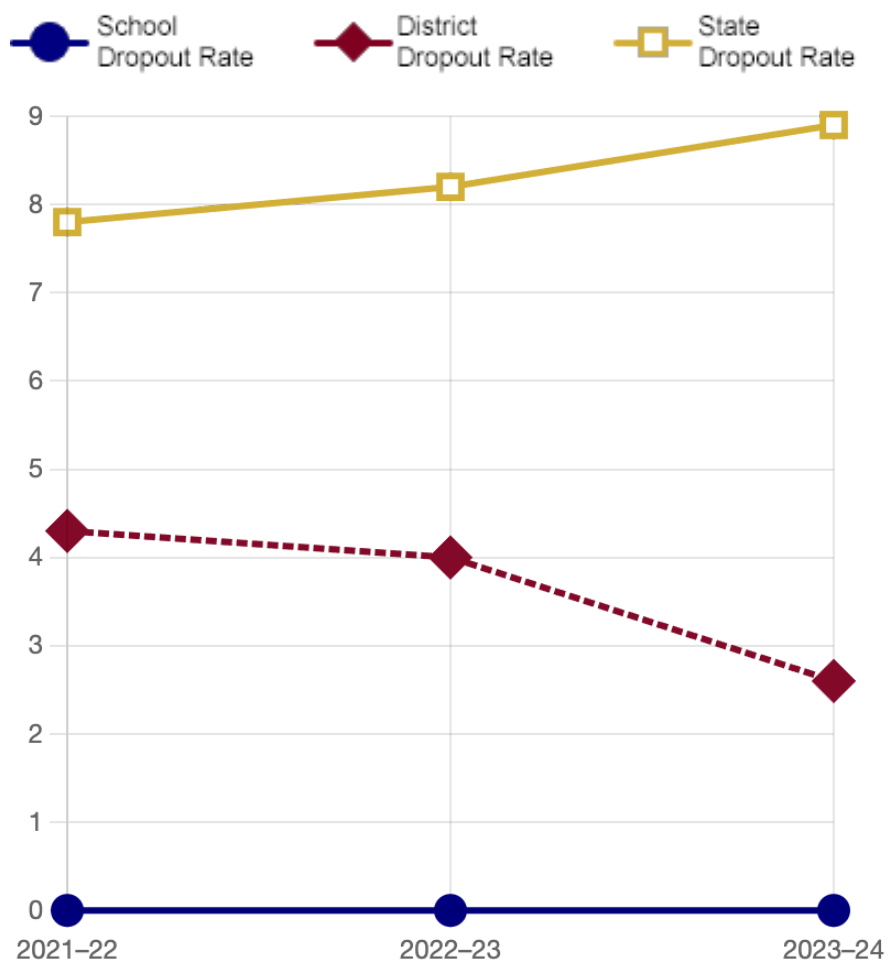
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	0%	0%	0%	91.8%	92.8%	94.4%	87%	86.2%	86.4%
Dropout Rate	0%	0%	0%	4.3%	4.0%	2.6%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	347	343	47	13.7%
Female	168	167	14	8.4%
Male	179	176	33	18.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	172	20	11.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	2	9.1%
White	126	125	22	17.6%
English Learners	19	19	2	10.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	149	147	21	14.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	43	10	23.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	10.14%	8.07%	6.34%	1.96%	2.02%	1.49%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.07%	0.10%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.34%	0%
Female	1.79%	0%
Male	10.61%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	5.71%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	8.73%	0%
English Learners	21.05%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	7.38%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	18.18%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Our school's comprehensive safety plan is a living document that is regularly reviewed and updated to ensure the well-being of all students, staff, and visitors.

- **Last Update:** August 25, 2023

Key Elements of the Plan:

- **Emergency Procedures:** Detailed protocols for various emergencies, including fire drills, lockdowns, evacuations, and medical emergencies.
- **Security Measures:** Outlines physical security measures such as controlled access points, visitor management systems, and security personnel.
- **Prevention and Intervention:** Strategies for preventing bullying, harassment, and violence, including conflict resolution programs and mental health support services.
- **Communication Systems:** Communication protocols for disseminating information during emergencies and for ongoing safety updates.
- **Training and Drills:** Regular training for staff and students on safety procedures, including participation in drills to practice responses to various scenarios.
- **Crisis Response Team:** A designated team trained to respond to and manage critical incidents.
- **Collaboration with Law Enforcement:** Established partnerships with local law enforcement agencies for support and collaboration on safety matters.

Our safety plan is a collaborative effort, developed with input from faculty, staff, students, and local safety experts. We are committed to providing a safe and secure learning environment for all.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	1		
1	12.00	1		
2	12.00	1		
3	12.00	1		
4	24.00		1	
5	25.00		1	
6	18.00	9	15	
Other**	6.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	2	0	0
1	13.00	1	0	0
2	0.00	0	0	0
3	22.00	0	1	0
4	18.00	1	0	0
5	25.00	0	1	0
6	15.00	23	6	0
Other**	12.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	1		
1	18.00	1		
2	18.00	1		
3	20.00	1		
4	23.00		1	
5	22.00		1	
6	18.00	13	9	
Other**	19.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	4	3	
Mathematics	22.00	4	3	
Science	22.00	4	3	
Social Science	22.00	5	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	0	6	0
Mathematics	25.00	2	4	0
Science	25.00	2	4	0
Social Science	25.00	1	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	2	4	
Mathematics	23.00	2	4	
Science	23.00	2	4	
Social Science	22.00	4	3	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	330

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10632.00	\$2055.00	\$8576.00	\$61870.00
District	N/A	N/A	--	\$95195.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$97756.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

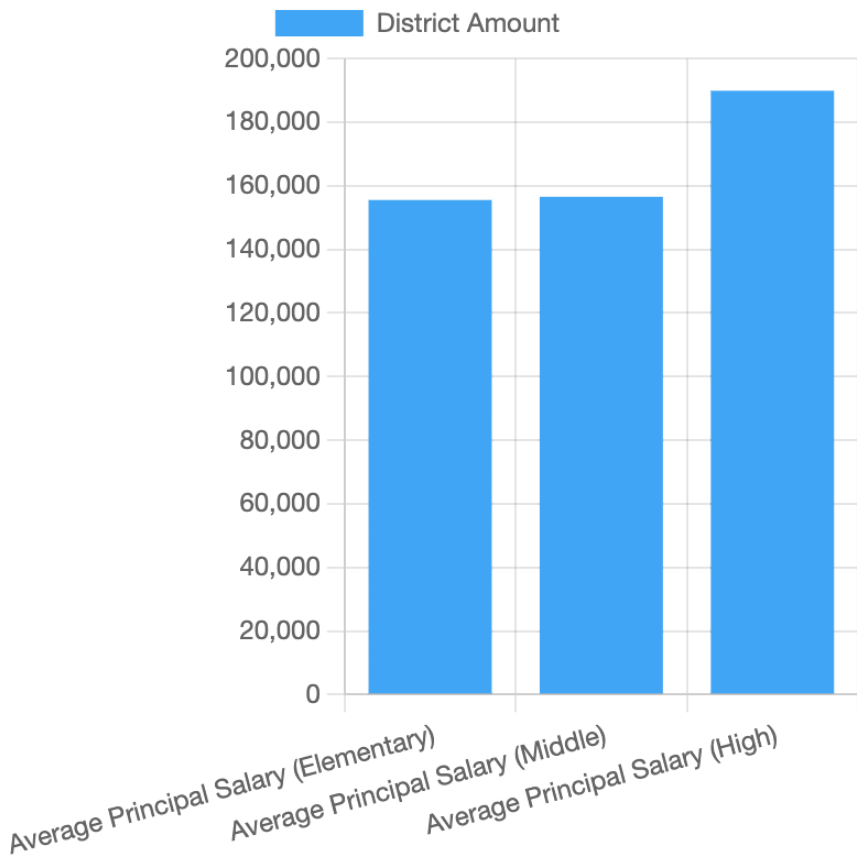
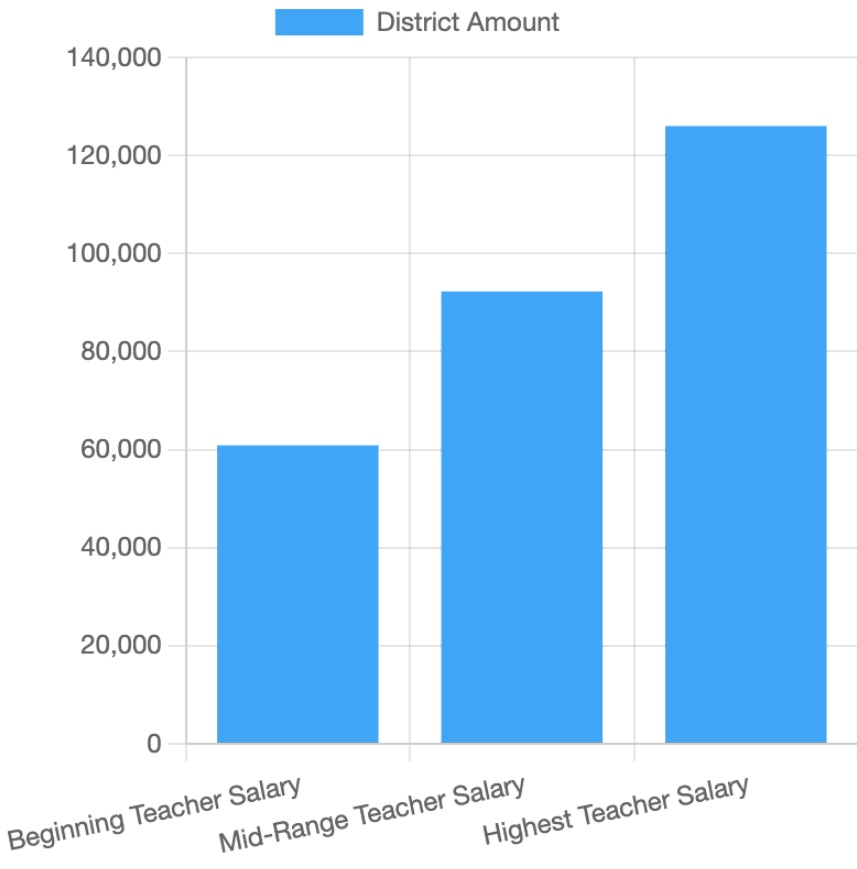
Our school provides a range of programs and supplemental services that align with the goals outlined in our LCAP. Students who need additional help in ELA and math receive academic interventions, and we track the progress of all students using the iReady diagnostic program. Tutoring is available after school and during lunch. Additionally, our HOWL after-school and summer programs offer childcare until 6:00 PM, and students with IEPs receive all their services from high-quality NPAs that we have partnered with.

To support student well-being, we have two school administrators, an academic coach, a campus supervisor, a school counselor, and a special education program specialist. These staff members ensure student safety and offer guidance and support to students facing challenges.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60865.00	\$59550.52
Mid-Range Teacher Salary	\$92251.00	\$93855.38
Highest Teacher Salary	\$125991.00	\$120219.41
Average Principal Salary (Elementary)	\$155485.00	\$151525.18
Average Principal Salary (Middle)	\$156494.00	\$158215.46
Average Principal Salary (High)	\$189838.00	\$171086.56
Superintendent Salary	\$349802.00	\$300043.16
Percent of Budget for Teacher Salaries	31.60%	31.00%
Percent of Budget for Administrative Salaries	5.63%	4.91%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Highland Academy designates Fridays as "Early Release Days" to allow staff time for collaborative work, lesson planning, and staff meetings. Teachers receive ongoing support throughout the school year via classroom observations, coaching sessions, and opportunities to attend external training and conferences. Additionally, teachers are provided two professional development days, during which they can arrange for a substitute teacher and observe colleagues on campus or attend training sessions. These professional development days also enable teachers to collaborate with the school's academic coach to further their professional growth.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	38