

# Heights Elementary School

40 Seeno Street Pittsburg, CA 94565 ▪ [www.pittsburg.k12.ca.us/Domain/9](http://www.pittsburg.k12.ca.us/Domain/9)

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Grades TK-5 ▪ CDS Code 07-61788-6004527



## Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ [www.pittsburgusd.net](http://www.pittsburgusd.net)

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## Principal's Message

Heights Elementary serves a dedicated community with generations of alumni family members. With a deep-rooted pride in serving the community, the staff seeks to serve the whole child as a full-service community school. Nearly 40% of Heights scholars are multilingual learners. Heights continues to focus on effective multilingual learner strategies through Guided Language Acquisition by Design (GLAD). These engaging strategies are culturally responsive and benefit all learners.

Heights provides daily reading support during a 30-minute differentiated reading intervention by teachers and support staff. Intervention groups are based on mClass DIBELS data in grades K-3. In the 2024-25 school year, Heights saw an improvement in reading scores and an increase in reclassification of English learner (EL) students and is continuing to build on those practices. The staff is also celebrating the grade 3-5 cohorts significant increase in proficiency on the California Assessment of Student Performance and Progress (CAASPP) in mathematics.

For math, grade levels meet monthly to analyze data and plan according to goals and standards. Teams use learning targets to assess student learning and foster student learning agency.

Restorative practices continue to be a high priority. Classrooms hold weekly circles. We are pleased to see an increase in attendance with monthly life skills and student incentives that reinforce positive behavior. The counselor in partnership with our COST team work together to support Tier 2 and 3 social-emotional needs.

## School Mission Statement

Heights Elementary will seek to enable scholars to soar to new heights as we know, value, and give access to high expectations and culturally responsive teaching.

**KNOW**—We need to know who we are in the skin we are in and the contributions of the groups that make up our community.

**VALUE**—As we examine our culture and areas of potential bias, we seek to value each other and recognize what we bring to the table of learning. This means we are not following a deficit model of thinking.

**ACCESS**—When we see our scholars' strengths, we seek to increase their learning opportunities with high expectations and provide access to a quality education, especially for those historically unsupported.

## Parental Involvement

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to review progress and monitor the school site plan. All meetings are open to the public. Parents are invited to partner with the school by attending committee meetings and participating in several events that promote an understanding of the school's goals, programs, community, and school spirit. Examples include Back-to-School Night, Open House, monthly workshops, the Fall Festival, the Sweetheart Dance, Latinx Heritage and Black History Month Celebrations. Heights Elementary is also excited to be part of the district Full Service Community School grant and work with a steering committee to review the school assets and needs with stakeholders. For more information on how to get involved in any of these areas, please get in touch with the school office at (925) 473-2410.

## School Safety

The components of the school safety plan are reviewed annually with all staff. The plan in its entirety is reviewed and updated annually and addresses the response to earthquakes, fires, intruders, and other natural disasters. A site safety committee also reviews the plan, implementation, and communication among the staff three times per year. Fire drills are conducted monthly, and drills for earthquakes and intruders are conducted twice a year. All visitors must sign in and receive a visitor's pass upon entering the school. Parents and staff can access the safety plan in the school office. The school safety plan was last reviewed, updated, and discussed with the school faculty in February 2026.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

## Governing Board

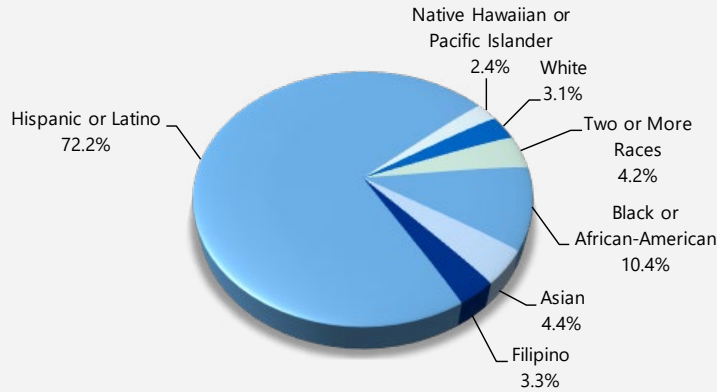
Mr. Heliodoro Moreno, President  
 Ms. Taylor Sims, Vice President  
 Mr. George Miller, Trustee  
 Mr. De'Shawn Woolridge, Trustee  
 Ms. Destiny Briscoe, Trustee



## Enrollment by Student Group

The total enrollment at the school was 547 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

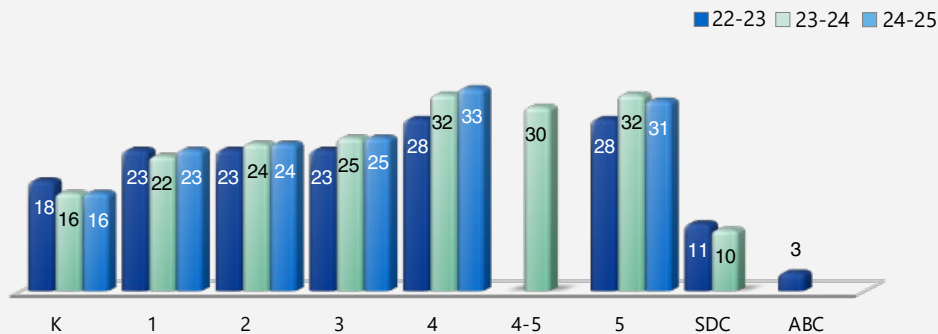
### Demographics (2024-25 School Year)



## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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 (Three-Year Data)



### Number of Classrooms by Size (Three-Year Data)

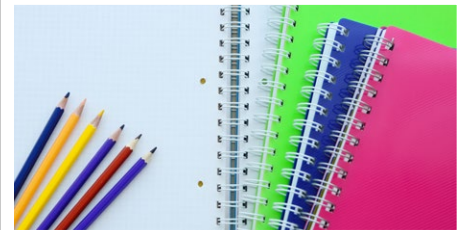
	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		4			4	NULL	
1		4			3			3	
2		4			4			4	
3		3			4			4	
4		3			2			1	
4-5					1				
5		3			2			1	
SDC	1			2					
ABC	1								

## Enrollment by Student Group

### Demographics

#### 2024-25 School Year

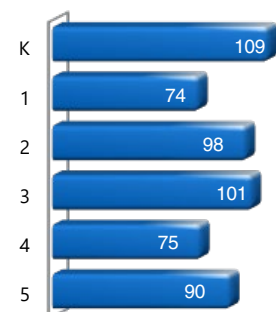
Female	49.00%
Male	51.00%
Non-Binary	0.00%
English Learners	38.00%
Foster Youth	0.00%
Homeless	4.60%
Migrant	0.00%
Socioeconomically Disadvantaged	84.10%
Students with Disabilities	12.40%



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

### Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Heights ES			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	3.50%	2.90%	2.60%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.60%	0.00%
<b>Female</b>	0.70%	0.00%
<b>Male</b>	4.50%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	6.70%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	2.20%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	8.70%	0.00%
<b>White</b>	0.00%	0.00%
<b>English Learners</b>	1.80%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	3.60%	0.00%
<b>Socioeconomically Disadvantaged</b>	2.40%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	1.20%	0.00%

## Board Goals

### 1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

### 2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

### 3. Outstanding Staff

- The district will recruit diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

### 4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology
- Diverse, current, comprehensive curriculum and materials

### 5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

*Continued on page 5*



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 School Year)

#### 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	97.80%	97.80%	96.80%	96.80%	96.80%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	568	170	29.90%
Female	282	279	85	30.50%
Male	292	289	85	29.40%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	3	12.50%
Black or African American	60	60	23	38.30%
Filipino	18	18	2	11.10%
Hispanic or Latino	415	410	115	28.00%
Native Hawaiian or Pacific Islander	14	14	10	71.40%
Two or More Races	23	23	13	56.50%
White	18	17	2	11.80%
English Learners	218	216	53	24.50%
Foster Youth	❖	❖	❖	❖
Homeless	28	28	14	50.00%
Socioeconomically Disadvantaged	498	494	158	32.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	86	85	39	45.90%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Board Goals

*Continued from page 4*

- Commitment to the environment through sustainable and green practices

### 6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

## Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development ELD and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

## 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.

## Statewide Assessments

**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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Heights ES		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	16.67%	13.95%	15.87%	16.31%	30.73%	32.33%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows 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 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Heights ES		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	33%	33%	28%	33%	46%	48%
Mathematics	26%	28%	15%	17%	34%	37%

## CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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 by Student Group: Science (grade 5)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

### Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	91	91	100.00%	0.00%	13.95%
Female	46	46	100.00%	0.00%	10.87%
Male	45	45	100.00%	0.00%	17.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	71	71	100.00%	0.00%	8.45%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	35	35	100.00%	0.00%	2.86%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	80	80	100.00%	0.00%	13.75%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	11	100.00%	0.00%	9.09%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	261	253	96.93%	3.07%	33.20%
Female	119	115	96.64%	3.36%	33.04%
Male	142	138	97.18%	2.82%	33.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	14	93.33%	6.67%	71.43%
Black or African American	27	27	100.00%	0.00%	29.63%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	193	188	97.41%	2.59%	28.72%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	104	98	94.23%	5.77%	13.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	233	226	97.00%	3.00%	30.53%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	38	38	100.00%	0.00%	5.26%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.





## CAASPP Test Results by Student Group: Mathematics (grades 3-5)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	261	258	98.85%	1.15%	28.29%
Female	119	117	98.32%	1.68%	23.08%
Male	142	141	99.30%	0.70%	32.62%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	15	100.00%	0.00%	66.67%
Black or African American	27	27	100.00%	0.00%	18.52%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	193	192	99.48%	0.52%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	104	104	100.00%	0.00%	10.58%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	233	231	99.14%	0.86%	25.11%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	38	37	97.37%	2.63%	5.41%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
Mathematics	Illustrative Math, Imagine Learning (K-5)	2024
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

### Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	3	3	3

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2025-26 School Year

Data collection date	9/10/2025
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## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

### School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Fair
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Poor
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	8/19/2025

## School Facilities

We opened the doors to our new building on August 20, 2014. There are 32 classrooms, a library, a multipurpose room with a full basketball court, three large playgrounds, and fields with a baseball diamond. All classrooms have LCD projectors and document cameras. The entire school is fenced in for optimal safety and is considered a closed campus. All visitors must enter the office to sign in and receive a visitor's badge. Students enter the school in one local area and are dismissed in the same area. Measure L, which passed in 2010, provided the funding for the new building. The campus is inspected monthly according to the guidelines generated by the Williams settlement decision. Currently, we have no safety-related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. School grounds and facilities are adequate for students and staff.



## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

### Deficiencies and Repairs (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
<b>Interior</b>	Room 105 - Tile is broken; Room 100-34 - One stall door is unable to be secured. Repairs completed.
<b>Cleanliness</b>	Room 100-17, 105, 108, 206, 203, 304, 306, 308, 200-24, 404, 401 - Unsecured items are stored too high; Room 100-03 - Ants are present. Repairs completed.
<b>Electrical</b>	Admin - One can light is out Hallway; Room 100-57 - Four light fixtures are out; Room 310 - One can light is out; Room 200-03 Can light is out at entry. One light diffuser is missing. Repairs completed.
<b>Restrooms/fountains</b>	Room 100-47, 100-18, 100-11, 100-29, 100-34, 100-40, 100-60, 200-02, 200-196 - Menstrual products not readily available (PADS ONLY)(Menstrual notice not posted). Room 100-18 - All single user restrooms must be labeled all-gender (AB-1732). Room 100-07, 100-34, 100-40 - Toilet is loose at base. Room 100-18, 200-01- Faucet Leak at handle. Room 200-02 - Faucet handle is broken. Repairs completed.
<b>Safety</b>	Room 100-22 - Plug in candle warmer; Room 102 - Improperly stored cleaning supplies; Room 105 - Access to fire extinguisher is blocked; Room 206, 203, 304, 306, 308, 404 - Improperly stored cleaning supplies. Repairs completed.
<b>Structural</b>	Admin, 100-16 - Crack in interior wall; Room 100-18 - Faucet Leak at handle. Repairs completed.

## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.1	99.1%	449.5	85.0%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.2	0.7%	19.7	3.7%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
<b>Unknown</b>	0.0	0.0%	26.1	5.0%	15,831.9	5.7%
<b>Total Teaching Positions</b>	27.4	100.0%	529.0	100.0%	279,044.8	100.0%

### Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.3	91.2%	405.2	80.7%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	16.4	3.3%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	30.4	6.1%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	27.4	5.5%	11,746.9	4.2%
<b>Unknown</b>	2.2	8.8%	22.4	4.5%	14,303.8	5.2%
<b>Total Teaching Positions</b>	25.5	100.0%	502.1	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.1	95.9%	397.0	78.5%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	9.6	1.9%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	50.3	10.0%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	27.8	5.5%	12,112.8	4.3%
<b>Unknown</b>	1.0	4.1%	20.5	4.1%	13,705.8	4.9%
<b>Total Teaching Positions</b>	24.1	100.0%	505.4	100.0%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.2	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.2	0.0	0.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.0	0.0	0.0

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2024-25 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

✧ Not applicable.

## Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](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 [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$64,002	\$62,145
<b>Midrange teacher salary</b>	\$95,578	\$97,088
<b>Highest teacher salary</b>	\$118,776	\$120,435
<b>Average elementary school principal salary</b>	\$162,797	\$151,342
<b>Average middle school principal salary</b>	\$171,418	\$159,513
<b>Average high school principal salary</b>	\$187,679	\$177,260
<b>Superintendent salary</b>	\$281,623	\$294,804
<b>Teacher salaries: percentage of budget</b>	29.73%	29.95%
<b>Administrative salaries: percentage of budget</b>	5.88%	5.40%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Heights ES</b>	\$10,467	\$101,346
<b>Pittsburg USD</b>	\$12,542	\$101,038
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	-16.5%	+0.3%
<b>School and California: percentage difference</b>	-6.1%	+1.3%

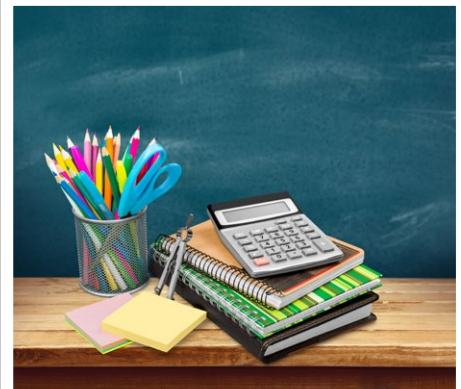
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
<b>Total expenditures per pupil</b>	\$12,283
<b>Expenditures per pupil from restricted sources</b>	\$1,815
<b>Expenditures per pupil from unrestricted sources</b>	\$10,467
<b>Annual average teacher salary</b>	\$101,346



## Expenditures Per Pupil

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.

## School Accountability Report Card

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