

Pittsburg Unified School District

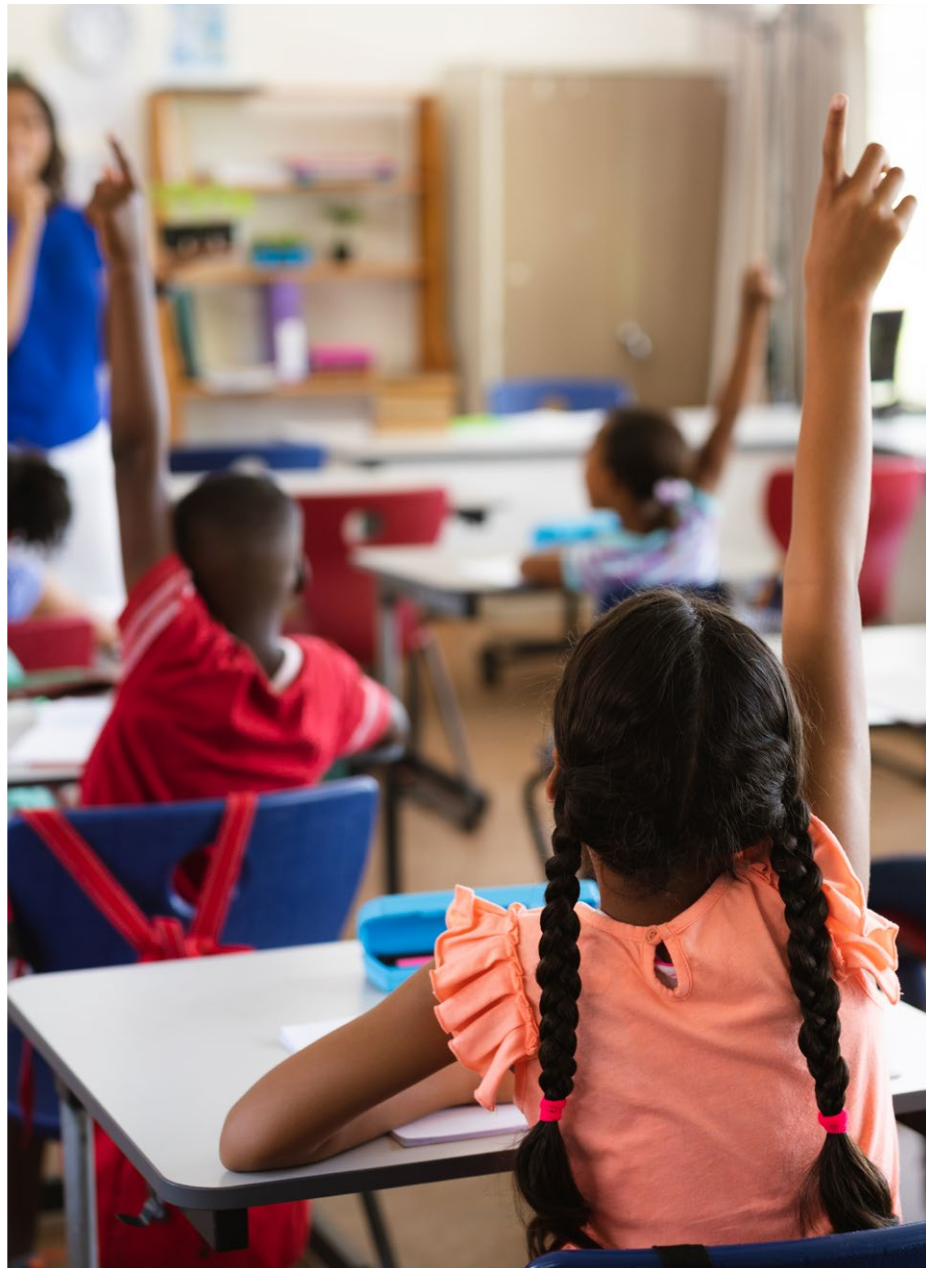
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SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Highlands Elementary School

Grades Preschool-5
CDS Code 07-61788-6004535

Staci Belleci Webb, Principal
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4141 Harbor Street
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(925) 473-2440

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Principal's Message

At Highlands Elementary School, we celebrate the diversity of our student population. We acknowledge that all students deserve the best possible education, and value the academic and social-emotional wellbeing of our students.

Highlands Elementary has 26 classes that span from preschool to fifth grade. This includes three special-education classes and one general-education preschool class. Highlands' staff is committed to ensuring every student feels respected and nurtured. Several incentive programs are in place to acknowledge exemplary academic behavior. Teachers are becoming increasingly focused on essential Common Core State Standards at each grade level and are implementing teaching strategies that ensure student success, not only in English language arts, but in mathematics as well. Highlands' teachers regularly analyze student-achievement data, collaborate on best practices and set benchmark goals for student achievement.

We will offer our students a comprehensive, challenging and rigorous education. At Highlands, we value the education of the whole child. It is important that we provide a well-rounded curriculum that emphasizes the creative process in our efforts to expose each student to the reality of the world around them. In addition to the basics of reading, writing and mathematics, our students will be exposed to the sciences, social studies and fine arts. We include restorative justice practices to support students and teachers in handling situations where conflict and harm takes place. The Mindful Life Project, which was adopted in 2020, is used to support students with the social-emotional learning (SEL) standards and to support their mindfulness when managing feelings and reactions toward difficult situations. These efforts closely align with the tenets of our existing Spirit Squad and Young Men of Purpose groups. It is often through the varied interests of our children that they are motivated to excel intellectually. At Highlands Elementary, we will also make every effort to provide our students with a culturally responsive education that reflects the dynamics and diversity of our student population. To address the importance of growing into civic-minded adults, we will continue with student leadership to address student needs and actions toward building a positive community.

We are here to serve our community. We are proud and pleased to play a significant role in the lives of the children entrusted to our care.

School Mission Statement

At Highlands Elementary, our staff are dedicated to collaborating with students, families and community members to create culturally responsive environments where critical thinking, accountability and effective communication are practiced. We strive to provide differentiated support and access so every student can be successful in working towards a future of choice and opportunity.

School Vision Statement

Highlands aims to grow an integrated environment that has access to curriculum and resources reflective of our community identity.

Parental Involvement

We have many opportunities for parent involvement. Formal participation opportunities are offered with our active English Learner Advisory Committee (ELAC) and School Site Council (SSC). Parent English as a Second Language (ESL) classes are offered on-site through Adult Education to support in the development of English language skills.

Parents are also encouraged to volunteer in classrooms; attend class field trips; assist in vision and hearing screening, picture day, and book fairs; and help with our Family Nights (Literacy, Science, Math) and other school activities. We modeled our Dad's on Guard (DOG) program after other district schools as a way to provide our community with a safe and supported environment. The DOGs are present for traffic, recess and noontime support. Highlands is proud of the partnership we have with our parents.

The Highlands Parents Club is very active. There is a parent volunteer present every morning to assist with morning drop-off procedures. The group organizes fundraisers and plans events that make school fun for students.

For more information on how to become involved at our school, please contact our main office at (925) 473-2440.

School Safety

The school safety plan includes information about our school's social climate and physical environment. It also includes the school emergency procedures, the district disaster-preparedness plan, the sexual-harassment policy, child-abuse reporting procedures, and the district Student Rights and Responsibilities Handbook. Parents and visitors may access the school safety plan in our school office. The school safety plan was last reviewed, updated and discussed with the school faculty in August 2024.



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

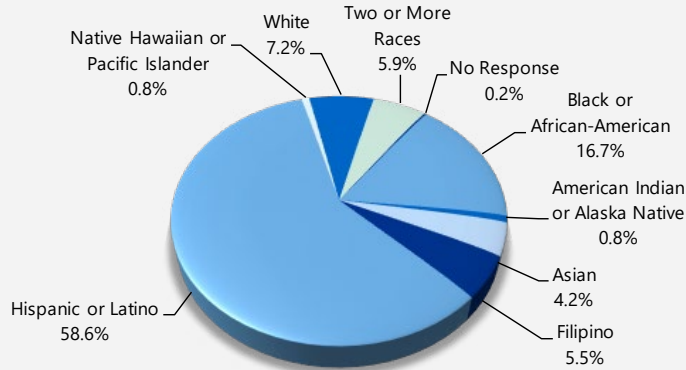


Enrollment by Student Group

The total enrollment at the school was 473 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2023-24 School Year

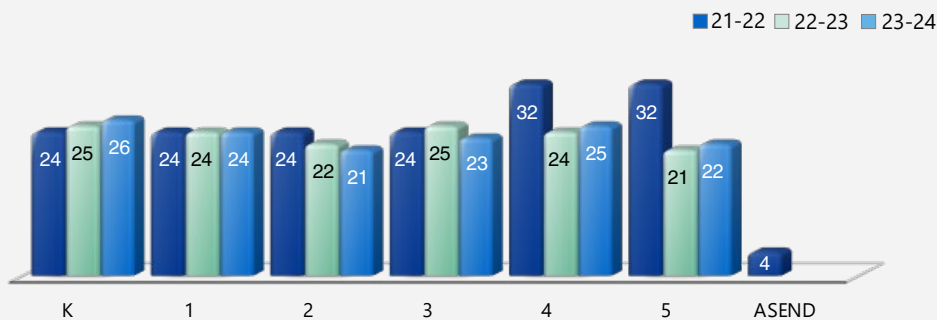


Class Size Distribution

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

	2021-22			2022-23			2023-24		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3			3	
1		3			3			3	
2	4				4		2	1	
3	4				3			4	
4		3			3			3	
5		3		1	2			3	
Counseling Centered Classroom (ASEND)	1								

Enrollment by Student Group

Demographics

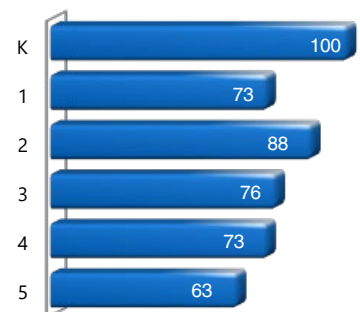
2023-24 School Year

Female	48.60%
Male	51.20%
Non-Binary	0.20%
English learners	24.70%
Foster youth	0.40%
Homeless	7.20%
Migrant	0.00%
Socioeconomically Disadvantaged	79.30%
Students with Disabilities	14.80%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 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.

Suspensions and Expulsions							Three-Year Data		
	Highlands ES			Pittsburg USD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	4.60%	4.60%	2.90%	5.80%	6.10%	4.40%	3.20%	3.60%	3.30%
Expulsion rates	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		2023-24 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.90%	0.00%
Female	2.00%	0.00%
Male	3.80%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.20%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	7.10%	0.00%
White	7.70%	0.00%
English Learners	0.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.40%	0.00%
Socioeconomically Disadvantaged	3.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.60%	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

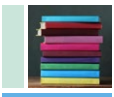
4. Quality Learning Environment

- 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

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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.

California Physical Fitness Test					2023-24 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	83.6%	89.0%	82.2%	91.8%	93.2%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	514	497	160	32.20%	
Female	249	242	71	29.30%	
Male	265	255	89	34.90%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	21	21	1	4.80%	
Black or African American	85	85	39	45.90%	
Filipino	26	26	2	7.70%	
Hispanic or Latino	305	290	95	32.80%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	28	28	11	39.30%	
White	39	37	11	29.70%	
English Learners	141	139	37	26.60%	
Foster Youth	0	0	0	0.00%	
Homeless	37	35	22	62.90%	
Socioeconomically Disadvantaged	413	399	144	36.10%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	87	85	30	35.30%	

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.

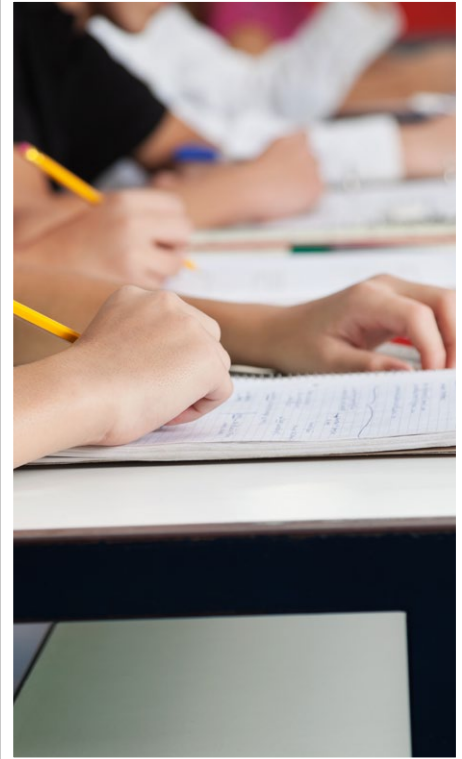


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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	
	Highlands ES		Pittsburg USD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	10.13%	12.12%	16.17%	15.87%	30.29%	30.73%

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	
	Highlands ES		Pittsburg USD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	25%	23%	28%	28%	46%	47%
Mathematics	15%	14%	15%	15%	34%	35%

CAASPP 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.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the 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					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	66	66	100.00%	0.00%	12.12%
Female	32	32	100.00%	0.00%	9.38%
Male	34	34	100.00%	0.00%	14.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	18	18	100.00%	0.00%	5.56%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	39	39	100.00%	0.00%	7.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	15	15	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	12	12	100.00%	0.00%	16.67%
Socioeconomically disadvantaged	48	48	100.00%	0.00%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	210	203	96.67%	3.33%	22.66%
Female	106	104	98.11%	1.89%	25.00%
Male	104	99	95.19%	4.81%	20.20%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	34	34	100.00%	0.00%	23.53%
Filipino	13	12	92.31%	7.69%	58.33%
Hispanic or Latino	125	120	96.00%	4.00%	17.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	12	100.00%	0.00%	25.00%
White	15	15	100.00%	0.00%	40.00%
English Learners	55	49	89.09%	10.91%	4.08%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	10	66.67%	33.33%	❖
Military	30	30	100.00%	0.00%	26.67%
Socioeconomically disadvantaged	137	131	95.62%	4.38%	12.98%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	38	37	97.37%	2.63%	5.41%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

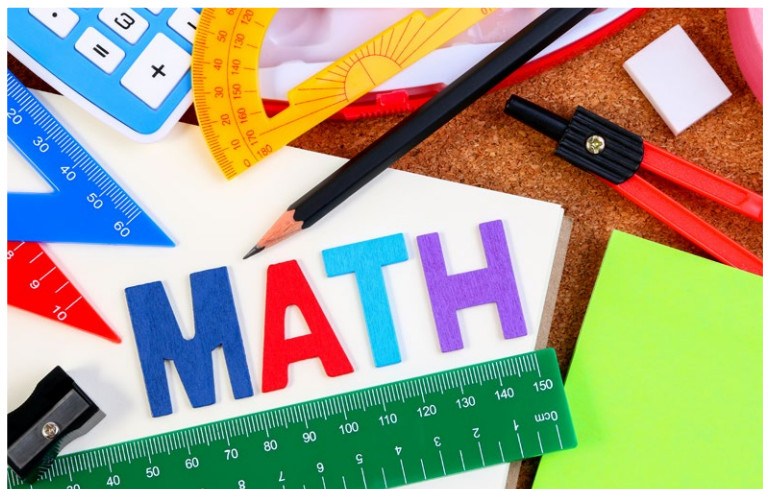
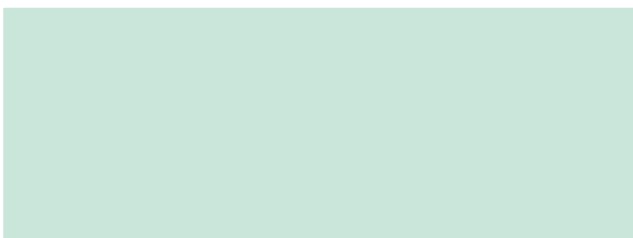




CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	210	208	99.05%	0.95%	14.42%
Female	106	105	99.06%	0.94%	10.48%
Male	104	103	99.04%	0.96%	18.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	34	34	100.00%	0.00%	8.82%
Filipino	13	13	100.00%	0.00%	38.46%
Hispanic or Latino	125	123	98.40%	1.60%	9.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	12	100.00%	0.00%	0.00%
White	15	15	100.00%	0.00%	40.00%
English Learners	55	54	98.18%	1.82%	1.85%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	15	100.00%	0.00%	0.00%
Military	30	30	100.00%	0.00%	23.33%
Socioeconomically disadvantaged	137	135	98.54%	1.46%	8.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	38	36	94.74%	5.26%	2.78%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





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

2024-25 School Year

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

Quality of Textbooks

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

Quality of Textbooks

2024-25 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

	2022-23	2023-24	2024-25
Number of school days dedicated to staff development and continuous improvement	3	3	3

✧ Not applicable.

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

2024-25 School Year

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

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

2024-25 School Year

Data collection date	9/11/2024
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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.



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		2024-25 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent FIT report		5/28/2024

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		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	100-86 Mechanical – Holes appear in the flooring. Worker Order has been placed for repair.	Ongoing
Cleanliness	100-86 Mechanical - Area appears to be unclean with more than minimal dirt, dust, or buildup 11. (D) There appears to be damaged tiles or other circumstances that may indicate asbestos exposure. Worker Order has been placed for repair.	Ongoing
Electrical	Room 2, 9 & 1 – Lighting is flickering; 100-164, 100-170 Corridor & 100-96 Office – Lighting is flickering, Ballast is out; General Grounds - Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Damaged irrigation valve boxes. Worker Order has been placed for repair.	Ongoing
Safety	100-47 & 100-67 Custodial - There appears to be damaged tiles or other circumstances that may indicate asbestos exposure. Worker Order has been placed for repair.	Ongoing

School Facilities

Highlands Elementary School was built in the early 1960s and currently houses 530 students, which includes three special education preschool classes and one regular preschool class. The main structure of the school contains the administrative offices, cafeteria/multipurpose room, computer lab, library, 23 classrooms, offices for support staff and an inner courtyard. We also have five portable classrooms, totaling 31 classrooms.

Continued on sidebar

School Facilities

Continued from left

In 2001-02, the school was modernized, updating our heating, ventilating, electrical and data wiring (in all classrooms, library, labs and offices) systems, as well as the flooring, wall treatment and roofing.

In the summer of 2013, we replaced the roof and gave the cafeteria a face-lift with new wall siding, paint, blinds and tables. There were also two new heating-and-air-conditioning units installed; one above the office and one above the cafeteria.

During the 2014-15 school year, the exterior of the site was painted.

Highlands' most current facilities work occurred the summer of 2019, which included a new play structure on the main playground; new schoolwide fire alarms, smoke alarms and HVAC systems; our adult public restrooms received a facelift with new toilets and flooring; cafeteria kitchen flooring received anti-slip modernization; parking lots were repaved; quad and front doors were replaced with Columbine doors; and double pane energy efficient windows were placed throughout the school.

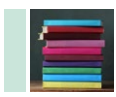
Our custodians work hard keeping our school clean and safe for our staff and students. We have one full-time custodian here during school hours and 2.0 FTE custodians who keep our school clean after hours.

We have a schoolwide discipline plan that focuses on students being safe, responsible and respectful.

All visitors are expected to enter through the front of the school and check in at the school office, where they each receive a visitor's pass before entering the campus.

Our staff rotates duties after school and at recess, ensuring the safety of our students during times of ingress and egress.

Every site is inspected according to the guidelines generated by the Williams case settlement. Any major or minor site improvements are rectified through our district facilities department. The site administrator and the custodial staff address school cleanliness daily. We clean the restrooms on a routine basis, and note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.



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					2020-21 School Year	
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)	22.1	91.0%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	4.1%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	15.9	3.0%	12,115.8	4.4%
Unknown	1.1	4.9%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	24.3	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	25.3	99.0%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.8%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	0.0	0.0%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	25.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.1	95.9%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	4.2%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.4	5.5%	11,746.9	4.2%
Unknown	0.0	0.0%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	24.1	100.0%	502.1	100.0%	277,697.8	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 information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf/flash201.asp>.

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	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.2	1.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.2	1.0



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	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	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	2020-21	2021-22	2022-23
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 information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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	
2023-24 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	1.0
Social worker	1.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	2.0
✧ 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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		2022-23 Fiscal Year
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$60,954	\$58,855
Midrange teacher salary	\$91,027	\$92,518
Highest teacher salary	\$113,120	\$114,664
Average elementary school principal salary	\$141,277	\$142,791
Average middle school principal salary	\$149,018	\$151,077
Average high school principal salary	\$164,503	\$167,094
Superintendent salary	\$281,623	\$281,085
Teacher salaries: percentage of budget	30.00%	30.99%
Administrative salaries: percentage of budget	6.00%	5.37%

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		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Highlands ES	\$9,363	\$93,087
Pittsburg USD	\$12,153	\$92,180
California	\$10,771	\$94,694
School and district: percentage difference	-23.0%	+1.0%
School and California: percentage difference	-13.1%	-1.7%

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	
2022-23 Fiscal Year	
Total expenditures per pupil	\$10,678
Expenditures per pupil from restricted sources	\$1,315
Expenditures per pupil from unrestricted sources	\$9,363
Annual average teacher salary	\$93,087



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.

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 provides reports for accountability, test data, enrollment, 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 2024.

School Accountability Report Card

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