

# SARC

2024-25 School Accountability Report Card  
Published in 2025-26

## Pittsburg Unified School District

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**Highlands Elementary School**  
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Grades Preschool-5 ▪ CDS Code 07-61788-6004535

## 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.

At Highlands, we are committed to providing our students with a comprehensive, challenging, and rigorous education that nurtures the whole child. We believe in offering a well-rounded curriculum that emphasizes not only academic excellence but also the creative process, helping students engage meaningfully with the world around them. In addition to foundational subjects such as reading, writing, and mathematics, our students explore the sciences, social studies, and fine arts.

We also prioritize social and emotional well-being. Our approach includes restorative justice practices to help students and staff navigate conflict, repair harm, and build stronger relationships. Guided by CASEL's five core social and emotional learning competencies, we foster a sense of connection and community across campus. Additionally, we offer access to an on-site Wellness Room as a supportive space for students.

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.

The Highlands Parents Club is very active. 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 on September 2025.

## 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

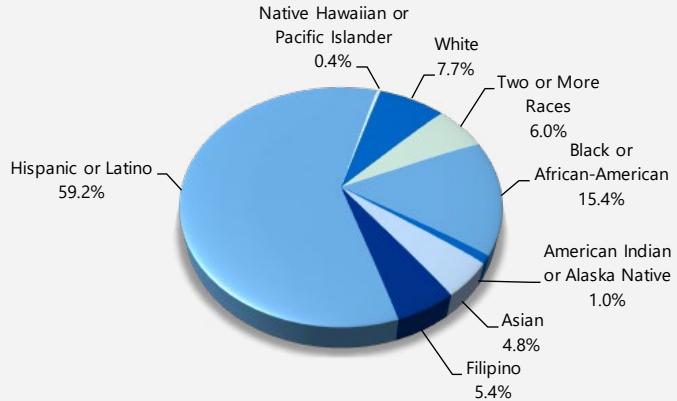
Ms. Destiny Briscoe, Trustee



## Enrollment by Student Group

The total enrollment at the school was 480 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

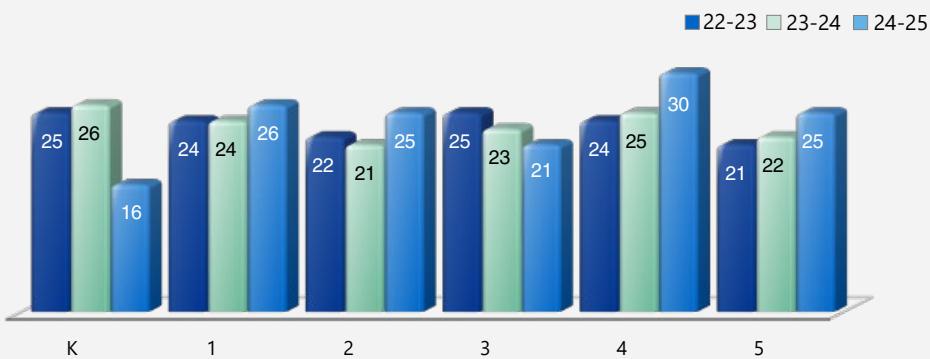
### Demographics (2024-25 School Year)



## 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)

Grade	2022-23			2023-24			2024-25		
	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		2	1			3	
3		3			4			4	
4		3			3			3	
5	1	2			3			3	

## Enrollment by Student Group

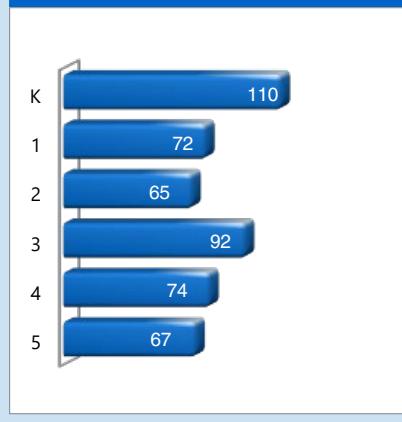
Demographics	
2024-25 School Year	
<b>Female</b>	49.00%
<b>Male</b>	51.00%
<b>Non-Binary</b>	0.00%
<b>English Learners</b>	25.00%
<b>Foster Youth</b>	0.20%
<b>Homeless</b>	8.10%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	78.10%
<b>Students with Disabilities</b>	12.70%



## 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)									
	Highlands 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>	4.60%	2.90%	2.70%	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>	2.70%	0.00%
<b>Female</b>	0.40%	0.00%
<b>Male</b>	4.90%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	4.40%	0.00%
<b>Black or African American</b>	3.50%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	2.00%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	3.00%	0.00%
<b>White</b>	7.70%	0.00%
<b>English Learners</b>	3.20%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	2.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	3.10%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	3.50%	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:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	84.90%	83.60%	87.70%	86.30%	84.90%

## 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	517	501	158	31.50%
Female	254	247	82	33.20%
Male	263	254	76	29.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	23	23	5	21.70%
Black or African American	86	81	32	39.50%
Filipino	26	26	5	19.20%
Hispanic or Latino	303	294	92	31.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	33	32	11	34.40%
White	39	38	9	23.70%
English Learners	127	125	36	28.80%
Foster Youth	❖	❖	❖	❖
Homeless	50	46	22	47.80%
Socioeconomically Disadvantaged	414	399	137	34.30%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	85	82	28	34.10%

❖ 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).

Subject	Highlands ES		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	12.12%	14.71%	15.87%	16.31%	30.73%	32.33%

## 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 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.

Subject	Highlands ES		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	23%	26%	28%	33%	46%	48%
Mathematics	14%	16%	15%	17%	34%	37%

## 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
<b>All students</b>	68	68	100.00%	0.00%	14.71%
<b>Female</b>	40	40	100.00%	0.00%	12.50%
<b>Male</b>	28	28	100.00%	0.00%	17.86%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	12	12	100.00%	0.00%	0.00%
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	37	37	100.00%	0.00%	8.11%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	13	13	100.00%	0.00%	0.00%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	57	57	100.00%	0.00%	14.04%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	12	12	100.00%	0.00%	0.00%

❖ 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
<b>All students</b>	234	231	98.72%	1.28%	26.41%
<b>Female</b>	119	119	100.00%	0.00%	29.41%
<b>Male</b>	115	112	97.39%	2.61%	23.21%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	38	38	100.00%	0.00%	18.42%
<b>Filipino</b>	14	14	100.00%	0.00%	64.29%
<b>Hispanic or Latino</b>	134	131	97.76%	2.24%	18.32%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or More Races</b>	18	18	100.00%	0.00%	27.78%
<b>White</b>	20	20	100.00%	0.00%	55.00%
<b>English Learners</b>	62	62	100.00%	0.00%	4.84%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	27	27	100.00%	0.00%	29.63%
<b>Socioeconomically Disadvantaged</b>	188	185	98.40%	1.60%	21.62%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	36	35	97.22%	2.78%	5.71%

❖ 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
<b>All students</b>	234	232	99.15%	0.85%	15.52%
<b>Female</b>	119	119	100.00%	0.00%	15.13%
<b>Male</b>	115	113	98.26%	1.74%	15.93%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	38	38	100.00%	0.00%	10.53%
<b>Filipino</b>	14	14	100.00%	0.00%	42.86%
<b>Hispanic or Latino</b>	134	132	98.51%	1.49%	12.88%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or More Races</b>	18	18	100.00%	0.00%	22.22%
<b>White</b>	20	20	100.00%	0.00%	25.00%
<b>English Learners</b>	62	62	100.00%	0.00%	4.84%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	27	27	100.00%	0.00%	11.11%
<b>Socioeconomically Disadvantaged</b>	188	186	98.94%	1.06%	9.68%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	36	35	97.22%	2.78%	5.71%

❖ 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
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	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
<b>Number of school days dedicated to staff development and continuous improvement</b>	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	
2025-26 School Year	
<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	◊
<b>Foreign language</b>	◊
<b>Health</b>	◊

## 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	
<b>Data collection date</b>	9/10/2025

## 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 (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)	Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Fair
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Fair
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Fair
<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

## 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>Systems</b>	Room 100-54 -Floor drain is clogged. Work Order has been placed for repair.
<b>Interior</b>	Room 100-99, 2 -Floor tiles broken; Room 100-96 - Carpet is separating at seem; Room 25 - ceiling tile is loose; Room 9 - Ceiling tiles have water stains; Room 29, 100-22 - Ceiling tiles are broken and water stains; Room 100-120, 100-121 - Flooring patch job is unsightly. Work Order has been placed for repair.
<b>Cleanliness</b>	Room 9, 30 - Unsecured items stored to high; Room, 100-40, 100-155 - Room has urine odor. Work Order has been placed for repair.
<b>Electrical</b>	Room 100-93 - Extension cords are daisy chained; Room 100-156, 100-137, 25, 29, 6, 100-112, 100-105 - light is out; Room 100-48 - (Hallway) Half of lights are not one only one switch. Work Order has been placed for repair.
<b>Restrooms/fountains</b>	Room 100-40 Faucets have low flow; Room 100-153, 100-143, 100-68, 100-54, 100-35 - Menstrual products not available; Room 100-155 - Faucet handle is broken; Room 100-136 - All single use restrooms must be labeled all gender per AB-1732; Room 100-35 - Toilet leaks at fitting. Work Order has been placed for repair.
<b>Safety</b>	Room 100-99 - Plug in Air Freshener; Room 100-100, 100-95, 100-96 - No Room ID; Room 158 - Paint is peeling on ceiling; Room 100-130, 15, 9, 20 - Evacuation Map is missing; Room 20, 15, 9, 12, 6, 2 - Fire extinguisher missing; Room 20, 15, 9, 12, 6 - Improperly stored cleaning supplies; Room 25 - Burned candle is present. Work Order has been placed for repair.
<b>Structural</b>	Room 100-48, 100-54 -Crack in Ceiling; Room 100-40 - Crack in ceiling and interior wall. Work Order has been placed for repair.
<b>External</b>	Room 100-153 -Door closer cover missing; Room 100-130 - Light diffuser is missing. Work Order has been placed for repair.

## 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.

## 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 are in the process of conducting a portable replacement project, which will be finalized by August 2027. This project includes removing our current portables and replacing them with a permanent building, in addition to updating our parking lot. Highlands is also set to begin modernization in 2029.

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.

*Continued on sidebar*

## 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>	25.3	99.0%	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	0.8%	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>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.1	95.9%	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>	1.0	4.2%	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>	0.0	0.0%	22.4	4.5%	14,303.8	5.2%
<b>Total Teaching Positions</b>	24.1	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>	19.5	90.7%	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>	2.0	9.3%	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>	0.0	0.0%	20.5	4.1%	13,705.8	4.9%
<b>Total Teaching Positions</b>	21.5	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
<b>Permits and Waiver</b>	0.2	1.0	1.0
<b>Misassignments</b>	0.0	0.0	1.0
<b>Vacant Positions</b>	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.2	1.0	2.0



## 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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	0.0	0.0
<b>Local Assignment Options</b>	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
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	0.0%	5.0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	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
<b>Pupils to Academic counselors</b>	❖
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	1.0
<b>Library media teacher (librarian)</b>	1.0
<b>Library media services staff (paraprofessional)</b>	0.0
<b>Psychologist</b>	1.0
<b>Social worker</b>	0.0
<b>Nurse</b>	1.0
<b>Speech/language/hearing specialist</b>	1.0
<b>Resource specialist (nonteaching)</b>	1.5
❖ 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>Highlands ES</b>	\$9,162	\$97,471
<b>Pittsburg USD</b>	\$12,542	\$101,038
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	-27.0%	-3.5%
<b>School and California: percentage difference</b>	-17.8%	-2.6%

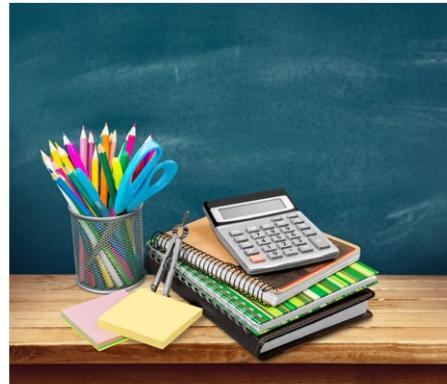
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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>	\$10,816
<b>Expenditures per pupil from restricted sources</b>	\$1,654
<b>Expenditures per pupil from unrestricted sources</b>	\$9,162
<b>Annual average teacher salary</b>	\$97,471



## 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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