

SARC



OUR  
MESSAGE



OUR  
TEACHERS

OUR  
SCHOOL

# Heights Elementary School

2014-15  
School Accountability Report Card  
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SARC



## School Mission Statement

The mission of Heights Elementary School is to provide a nurturing, safe and engaging environment for a community of diverse learners so they can achieve academic success.

## Principal's Message

Welcome back to school! We are anticipating many wonderful changes to make educating your children more effective than ever. There are three additional positions that were added to Heights Elementary. Ms. Phan is our new full-time vice principal who is coming to us with 16 years of elementary teaching experience. This past year she served as a Beginning Teacher Support and Assessment (BTSA) mentor, coaching teachers throughout the district. A full-time intervention specialist has been added to our staff. This person will be overseeing the reading program, coaching teachers to look at their data and providing small group instruction for at-risk students. A full-time parent volunteer coordinator (PVC) is now being funded by the district office. Previously, the Heights site budget paid for a four-hour PVC position. We are looking forward to a year where we can offer more parent communication, effective intervention for struggling students and support for teachers. Heights is committed to continuing a partnership with families as we enable our students to soar to new heights.

The Heights staff will continue to infuse the three lifelong guidelines of Be Safe, Be Responsible, and Be Respectful in all of our daily routines. The "3 B's" are the backbone of all procedures and the vehicle for creating a safe and welcoming learning environment. You can expect direct instruction on all school procedures in addition to assemblies for behavior expectations, friendship principles and an antibullying campaign. Clear and consistent consequences coupled with restorative justice will be given to all students and communicated with families. Heights' Soaring Committee will continue to meet bimonthly to assess our progress in this area.

Teachers have been working in grade-level teams to provide a dynamic English language arts (ELA) curriculum. Heights will be using thematic units to address the new Common Core State Standards (CCSS) through the use of EngageNY ELA, McGraw-Hill Treasures and teacher-created units. We will also be implementing DIBELS, a reading diagnostic that pinpoints areas of need in reading acquisition in kindergarten through third grade and as an intervention for low-performing fourth and fifth graders. There will be a continued focus on writing and nonfiction. To address the CCSS math standards, teachers will be using Number Talks, MARS Task, McGraw-Hill Math, and manipulatives to engage our students.

In addition, the Curriculum and Instruction Committee has begun to redesign our technology plan. Last year, we added enough computers to have nearly one computer for every two students on campus. Teachers have a comprehensive list of skills by grade level and lab schedule to enable more time on computers and applications. Students will continue to use Accelerated Reader to assess reading levels and earn incentives for making progress. Home access to math interventions will be provided with IXL Math and Reflex Math. We will be working diligently to enable students to college and career ready as 21st-century learner who can access computer applications to demonstrate their learning.

## Parental Involvement

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to review progress and monitor the school level plan. All meetings are open to the public. The school holds monthly family-night activities, which include both educational and social events. Parent support is evident at Jump Start, Back-to-School Night, Halloween Parade, Parent Partnership Meetings, Jump Rope for Heart, Open House and Junior Olympics. Classroom volunteers chaperone field trips and assist in daily school activities. We welcome all of our parents to become volunteers. Our parent club is in its third year led by Joanie Tafoya. The parent club has worked diligently with the staff, teachers and parents to continually build a sound community between our school and families.

For more information on how to become involved, please contact Parent Volunteer Coordinator Rose Henderson at (925) 473-4157 or rhenderson@pittsburg.k12.ca.us.

## 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.



## Pittsburg Unified Mission Statement

It is the mission of Pittsburg Unified School District 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. Duane Smith, President  
Mr. De'Shawn Woolridge, Vice president  
Dr. Laura Canciamilla, Trustee  
Mr. George Miller, Trustee  
Mr. Joseph Arenivar, Trustee



*School Motto:*  
"Every day, every child, soaring to new heights."



## Board Goals

### 1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

### 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 "highly qualified" and appropriately credentialed teachers
- 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

### 5. High-Performing, Accountable Organization

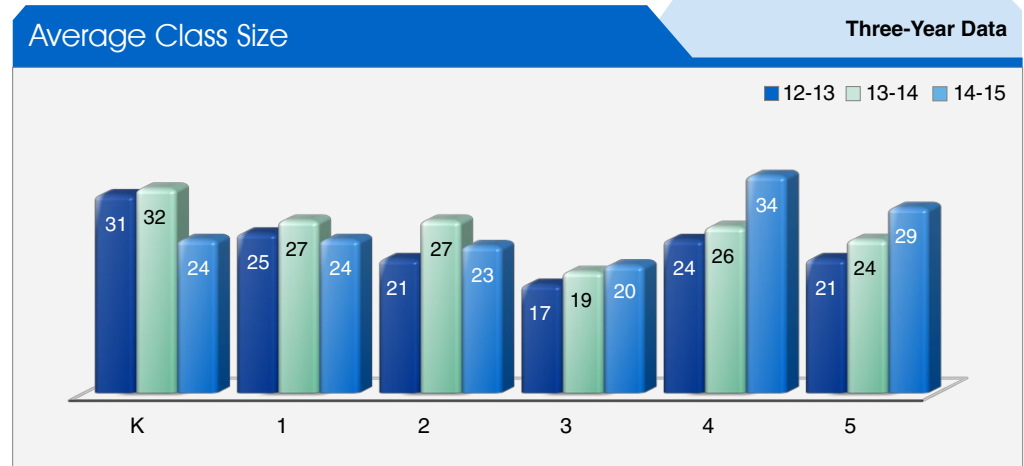
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

### 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

## 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.



**Number of Classrooms by Size** **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		4			5		
1		4		3			4		
2	1	4		4			4		
3	2	4		2	4		2	4	
4	1	3		1		3			3
5	2	2	1	1	3		1		3

## Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of 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 focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

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 provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms while their colleagues and instructional coaches provide them feedback.

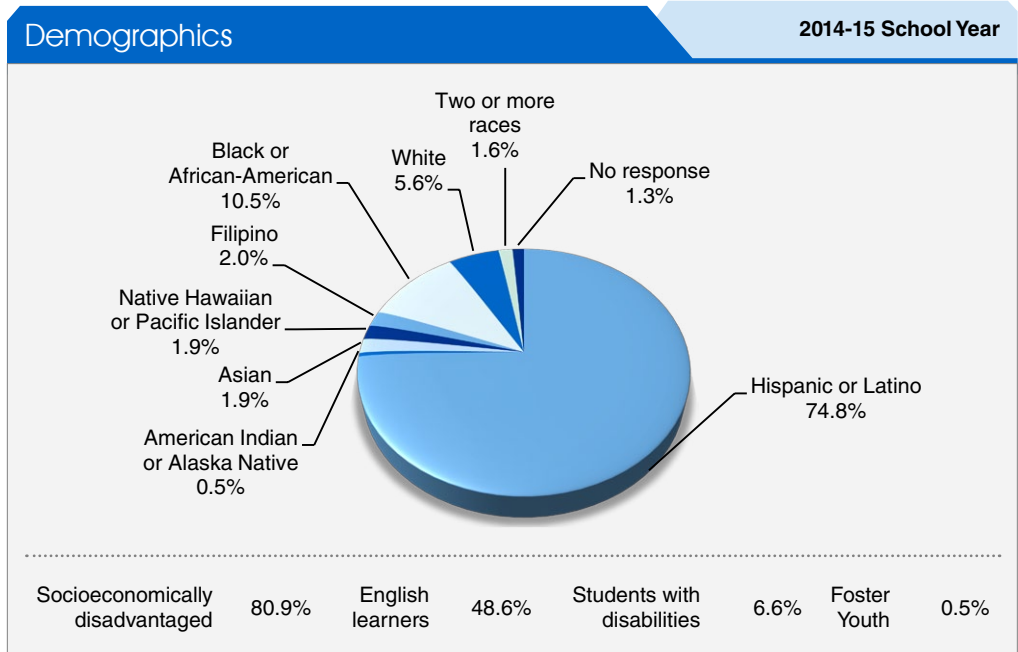
Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

**Professional Development Days** **Three-Year Data**

	2013-14	2014-15	2015-16
Heights ES	3 days	3 days	3 days

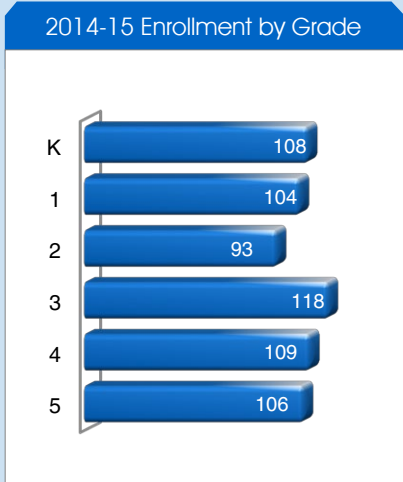
### Enrollment by Student Group

The total enrollment at the school was 638 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

	Three-Year Data								
	Heights ES			Pittsburg USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Suspension rates</b>	2.8%	5.1%	2.7%	10.4%	10.8%	7.8%	5.1%	4.4%	3.8%
<b>Expulsion rates</b>	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%

### 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 examination, ADEPT, Systematic ELD, Lesson Study, data protocol, etc.
- 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

### School Safety

The school safety plan is reviewed and updated annually and addresses response to earthquakes, fire, intruders, bomb scares and other natural disasters. Fire drills are conducted each month, and drills for earthquakes and intruders are conducted annually. All visitors must sign in and receive a visitor's pass upon entering the school. Staff members have photo-identification badges. The new facility has state-of-the-art security and camera systems. Parents and staff can access the safety plan in the school office.

The school safety plan was most recently reviewed, updated and discussed with school faculty in August 2015.

*"The Heights staff will continue to infuse the three lifelong guidelines of Be Safe, Be Responsible, and Be Respectful in all of our daily routines."*



## 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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" 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).

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	21.9%
Five of six standards	18.1%
Six of six standards	31.4%

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year		
	Heights ES	Pittsburg USD	California	
<b>Met overall AYP</b>	Yes	No	Yes	
<b>Met participation rate:</b>				
English language arts	Yes	No	Yes	
Mathematics	Yes	Yes	Yes	
<b>Met percent proficient:</b>				
English language arts	■	■	■	
Mathematics	■	■	■	
<b>Met attendance rates</b>	Yes	Yes	Yes	
<b>Met graduation rate</b>	○	Yes	Yes	

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Heights ES	Pittsburg USD	
<b>Program Improvement status</b>	Not In PI	In PI	
<b>First year of Program Improvement</b>	◇	2008-2009	
<b>Year in Program Improvement</b>	◇	Year 3	
<b>Number of Title I schools currently in Program Improvement</b>	8		
<b>Percentage of Title I schools currently in Program Improvement</b>	72.70%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Heights ES			Pittsburg USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	52%	63%	51%	44%	49%	42%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	42%	
All students at the school	51%	
Male	46%	
Female	55%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	49%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	45%	
English learners	25%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Heights ES	Pittsburg USD	California
English language arts/literacy	22%	29%	44%
Mathematics	18%	21%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	118	117	99.2%	49%	30%	13%	9%
Male		70	59.3%	56%	30%	9%	6%
Female		47	39.8%	38%	30%	19%	13%
Black or African-American		13	11.0%	54%	23%	15%	8%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	0.8%	❖	❖	❖	❖
Filipino		4	3.4%	❖	❖	❖	❖
Hispanic or Latino		82	69.5%	54%	27%	13%	6%
Native Hawaiian or Pacific Islander		4	3.4%	❖	❖	❖	❖
White		9	7.6%	❖	❖	❖	❖
Two or more races		3	2.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		96	81.4%	58%	25%	9%	7%
English learners		58	49.2%	62%	21%	10%	7%
Students with disabilities		10	8.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	118	117	99.2%	43%	34%	15%	8%
Male		69	58.5%	41%	39%	14%	6%
Female		48	40.7%	46%	27%	17%	10%
Black or African-American		12	10.2%	67%	17%	8%	8%
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	0.8%	❖	❖	❖	❖
Filipino		4	3.4%	❖	❖	❖	❖
Hispanic or Latino		83	70.3%	43%	36%	13%	7%
Native Hawaiian or Pacific Islander		4	3.4%	❖	❖	❖	❖
White		9	7.6%	❖	❖	❖	❖
Two or more races		3	2.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		96	81.4%	47%	34%	10%	8%
English learners		58	49.2%	50%	33%	10%	7%
Students with disabilities		10	8.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	102	101	99.0%	50%	27%	17%	7%
Male		49	48.0%	49%	29%	12%	10%
Female		52	51.0%	50%	25%	21%	4%
Black or African-American		14	13.7%	86%	0%	14%	0%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		2	2.0%	❖	❖	❖	❖
Filipino		2	2.0%	❖	❖	❖	❖
Hispanic or Latino		75	73.5%	45%	35%	15%	5%
Native Hawaiian or Pacific Islander		3	2.9%	❖	❖	❖	❖
White		3	2.9%	❖	❖	❖	❖
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		89	87.3%	53%	27%	15%	6%
English learners		44	43.1%	59%	32%	7%	2%
Students with disabilities		5	4.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	102	100	98.0%	34%	45%	15%	6%
Male		48	47.1%	29%	42%	21%	8%
Female		52	51.0%	38%	48%	10%	4%
Black or African-American		14	13.7%	36%	50%	7%	7%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		2	2.0%	❖	❖	❖	❖
Filipino		2	2.0%	❖	❖	❖	❖
Hispanic or Latino		74	72.5%	36%	46%	15%	3%
Native Hawaiian or Pacific Islander		3	2.9%	❖	❖	❖	❖
White		3	2.9%	❖	❖	❖	❖
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		88	86.3%	38%	43%	14%	6%
English learners		43	42.2%	49%	47%	5%	0%
Students with disabilities		5	4.9%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

## Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	105	102	97.1%	61%	19%	16%	5%
Male		51	48.6%	73%	14%	12%	2%
Female		51	48.6%	49%	24%	20%	8%
Black or African-American		11	10.5%	73%	18%	9%	0%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		1	1.0%	❖	❖	❖	❖
Filipino		3	2.9%	❖	❖	❖	❖
Hispanic or Latino		75	71.4%	61%	20%	17%	1%
Native Hawaiian or Pacific Islander		3	2.9%	❖	❖	❖	❖
White		7	6.7%	❖	❖	❖	❖
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		83	79.0%	67%	17%	13%	2%
English learners		37	35.2%	73%	24%	3%	0%
Students with disabilities		8	7.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	105	102	97.1%	66%	25%	8%	2%
Male		51	48.6%	69%	24%	6%	2%
Female		51	48.6%	63%	25%	10%	2%
Black or African-American		11	10.5%	64%	27%	9%	0%
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		1	1.0%	❖	❖	❖	❖
Filipino		3	2.9%	❖	❖	❖	❖
Hispanic or Latino		75	71.4%	67%	27%	5%	1%
Native Hawaiian or Pacific Islander		3	2.9%	❖	❖	❖	❖
White		7	6.7%	❖	❖	❖	❖
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		83	79.0%	72%	24%	4%	0%
English learners		37	35.2%	86%	14%	0%	0%
Students with disabilities		8	7.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## 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 or instructional materials consistent with the state board-adopted curriculum framework cycle.



« *Heights is committed to continuing a partnership with families as we enable our students to soar to new heights.* »



## Quality of Textbooks

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

Quality of Textbooks		2015-16 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

## 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		2015-16 School Year
Heights ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	





*"We will be working diligently to enable students to college and career ready as 21st-century learner who can access computer applications to demonstrate their learning."*



## School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

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. At the time of this school facility inspection, no deficiencies were found.

### School Facility Good Repair Status

2015-16 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Exemplary
<b>Date of the most recent school site inspection</b>			8/17/2015
<b>Date of the most recent completion of the inspection form</b>			8/17/2015

## 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-serve 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 Facilities

We opened the doors to our new state-of-the-art facility on August 20, 2014. There are 27 classrooms, a learning center, two computer labs, a science lab, library, PE room and multipurpose room. There are two full-time custodians and one part-time custodian.

All classrooms have LCD projectors and document cameras. Each computer lab is equipped with 35-40 computers for students.

The entire school is fenced in for optimal safety and is considered to be a closed campus. All visitors must enter the office to sign in and receive a visitor's badge.

The construction of the playgrounds and playing fields will be completed in December 2014. Students enter the school in one local area and are dismissed in the same area. Measure L, which provided the funding of the new building, was passed in 2010. We are so fortunate to have a supportive community that passed a bond providing our students with a fully functioning building.

Every site is inspected on a monthly basis according to the guidelines generated by the Williams settlement decision. At this time, we have no safety-related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis and discrepancies are noted, work orders created and corrections made in 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.

*"The '3 B's' are the backbone of all procedures and the vehicle for creating a safe and welcoming learning environment."*

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Heights ES		
Teachers	15-16	13-14	14-15	15-16
<b>With full credential</b>	485	28	30	26
<b>Without full credential</b>	15	0	0	1
<b>Teaching outside subject area of competence (with full credential)</b>	7	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Heights ES		
Teachers	13-14	14-15	15-16
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Heights ES</b>	100.00%	0.00%
<b>All schools in district</b>	86.66%	13.34%
<b>High-poverty schools in district</b>	86.66%	13.34%
<b>Low-poverty schools in district</b>	✧	✧

✧ Not applicable.



## 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).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
<b>Academic Counselors</b>	
<b>FTE of academic counselors</b>	0.0
<b>Average number of students per academic counselor</b>	✧
<b>Support Staff</b>	
<b>Support Staff</b>	<b>FTE</b>
<b>Social/behavioral or career development counselors</b>	0.0
<b>Library media teacher (librarian)</b>	0.0
<b>Library media services staff (paraprofessional)</b>	1.0
<b>Psychologist</b>	0.6
<b>Social worker</b>	0.0
<b>Nurse</b>	0.0
<b>Speech/language/hearing specialist</b>	0.4
<b>Resource specialist (nonteaching)</b>	0.0
<b>Other</b>	<b>FTE</b>
<b>Student services aide/parent volunteer coordinator</b>	1.0
<b>Bilingual aide</b>	1.0
<b>Special education aide</b>	3.0

## 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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,448
Expenditures per pupil from restricted sources	\$376
Expenditures per pupil from unrestricted sources	\$4,072
Annual average teacher salary	\$62,354

## Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data	2013-14 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$41,429	\$43,062
Midrange teacher salary	\$61,869	\$67,927
Highest teacher salary	\$76,884	\$87,811
Average elementary school principal salary	\$101,398	\$110,136
Average middle school principal salary	\$109,895	\$115,946
Average high school principal salary	\$121,484	\$124,865
Superintendent salary	\$189,855	\$211,869
Teacher salaries: percentage of budget	37%	39%
Administrative salaries: percentage of budget	6%	5%

## 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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Heights ES	\$4,072	\$62,354
Pittsburg USD	\$6,035	\$61,038
California	\$5,348	\$59,180
School and district: percentage difference	-32.5%	+2.2%
School and California: percentage difference	-23.9%	+5.4%

## 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

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), 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://data1.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 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

# Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

## Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

## Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

## Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.