Heights
Elementary School

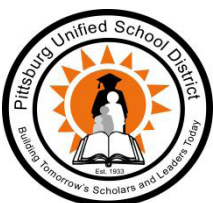Laura Francis ▪ Principal
lfrancis@pittsburg.k12.ca.us

40 Seeno Avenue ▪ Pittsburg, CA 94565
(925) 473-2410 ▪ www.pittsburg.k12.ca.us/Domain/9

Grades TK-5
CDS Code 07-61788-6004527

Para español, visita
www.pittsburg.k12.ca.us

SARC

2016-17
School Accountability
Report Card

Published in 2017-18

Pittsburg USD

"Every day, every child, soaring to new heights."

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.

Principal's Message

Welcome back to school! We are looking forward to a year where we can offer more parents communication, effective intervention for our struggling students and support for our teachers. Heights Elementary School is committed to partnering with our students' families to enable our students to succeed.

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 and Soul Shoppe will be given to all students and communicated with families. Heights' Soaring Committee will continue to meet monthly to assess our progress in this area and make the necessary changes.

Teachers have been working in grade-level teams to provide a dynamic English language arts (ELA) curriculum. Heights will be using the new district-adopted curriculum, Wonders from McGraw-Hill. We will also be implementing DIBELS, a reading diagnostic that pinpoints areas of needs in kindergarteners through third graders and also an intervention for low-performing students in fourth and fifth grade. The 95% Group Materials will be used in response to the DIBELS data during intervention. There will be an ongoing focus on writing, especially nonfiction. To address the CCSS math standards, teachers will be using Number Talks, Mathematics Assessment Resource Service (MARS) Task, A Balanced Math Program aligning with Go Math!, and manipulatives to engage our students.
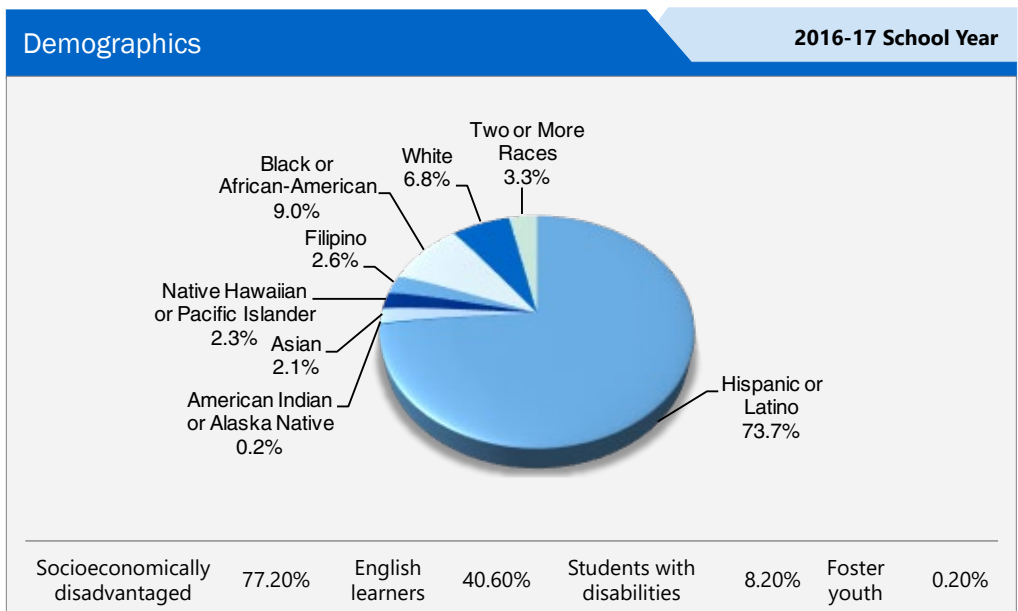
In addition, the Curriculum and Instruction Committee have redesigned our technology plan. We added enough computers for one computer to every two students. Teachers have a comprehensive list of skills by grade level and lab schedule to enable more time on computers and applications. Students will continue to use Accelerated Reader to assess their reading levels and earn incentives for making progress. Home access for math interventions will be provided through IXL Math and Reflex Math. We will be working diligently to enable students to be college and career ready as a 21st-century learner who is proficient in computer application.

School Mission Statement

The mission of Heights Elementary School is to enable every child, every day, to soar to new heights while providing a nurturing, safe and engaging environment for a community of diverse learners so they can achieve academic success.

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

Enrollment by Student Group

The total enrollment at the school was 657 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2016-17 School Year

- Black or African-American 9.0%
- White 6.8%
- Two or More Races 3.3%
- Filipino 2.6%
- Native Hawaiian or Pacific Islander 2.3%
- Asian 2.1%
- American Indian or Alaska Native 0.2%
- Hispanic or Latino 73.7%

| Socioeconomically disadvantaged | 77.20% | English learners | 40.60% | Students with disabilities | 8.20% | Foster youth | 0.20% |

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

Grade	Students
K	117
1	101
2	87
3	119
4	102
5	131
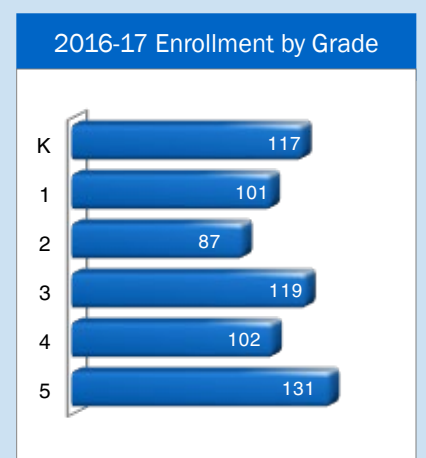
Board Goals

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

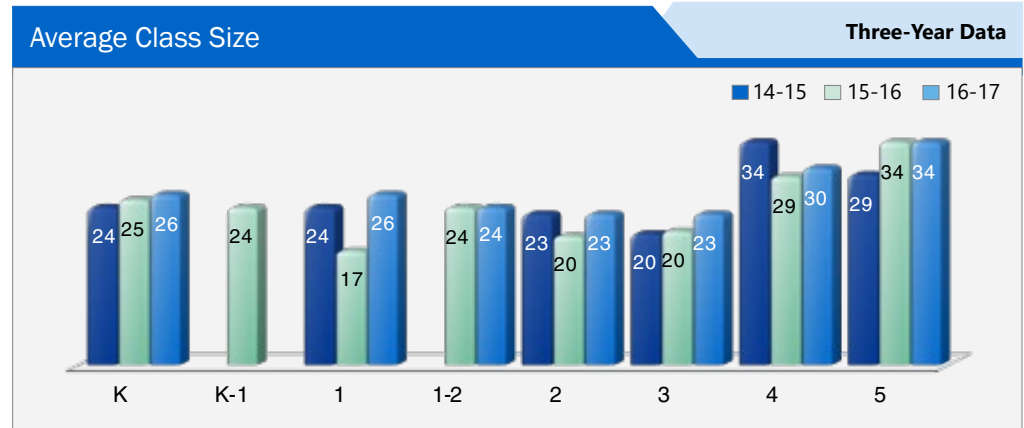**5. High-Performing, Accountable Organization**
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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. 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

Legend: 14-15, 15-16, 16-17

Grade	14-15	15-16	16-17
K	24	25	26
K-1		24	
1	24	17	26
1-2		24	24
2	23	20	23
3	20	20	23
4	34	29	30
5	29	34	34

Number of Classrooms by Size — Three-Year Data

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5			5			5	
K-1		1			1				
1		4			3			4	
1-2					1			1	
2		4			4			5	
3		4			4			4	
4			3		4			4	
5						3			3

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.

California Physical Fitness Test — 2016-17 School Year

Percentage of Students Meeting Fitness Standards	Heights ES
	Grade 5
Four of six standards	21.5%
Five of six standards	25.4%
Six of six standards	28.5%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Heights ES		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	51%	39%	42%	42%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Heights ES		Pittsburg USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	27%	28%	34%	33%	48%	48%
Mathematics	25%	25%	22%	20%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. 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 2017-18 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.

Federal Intervention Program	2017-18 School Year	
	Heights ES	Pittsburg USD
Program Improvement status	Not in PI	In PI
First year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement		8
Percentage of schools currently in Program Improvement		72.70%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards	2016-17 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	362	358	98.90%	27.93%
Male	169	166	98.22%	26.51%
Female	193	192	99.48%	29.17%
Black or African-American	30	30	100.00%	16.67%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	271	268	98.89%	28.36%
Native Hawaiian or Pacific Islander	13	13	100.00%	23.08%
White	24	24	100.00%	29.17%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	303	299	98.68%	27.76%
English learners	202	201	99.50%	27.36%
Students with disabilities	41	39	95.12%	15.38%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	362	358	98.90%	24.86%
Male	169	166	98.22%	26.51%
Female	193	192	99.48%	23.44%
Black or African-American	30	30	100.00%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	271	268	98.89%	24.63%
Native Hawaiian or Pacific Islander	13	13	100.00%	30.77%
White	24	24	100.00%	29.17%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	303	299	98.68%	24.08%
English learners	202	201	99.50%	25.37%
Students with disabilities	41	39	95.12%	5.13%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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		2017-18 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Reading Wonders*, McGraw-Hill (K-5) ELD: *Reading Wonders*, McGraw-Hill (2017)	2017
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-5)	2016
Science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Scott Foresman (K-5)	2006

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	2017-18 School Year
Heights ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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 aspects. School events—including Jump Start, Back-to-School Night, the Halloween Parade, Parent Partnership Meetings, Jump Rope for Heart, Open House and the Junior Olympics—and being field trip chaperones and classroom volunteers are opportunities for parent participation and support. We welcome all of our parents to be volunteers. Our parent club is in its fourth year, led by Joanie Tafoya. The parent club has worked diligently with the staff, teachers and parents to build a reliable and effective community between our school and our families.

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

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2017-18 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 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	
2017-18 School Year	
Data collection date	9/13/2017

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.

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, 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

"Be Safe, Be Responsible and Be Respectful."

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

School Facility Good Repair Status	2017-18 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 school site inspection	9/14/2017
Date of the most recent completion of the inspection form	9/14/2017

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, three 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.

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.

School Safety

The components of the school safety plan is reviewed every other month with the staff. The plan in its entirety is reviewed and updated annually and addresses response to earthquakes, fires, intruders, bomb scares and other natural disasters. Fire drills are conducted monthly, and drills for earthquakes and intruders are conducted twice a year. All visitors must sign in and receive a visitor's pass upon entering the school. 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 last reviewed, updated and discussed with the school faculty in February 2018.

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.

Teacher Credential Information		Three-Year Data		
	Pittsburg USD	Heights ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	490	26	28	30
Without a full credential	46	1	2	0
Teaching outside subject area of competence (with full credential)	6	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Heights ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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 (ELD), 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		
	2015-16	2016-17	2017-18
Heights ES	3 days	3 days	3 days

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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.2
Career development counselor	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.6
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	1.0
Other	**FTE**
Parent family liaison	1.0
Bilingual aide	0.8
Special education aides	4.0
Classroom aides	2.0

✧ Not applicable.

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	
2015-16 Fiscal Year	
Total expenditures per pupil	$5,111
Expenditures per pupil from restricted sources	$143
Expenditures per pupil from unrestricted sources	$4,969
Annual average teacher salary	$67,355

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.

Suspension and Expulsion Rates			
Heights ES			
	14-15	**15-16**	**16-17**
Suspension rates	2.7%	2.9%	1.8%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	14-15	**15-16**	**16-17**
Suspension rates	7.8%	8.0%	7.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	14-15	**15-16**	**16-17**
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Financial Data

The financial data displayed in this SARC is from the 2015-16 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.

District Salary Data	**Pittsburg USD**	**2015-16 Fiscal Year** Similar Sized District
Beginning teacher salary	$47,416	$48,522
Midrange teacher salary	$70,809	$75,065
Highest teacher salary	$87,994	$94,688
Average elementary school principal salary	$110,585	$119,876
Average middle school principal salary	$121,456	$126,749
Average high school principal salary	$130,006	$135,830
Superintendent salary	$214,349	$232,390
Teacher salaries: percentage of budget	36%	37%
Administrative salaries: percentage of budget	6%	5%

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.

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	Expenditures Per Pupil From Unrestricted Sources	**2015-16 Fiscal Year** Annual Average Teacher Salary
Heights ES	$4,969	$67,355
Pittsburg USD	$7,811	$65,723
California	$6,574	$77,824
School and district: percentage difference	-36.4%	+2.5%
School and California: percentage difference	-24.4%	-13.5%

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 November 2017.