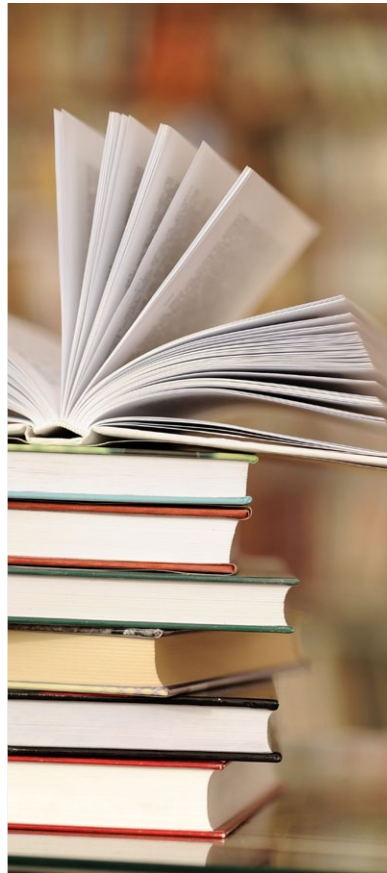
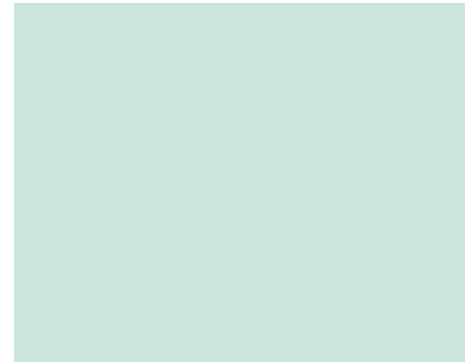


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Heights Elementary School

Grades TK-5
CDS Code 07-61788-6004527

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

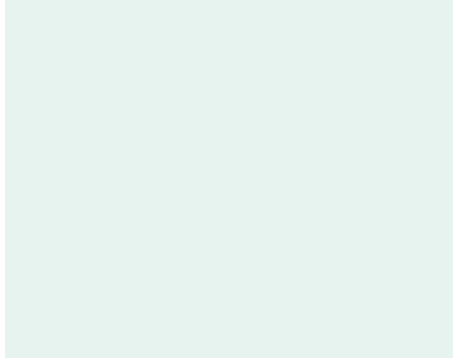
40 Seeno Street
Pittsburg, CA 94565
(925) 473-2410

www.pittsburg.k12.ca.us/Domain/9

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

Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us
Janet Schulze, Superintendent ▪ jschulze@pittsburg.k12.ca.us ▪ (925) 473-2300



Principal's Message

Welcome back to school! This year we are working on building students' confidence and desire to learn through setting goals in classrooms and highlighting various role models during morning announcements. The Heights staff will continue to partner with Soul Shoppe 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 anti-bullying 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.

We are especially excited about our redesigned reading program. We will continue to have a 30 minute period of Universal Access for differentiated reading instruction. The grade levels are now walking to learn during UA with four to six additional instructional aides who provide remedial reading instruction through the 95% Group materials. The students reading at or above reading level will receive instruction at their level and apply the CAFÉ reading strategies taught in the core. Intervention groups are based on Accelerated Reader and DIBELS data in Kindergarten through fifth grade.

In addition, to address the CCSS math standards, teachers are using NextGen Math data to evaluate their instruction through Number Talks, Mathematics Assessment Resource Service (MARS) Task, a balanced math, and manipulatives to engage our students.

To prepare students to be college and career ready, Heights has 1 to 1 Chromebooks in grades 3-5. The teachers in these grades have attended trainings through GAFE and the CUE conference to support the use Google Classroom as a tool for instruction.

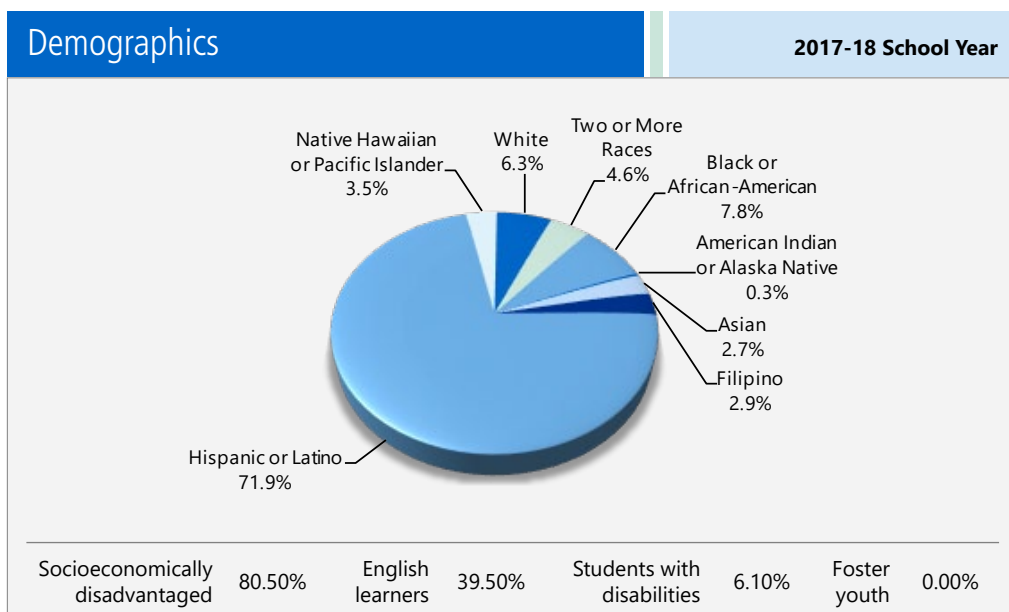
As a young staff in a new building, with new curriculum, Heights is working to establish continuity and data driven instruction. Contact us to see how you can partner with us this year.

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.

Enrollment by Student Group

The total enrollment at the school was 655 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



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

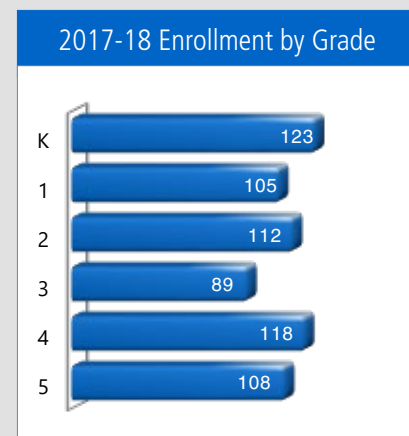
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest 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. Duane Smith, president
- Mr. George Miller, vice president
- Dr. Laura Canciamilla, trustee
- Mr. Joseph Arenivar, trustee
- Mr. De'Shawn Woolridge, trustee

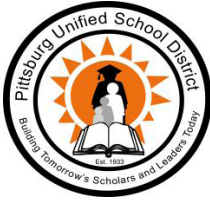
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



School Motto: I can, I will achieve.





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

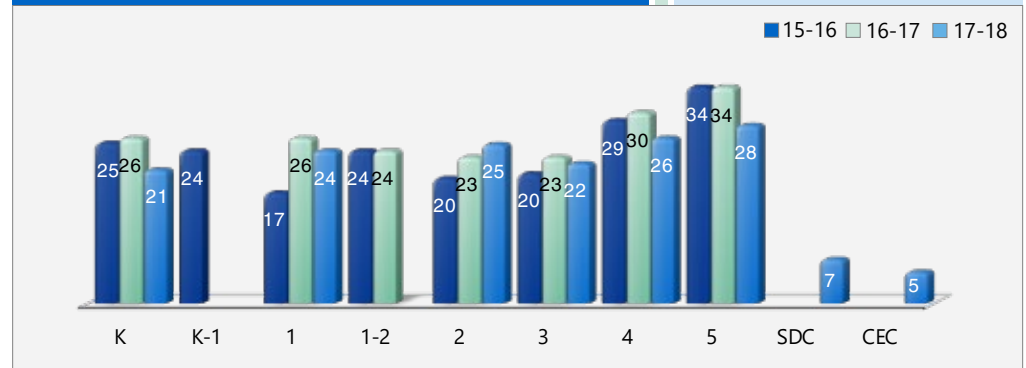
- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic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



Number of Classrooms by Size

Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5			5		1	4	
K-1		1							
1		3			4			4	
1-2		1			1				
2		4			5			4	
3		4			4			5	
4		4			4			3	
5			3			3		4	
Special Day Class (SDC)							1		
Counseling Enriched Class (CEC)							1		

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.

Suspensions and Expulsions

Three-Year Data

	Heights ES			Pittsburg USD			California		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspension rates	2.9%	1.8%	2.6%	8.0%	7.0%	7.7%	3.7%	3.6%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

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

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Heights ES		Pittsburg USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

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	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	28%	32%	33%	34%	48%	50%
Mathematics	25%	23%	20%	20%	37%	38%

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		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Heights ES
		Grade 5
Four of six standards		14.4%
Five of six standards		22.1%
Six of six standards		39.4%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	301	300	99.67%	32.00%
Male	145	144	99.31%	23.61%
Female	156	156	100.00%	39.74%
Black or African-American	21	21	100.00%	42.86%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	224	224	100.00%	29.02%
Native Hawaiian or Pacific Islander	11	10	90.91%	10.00%
White	23	23	100.00%	47.83%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	259	258	99.61%	30.23%
English learners	171	170	99.42%	27.06%
Students with disabilities	20	20	100.00%	15.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	302	302	100.00%	22.85%
Male	145	145	100.00%	23.45%
Female	157	157	100.00%	22.29%
Black or African-American	21	21	100.00%	33.33%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	225	225	100.00%	20.00%
Native Hawaiian or Pacific Islander	11	11	100.00%	27.27%
White	23	23	100.00%	39.13%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	260	260	100.00%	21.54%
English learners	172	172	100.00%	19.19%
Students with disabilities	20	20	100.00%	15.00%
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		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i> , Macmillan McGraw Hill ELD <i>Reading Wonders</i> , Macmillan McGraw Hill (2017) (K-5)	2017
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (2016) (K-5)	2016
Science	California Science, Macmillan McGraw Hill (2007) (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (2006) (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		2018-19 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	✦	

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 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.

✦ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2018-19 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	
2018-19 School Year	
Data collection date	9/12/2018



School Facilities

We opened the doors to our new building on August 20, 2014. There are 28 classrooms, a learning center, two computer labs, a science lab, library, PE room and multipurpose room. There are three full-time custodians.

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 a closed campus. All visitors must enter the office to sign in and receive a visitor's badge.

Students enter the school in one local area and are dismissed in the same area. Measure L, which passed in 2010, provided the funding of the new building. 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.

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

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		2018-19 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	8/1/2018	
Date of the most recent completion of the inspection form	8/1/2018	

School Safety

The components of the school safety plan are 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 March 2019.

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 Awareness Workshops for Student Success (PAWSS) 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 Faculty Club is in its fifth year, led by Jennifer Rubio. 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 Family Liaison, Rose Henderson at (925) 473-4157 or rhenderson@pittsburg.k12.ca.us.

"Be Safe, Be Responsible and Be Respectful in all of our daily routines."

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		
	18-19	16-17	17-18	18-19
Teachers				
With a full credential	504	28	30	28
Without a full credential	45	2	0	3
Teaching outside subject area of competence (with full credential)	5	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		
	16-17	17-18	18-19
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

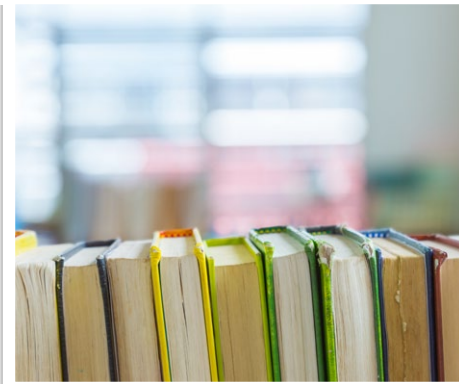
Professional Development

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		
	2016-17	2017-18	2018-19
	Heights ES	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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral counselor	FTE 0.2
Career development counselor	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	0.0
Other	FTE
Parent Family Liaison	1.0
Classroom aides	11.0

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$6,230
Expenditures per pupil from restricted sources	\$125
Expenditures per pupil from unrestricted sources	\$6,105
Annual average teacher salary	\$73,214

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2016-17 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$49,313	\$49,512
Midrange teacher salary	\$73,641	\$77,880
Highest teacher salary	\$91,514	\$96,387
Average elementary school principal salary	\$110,585	\$123,139
Average middle school principal salary	\$121,456	\$129,919
Average high school principal salary	\$130,006	\$140,111
Superintendent salary	\$214,349	\$238,324
Teacher salaries: percentage of budget	34%	36%
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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Heights ES	\$6,105	\$73,214
Pittsburg USD	\$9,007	\$73,256
California	\$7,125	\$79,665
School and district: percentage difference	-32.2%	-0.1%
School and California: percentage difference	-14.3%	-8.1%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2018.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234