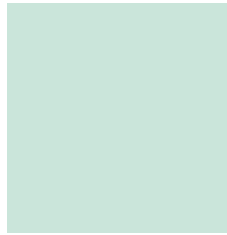
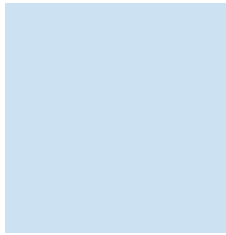


SARC School Accountability Report Card 2018-19

Published in 2019-20



Highlands Elementary School

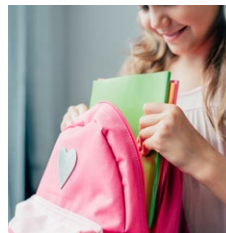
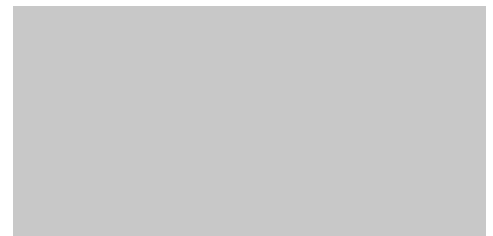
Grades Preschool-5
CDS Code 07-61788-6004535

Julie Blackburn
Principal
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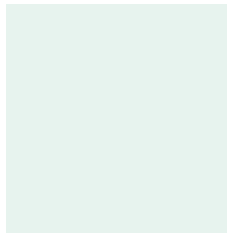
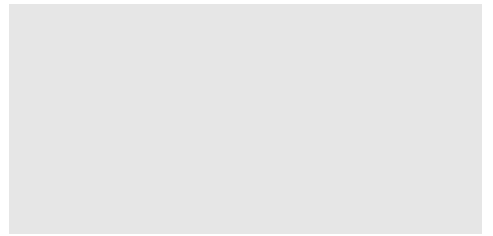
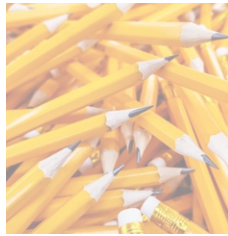
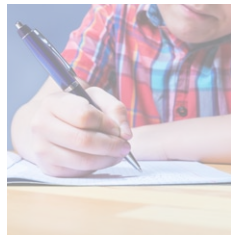
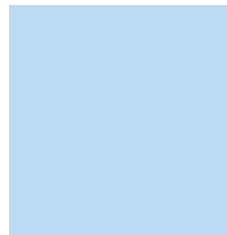
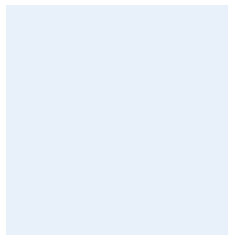
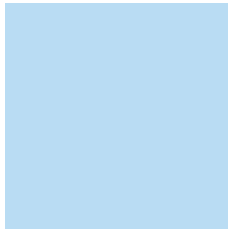
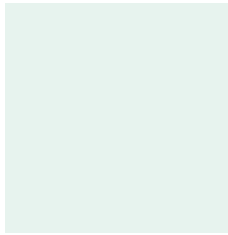
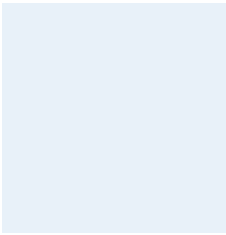
www.pittsburg.k12.ca.us/highlands

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

At Highlands Elementary School, we celebrate the diversity of our student population. We acknowledge that all students deserve the best possible education. We are beginning our second year as a Full-Service Community School and take pride in the academic as well as social-emotional needs of our students.

Highlands Elementary has 26 classes that span from preschool to fifth grade. This includes one Counseling Enriched Class for special education students in grades 4-5, three special-education classes and one general-education preschool class. Highlands' staff is committed to assuring every student feels respected and nurtured. Several incentive programs are in place to acknowledge exemplary academic behavior. Teachers are becoming increasingly focused on essential Common Core State Standards at each grade level and are implementing teaching strategies that ensure student success, not only in English language arts, but in mathematics as well. Highlands' teachers regularly analyze student-achievement data, collaborate on best practices and set benchmark goals for student achievement.

We will offer our students a comprehensive, challenging and rigorous education. At Highlands, we value the education of the whole child. It is important that we provide a well-rounded curriculum that emphasizes the creative process in our efforts to expose each student to the reality of the world around them. In addition to the basics of reading, writing and mathematics, our students will be exposed to the sciences, social studies and fine arts. We have a school garden program that engages students in the importance of conservation and sustainability. We include restorative justice practices to support students and teachers in handling situations where conflict and harm is takes place. We will continue our implementation of the Social Emotional Learning program called Soul Shoppe to support students in managing their reactions toward difficult situations. It is often through the varied interests of our children that they are motivated to excel intellectually. At Highlands Elementary, we will also make every effort to provide our students with a culturally responsive education that reflects the dynamics and diversity of our student population. To address the importance of growing into civic-minded adults, we will continue with student leadership to address student needs and actions toward building a positive community.

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

School Mission Statement

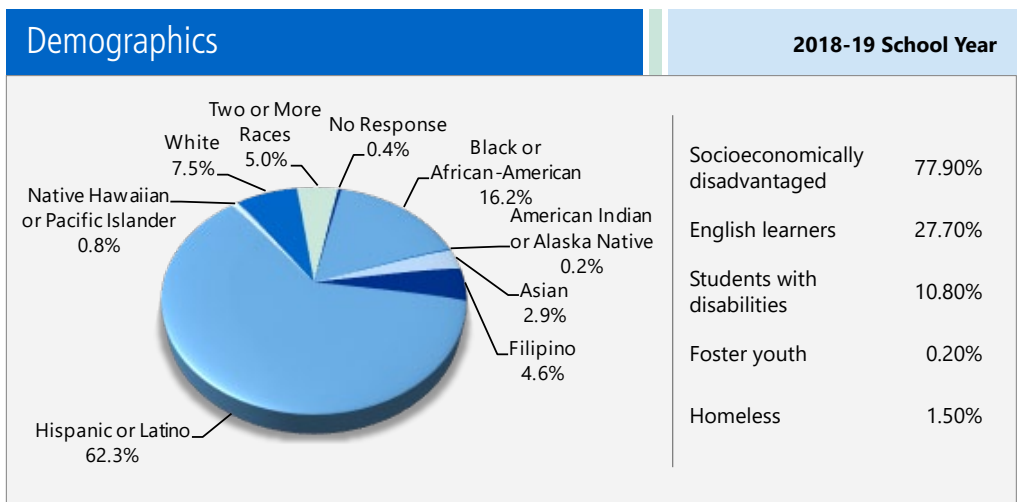
Highlands Elementary is committed to "Being Our Best Selves" by the actions we take in teaching, learning and speaking to move our school community toward a future with choice and opportunity.

School Vision Statement

At Highlands Elementary, with a dedicated and professional staff, we empower students to become lifelong learners and positive forces in their home, school, community and the world. We do this by challenging and encouraging students to set and achieve academic and personal goals and to be safe, respectful, and responsible.

Enrollment by Student Group

The total enrollment at the school was 517 students for the 2018-19 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

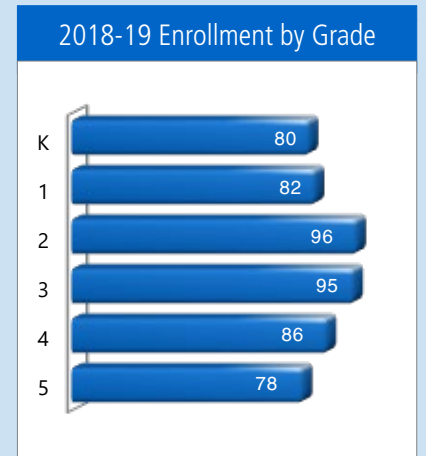
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest 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 2018-19 school year.



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

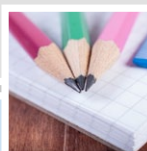
- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

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

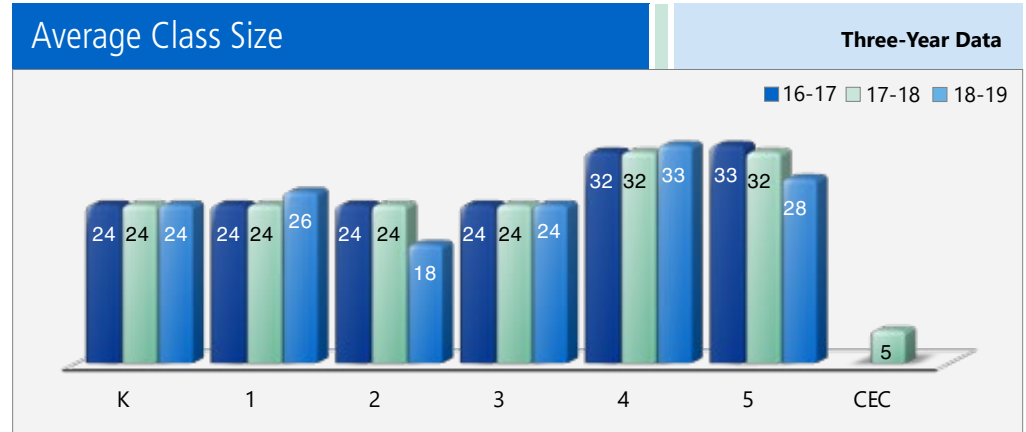
6. Meaningful Collaboration, Partnership and Parental Engagement

- 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.



Grade	Three-Year Data								
	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			3			4	
1		4		3	1			3	
2		4			4		4		
3	2	2			4			4	
4	1	3			3				3
5	1		2		3			3	
Counseling Enriched Class (CEC)				1					



School Motto: Being Our Best Selves

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								
	Highlands ES			Pittsburg USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	5.9%	5.9%	5.4%	7.0%	7.7%	8.8%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Highlands ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results in ELA and Mathematics 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 (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Highlands ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	33%	34%	35%	50%	51%
Mathematics	22%	23%	20%	21%	38%	40%

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		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Highlands ES
		Grade 5
Four of six standards		18.4%
Five of six standards		18.4%
Six of six standards		26.3%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 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 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.

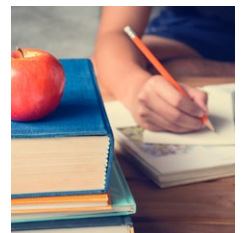
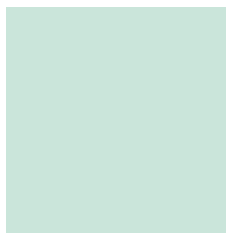
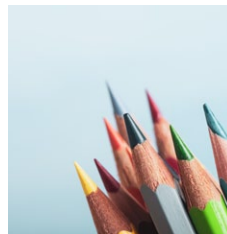
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	265	263	99.25%	0.75%	33.46%
Male	126	125	99.21%	0.79%	24.80%
Female	139	138	99.28%	0.72%	41.30%
Black or African-American	48	48	100.00%	0.00%	14.58%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	160	159	99.38%	0.62%	34.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	42.86%
Two or more races	14	14	100.00%	0.00%	35.71%
Socioeconomically disadvantaged	225	223	99.11%	0.89%	31.84%
English learners	112	110	98.21%	0.79%	31.82%
Students with disabilities	34	34	100.00%	0.00%	2.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

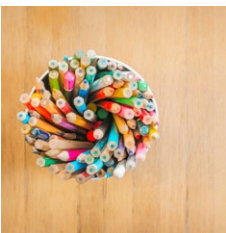
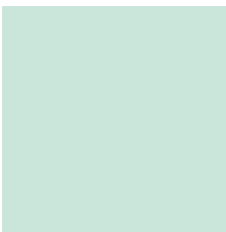




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	265	264	99.62%	0.38%	23.48%
Male	126	125	99.21%	0.79%	21.60%
Female	139	139	100.00%	0.00%	25.18%
Black or African-American	48	48	100.00%	0.00%	6.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	160	160	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	42.86%
Two or more races	14	14	100.00%	0.00%	7.14%
Socioeconomically disadvantaged	225	224	99.56%	0.44%	20.09%
English learners	112	111	99.11%	0.89%	22.52%
Students with disabilities	34	34	100.00%	0.00%	2.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.



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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/11/2019

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.

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		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i> , Macmillan McGraw Hill ELD <i>Reading Wonders</i> , Macmillan McGraw Hill (K-5)	2017
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	<i>California Science</i> , Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

Quality of Textbooks

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

Quality of Textbooks		2019-20 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	

Parental Involvement

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

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

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

For more information on how to become involved at our school, please contact our parent liaison Carmen Arambula at (925) 473-2440.



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 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	5/3/2019	
Date of the most recent completion of the inspection form	5/3/2019	



School Safety

The school safety plan includes information about our school’s social climate and physical environment. It also includes the school emergency procedures, the district disaster-preparedness plan, the sexual-harassment policy, child-abuse reporting procedures, and the district Student Rights and Responsibilities Handbook. Parents and visitors may access the school safety plan in our school office. The school safety plan was last reviewed, updated and discussed with the school faculty in August of 2019.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
External	Parking lot replaced Summer 2019.	06/28/2019

School Facilities

Highlands Elementary School was built in the early 1960s and currently houses approximately 630 students, which include three special education preschool classes and one regular preschool class. The main structure of the school contains the administrative offices, cafeteria/multipurpose room, computer lab, library, 23 classrooms, offices for support staff and an inner courtyard. We also have five portable classrooms, totaling 31 classrooms.

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

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

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

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

Our custodians work hard keeping our school clean and safe for our staff and students. We have one full-time custodian here during school hours and 1.5 custodians who keep our school clean after hours.

Continued on sidebar

School Facilities

Continued from left

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

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

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

Every site is inspected according to the guidelines generated by the Williams case settlement. At this time, our overall facilities rating is “good” at 95.69%. There are minor facilities issues affecting our rating, including HVAC, fire safety and piping deficiencies. Our district facilities department is in the process of rectifying the deficiencies with our site personnel. The site administrator and the custodial staff address school cleanliness daily. We clean the restrooms on a routine basis, and note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

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

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	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.5
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.5

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	Highlands ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	500	26	29	24
Without a full credential	34	2	1	4
Teaching outside subject area of competence (with full credential)	6	0	1	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		
	Highlands ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Professional Development

The Local Control Accountability Plan (LCAP), LCAP Addendum and the sites' School 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. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2017-18 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	2017-18 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$50,299	\$51,374
Midrange teacher salary	\$75,114	\$80,151
Highest teacher salary	\$93,344	\$100,143
Average elementary school principal salary	\$114,293	\$126,896
Average middle school principal salary	\$120,555	\$133,668
Average high school principal salary	\$133,083	\$143,746
Superintendent salary	\$230,725	\$245,810
Teacher salaries: percentage of budget	33%	35%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

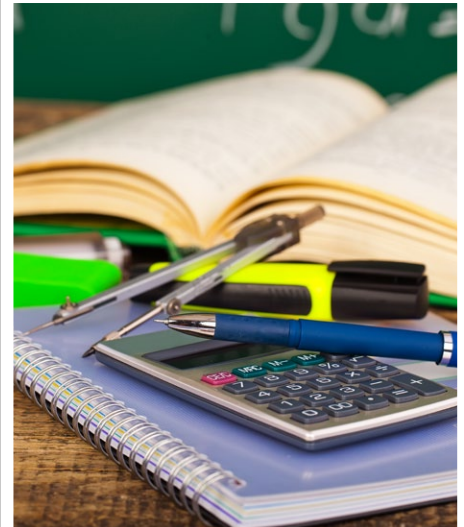
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Highlands ES	\$7,042	\$71,713
Pittsburg USD	\$9,272	\$72,942
California	\$7,507	\$82,031
School and district: percentage difference	-24.1%	-1.7%
School and California: percentage difference	-6.2%	-12.6%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,635
Expenditures per pupil from restricted sources	\$593
Expenditures per pupil from unrestricted sources	\$7,042
Annual average teacher salary	\$71,713



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 2019.