

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Highlands Elementary School

Grades Preschool-5  
CDS Code 07-61788-6004535

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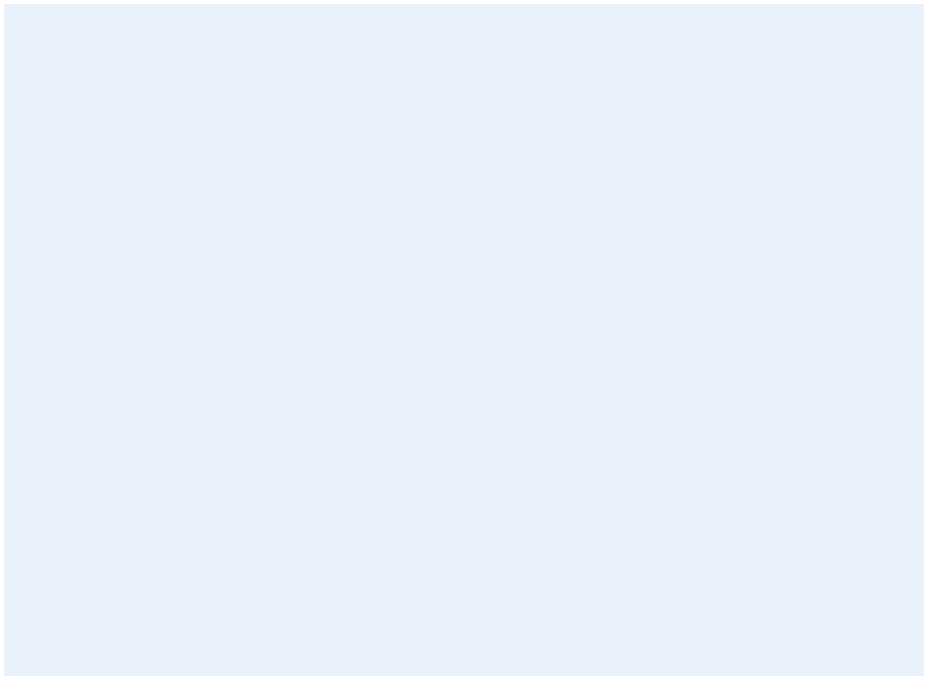
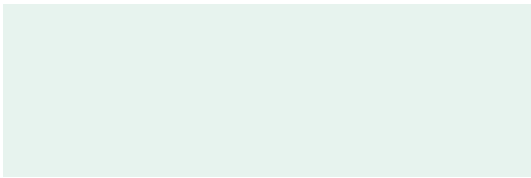
[www.pittsburg.k12.ca.us/highlands](http://www.pittsburg.k12.ca.us/highlands)

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## Pittsburg Unified School District

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### 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. As the only elementary site in Pittsburg with a Community School's Coordinator, we 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 General Education Counseling Enriched Class for student 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 innovative 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. This year, we will begin two programs, The Jesse Lewis Choose Love Movement and The Mindful Life Project to support students with the SEL standards and to support their mindfulness when managing their reactions toward difficult situations. These efforts closely align with the tenets of our existing Spirit Squad and Young Men of Purpose groups. 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

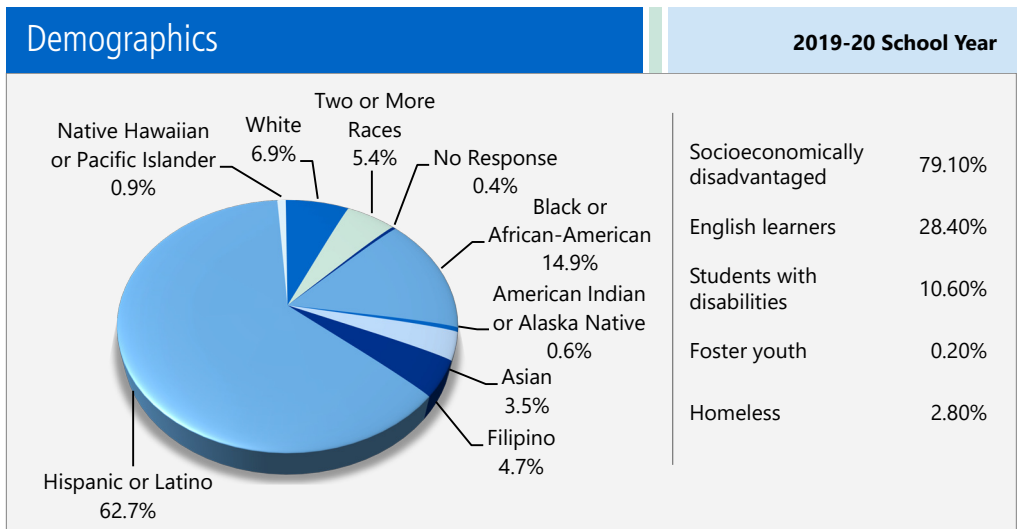
Highlands Elementary is committed to "Being Our Best Selves" by the actions we take in teaching, learning and speaking to move our school community toward a future with choice and opportunity.

### 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 536 students for the 2019-20 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

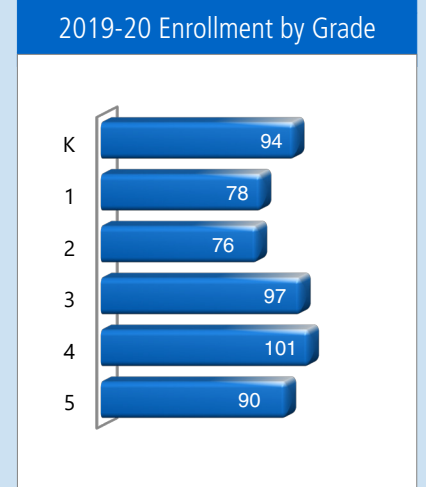
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest 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 2019-20 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

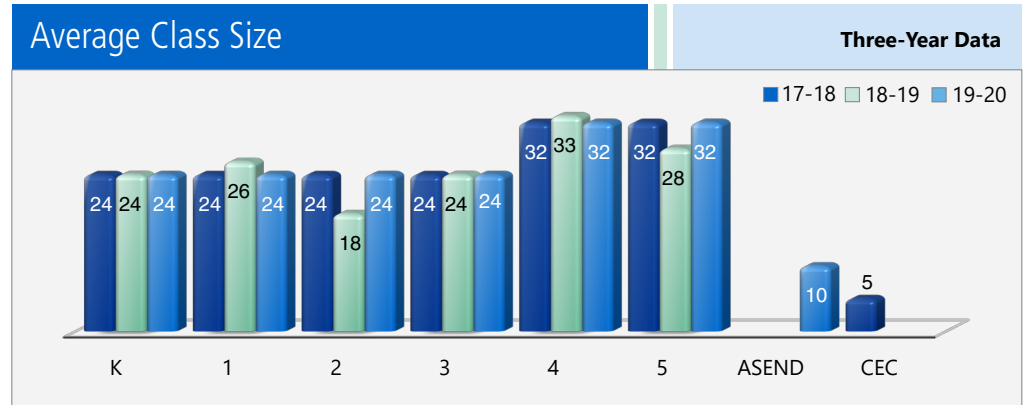
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

### 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.



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

Grade	2017-18			2018-19			2019-20		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			4			3	
1	3	1			3			3	
2		4		4				4	
3		4			4			4	
4		3				3		3	
5		3			3			3	
Counseling Centered Classroom (ASEND)							1		
Counseling Enriched Class (CEC)	1								

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

**Suspensions and Expulsions** Three-Year Data

	Highlands ES		Pittsburg USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	5.9%	5.4%	7.7%	8.8%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%
	Highlands ES		Pittsburg USD		California	
	19-20		19-20		19-20	
Suspension rates	3.5%		5.7%		2.5%	
Expulsion rates	0.0%		0.0%		0.1%	



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Highlands ES		Pittsburg USD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
Science	9%	◇	16%	◇	30%	◇

### 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	
Subject	Highlands ES		Pittsburg USD		California	
	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	33%	◇	35%	◇	51%	◇
Mathematics	23%	◇	21%	◇	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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Highlands ES
		Grade 5
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

### California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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](http://www.cde.ca.gov/ta/tg/ca).



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

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

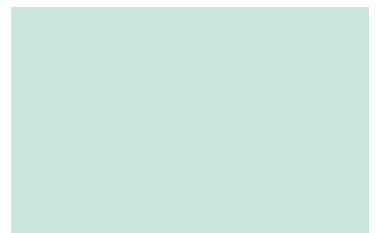
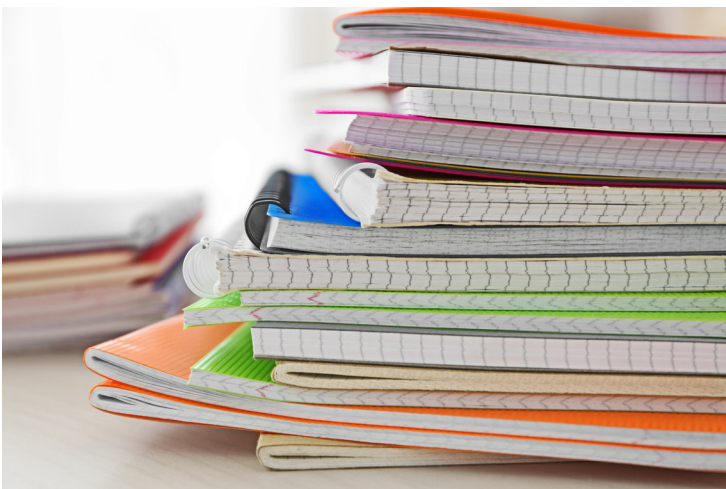




### CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

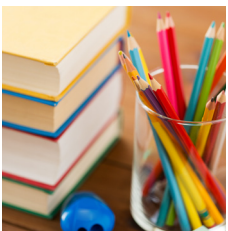
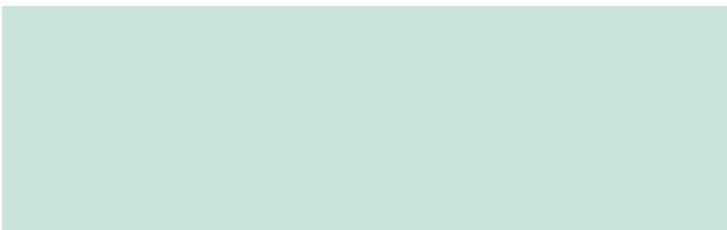
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.







### 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		2020-21 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	9/3/2020	
<b>Date of the most recent completion of the inspection form</b>	9/3/2020	

### 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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Electrical</b>	Loose light panel. Work order has been placed for repairs.	9/3/2020
<b>Restrooms/fountains</b>	Loose faucet (girls); missing round electrical cover in ceiling next to smoke detector; missing strike plate on door jam. Work order has been placed for repairs.	9/4/2020 9/23/2020
<b>External</b>	Bricks missing by garden beds. Work order has been placed for repairs.	Ongoing

### School Facilities

*Continued from left*

Highlands’ most current facilities work occurred the summer of 2019, which included a new play structure on the main playground; new schoolwide fire alarms, smoke alarms and HVAC systems; our adult public restrooms received a facelift with new toilets and flooring; cafeteria kitchen flooring received anti-slip modernization; parking lots were repaved; quad and front doors were replaced with Columbine doors; and double 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.

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

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

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

Every site is inspected according to the guidelines generated by the Williams case settlement. Any major or minor site improvements are rectified through our district facilities department. The site administrator and the custodial staff address school cleanliness daily. We clean the restrooms on a routine basis, and note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

### School Facilities

Highlands Elementary School was built in the early 1960s and currently houses 502 students, which includes three special education preschool classes and one regular preschool class. The main structure of the school contains the administrative offices, cafeteria/multipurpose room, computer lab, library, 23 classrooms, offices for support staff and an inner courtyard. We also have five portable classrooms, totaling 31 classrooms.

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.

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

*Continued on sidebar*

## 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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Quality of Textbooks

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

Quality of Textbooks	
2020-21 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	
2020-21 School Year	
Data collection date	9/9/2020

## 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		2020-21 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

## 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.

## 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 main office at 925-473-2440.

## School Safety

The school safety plan includes information about our school's social climate and physical environment. It also includes the school emergency procedures, the district disaster-preparedness plan, the sexual-harassment policy, child-abuse reporting procedures, and the district Student Rights and Responsibilities Handbook. Parents and visitors may access the school safety plan in our school office. The school safety plan was last reviewed, updated and discussed with the school faculty in November, 2020.



## Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Highlands ES		
	20-21	18-19	19-20	20-21
<b>Teachers</b>				
<b>With a full credential</b>	518	29	24	27
<b>Without a full credential</b>	18	1	4	1
<b>Teaching outside subject area of competence (with full credential)</b>	2	1	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		
	Highlands ES		
	18-19	19-20	20-21
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Professional Development

The Local Control Accountability Plan (LCAP), LCAP Addendum, the Learning Continuity Plan (LCP) 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. In addition, we have invested in professional development to support distance learning for all staff.

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 collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available 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		
	2018-19	2019-20	2020-21
<b>Number of school days dedicated to staff development and continuous improvement</b>	3	3	3

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	◇
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	1.00
<b>Social worker</b>	0.00
<b>Nurse</b>	0.50
<b>Speech/language/hearing specialist</b>	1.00
<b>Resource specialist (nonteaching)</b>	0.00

## 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 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	
2018-19 Fiscal Year	
<b>Total expenditures per pupil</b>	\$6,630
<b>Expenditures per pupil from restricted sources</b>	\$742
<b>Expenditures per pupil from unrestricted sources</b>	\$5,888
<b>Annual average teacher salary</b>	\$72,511

## 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

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data	2018-19 Fiscal Year	
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$50,299	\$52,484
<b>Midrange teacher salary</b>	\$75,114	\$81,939
<b>Highest teacher salary</b>	\$93,344	\$102,383
<b>Average elementary school principal salary</b>	\$125,391	\$129,392
<b>Average middle school principal salary</b>	\$134,714	\$136,831
<b>Average high school principal salary</b>	\$137,911	\$147,493
<b>Superintendent salary</b>	\$230,725	\$254,706
<b>Teacher salaries: percentage of budget</b>	33%	34%
<b>Administrative salaries: percentage of budget</b>	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Highlands ES</b>	\$5,888	\$72,511
<b>Pittsburg USD</b>	\$9,139	\$73,619
<b>California</b>	\$7,750	\$84,577
<b>School and district: percentage difference</b>	-35.6%	-1.5%
<b>School and California: percentage difference</b>	-24.0%	-14.3%

## School Accountability Report Card

PUBLISHED BY:



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 2020.