Pittsburg Unified School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24

Heights Elementary School

Grades TK-5
CDS Code 07-61788-6004527

Laura Francis, Principal
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Principal's Message

This year, the multilingual learner population has increased significantly. Heights is focusing on effective multilingual learner strategies through Guided Language Acquisition by Design. These engaging strategies are culturally responsive and benefit all learners. In addition, Heights continues to offer reading intervention throughout the day with 30-minute differentiated reading intervention by support staff and 30-minutes of daily reading intervention through teacher-provided Universal Access. Intervention groups are based on Acadience proficiency cut points and 95% diagnostic (PSI or PASI) data in grades K-5. We are pleased to have four full-time instructional aides who provide remedial reading instruction through the 95% group materials. Reading groups rotate monthly. For math, grade levels meet monthly to analyze data and plan according to grade level goals and standards. Teams use learning targets to assess student learning and foster student learning agency.

Furthermore, the staff is focusing on restorative practices that invite all students to grow socially and emotionally. Heights partners with the Mindful Life Project (MLP) for social-emotional learning, which provides a full-time mindfulness facilitator. All classes are receiving a weekly lesson that builds students' social-emotional awareness through mindfulness. Small groups of scholars in grades 1-5 develop these skills further throughout the week through the arts. The MLP facilitator also provides support for staff and families. In addition to this great resource, Heights is excited to partner with a full-time paraprofessional and half-time counselor to support students' emotional well-being and school engagement.

School Mission Statement

Heights Elementary will seek to enable scholars to soar to new heights as we know, value, and give access to high expectations and culturally responsive teaching.

KNOW—We need to know who we are in the skin we are in and the contributions of the groups that make up our community.

VALUE—As we examine our culture and areas of potential bias, we seek to value each other and recognize what we bring to the table of learning. This means we are not following a deficit model of thinking.

ACCESS—When we see our scholars' strengths, we seek to increase their learning opportunities with high expectations and provide access to a quality education, especially for those historically unsupported.

Parental Involvement

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to review progress and monitor the school site plan. All meetings are open to the public. There are several school events that parents are invited to attend through zoom. These events promote understanding of the school goals, programs, as well as school spirit. Some examples are Back-to-School Night, Open House, monthly workshops, Latinx Heritage and Black History Month Celebrations. For more information on how to get involved, please contact the school office at (925) 473-2410.

School Safety

The components of the school safety plan are reviewed annually with all staff. The plan in its entirety is reviewed and updated annually and addresses the response to earthquakes, fires, intruders, bomb scares, and other natural disasters. A site safety committee also reviews the plan, implementation, and communication among the staff three times per year. 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. Parents and staff can access the safety plan in the school office. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2024.

School Motto: Soaring to New Heights
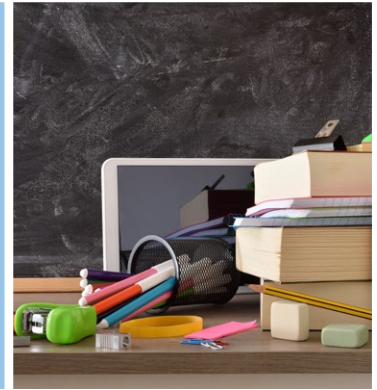
School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board
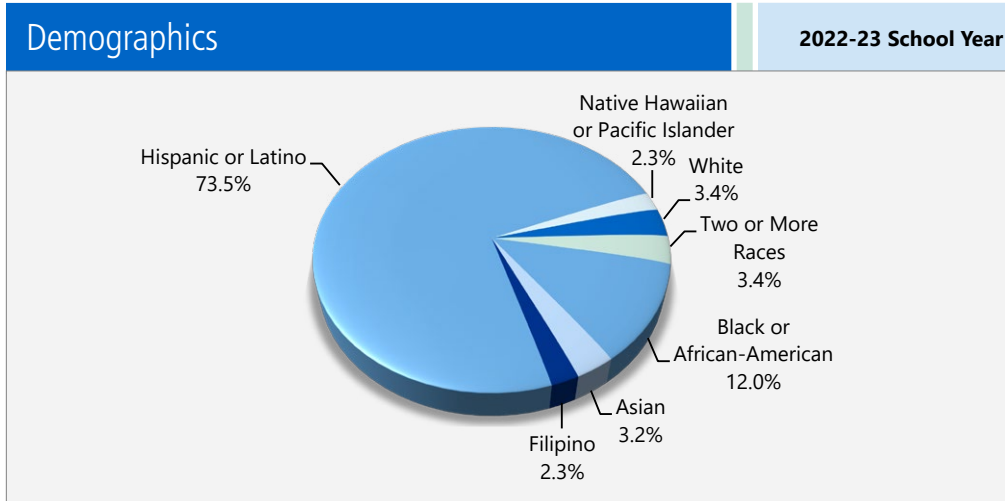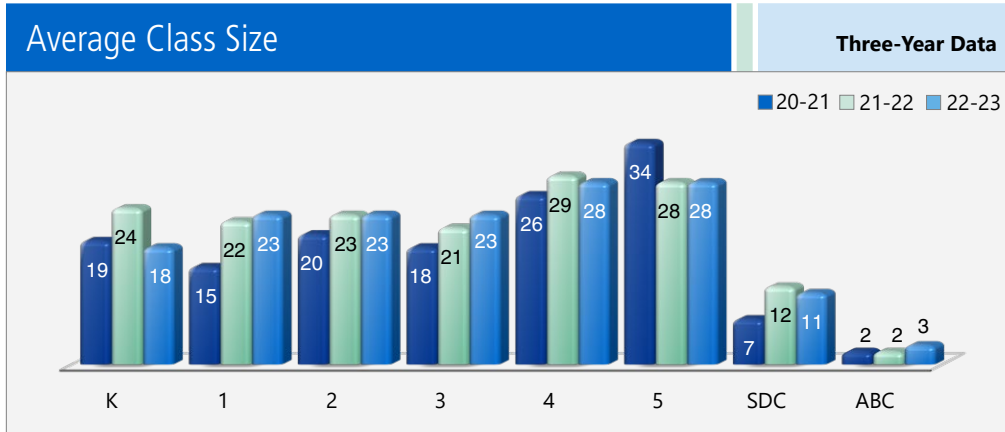
Enrollment by Student Group

The total enrollment at the school was 532 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2022-23 School Year

Native Hawaiian or Pacific Islander 2.3%
White 3.4%
Hispanic or Latino 73.5%
Two or More Races 3.4%
Black or African-American 12.0%
Asian 3.2%
Filipino 2.3%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: 20-21, 21-22, 22-23

Grade	20-21	21-22	22-23
K	19	24	18
1	15	22	23
2	20	23	23
3	18	21	23
4	26	29	28
5	34	28	28
SDC	7	12	11
ABC	2	2	3

Number of Classrooms by Size — Three-Year Data

Grade	2020-21			2021-22			2022-23		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4				4			4	
1	4				4			4	
2	4				3			4	
3	4				4			3	
4		3			3			3	
5			3		3			3	
Special Day Class (SDC)	1			1			1		
Ascend Behavior Class (ABC)	1			1			1		

Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	49.20%
Male	50.80%
Non-Binary	0.00%
English learners	34.40%
Foster youth	0.20%
Homeless	1.30%
Migrant	0.00%
Socioeconomically Disadvantaged	77.60%
Students with Disabilities	11.80%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Students
K	111
1	87
2	71
3	87
4	88
5	88
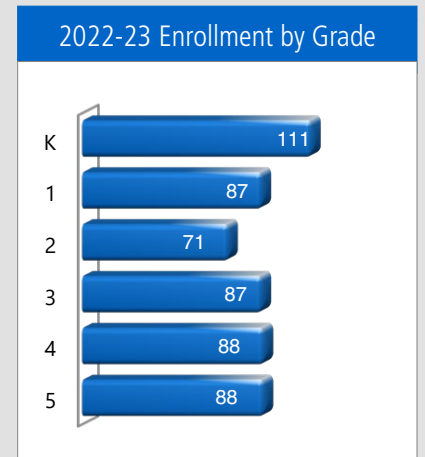
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Heights ES			Pittsburg USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	2.10%	3.50%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.50%	0.00%
Female	2.10%	0.00%
Male	4.80%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	4.00%	0.00%
Filipino	15.40%	0.00%
Hispanic or Latino	3.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.60%	0.00%
White	0.00%	0.00%
English Learners	3.60%	0.00%
Foster Youth	0.00%	0.00%
Homeless	12.50%	0.00%
Socioeconomically Disadvantaged	3.30%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.70%	0.00%

Board Goals

1. Student Achievement
- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

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 diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- 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
- Diverse, current, comprehensive curriculum and materials

5. High-Performing, Accountable Organization
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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				2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100.0%	98.9%	98.9%	96.8%	96.8%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	564	234	41.50%
Female	282	275	111	40.40%
Male	295	289	123	42.60%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	17	17	7	41.20%
Black or African American	76	75	38	50.70%
Filipino	13	12	4	33.30%
Hispanic or Latino	418	409	162	39.60%
Native Hawaiian or Pacific Islander	15	14	9	64.30%
Two or More Races	18	18	7	38.90%
White	20	19	7	36.80%
English Learners	197	196	80	40.80%
Foster Youth	1	1	1	100.00%
Homeless	16	15	12	80.00%
Socioeconomically Disadvantaged	483	472	196	41.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	78	75	34	45.30%

Board Goals

Continued from page 4

- Commitment to the environment through sustainable and green practices

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

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 ELD 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

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.
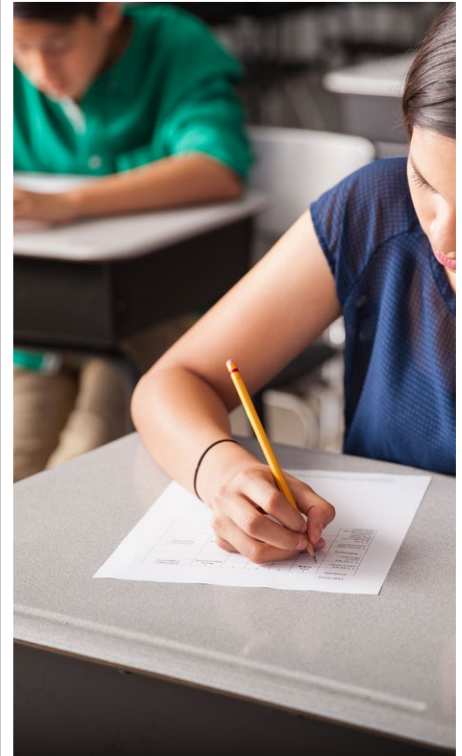
Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Heights ES		Pittsburg USD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
Science	12.63%	13.10%	14.89%	16.17%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Heights ES		Pittsburg USD		California	
Subject	**21-22**	**22-23**	**21-22**	**22-23**	**21-22**	**22-23**
English language arts/literacy	28%	28%	33%	28%	47%	46%
Mathematics	22%	25%	15%	15%	33%	34%

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 Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	88	88	100.00%	0.00%	13.10%
Female	44	44	100.00%	0.00%	9.09%
Male	44	44	100.00%	0.00%	15.91%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	13	13	100.00%	0.00%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	69	69	100.00%	0.00%	13.04%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	18	18	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	73	73	100.00%	0.00%	8.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	6.67%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
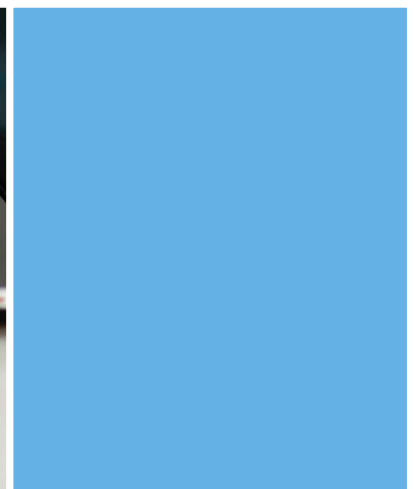
CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	263	259	98.48%	1.52%	28.19%
Female	135	134	99.26%	0.74%	31.34%
Male	128	125	97.66%	2.34%	24.80%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	32	32	100.00%	0.00%	28.13%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	201	198	98.51%	1.49%	25.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	77	74	96.10%	3.90%	12.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	224	220	98.21%	1.79%	25.91%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	40	95.24%	4.76%	10.00%

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

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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	263	258	98.10%	1.90%	24.81%
Female	135	133	98.52%	1.48%	22.56%
Male	128	125	97.66%	2.34%	27.20%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	32	32	100.00%	0.00%	12.50%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	201	198	98.51%	1.49%	25.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	77	73	94.81%	5.19%	17.81%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	224	219	97.77%	2.23%	23.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	42	39	92.86%	7.14%	10.26%

❖ Scores are not shown when the number of students tested is ten or less, either because the number of students 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		2023-24 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Reading Wonders*, Macmillan McGraw Hill ELD *Reading Wonders*, Macmillan McGraw Hill (K-5)	2017
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-5)	2016
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2023-24 School Year
Heights ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
2023-24 School Year	
Data collection date	9/13/2023

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
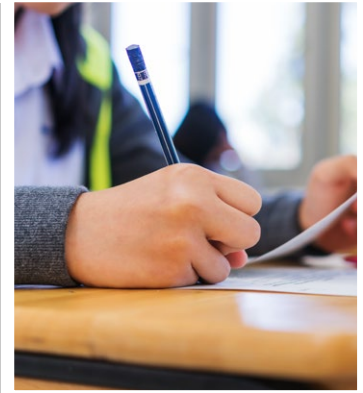
School Facility Good Repair Status

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	2023-24 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 FIT report	8/1/2023

School Facilities

We opened the doors to our new building on August 20, 2014. There are 32 classrooms, a library, a multi-purpose room with a full basketball court, three large playgrounds, and fields with a baseball diamond. All classrooms have LCD projectors and document cameras. 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 for the new building. We are so fortunate to have a supportive community that passed a bond providing our students with a fully functioning building.

The campus is inspected monthly 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 routinely and discrepancies are noted, work orders created and corrections made in a timely manner. School grounds and facilities are adequate for students and staff.

"Heights is focusing on effective multilingual learner strategies through Guided Language Acquisition by Design."

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the 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 continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

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 also 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 to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	3

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.5	100.0%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	15.9	3.0%	12,115.8	4.4%
Unknown	0.0	0.0%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	28.5	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.1	99.1%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.7%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	0.0	0.0%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	27.4	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
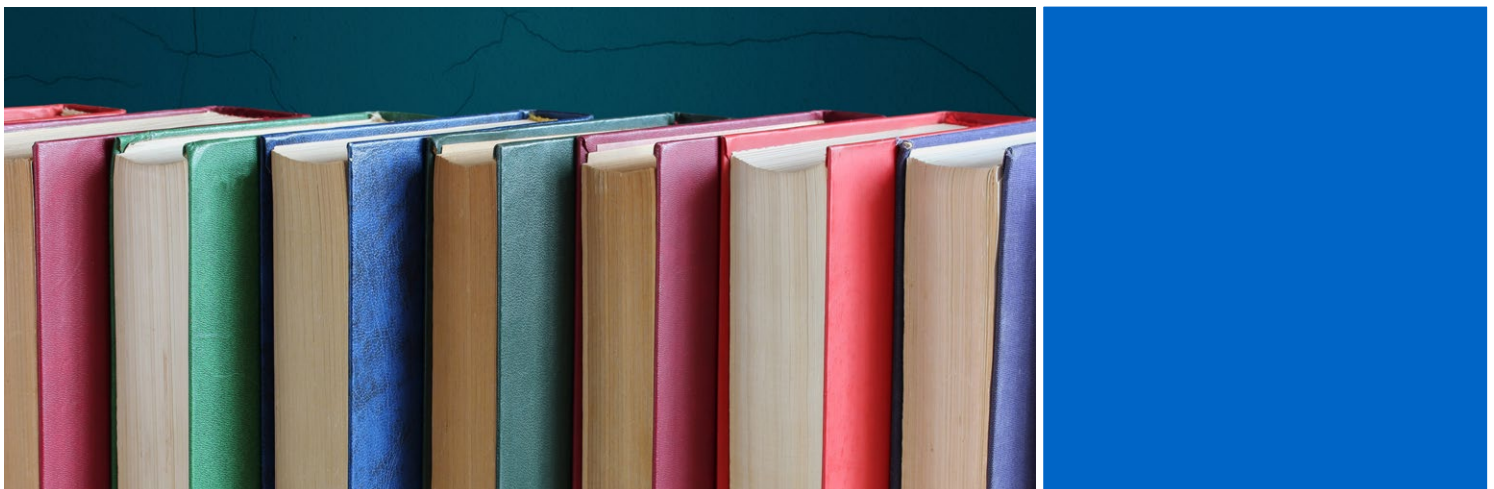
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	0.2
Misassignments		0.0	0.0
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		0.0	0.2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		0.0	0.0
Total Out-of-Field Teachers		0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	1,000:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.9
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.4
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.8
Resource specialist (nonteaching)	1.0

Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$56,179	$54,190
Midrange teacher salary	$83,896	$85,111
Highest teacher salary	$104,258	$104,998
Average elementary school principal salary	$141,149	$132,492
Average middle school principal salary	$150,465	$140,986
Average high school principal salary	$164,739	$153,884
Superintendent salary	$247,200	$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	6.08%	5.25%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Heights ES	$9,665	$86,314
Pittsburg USD	$10,825	$85,780
California	$7,607	$87,362
School and district: percentage difference	-10.7%	+0.6%
School and California: percentage difference	+27.1%	-1.2%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	$11,398
Expenditures per pupil from restricted sources	$1,732
Expenditures per pupil from unrestricted sources	$9,665
Annual average teacher salary	$86,314

Expenditures Per Pupil

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

School Accountability Report Card

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