

Highlands Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

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Linda K. Rondeau
Superintendent

Kari Rees
Principal

Gary Marcus
Interim Principal

Principal's Message

Hello and welcome to Highlands Elementary. I'd like to take this opportunity to introduce you to our school. Here at Highlands it is our intention to create the best possible learning experience for all of our students.

Children learn best when they feel cherished and respected. It is our desire for all of our students to feel as though they are in an environment that truly cares about who they are as individuals. It is our belief that "one size does not fit all." All children are unique and different and, therefore, it is our responsibility to know and understand them so that we may better serve them. We make it a point to emphasize the development of a child's character as well as their academic capabilities. We work diligently to incorporate the life skills that will serve our kids throughout their lives into the daily routine at Highlands. Our goal is to have students develop a sense of pride in doing the right thing both academically and socially.

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. 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.

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.

Parental Involvement

We have many opportunities for parent involvement. Formal participation opportunities are offered with our active English Learners Advisory Committee (ELAC) and School Site Council (SSC).

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. Highlands is proud of the partnership we have with our parents.

For more information on how to become involved, contact Renee Hildebrand, Parent Coordinator, 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's Rights and Responsibilities handbook. Parents and visitors may access the School Safety Plan in our school office.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on February 28, 2010.

"It is our desire for all of our students to feel as though they are in an environment that truly cares about who they are as individuals."



Pittsburg Unified School District

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It is the mission of Pittsburg Unified School District 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.

“Children learn best when they feel cherished and respected.”



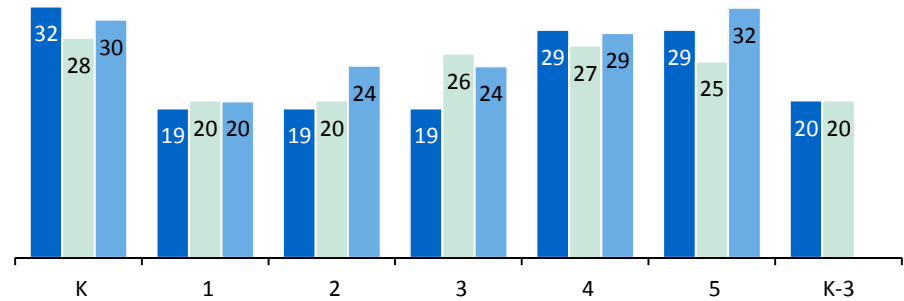
“We work diligently to incorporate the life skills that will serve our kids throughout their lives into the daily routine at Highlands.”



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

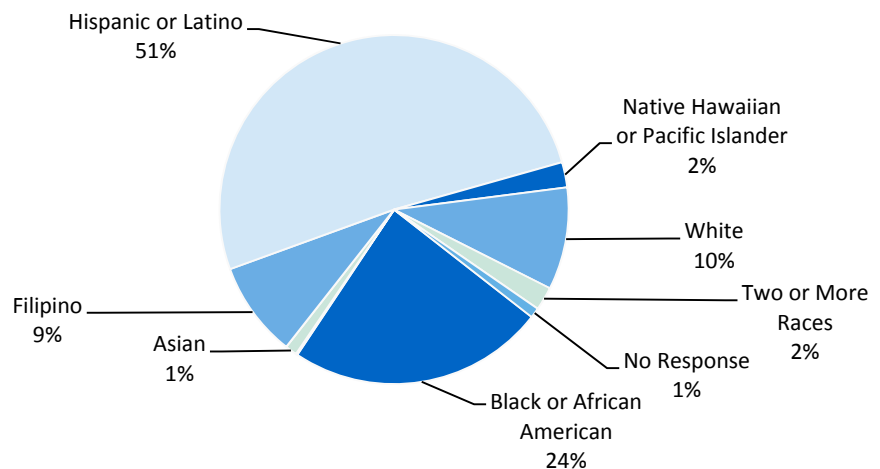


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5			6			3	
1	6			4			5		
2	7			5				4	
3	6				4			4	
4		4			4			3	
5		4			4			3	
K-3	1			1					

Enrollment and Demographics

The total enrollment at the school was 643 students for the 2009-10 school year.



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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 condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/16/2010
Date of the Most Recent Completion of the Inspection Form			08/16/2010

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Electrical	Light bulbs need replacing in cafeteria and in Room 35 repaired in December 2010.
Restrooms/Fountains	Exposed pipe covered repaired in October 2010.
External	Bricks missing in courtyard area repaired in October 2010.

School Facilities

Highlands Elementary School was built in the early 1960s, and currently houses approximately 640 students. 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 seven portable classrooms, making a total of 33 classrooms.

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School Facilities

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

Our 2.5 custodians work hard keeping our school clean and safe for our staff and students.

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 before and 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 Settlement decision. At this time, we have no safety related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis and discrepancies are noted, work orders created, and corrections made 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.

It is the intention of the District to expand and renovate the lower parking lot at Highlands to better facilitate drop off and pick up procedures.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$700,000 for the Deferred Maintenance Program. This represents 0.970% of the District's general fund budget.





Availability of Textbooks and Instructional Materials

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

Highlands ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
✧ Not applicable.	



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

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 every 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 kindergarten to twelve; and said textbooks and instructional materials are used by students at each grade level in each school. This being said, the Pittsburg Unified School District Governing Board declared at their fall school board meeting that the District has provided sufficient textbooks or instructional materials consistent with the State Board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Macmillan/McGraw-Hill (K-5) Treasures	2010
Mathematics	Macmillan/McGraw-Hill (K-5)	2008
Science	Macmillan/McGraw-Hill (K-5)	2007
History-Social Science	Scott Foresman (K-5)	2006

Note: This data was most recently collected and verified in August 2010.

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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test

	Highlands ES
Percentage of Students Meeting Fitness Standards	Grade 5
Four of Six Standards	28.0%
Five of Six Standards	30.5%
Six of Six Standards	5.9%

Suspensions and Expulsions

Suspension and Expulsion Rates

	Highlands ES			Pittsburg USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.050	0.039	0.017	0.142	0.221	0.100
Expulsion Rate	0.000	0.000	0.000	0.002	0.001	0.001

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Highlands ES			Pittsburg USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	35%	34%	45%	32%	36%	38%	46%	50%	52%
Mathematics	39%	40%	49%	32%	37%	40%	43%	46%	48%
Science	24%	25%	23%	31%	32%	36%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	38%	40%	36%
All Students at the School	45%	49%	23%
Male	42%	45%	32%
Female	48%	52%	14%
Black or African American	32%	34%	12%
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	66%	55%	47%
Hispanic or Latino	45%	52%	16%
Native Hawaiian or Pacific Islander	64%	73%	❖
White	52%	57%	46%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	40%	47%	21%
English Learners	36%	51%	3%
Students with Disabilities	32%	27%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

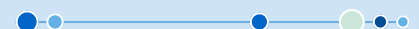
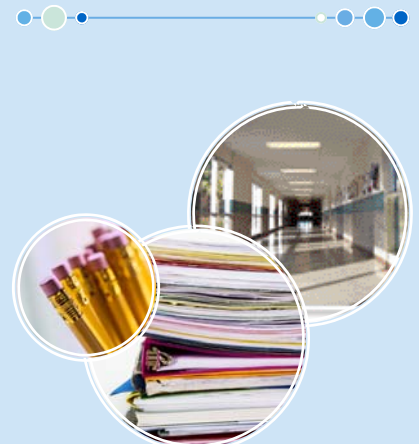
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

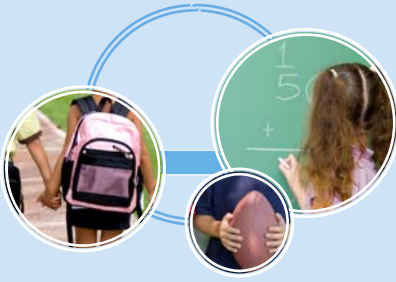
The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.





API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	3	2	1
Similar Schools API Rank	4	1	1

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-19	-10	47
Black or African American	-26	-5	11
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	-2	-27	60
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-19	-12	37
English Learners	1	-26	61
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Highlands ES	Pittsburg USD	California
All Students	729	718	767
Black or African American	659	674	686
American Indian or Alaska Native	■	■	728
Asian	■	790	890
Filipino	■	837	851
Hispanic of Latino	725	710	715
Native Hawaiian or Pacific Islander	■	730	753
White	■	777	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	704	708	712
English Learners	722	690	692
Students with Disabilities	■	549	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Highlands ES	Pittsburg USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Identified for Program Improvement	8	
Percent of Schools Identified for Program Improvement	67%	

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



“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.”



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

Adequate Yearly Progress				
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

Academic Counselors and School Support Staff

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	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	1.0
Other	0.0

✧ Not applicable.

Teacher Qualifications

Teacher Credential Information				
	Pittsburg USD	Highlands ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	448	42	35	29
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Highlands ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

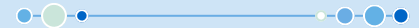
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Highlands ES	100.0%	0.0%
All Schools in District	99.2%	0.8%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

The Local Education Agency Plan (LEAP) and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student achievement data, including underperforming subgroups, the District is focusing professional development on mathematics and writing.

Every teacher participates in professional development days. Beyond the professional development days, educators collaborate with each other in facilitated grade level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, Structured Engagement, Thinking Maps, and mathematics as a few examples.

Teachers fulfill the NCLB requirements for being highly qualified with District support. Compensation is provided to teachers who attend professional development outside the work day. Substitutes are provided when necessary.

Professional development topics are jointly determined by administrator and teacher input based on student performance data.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

The following services are provided at the District and/or site level:

- Collaboration and Intervention Team
- Professional Development including: SB 472 ELA & Math trainings, Frontloading, Crosscultural Language and Academic Development examination, Systematic ELD, math teachers network, etc.
- Parent Coordinators
- Parent trainings
- Extended day and summer intervention programs
- College readiness programs
- Counseling
- Class size reduction
- Early Back Summer Programs

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.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.

All data accurate as of February 2011.

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District Financial Data

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

District Salary Data

Category	Pittsburg USD	Similar Sized District
Beginning Teacher Salary	\$39,824	\$41,209
Mid-Range Teacher Salary	\$59,472	\$65,228
Highest Teacher Salary	\$73,906	\$83,339
Average Principal Salary	\$98,709	\$103,189
Superintendent Salary	\$201,558	\$179,589
Teacher Salaries — Percent of Budget	38.40%	40.70%
Administrative Salaries — Percent of Budget	5.60%	5.90%

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

	Highlands ES
Total Expenditures Per Pupil	\$6,126
Expenditures Per Pupil From Restricted Sources	\$1,572
Expenditures Per Pupil From Unrestricted Sources	\$4,554
Annual Average Teacher Salary	\$55,785

Financial Data Comparison

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

Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Highlands ES	\$4,554	\$55,785
Pittsburg USD	\$4,823	\$60,493
California	\$5,681	\$65,399
School and District — Percent Difference	-5.9%	-8.4%
School and California — Percent Difference	-24.8%	-17.2%