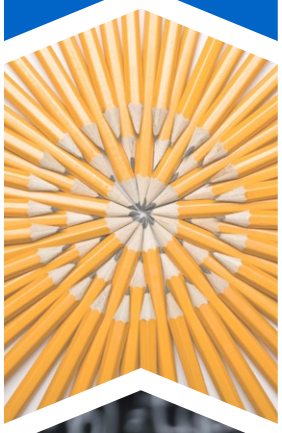
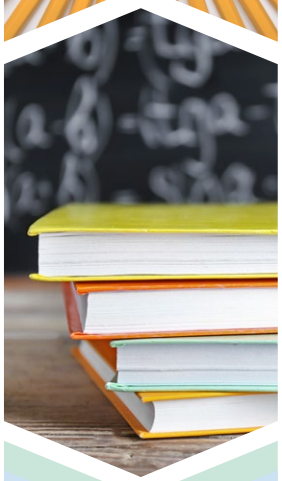
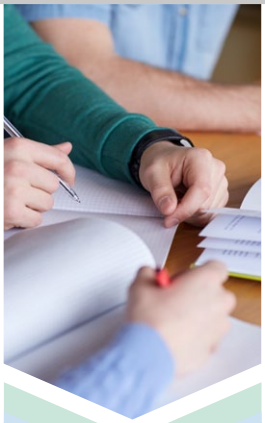
SARC

2015-16
School Accountability
Report Card

Published in 2016-17







Black Diamond High School

Brian Wilson
Principal
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Pittsburg USD

CALIFORNIA REPUBLIC

Principal's Message

Black Diamond High School is dedicated to providing a unique educational setting with a safe family atmosphere. Black Diamond strives to provide all students with a personalized program that promotes the necessary academic growth, cultural sensitivity, respect for self and others, positive self-image, and decision-making skills. Black Diamond's vision is that its graduates will be effective communicators, complex thinkers, self-directed adults, collaborative workers and responsible citizens.

School Mission Statement

Black Diamond High School is dedicated to providing a unique educational setting with a safe and structured family atmosphere. Black Diamond strives to provide all students with a personalized program that supports necessary academic growth, cultural sensitivity, and respect for self and others. Black Diamond's programs engage and promote a positive self-image and sound decision-making skills that will support students for life.

School Vision Statement

- A professional learning community committed to challenging all students to achieve
- A school where families feel welcome and are an integral part of the school program
- A school where students can become motivated to learn, work and flourish in a creative environment
- A school where students are supported in earning credits and passing the CAHSEE to graduate
- A school where the focus is on how we are teaching, what our students are learning, and how we can help them attain the knowledge and skills necessary to become productive adults
- A safe, supportive school which students are eager to attend

School Safety

Our school participates in a yearly safety drill with the city and county. Fire drills are conducted at least twice a year. We maintain a sign-in requirement for visitors and speakers to classrooms. The staff is provided with photo-identification badges to wear at all times.

Parents may view or peruse a copy of the Disaster Preparedness Plan in the principal's office.

The school safety plan was most recently reviewed, updated and discussed with school faculty in March 2017.

Emergency-preparedness training is given to all rooms, grades 10-12; first-aid kits are given to all rooms, grades 10-12.

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Black Diamond HS	3 days	3 days	3 days

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. De'Shawn Woolridge, vice president

Dr. Laura Canciamilla, trustee

Mr. George Miller, trustee

Mr. Joseph Arenivar, trustee

Board Goals

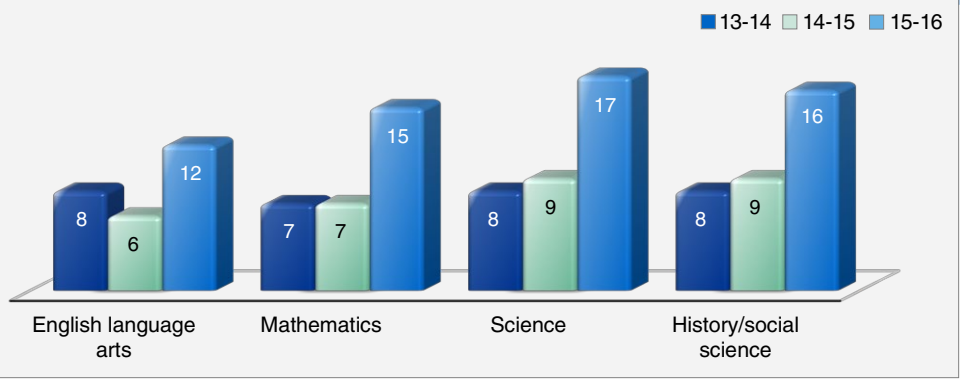
1. **Student Achievement**
   - Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
   - Opportunity gaps will have accelerated reduction through purposeful interventions and supports
2. **Powerful Instruction**
   - Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement
3. **Outstanding Staff**
   - The district will recruit "highly qualified" and appropriately credentialed teachers
   - The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development
4. **Quality Learning Environment**
   - High-quality facilities
   - Safe, orderly and secure schools
   - School site culture of caring and respect
   - State-of-the-art technology
5. **High-Performing, Accountable Organization**
   - Fiscal stability and responsible long-range planning
   - Comprehensive accountability system
   - Effective informational and instructional technology
   - Responsible, respectful, efficient and transparent service
6. **Meaningful Collaboration, Partnership and Parental Engagement**
   - Timely and accessible communication with community
   - Strategic community partnerships
   - Focus on parent and student engagement, including diverse opportunities for involvement
   - Strong communication and relationships between parents/guardians and schools
   - Proactive engagement in students' academic and personal growth
   - Board and superintendent and staff communication

Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	51			38			16		
Mathematics	26			23			9		
Science	24			17			9		
History/social science	38			25			15		

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2015-16 School Year

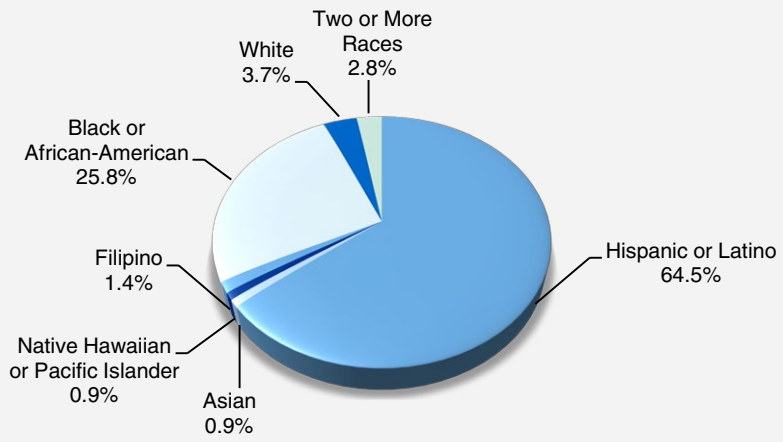
Percentage of Students Meeting Fitness Standards	Black Diamond HS
	Grade 9
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖

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

Enrollment by Student Group

The total enrollment at the school was 217 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2015-16 School Year



Socioeconomically disadvantaged	80.20%	English learners	31.30%	Students with disabilities	13.40%	Foster youth	2.30%

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.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program — 2016-17 School Year

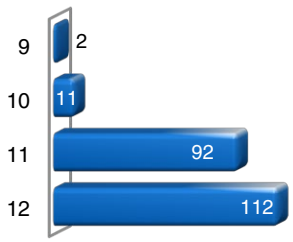
	Black Diamond HS	Pittsburg USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement		8
Percentage of schools currently in Program Improvement		72.70%

✧ Not applicable. The school is not in Program Improvement.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Black Diamond HS			
	13-14	14-15	15-16
Suspension rates	35.6%	20.9%	26.1%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	13-14	14-15	15-16
Suspension rates	10.8%	7.8%	8.0%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

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 CAAs 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 for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced — **Three-Year Data**

	Black Diamond HS			Pittsburg USD			California		
Subject	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	7%	7%	5%	49%	42%	42%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced — **2015-16 School Year**

Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	62	56	90.32%	5.36%
Male	33	29	87.88%	6.90%
Female	29	27	93.10%	3.70%
Black or African-American	19	17	89.47%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	37	33	89.19%	6.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	47	42	89.36%	7.14%
English learners	20	18	90.00%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Black Diamond HS		Pittsburg USD		California	
Subject	**14-15**	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
English language arts/literacy	3%	1%	30%	34%	44%	48%
Mathematics	2%	0%	21%	22%	33%	36%

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

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	128	103	80.50%	1.00%
Male	78	65	83.30%	1.50%
Female	50	38	76.00%	0.00%
Black or African-American	36	27	75.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	78	65	83.30%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	98	79	80.60%	1.30%
English learners	49	43	87.80%	0.00%
Students with disabilities	16	14	87.50%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	129	102	79.10%	0.00%
Male	78	64	82.10%	0.00%
Female	51	38	74.50%	0.00%
Black or African-American	37	26	70.30%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	78	65	83.30%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	98	77	78.60%	0.00%
English learners	49	43	87.80%	0.00%
Students with disabilities	16	14	87.50%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

School Motto

The work we do here is important!

We care about you as an individual!

We will not let you fail!

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Black Diamond HS	
2015-16 Participation	
Number of pupils participating in a CTE program	✧
Percentage of pupils who completed a CTE program and earned a high school diploma	✧
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	✧

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	2014-15 and 2015-16 School Years
	Black Diamond HS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	90.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	0.00%

Career Technical Education Programs

We are currently in the process of developing career technical education (CTE)/Career Pathways. We are collaborating with Los Medanos Community College as well as local business to have pathway programs in place during the 2016-17 school year.

Parental Involvement

Through our parent liaison, parents are kept informed of activities at the school and any issues concerning their individual student. Teachers have committed to maintaining contact with the families of the students in their advisory group. This will include an introductory phone call at the beginning of the year, phone calls to invite families to events at the school (including back-to-school night, awards assemblies and open house) and any issues of concern. Parents are given the opportunity at orientation to sign up to participate in the school in a variety of ways, including participating in potlucks for assemblies, the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), or making presentations in classes of interest to the students.

For more information on how to become involved at the school, contact the parent liaison, Susana Aguilar, at (925) 473-2510.

✧ Not applicable.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements — Graduating Class of 2015

Group	Black Diamond HS	Pittsburg USD	California
All students	55.06%	100.29%	85.66%
Black or African-American	44.12%	78.09%	76.88%
American Indian or Alaska Native	❖	400.00%	74.87%
Asian	33.33%	66.67%	92.78%
Filipino	66.67%	154.05%	96.80%
Hispanic or Latino	59.26%	102.32%	84.49%
Native Hawaiian or Pacific Islander	33.33%	271.43%	84.88%
White	122.22%	104.26%	87.23%
Two or more races	40.00%	155.56%	91.36%
Socioeconomically disadvantaged	48.98%	92.29%	76.61%
English learners	31.82%	67.20%	50.90%
Students with disabilities	68.75%	64.56%	68.38%
Foster youth	◈	◈	◈

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduation and Dropout Rates — Three-Year Data

	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Black Diamond HS	✳	✳	✳	✳	✳	✳
Pittsburg USD	71.30%	75.13%	88.40%	21.50%	19.60%	9.00%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

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

◈ Information is not available at this time.

✳ Alternative Schools Accountability Model (ASAM) participating schools that are not direct funded charter (DFC) schools and not County Office of Education administered receive the districtwide rate.

Advanced Placement Courses

No information is available for Black Diamind High School regarding Advanced Placement (AP) courses offered.

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

"Black Diamond High School is dedicated to providing a unique educational setting with a safe family atmosphere."

Quality of Textbooks

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

Quality of Textbooks	
2015-16 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

"Teachers have committed to maintaining contact with the families of the students in their advisory group."

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		2016-17 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Prentice Hall (9-12)	2002
Mathematics	*California Algebra 1*, McGraw-Hill	2016
Mathematics	*California Geometry*, McGraw-Hill	2016
Mathematics	*California Algebra 2*, McGraw-Hill	2016
Science	*Earth Science*; Holt, Rinehart and Winston	2007
Science	*Biology*, McDougal Littell	2007
History/social science	McDougal Littell (9-10)	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	2015-16 School Year
Black Diamond HS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%
Science laboratory equipment	0%

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 Textbook Data	2015-16 School Year
Data collection date	9/28/2016

✧ Not applicable.

"Black Diamond's programs engage and promote a positive self-image and sound decision-making skills that will support students for life."

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, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **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 and 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.

School Facility Good Repair Status — 2016-17 School Year

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			Exemplary
Date of the most recent school site inspection			9/16/2016
Date of the most recent completion of the inspection form			9/16/2016

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. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs — 2016-17 School Year

Items Inspected	Deficiencies and Action Taken or Planned
External	Blacktop has a raised "bubble" in a basketball area.

School Facilities

The newly constructed Black Diamond High School opened in the fall of 2012. There are 19 classrooms and one media technology center. There is a multipurpose room that doubles as a cafeteria and a gymnasium. There are several offices to accommodate support staff and office personnel.

The classrooms at Black Diamond are sufficient to meet the needs for students to engage in a healthy learning environment. Our site is inspected on a monthly basis according to the guidelines generated by the Williams settlement decision. Each classroom is equipped with state-of-the-art projectors and ELMOs (document enhanced technology).

Black Diamond is cleaned on a consistent basis. There is one head custodian who serves our campus during the school day and a second custodian who cleans the campus during the evening.

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 in an excellent condition for the student enrollment assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

The safety of the students at Black Diamond before, during and after school is supervised by two campus resource assistants, one vice principal and a principal. There are two additional noontime supervisors to monitor student activity and safety during lunch. In addition to the above assistance, there is a campus resource officer who patrols on a weekly basis.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.6
Average number of students per academic counselor	129
Support Staff	**FTE**
Social/behavioral counselor	1.0
Career development counselor	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.4
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.1
Resource specialist (nonteaching)	0.0

Teacher Qualifications

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

Teacher Credential Information				Three-Year Data
	Pittsburg USD	**Black Diamond HS**		
Teachers	**16-17**	**14-15**	**15-16**	**16-17**
With a full credential	467	16	18	18
Without a full credential	41	1	1	0
Teaching outside subject area of competence (with full credential)	3	0	1	1

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
	Black Diamond HS		
Teachers	**14-15**	**15-16**	**16-17**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers		2015-16 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Black Diamond HS	76.47%	23.53%
All schools in district	87.22%	12.78%
High-poverty schools in district	87.22%	12.78%
Low-poverty schools in district	✧	✧

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data

2014-15 Fiscal Year

	Pittsburg USD	Similar Sized District
Beginning teacher salary	$45,158	$44,958
Midrange teacher salary	$67,437	$70,581
Highest teacher salary	$83,804	$91,469
Average elementary school principal salary	$108,631	$113,994
Average middle school principal salary	$117,618	$120,075
Average high school principal salary	$118,714	$130,249
Superintendent salary	$190,000	$218,315
Teacher salaries: percentage of budget	35%	38%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

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

Financial Data Comparison

2014-15 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Black Diamond HS	$12,997	$57,855
Pittsburg USD	$6,418	$60,508
California	$5,677	$74,216
School and district: percentage difference	+102.5%	-4.4%
School and California: percentage difference	+128.9%	-22.0%

School Financial Data

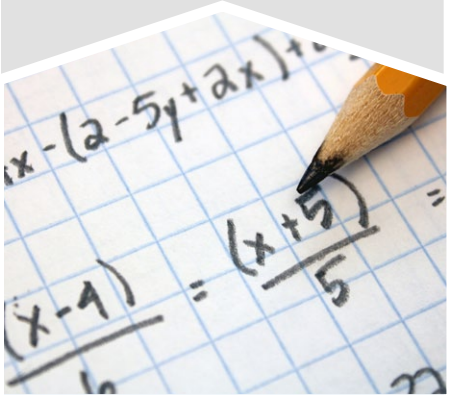
The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

2014-15 Fiscal Year	
Total expenditures per pupil	$12,997
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$12,997
Annual average teacher salary	$57,855

Expenditures Per Pupil

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



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

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