



Black Diamond High School

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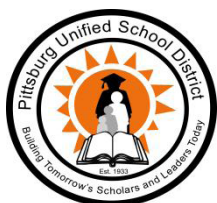
Grades 9-12
CDS Code 07-61788-0730184

Para español, visita
www.pittsburg.k12.ca.us

SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Pittsburg USD

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*The work we do here is important!
We care about you as an individual!
We will not let you fail!*

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. During the 2016-17 school year, Black Diamond High School was recognized as a Model Continuation High School by the California Department of Education.

School Mission Statement

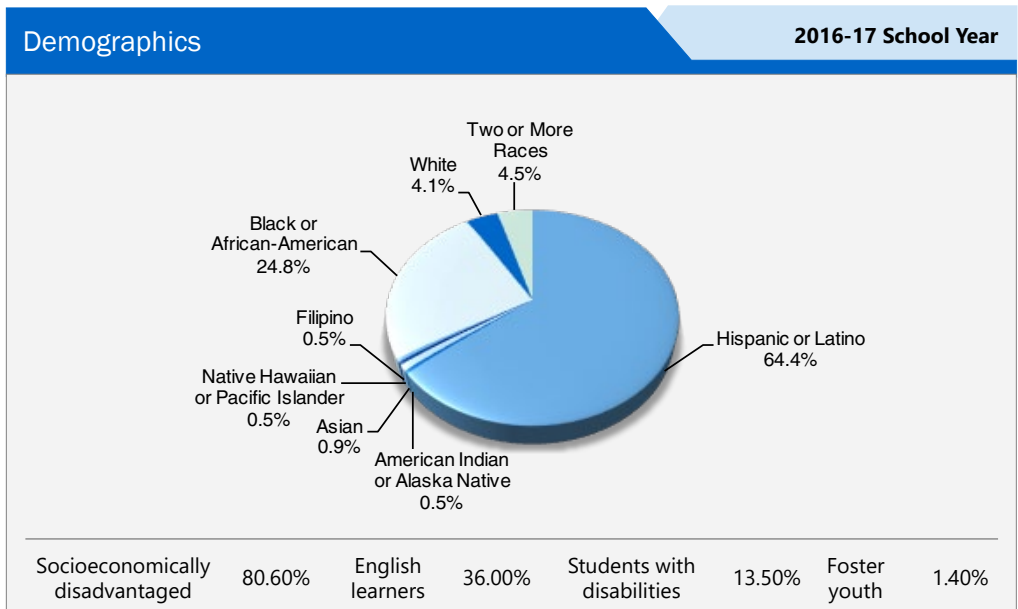
Black Diamond High School is dedicated to providing a unique educational setting with a safe and structured family atmosphere. Black Diamond strives to provide all students with a personalized program that supports necessary academic growth, cultural sensitivity, and respect for self and others. Black 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 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

Enrollment by Student Group

The total enrollment at the school was 222 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

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

District Mission Statement

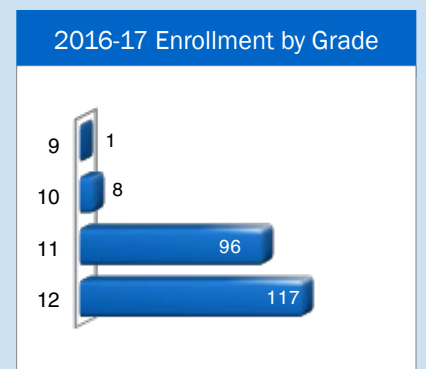
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest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

Governing Board

- Mr. De'Shawn Woolridge, president
- Dr. Laura Canciamilla, vice president
- Mr. George Miller, trustee
- Mr. Joseph Arenivar, trustee
- Mr. Duane Smith, trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

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

5. High-Performing, Accountable Organization

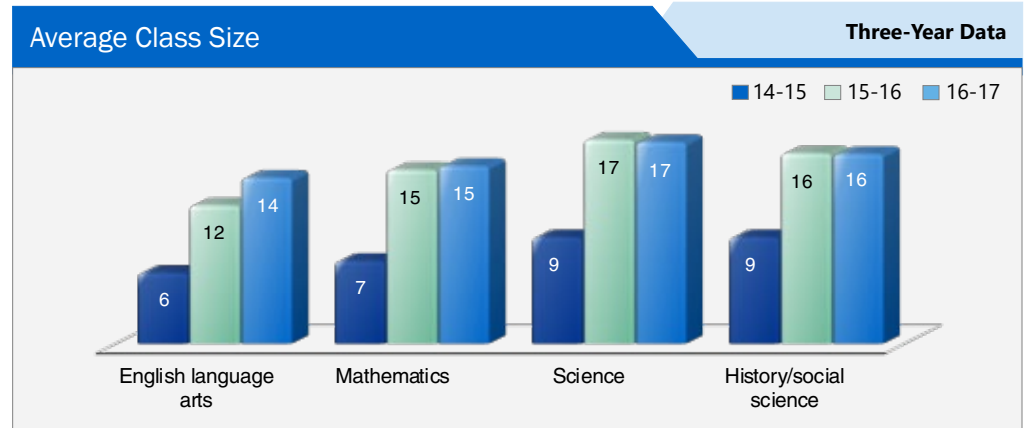
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

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



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

Subject	2014-15			2015-16			2016-17		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	38			16			18		
Mathematics	23			9			9		
Science	17			9			9		
History/social science	25			15			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:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- 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 **2016-17 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.

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 table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Black Diamond HS		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	7%	5%	42%	42%	56%	54%

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)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Black Diamond HS		Pittsburg USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	1%	5%	34%	33%	48%	48%
Mathematics	0%	0%	22%	20%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 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 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 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 2017-18 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		2017-18 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

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

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



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

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for 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 CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	145	112	77.24%	4.55%
Male	92	77	83.70%	5.33%
Female	53	35	66.04%	2.86%
Black or African-American	35	26	74.29%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	90	70	77.78%	4.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	113	88	77.88%	4.65%
English learners	51	41	80.39%	0.00%
Students with disabilities	11	3	27.27%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	145	113	77.93%	0.00%
Male	92	78	84.78%	0.00%
Female	53	35	66.04%	0.00%
Black or African-American	35	28	80.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	90	69	76.67%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	113	88	77.88%	0.00%
English learners	51	41	80.39%	0.00%
Students with disabilities	11	4	36.36%	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.

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	2015-16 and 2016-17 School Years	
	Black Diamond HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	96.40%	
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	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 2017-18 school year.

The school has also realized the need to address career preparation and does so through a variety of measures, including workshops to discuss job-applicable skills, guest speakers from industry programs, job shadowing in certain fields to recognize needed skills, field trips to various job sites to allow for students to see and understand the work environment, and mock interviews with local job groups to give students an idea of what is necessary for the field. Most of these activities are open to all students, but several target specific groups to identify their place in particular fields (for example, women in the construction field).

Career Technical Education Participation

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

Career Technical Education Data	2016-17 Participation	
	Black Diamond HS	
Number of pupils participating in CTE	0	
Percentage of pupils who completed a CTE program and earned a high school diploma	0%	
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%	

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

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		
	14-15	15-16	16-17
Suspension rates	20.9%	26.1%	18.4%
Expulsion rates	0.0%	0.0%	0.3%
	Pittsburg USD		
	14-15	15-16	16-17
Suspension rates	7.8%	8.0%	7.0%
Expulsion rates	0.0%	0.0%	0.0%
	California		
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%



Advanced Placement Courses

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

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.

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. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgsrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2016		
Group	Black Diamond HS	Pittsburg USD	California	
All students	67.86%	100.00%	87.11%	
Black or African-American	75.86%	100.00%	79.19%	
American Indian or Alaska Native	❖	100.00%	80.17%	
Asian	❖	100.00%	94.42%	
Filipino	100.00%	100.00%	93.76%	
Hispanic or Latino	63.01%	100.00%	84.58%	
Native Hawaiian or Pacific Islander	❖	100.00%	86.57%	
White	83.33%	87.18%	90.99%	
Two or more races	100.00%	100.00%	90.59%	
Socioeconomically disadvantaged	71.59%	100.00%	85.45%	
English learners	43.75%	94.07%	55.44%	
Students with disabilities	61.54%	80.88%	63.90%	
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		
	13-14	14-15	15-16	13-14	14-15	15-16
Black Diamond HS	38.41%	67.52%	60.91%	48.60%	28.20%	30.00%
Pittsburg USD	75.13%	88.40%	88.83%	19.60%	9.00%	7.50%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

❖ 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.

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		2017-18 School Year
Subject	Textbook	Adopted
English Language Arts	Prentice Hall (2002); Gold (9); Platinum (10); American Experience (11); The British Tradition(12); ELD: Prentice Hall (2002); National Geographic Learning Edge (2007)	2004
Algebra 1	<i>Common Core Edition Algebra 1</i> , Glencoe/McGraw-Hill	2016
Geometry	<i>Common Core Edition Geometry</i> , Glencoe/McGraw-Hill	2016
Algebra 2	<i>Common Core Edition Algebra 2</i> , Glencoe/McGraw-Hill	2016
Precalculus	<i>Precalculus with Limits: A Graphing Approach</i> , Houghton Mifflin	2008
Calculus	<i>Calculus with Analytic Geometry</i> , Houghton Mifflin	2006
History	<i>Modern World History and The Americans</i> , McDougal Littell (10-11)	2006
American Government	<i>Magruder's American Government</i> , Pearson/Prentice Hall	2006
Economics	<i>Economics: Principles in Action</i> , Pearson/Prentice Hall	2007
World Languages	<i>Espanol</i> , Santillana	2014
World Languages	<i>D'accordi!</i> , Vista Higher Learning	2015
World Languages	<i>Sentieri</i> , Vista Higher Learning	2016
Biology	<i>Biology</i> , McDougal Littell	2007
Chemistry	<i>Chemistry: California</i> , Pearson/Prentice Hall	2007
Physics	<i>Physics: California</i> , Holt, Rinehart and Winston	2007
Anatomy & Physiology	<i>Essentials of Human Anatomy & Physiology</i> (8th Edition), Pearson Benjamin Cummings	2007

Quality of Textbooks

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

Quality of Textbooks		2017-18 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	

✧ Not applicable.

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	
2017-18 School Year	
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 Textbooks	
2017-18 School Year	
Data collection date	9/13/2017





School Facilities

The 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 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. We clean the restrooms on a routine basis, noted discrepancies, create work orders and make corrections 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.

School Facility Good Repair Status

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

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	9/13/2017	
Date of the most recent completion of the inspection form	9/13/2017	

Deficiencies and Repairs

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

Deficiencies and Repairs			2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
External	Blacktop has a raised bubble in a basketball key that is a tripping issue. Work order has been placed for repair.	Ongoing	

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.

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

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2018.

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.

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	17-18	15-16	16-17	17-18
With a full credential	490	18	18	15
Without a full credential	46	1	0	1
Teaching outside subject area of competence (with full credential)	6	1	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	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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		
	2015-16	2016-17	2017-18
Black Diamond HS	3 days	3 days	3 days



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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	1.6
Average number of students per academic counselor	150
Support Staff	
FTE	
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	■
Social worker	0.0
Nurse	0.4
Speech/language/hearing specialist	■
Resource specialist (nonteaching)	0.0

■ As needed.

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$14,579
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$14,579
Annual average teacher salary	\$61,636

Financial Data

The financial data displayed in this SARC is from the 2015-16 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 Expenditure 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	2015-16 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$47,416	\$48,522
Midrange teacher salary	\$70,809	\$75,065
Highest teacher salary	\$87,994	\$94,688
Average elementary school principal salary	\$110,585	\$119,876
Average middle school principal salary	\$121,456	\$126,749
Average high school principal salary	\$130,006	\$135,830
Superintendent salary	\$214,349	\$232,390
Teacher salaries: percentage of budget	36%	37%
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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Black Diamond HS	\$14,579	\$61,636
Pittsburg USD	\$7,811	\$65,723
California	\$6,574	\$77,824
School and district: percentage difference	+86.6%	-6.2%
School and California: percentage difference	+121.8%	-20.8%

Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.