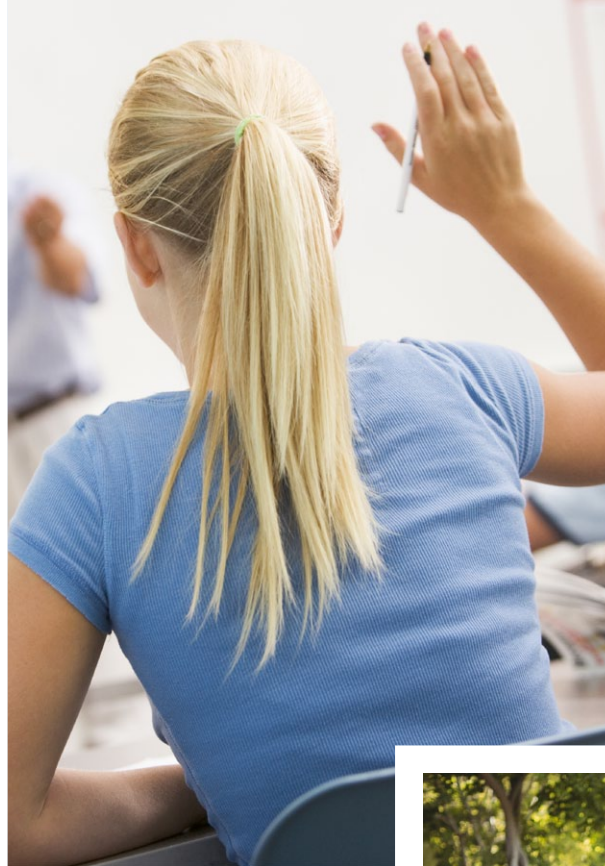# SARC

2017-18 School Accountability
Report Card

Published in 2018-19

Black Diamond High School

Grades 10-12
CDS Code 07-61788-0730184

Brian Wilson
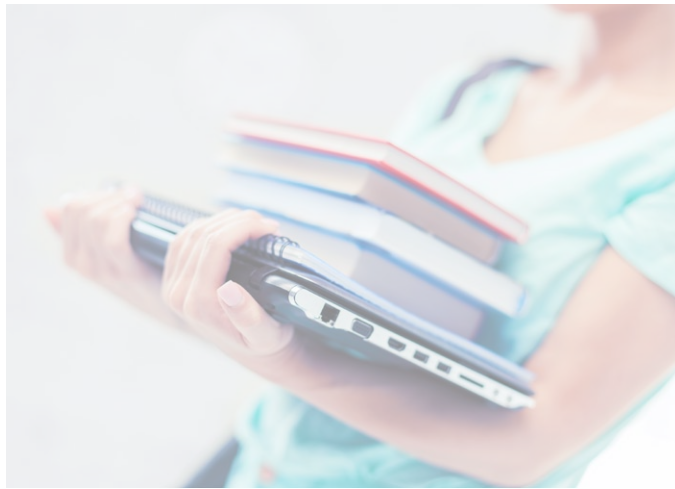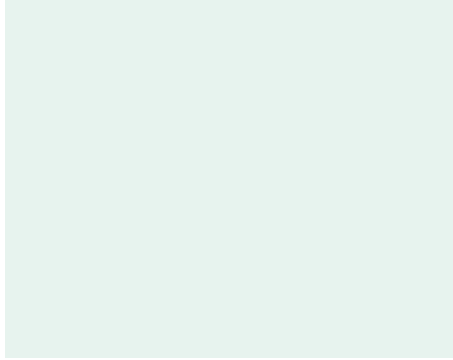Principal
brianwilson@pittsburg.k12.ca.us

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

Pittsburg Unified School District

2000 Railroad Avenue ▪ Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us
Janet Schulze, Superintendent ▪ jschulze@pittsburg.k12.ca.us ▪ (925) 473-2300

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, the California Department of Education recognized Black Diamond High School as a Model Continuation High School, and it received its updated accreditation in the spring of 2018. We also strive to support students in other ways by creating a community and giving them opportunity to do things both on and off campus. We have created an advisory program to help bring community and culture to the school. Over the last two years, we have participated in a Continuation/Charter Basketball League, which we were the champions of in 2018. We are looking to expand our sports program in 2018-19 to include more programs such as soccer and softball.

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.
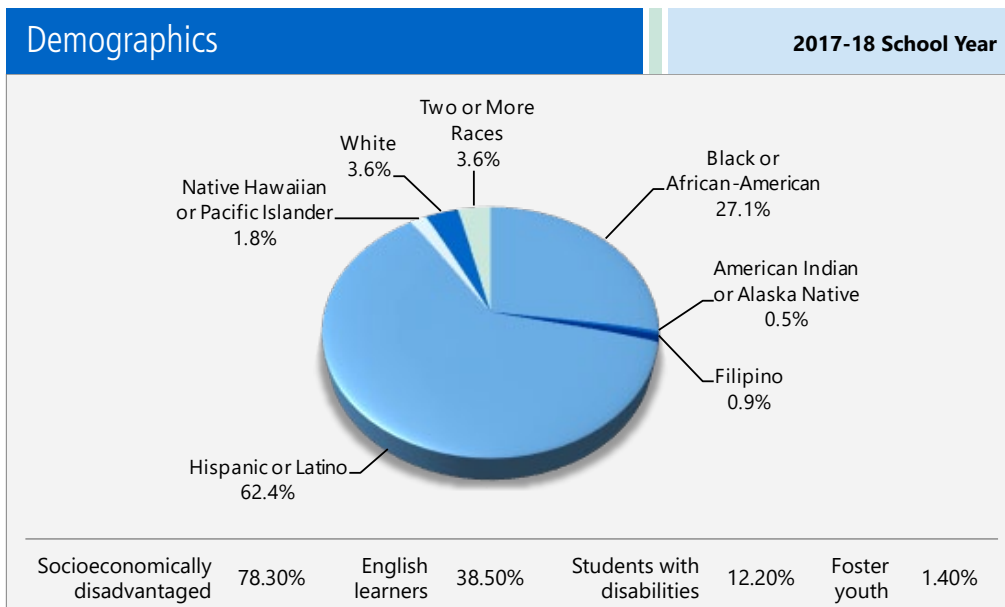
School Vision Statement

- 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 221 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2017-18 School Year

Two or More Races 3.6%
White 3.6%
Native Hawaiian or Pacific Islander 1.8%
Black or African-American 27.1%
American Indian or Alaska Native 0.5%
Filipino 0.9%
Hispanic or Latino 62.4%

Socioeconomically disadvantaged	78.30%	English learners	38.50%	Students with disabilities	12.20%	Foster youth	1.40%

School Accountability Report Card

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

District Mission Statement

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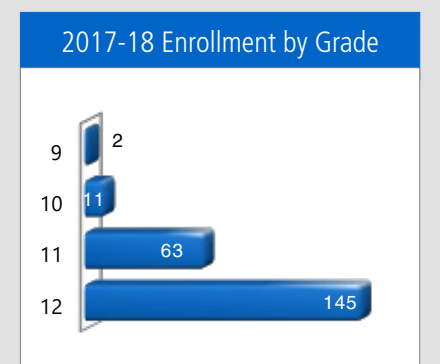
Governing Board

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

- 9: 2
- 10: 11
- 11: 63
- 12: 145

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

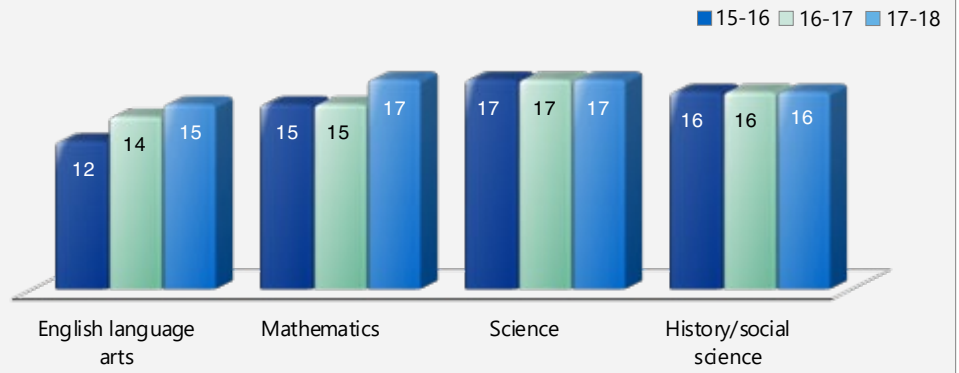**6. Meaningful Collaboration, Partnership and Parental Engagement**
- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians 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

Legend: ■ 15-16 □ 16-17 ■ 17-18

Subject	15-16	16-17	17-18
English language arts	12	14	15
Mathematics	15	15	17
Science	17	17	17
History/social science	16	16	16

Number of Classrooms by Size — Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	16			18			16		
Mathematics	9			9			7		
Science	9			9			8		
History/social science	15			15			16		

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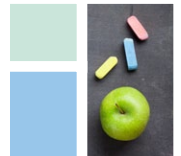
Suspensions and Expulsions

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.

Suspensions and Expulsions — Three-Year Data

	Black Diamond HS			Pittsburg USD			California		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspension rates	26.1%	18.4%	17.9%	8.0%	7.0%	7.7%	3.7%	3.6%	3.5%
Expulsion rates	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Black Diamond HS		Pittsburg USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

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	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	5%	0%	33%	34%	48%	50%
Mathematics	0%	0%	20%	20%	37%	38%

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	2017-18 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	❖

✧ Not applicable.

❖ 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.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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			2017-18 School Year	

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	75	85.23%	0.00%
Male	60	51	85.00%	0.00%
Female	28	24	85.71%	0.00%
Black or African-American	18	16	88.89%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	61	51	83.61%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	77	65	84.42%	0.00%
English learners	44	38	86.36%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	75	85.23%	0.00%
Male	60	51	85.00%	0.00%
Female	28	24	85.71%	0.00%
Black or African-American	18	16	88.89%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	61	51	83.61%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	77	65	84.42%	0.00%
English learners	44	38	86.36%	0.00%
Students with disabilities	❖	❖	❖	❖
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 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	2016-17 and 2017-18 School Years
	Black Diamond HS
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	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 businesses to have pathway programs in place during the 2018-19 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	2017-18 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

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/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2017
Group	**Black Diamond HS**	**Pittsburg USD**	**California**
All students	61.54%	95.24%	88.72%
Black or African-American	58.06%	94.41%	82.15%
American Indian or Alaska Native	❖	100.00%	82.81%
Asian	50.00%	100.00%	94.93%
Filipino	❖	94.55%	93.45%
Hispanic or Latino	60.81%	96.79%	86.54%
Native Hawaiian or Pacific Islander	❖	78.57%	88.56%
White	75.00%	85.71%	92.12%
Two or more races	100.00%	97.30%	91.15%
Socioeconomically disadvantaged	62.37%	97.01%	88.64%
English learners	53.33%	78.26%	56.74%
Students with disabilities	75.00%	67.86%	67.12%
Foster youth	100.00%	100.00%	74.08%

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**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Black Diamond HS	67.50%	60.90%	58.20%	28.20%	30.00%	18.00%
Pittsburg USD	88.40%	88.80%	84.90%	9.00%	7.50%	6.80%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ 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.

Advanced Placement Courses

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

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

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

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		2018-19 School Year
Subject	Textbook	Adopted
English Language Arts	*Literature: Timeless Voices, Timeless Themes*: Gold (9), Platinum (10), American Experience (11), *The British Tradition* (12) Prentice Hall (2002) ELD *Edge: Reading, Writing & Grammar*, National Geographic (2007) (9-12)	2004
Algebra 1	*Common Core Edition Algebra 1*, Glencoe/McGraw Hill	2016
Geometry	*Common Core Edition Geometry*, Glencoe/McGraw Hill	2016
Algebra 2	*Common Core Edition Algebra 2*, Glencoe/McGraw Hill	2016
Precalculus	*Precalculus with Limits: A Graphing Approach*, Houghton Mifflin	2008
Calculus	*Calculus with Analytic Geometry*, Houghton Mifflin	2006
History	*Modern World History and The Americans*, McDougal Littell (10-11)	2006
American Government	*Magruder's American Government*, Pearson/Prentice Hall	2006
Economics	*Economics: Principles in Action*, Pearson/Prentice Hall	2007
World Languages	*Español*, Santillana	2014
World Languages	*D'accord!*, Vista Higher Learning	2015
World Languages	*Sentieri*, Vista Higher Learning	2016
Biology	*Biology*, McDougal Littell	2007
Chemistry	*Chemistry: California*, Pearson/Prentice Hall	2007
Physics	*Physics: California*, Holt, Rinehart and Winston	2007
Anatomy & Physiology	*Essentials of Human Anatomy & Physiology* (8th Edition), Pearson Benjamin Cummings	2007

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	2018-19 School Year
Data collection date	9/12/2018

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	
2018-19 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%

Quality of Textbooks

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

Quality of Textbooks	
2018-19 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.

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	2018-19 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	8/3/2018
Date of the most recent completion of the inspection form	8/3/2018

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		2018-19 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	The HVAC is leaning down slightly. Work order has been placed for repairs.	Ongoing
Interior	Several of the faucets leak periodically when being used. Work order has been placed for repairs.	9/26/2018
External	There is a crack in a roof tile. Work order has been placed for repairs.	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 and 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 October 2018.

School Facilities

Black Diamond High School opened in the fall of 2012. There are 19 classrooms and one media technology center. A multi-purpose room 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, note discrepancies, create work orders and make corrections in a timely manner. School grounds and facilities are in excellent condition for the student enrollment assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Two campus resource assistants, the vice principal and principal supervise students before, during and after school. A school resource officer is assigned to the campus.

"Over the last two years, we have participated in a Continuation/Charter Basketball League, which we were the champions of in 2018."

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	18-19	16-17	17-18	18-19
With a full credential	504	18	15	18
Without a full credential	45	0	1	1
Teaching outside subject area of competence (with full credential)	5	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	16-17	17-18	18-19
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		
	2016-17	2017-18	2018-19
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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	1.80
Average number of students per academic counselor	110
Support Staff	FTE
Social/behavioral counselor	1.20
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.20
Social worker	0.10
Nurse	0.33
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00
Other	FTE
Restorative Justice Facilitator	1.00

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	
2016-17 Fiscal Year	
Total expenditures per pupil	$15,411
Expenditures per pupil from restricted sources	$0
Expenditures per pupil from unrestricted sources	$15,411
Annual average teacher salary	$69,085

Expenditures Per Pupil

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

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2016-17 Fiscal Year	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$49,313	$49,512
Midrange teacher salary	$73,641	$77,880
Highest teacher salary	$91,514	$96,387
Average elementary school principal salary	$110,585	$123,139
Average middle school principal salary	$121,456	$129,919
Average high school principal salary	$130,006	$140,111
Superintendent salary	$214,349	$238,324
Teacher salaries: percentage of budget	34%	36%
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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Black Diamond HS	$15,411	$69,085
Pittsburg USD	$9,007	$73,256
California	$7,125	$79,665
School and district: percentage difference	+71.1%	-5.7%
School and California: percentage difference	+116.3%	-13.3%

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

All data accurate as of December 2018.