SARC

2019-20
School Accountability
Report Card
Published in 2020-21

Hillview Junior High School

Grades 6-8
CDS Code 07-61788-6061162

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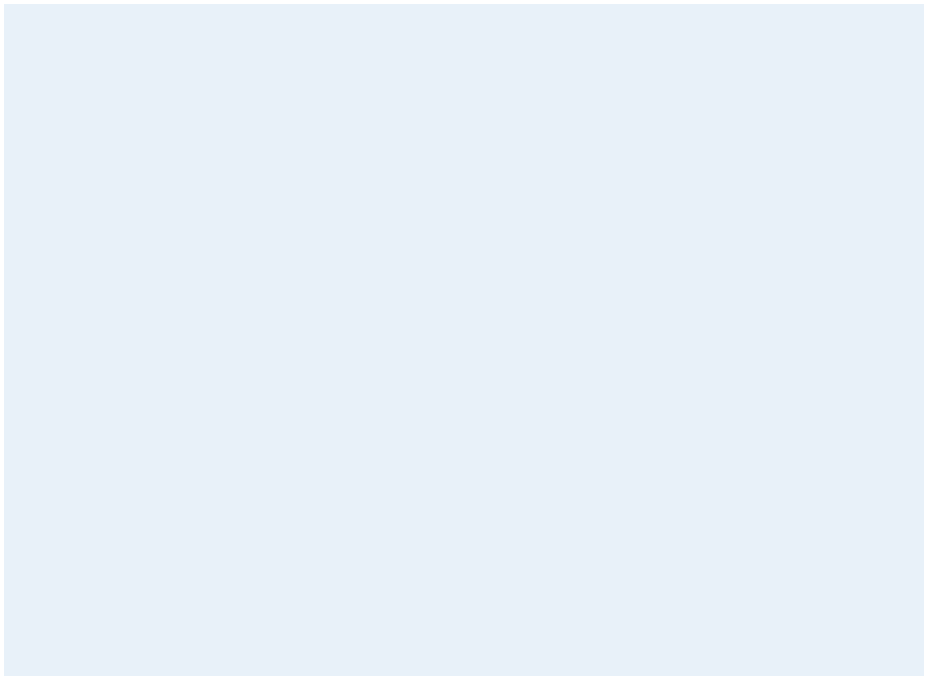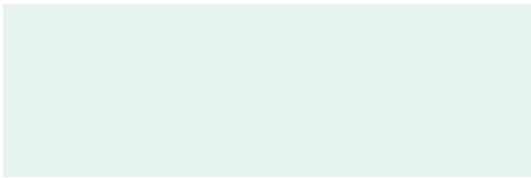Pittsburg, CA 94565
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www.pittsburg.k12.ca.us/hillview

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

Pittsburg Unified School District

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Janet Schulze, Superintendent ▪ jschulze@pittsburg.k12.ca.us ▪ (925) 473-2300

Principal's Message

At Hillview Junior High School, we envision a respectful and trusting student-centered environment with:

- Strong community-school connections
- Shared decision-making
- Clear and high expectations
- A collaborative, cooperative, and safe learning and work environment
- Appreciation of our cultural and ethnic diversity
- Respect for individual differences
- Ongoing reflection, assessment, and evaluation of all facets of the learning community
- An integrated, interdisciplinary, multicultural curriculum accessible to all students

As a schoolwide program, our goal is to provide relevant, challenging work for all students as we link business, community and parents. We view parents as partners in providing experiences that are the foundation and support of learning. Our goal is to prepare our diverse student body with the knowledge and skills to face the challenge of living and working in the technological, information-based world of the 21st century.

School Mission Statement

Hillview Junior High School collaborates with students, parents and community partners to prepare tomorrow's leaders for their future using a strategic approach of developing critical thinking, emphasizing effective communication, and instilling accountability and independence.

School Vision Statement

Hillview Junior High School collaborates with students, parents, and community partners to prepare tomorrow's leaders for their future using a strategic approach of developing critical thinking, emphasizing effective communication, and instilling accountability and independence.
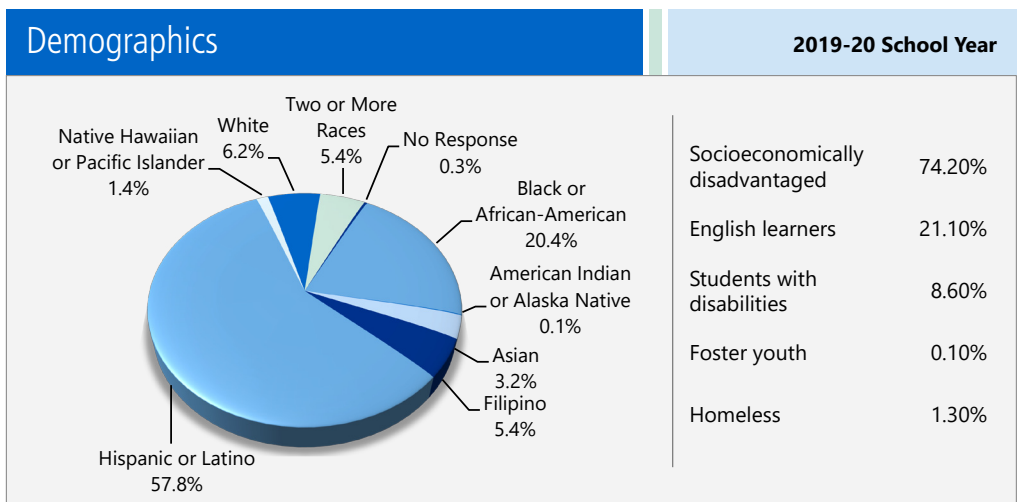
School Safety

The school safety plan identifies emergency procedures and security protocols. Students and staff are prepared to respond to various emergencies through regular drills and in-class discussions with regard to safety and personal security. The safety plan addresses information regarding the physical, social and cultural aspects of the school environment. It is reviewed annually and updated accordingly. Included in the safety plan are school and evacuation maps with directions regarding how to evacuate.

In addition, the district has developed a Crisis Intervention Plan to activate in the event of a crisis. Support staff is available to provide targeted support in the event of a crisis (e.g., most schools have a psychologist who is available for crisis counseling in the event of a tragic event). The school safety plan may be accessed through our website. Parents and community members may also request a hard copy by visiting the school.

The school safety plan was last reviewed, updated and discussed with the school faculty in December 2020.

Enrollment by Student Group

The total enrollment at the school was 952 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2019-20 School Year

Native Hawaiian or Pacific Islander 1.4%
White 6.2%
Two or More Races 5.4%
No Response 0.3%
Black or African-American 20.4%
American Indian or Alaska Native 0.1%
Asian 3.2%
Filipino 5.4%
Hispanic or Latino 57.8%

	2019-20 School Year
Socioeconomically disadvantaged	74.20%
English learners	21.10%
Students with disabilities	8.60%
Foster youth	0.10%
Homeless	1.30%

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 2019-20 school year.

2019-20 Enrollment by Grade

Grade	Enrollment
6	301
7	304
8	347
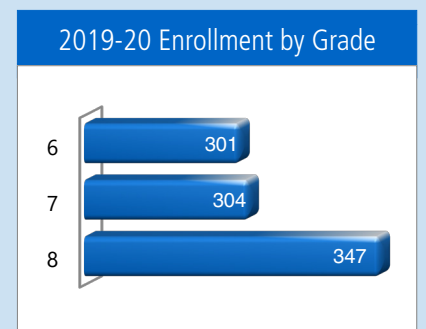
Board Goals

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

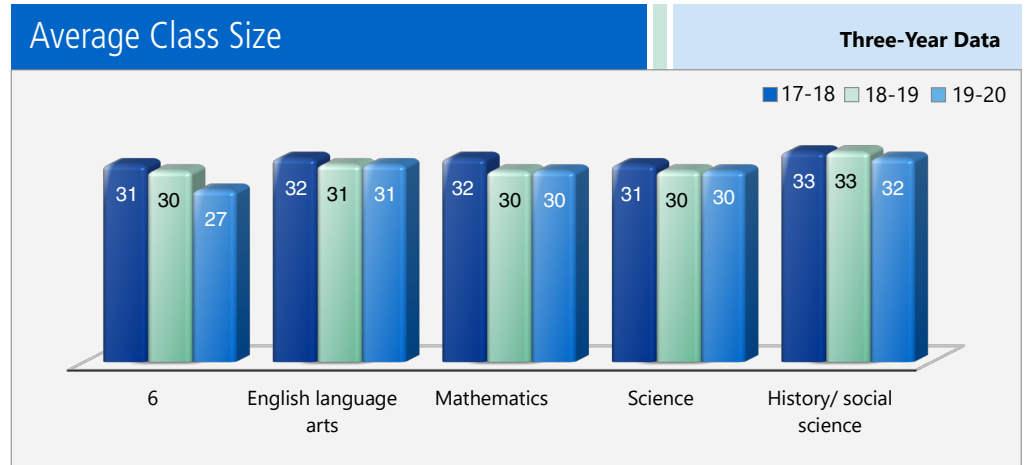**5. High-Performing, Accountable Organization**
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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: 17-18, 18-19, 19-20

Category	17-18	18-19	19-20
6	31	30	27
English language arts	32	31	31
Mathematics	32	30	30
Science	31	30	30
History/ social science	33	33	32

Number of Classrooms by Size — Three-Year Data

Grade	2017-18			2018-19			2019-20		
	Number of Students			Number of Students			Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		20	16		39	2	3	37	1

Subject	2017-18			2018-19			2019-20		
	Number of Students			Number of Students			Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		11	9		14	5		14	6
Mathematics	1	7	12		15	6		16	5
Science	3	6	11		11	8	1	11	8
History/social science		7	12		7	12		9	10

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions — Three-Year Data

	Hillview JHS		Pittsburg USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	13.7%	24.3%	7.7%	8.8%	3.5%	3.5%
Expulsion rates	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%

	Hillview JHS	Pittsburg USD	California
	19-20	19-20	19-20
Suspension rates	14.4%	5.7%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Hillview JHS		Pittsburg USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	◇	◈	◇	◈	◇	◈

CAASPP Test Results in ELA and Mathematics for All Students (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
	Hillview JHS		Pittsburg USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	33%	◈	35%	◈	51%	◈
Mathematics	14%	◈	21%	◈	40%	◈

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	2019-20 School Year
Percentage of Students Meeting Fitness Standards	Hillview JHS
	Grade 7
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

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

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

CAASPP Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
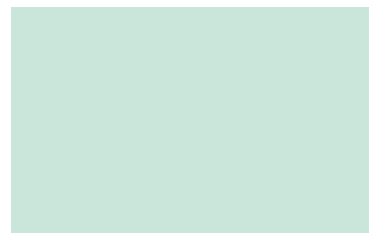
CAASPP Results by Student Group: English Language Arts (grades 6-8)

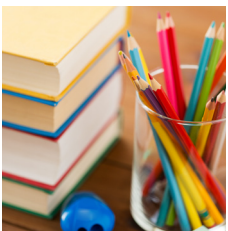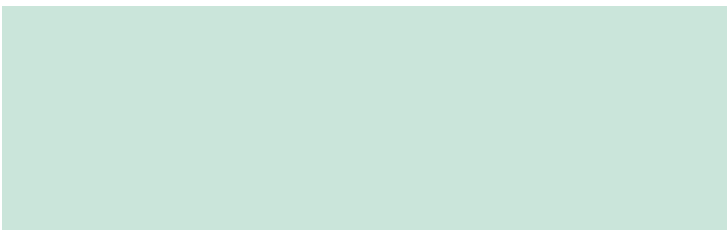| Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

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		2020-21 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Studysync California, Macmillan McGraw Hill ELD Studysync California, Macmillan McGraw Hill Inside Fundamentals Vol. 1 and Vol. 2, National Geographic Learning (6-8)	
Mathematics	California Course 1, 2, 3; Algebra, Macmillan McGraw Hill (6-8)	2016
Science	*Science*, Holt (6)	2007
Science	*Life Science*, Prentice Hall (7)	2007
Science	*Physical Science*, Prentice Hall (8)	2007
History/social science	*Ancient Civilizations*, National Geographic Learning (6)	2019
History/social science	*Medieval & World History*, National Geographic Learning (7)	2019
History/social science	*History to WWI*, National Geographic Learning (8)	2019
World Languages	Santillana (6-8)	2016
Worlds Languages (DI)	Santillana En Español (6-8)	2017

Quality of Textbooks

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

Quality of Textbooks	2020-21 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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	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	
2020-21 School Year	
Data collection date	9/9/2020

Parental Involvement

Hillview is a Community School and our Community School Coordinator collaborates with the school community to provide opportunities for our parents to be a participant in the Hillview Community and make our school a better place for our students!

Our choir and band booster program is our largest parent-supported program. We have approximately 115 students involved in our band and choir programs. We have a core group of parent volunteers that give their time at the school on a regular basis.

Our English Learner Advisory Committee (ELAC) and our School Site Council (SSC) meet monthly to discuss school programs, review and create the Site Plan for the upcoming year, and discuss parent concerns. Our parents also represent our school on the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).

For more information on how to become involved, please Darren Gapultos at dgapultos@pittsburgusd.net or (925) 473-2380 x. 5163.

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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2020-21 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	8/6/2020
Date of the most recent completion of the inspection form	8/6/2020

School Facilities

Hillview Junior High School was built in 1958 and renovated in the 2001-02 school year (primarily wiring and flooring upgrades). The school includes 44 classrooms, a library, three computer labs, a band room, cafeteria, stage and gymnasium. Technology in each classroom includes LCD projectors, document cameras and upgraded computers.

We currently employ four full-time custodians to maintain the campus. Bathrooms, in particular, are cleaned multiple times throughout the day, and school administration checks them to ensure cleanliness.

We have a closed campus with our outer doors secured during the regular school day. Students are supervised at all times, including before and after school, during lunch and during passing periods.

Every site is inspected on a monthly basis according to the guidelines generated by the Williams case settlement. At this time, we have no safety-related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. We clean restrooms on a routine basis, note discrepancies, create work orders and make corrections on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Hillview shares an upgraded field with the city of Pittsburg. We are very proud of our turf field. Additionally, we erected solar panels in the northwest parking lot and field.

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	Hillview JHS		
Teachers	20-21	18-19	19-20	20-21
With a full credential	518	36	37	40
Without a full credential	18	6	3	2
Teaching outside subject area of competence (with full credential)	2	0	2	0

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		
	Hillview JHS		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Professional Development

The Local Control Accountability Plan (LCAP), LCAP Addendum, the Learning Continuity Plan (LCP) and the sites' School 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. In addition, we have invested in professional development to support distance learning for all staff.

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 collaborate with their colleagues to create common lessons/units that that they teach in their classrooms.

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. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	3	3	3

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	940:2
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

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	
2018-19 Fiscal Year	
Total expenditures per pupil	$8,068
Expenditures per pupil from restricted sources	$1,022
Expenditures per pupil from unrestricted sources	$7,047
Annual average teacher salary	$71,634

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 2018-19 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	2018-19 Fiscal Year	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$50,299	$52,484
Midrange teacher salary	$75,114	$81,939
Highest teacher salary	$93,344	$102,383
Average elementary school principal salary	$125,391	$129,392
Average middle school principal salary	$134,714	$136,831
Average high school principal salary	$137,911	$147,493
Superintendent salary	$230,725	$254,706
Teacher salaries: percentage of budget	33%	34%
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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Hillview JHS	$7,047	$71,634
Pittsburg USD	$9,139	$73,619
California	$7,750	$84,577
School and district: percentage difference	-22.9%	-2.7%
School and California: percentage difference	-9.1%	-15.3%

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 2020.