

# Pittsburg Unified School District

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## SARC

2022-23

School Accountability  
Report Card  
Published in 2023-24



## Black Diamond High School

Grades 10-12  
CDS Code 07-61788-0730184

Phil Lucido, Principal  
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## Principal's Message

Black Diamond High School (BDHS) is committed to fostering an exceptional educational environment that prioritizes both safety and a close-knit community feel. Our mission at Black Diamond is to tailor a personalized curriculum for every student, emphasizing holistic growth encompassing academic excellence, cultural awareness, self-respect, mutual respect, confidence-building and critical decision-making skills. Our overarching goal is to cultivate graduates who embody effective communication, critical thinking, self-motivation, teamwork and civic responsibility. In addition to our academic focus, we are dedicated to supporting our students through various means, fostering a strong sense of community both on and off campus. Our initiatives include an advisory program designed to build a strong sense of belonging and appreciation for diverse cultures, a dynamic School Leadership program for students to engage in healthy competition, and an array of clubs and activities that provide avenues for self-expression and personal growth.

## School Mission Statement

At Black Diamond High School, the academic and social-emotional growth of each student is our primary focus. We provide an environment for our students to become successful and confident learners. Stakeholders work together to provide meaningful academic, counseling, and personal support for each student to ensure that everyone is uniquely valued.

## School Vision Statement

Black Diamond High School has an experienced, diverse staff that strives to provide a program reflecting the following values:

- BDHS is committed to challenging the growth of all students
- BDHS considers families to be an integral part of our community
- BDHS motivates students to learn, work and flourish in a creative environment
- BDHS supports all students in gaining the necessary skills and meeting the requirements to graduate

## Parental Involvement

Our parent liaison ensures that parents are regularly updated about school activities and any specific concerns related to their child. Teachers are dedicated to maintaining communication with the families of students in their advisory group. This commitment involves making introductory phone calls at the start of the year, inviting families to school events such as back-to-school night, awards assemblies, open house and addressing any issues of importance. During orientation, parents are encouraged to sign up for various involvement opportunities within the school community, such as contributing to potlucks for assemblies, participating in the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) or delivering presentations on topics relevant to the students' interests. For more information on how to become involved at the school, contact parent liaisons Maria Espinosa and Tandeka Porter-Vann at (925) 473-2510.

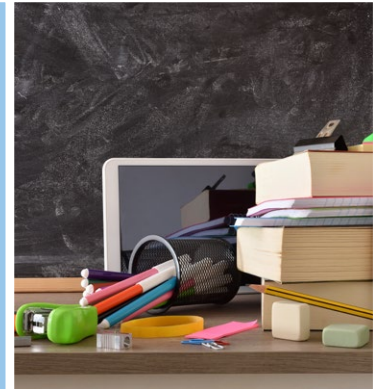
## School Safety

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 August 2023.



## 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.

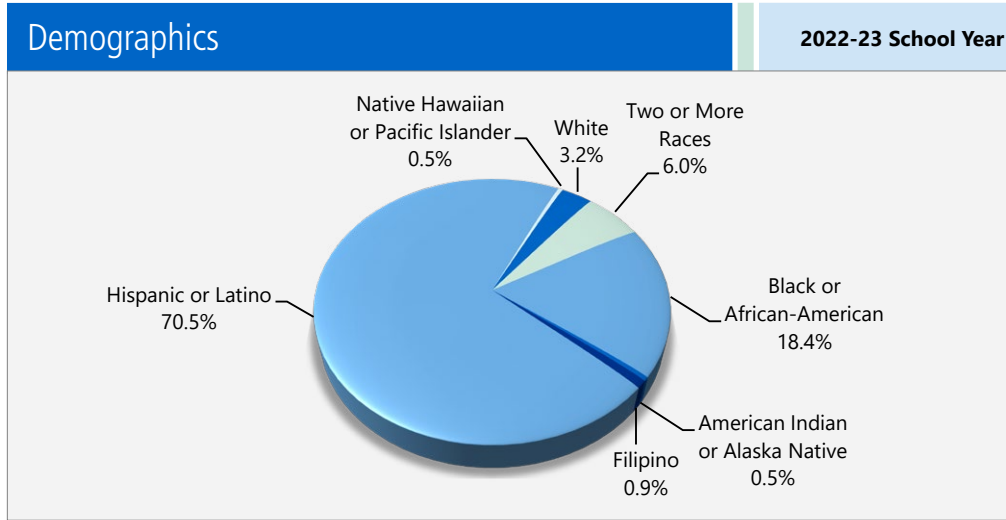
## Governing Board

- Ms. Taylor Sims, President
- Ms. Heliodoro Moreno, Vice President
- Mr. George Miller, Trustee
- Mr. De'Shawn Woolridge, Trustee
- Mr. Destiny Briscoe, Trustee



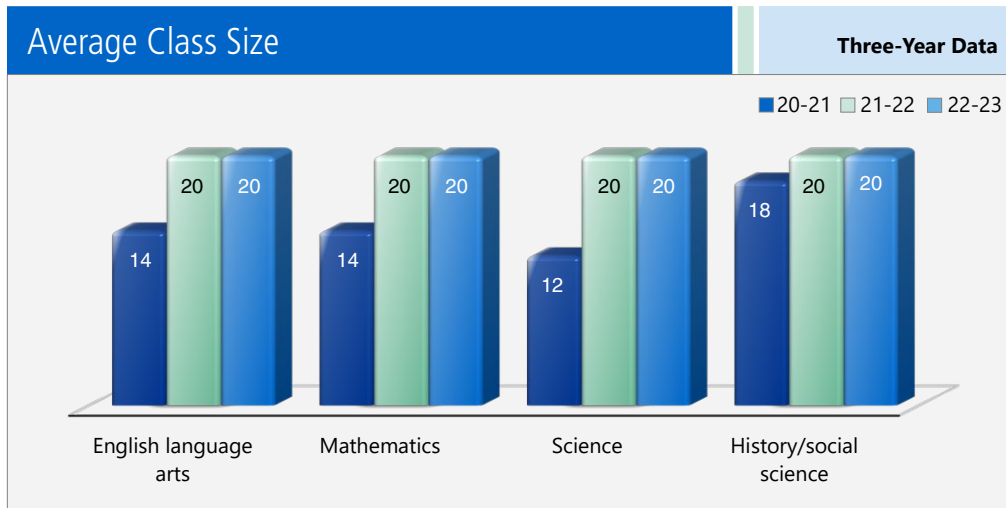
## Enrollment by Student Group

The total enrollment at the school was 217 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.



## 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.



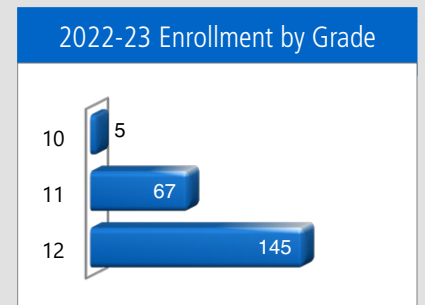
Subject	Three-Year Data								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	13			15			15		
Mathematics	10			10			10		
Science	10			10			10		
History/social science	14			15			15		

## Enrollment by Student Group

2022-23 School Year	
Female	41.50%
Male	58.10%
Non-Binary	0.50%
English learners	32.70%
Foster youth	0.90%
Homeless	7.40%
Migrant	0.00%
Socioeconomically Disadvantaged	92.20%
Students with Disabilities	10.10%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Suspension rates</b>	0.00%	9.00%	5.60%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	5.60%	0.00%	
<b>Female</b>	8.60%	0.00%	
<b>Male</b>	3.50%	0.00%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	14.00%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	3.90%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	0.00%	0.00%	
<b>English Learners</b>	4.00%	0.00%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	4.00%	0.00%	
<b>Socioeconomically Disadvantaged</b>	5.80%	0.00%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	6.50%	0.00%	

## Board Goals

### 1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

### 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 diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- 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
- Diverse, current, comprehensive curriculum and materials

### 5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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## 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. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	◇	◇	◇	◇	◇

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	288	278	244	87.80%	
Female	117	116	110	94.80%	
Male	170	161	133	82.60%	
Non-Binary	1	1	1	100.00%	
American Indian or Alaska Native	1	1	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	50	48	46	95.80%	
Filipino	2	2	2	100.00%	
Hispanic or Latino	208	202	173	85.60%	
Native Hawaiian or Pacific Islander	2	1	1	100.00%	
Two or More Races	16	16	14	87.50%	
White	9	8	8	100.00%	
English Learners	99	95	83	87.40%	
Foster Youth	6	6	6	100.00%	
Homeless	25	24	23	95.80%	
Socioeconomically Disadvantaged	260	254	224	88.20%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	31	31	30	96.80%	

◇ Not applicable.

## Board Goals

*Continued from page 4*

- Commitment to the environment through sustainable and green practices

### 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

## 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 ELD 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

## 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.

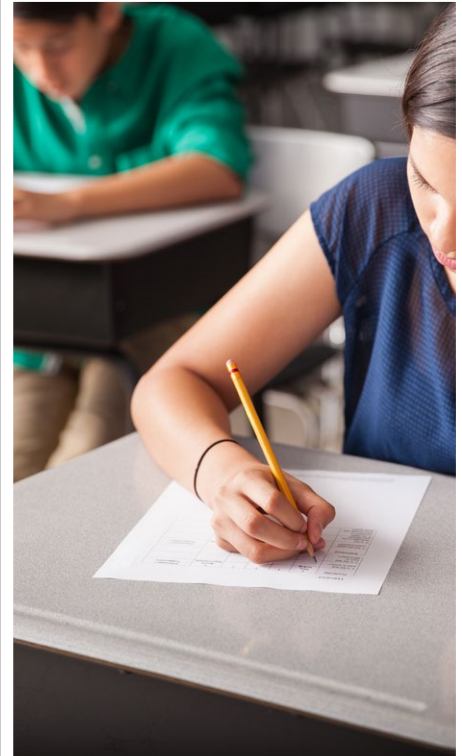


### Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



### CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Black Diamond HS		Pittsburg USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	1.33%	2.24%	14.89%	16.17%	29.47%	30.29%

### CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Black Diamond HS		Pittsburg USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	6%	4%	33%	28%	47%	46%
Mathematics	0%	0%	15%	15%	33%	34%

### 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.

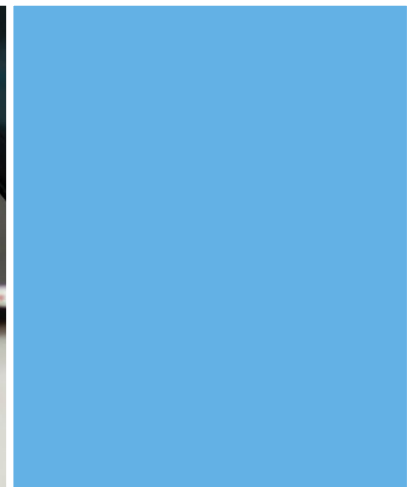
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



### CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	227	223	98.24%	1.76%	2.24%
Female	102	101	99.02%	0.98%	0.00%
Male	124	121	97.58%	2.42%	4.13%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	42	41	97.62%	2.38%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	162	159	98.15%	1.85%	2.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	14	100.00%	0.00%	0.00%
White	❖	❖	❖	❖	❖
English Learners	72	72	100.00%	0.00%	1.39%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	202	198	98.02%	1.98%	2.02%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	25	23	92.00%	8.00%	0.00%

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





### CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	107	102	95.33%	4.67%	3.92%
Female	45	44	97.78%	2.22%	4.55%
Male	62	58	93.55%	6.45%	3.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	20	18	90.00%	10.00%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	75	96.15%	3.85%	5.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	38	37	97.37%	2.63%	2.70%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	95	90	94.74%	5.26%	4.44%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	12	92.31%	7.69%	0.00%

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







### CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	107	102	95.33%	4.67%	0.00%
Female	45	44	97.78%	2.22%	0.00%
Male	62	58	93.55%	6.45%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	20	18	90.00%	10.00%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	75	96.15%	3.85%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	38	37	97.37%	2.63%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	95	90	94.74%	5.26%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	12	92.31%	7.69%	0.00%

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





## 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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>Black Diamond HS</b>	66.90%	67.90%	71.80%	15.70%	19.80%	23.40%
<b>Pittsburg USD</b>	86.90%	88.30%	87.60%	6.00%	7.70%	8.70%
<b>California</b>	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2022-23 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	124	89	71.80%
<b>Female</b>	53	41	77.40%
<b>Male</b>	70	48	68.60%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	21	15	71.40%
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	88	65	73.90%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	❖	❖	❖
<b>English Learners</b>	40	32	80.00%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	25	17	68.00%
<b>Socioeconomically Disadvantaged</b>	121	86	71.10%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	16	7	43.80%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
<b>Percentage of students enrolled in AP courses</b>	0%
<b>Number of AP courses offered at the school</b>	0
Number of AP Courses Offered	
<b>Computer science</b>	0
<b>English</b>	0
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social science</b>	0

## Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Black Diamond HS	
2021-22 and 2022-23 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2022-23</b>	98.62%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22</b>	0.00%



## 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.

## 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

#### 2023-24 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
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

#### 2023-24 School Year

Data collection date	9/13/2023
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## Textbooks and Instructional Materials List

### 2023-24 School Year

Subject	Textbook	Adopted
English Language Arts 1	Writer's Inc. Student Handbook College Career Readiness, Houghton Mifflin Harcourt	2020
English Language Arts 1	<i>The Absolutely True Diary of a Part-Time Indian</i> , Brown and Company	2020
English Language Arts 1	<i>Once Upon a Quinceanera: Coming of Age in the USA</i> , Penguin Group, Inc.	2020
English Language Arts 1	<i>All American Boys</i> , Athenaeum/Caitlyn Dlouhy Books	2020
English Language Arts 1	<i>Romeo &amp; Juliet</i> from Folger Shakespeare library, Simon and Schuster Paperbacks	2020
English Language Arts 2 English 2 Honors	Writer's Inc.: A Student Handbook College Career Readiness, Houghton Mifflin Harcourt	2020
English Language Arts 2 English 2 Honors	<i>The Distance Between Us: A Memoir</i> , Washington Square Press	2020
English Language Arts 2 English 2 Honors	<i>A Raisin in the Sun</i> , Modern Library	2020
English Language Arts 2 English 2 Honors	<i>Born a Crime: Stories from a South African Childhood</i> , Penguin Books Ltd.	2020
English Language Arts 2 English 2 Honors	<i>Zoot Suit and Other Plays</i> , Arte Publico Press	2020
English Language Arts 3	<i>A Writer's Reference</i> , 9th ed., Bedford St. Martin's	2020
English Language Arts 3	<i>Between the World and Me</i> , Spiegel/Grau	2020
English Language Arts 3	<i>50 Essays: A Portable Anthology</i> , 5th ed., Bedford, Freeman, & Worth	2020
ERWC	<i>A Writer's Reference</i> , 9th ed., Bedford St. Martin's	2020
ERWC	<i>The Handmaid's Tale</i> , Houghton Mifflin Harcourt	2020
ERWC	<i>Autobiography of Malcolm X</i> , Ballantine	2020
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>CA Impact: World History, Culture &amp; Geography: The Modern World</i> , McGraw Hill Education (10)	2019
History	<i>CA Impact: United States History &amp; Geography: Continuity &amp; Change</i> , McGraw Hill Education (11)	2019
History	<i>CA Impact: Principles of Economics</i> , McGraw Hill Education (12)	2019
History	<i>CA Impact: Principles of American Democracy</i> , McGraw Hill Education (12)	2019

Continued on page 12

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
<b>American Government</b>	<i>Magruder's American Government</i> , Pearson/Prentice Hall	2006
<b>Economics</b>	<i>Economics: Principles in Action</i> , Pearson/Prentice Hall	2007
<b>World Languages</b>	<i>Español</i> , Santillana	2014
<b>World Languages</b>	<i>D'accord!</i> , Vista Higher Learning	2015
<b>World Languages</b>	<i>Sentieri</i> , Vista Higher Learning	2016
<b>Biology</b>	<i>Experience Biology</i> , Savvas	2023
<b>Chemistry</b>	<i>Experience Chemistry</i> , Savvas	2023
<b>Physics</b>	<i>Physics: California</i> , Holt, Rinehart and Winston	2007
<b>Anatomy &amp; Physiology</b>	<i>Essentials of Human Anatomy &amp; Physiology (8th Edition)</i> , Pearson Benjamin Cummings	2007

## Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes	

## Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the 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 continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

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 also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2021-22	2022-23	2023-24
<b>Number of school days dedicated to staff development and continuous improvement</b>	3	3	3

## Career Technical Education Programs

The school has 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

## Black Diamond HS

## 2022-23 Participation

<b>Number of pupils participating in a CTE program</b>	0%
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	0%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	0%

## 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.



### 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		2023-24 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent FIT report</b>	6/20/2023	

### 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		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Room 12: Ceiling tiles have stains/Ceiling grid is bent; Room 13, main office, conference room: Ceiling tiles have stains; MPR- Drywall has cracks; Office 100-36: Carpet is torn; Office 100-33, room 8: Blinds are damaged; Kitchenette 100-05: Vents are bent or missing; Room 8: Ceiling tiles are broken or damaged. Repairs completed.	November 2023
<b>Cleanliness</b>	Storage Room 100-17: Vents/Grills are excessive dusty or dirty. Repairs completed.	November 2023
<b>Restrooms/fountains</b>	Room 1: Drinking fountain faucet is broken; Room 10: Faucet is loose; Room 10: Sink is clogged. Repairs completed.	November 2023
<b>Safety</b>	Room 1: Open S hooks, Protruding bolt ends/ sharp edges. Repairs completed.	November 2023

### 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).

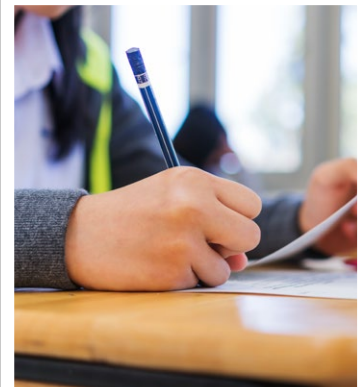
Black Diamond is cleaned on a consistent basis. There is one head custodian who serves our campus during the school day and a second custodian who cleans the campus during the evening.

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.



*“Black Diamond High School is committed to fostering an exceptional educational environment that prioritizes both safety and a close-knit community feel.”*







### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

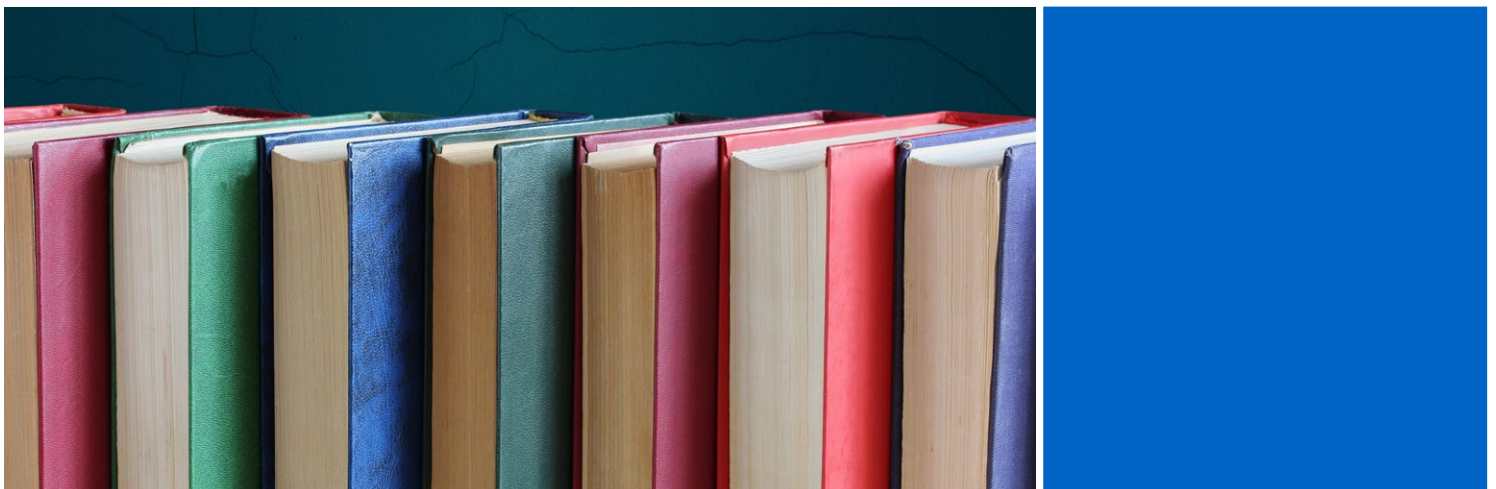
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.7	91.7%	465.3	89.2%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	13.9	2.7%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.0	6.5%	15.9	3.0%	12,115.8	4.4%
<b>Unknown</b>	0.3	1.9%	21.1	4.1%	18,854.3	6.9%
<b>Total Teaching Positions</b>	16.0	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.6	80.0%	449.5	85.0%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	19.7	3.7%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.6	15.5%	17.5	3.3%	11,953.1	4.3%
<b>Unknown</b>	0.7	4.4%	26.1	5.0%	15,831.9	5.7%
<b>Total Teaching Positions</b>	17.0	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
<b>Authorization/Assignment</b>		
<b>Permits and Waivers</b>	0.0	0.0
<b>Misassignments</b>	0.0	0.0
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	0.0



### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	0.0
<b>Local Assignment Options</b>	1.0	2.6
<b>Total Out-of-Field Teachers</b>	1.0	2.6

### 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	
2022-23 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	117:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	2.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	1.00
<b>Psychologist</b>	0.10
<b>Social worker</b>	0.00
<b>Nurse</b>	0.25
<b>Speech/language/hearing specialist</b>	0.10
<b>Resource specialist (nonteaching)</b>	0.00

### Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	2.1%	0.0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	1.7%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



### Financial Data

The financial data displayed in this SARC is from the 2021-22 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](http://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](http://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](http://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	2021-22 Fiscal Year	
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$56,179	\$54,190
<b>Midrange teacher salary</b>	\$83,896	\$85,111
<b>Highest teacher salary</b>	\$104,258	\$104,998
<b>Average elementary school principal salary</b>	\$141,149	\$132,492
<b>Average middle school principal salary</b>	\$150,465	\$140,986
<b>Average high school principal salary</b>	\$164,739	\$153,884
<b>Superintendent salary</b>	\$247,200	\$255,502
<b>Teacher salaries: percentage of budget</b>	33.42%	32.09%
<b>Administrative salaries: percentage of budget</b>	6.08%	5.25%

### 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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Black Diamond HS</b>	\$18,298	\$91,630
<b>Pittsburg USD</b>	\$10,825	\$85,780
<b>California</b>	\$7,607	\$87,362
<b>School and district: percentage difference</b>	+69.0%	+6.8%
<b>School and California: percentage difference</b>	+140.5%	+4.9%

### 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	
2021-22 Fiscal Year	
<b>Total expenditures per pupil</b>	\$21,830
<b>Expenditures per pupil from restricted sources</b>	\$3,532
<b>Expenditures per pupil from unrestricted sources</b>	\$18,298
<b>Annual average teacher salary</b>	\$91,630



### 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 January 2024.