

Pittsburg Unified School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Parkside Elementary School

Grades TK-5
CDS Code 07-61788-6004568

Jeff Varner, Principal
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985 West 17th Street
Pittsburg, CA 94565
(925) 473-2420

www.pittsburg.k12.ca.us/parkside



Principal's Message

Parkside Elementary School is a true community school where we do not forget that we work for the community. We understand that our families are trusting us with their most prized possession—their children. Parkside staff takes this trust from our families very seriously. When our children are within our walls, their safety—whether physical or mental—is our top priority.

Every lesson is carefully thought out by our teachers. Our teachers work closely with each other to craft the perfect lesson that meets the needs of all our students. If we have even one student that seems to struggle, our staff works together as a team to make every student successful.

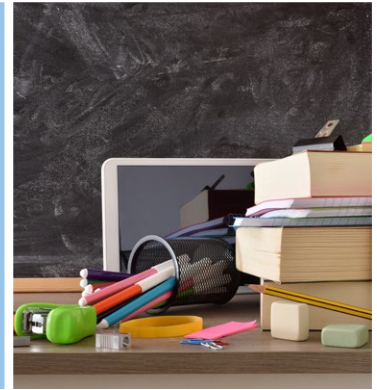
All of our students aspire to be academically proficient. We set goals with every one of our students to achieve and when they meet that goal we celebrate them during our weekly flag salutes. Our students' achievements are proudly worn on their school badges and lanyards for all to see and celebrate.

Finally, we are a team that works closely with our families. It takes a village to effectively teach and prepare our children for a positive, successful and productive future.

Those are only a few reasons that..... PARKSIDE RULES!!!

Jeff Varner

Principal



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.

School Mission Statement

Parkside Elementary School is dedicated to the diverse Pittsburg community. Parkside students are given a solid foundation that stimulates thought, appreciation of culture, understanding equity, wonder and a lifelong passion for learning. Providing the tools necessary for all students as they enter middle school and beyond is Parkside Elementary School's top priority.

Parental Involvement

To be a successful school that effectively educates our children, we open our doors to make sure that our parents are welcome in this process that we call education. We welcome our parents to volunteer in their child's classroom or assist with the school as whole.

We have many opportunities for our parents to learn how to support their child at home. These opportunities are provided in different languages, such as Spanish, so that all of our parents feel comfortable supporting their child.

We have multiple family nights that include learning about literacy, math and just plain movie nights to sit as a community and watch our favorite movies together.

Parents are encouraged to attend Parkside School Site Council (SSC) and the English Learner Advisory Committee (ELAC) meetings. Through these groups, parents have input in the education of their children. We also recruit and encourage parents to run for office for these committees.

Parents are encouraged to contact their child's teacher or parent liaison Claudia Barrera at (925) 473-4320 to volunteer and join us in their child's education.

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.

School Safety

We review and update our school safety plan on an annual basis. The plan addresses the response to earthquakes, fire, intruders and other emergencies. The school conducts fire drills each month and conducts drills for earthquakes and intruders semiannually.

Visitors must sign in at the office, and the entire campus is fenced and secured with locked gates at all times while students are on campus.

The school faculty last reviewed, updated and discussed the school safety plan in February 2024.

Governing Board

Ms. Taylor Sims, President

Ms. Heliodoro Moreno, Vice President

Mr. George Miller, Trustee

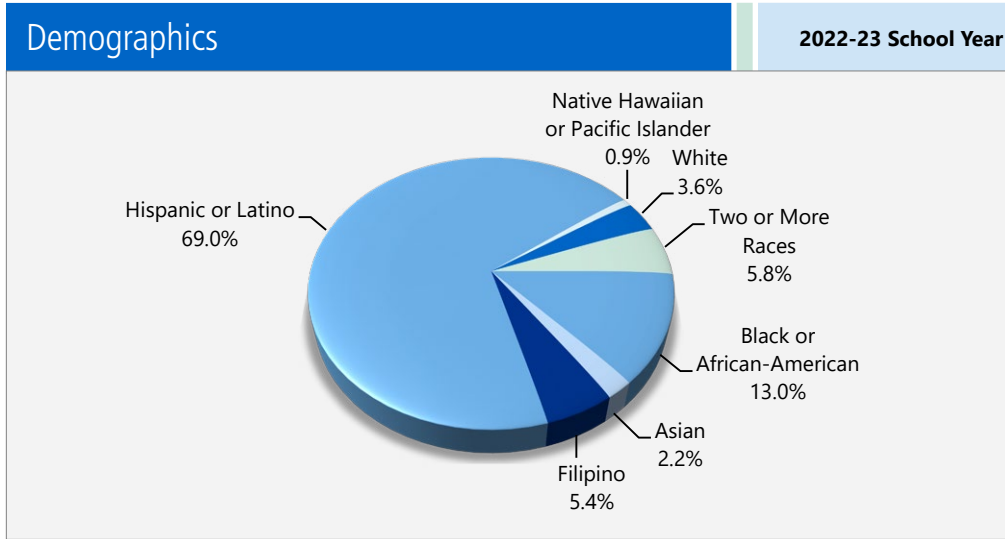
Mr. De'Shawn Woolridge, Trustee

Mr. Destiny Briscoe, Trustee



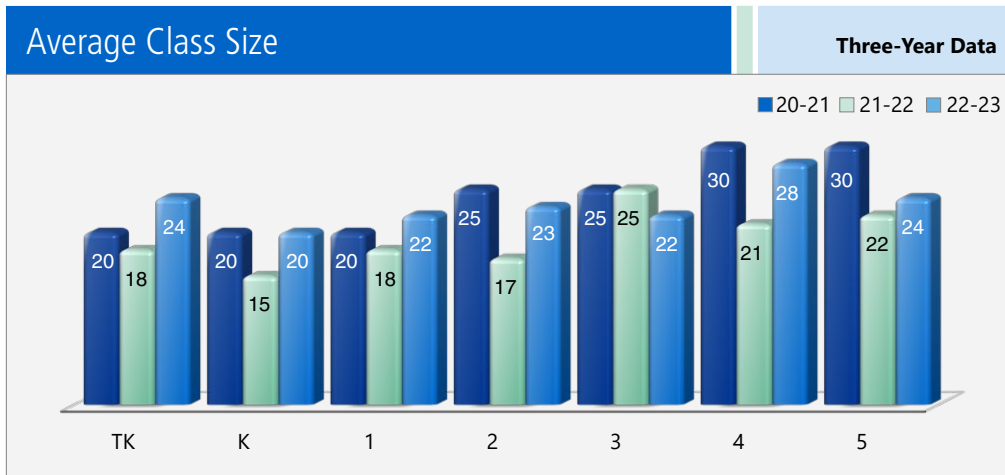
Enrollment by Student Group

The total enrollment at the school was 552 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.



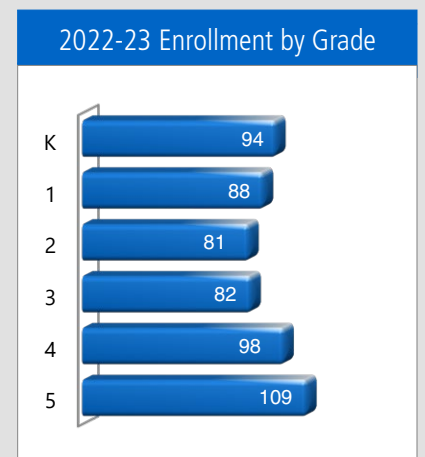
Grade	Three-Year Data								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	4			1			2		
K	4							4	
1		4			4			4	
2		4			3			4	
3		4			4			4	
4		4			4			3	
5		4			4			4	

Enrollment by Student Group

Female	47.30%
Male	52.70%
Non-Binary	0.00%
English learners	34.80%
Foster youth	0.70%
Homeless	2.20%
Migrant	0.00%
Socioeconomically Disadvantaged	87.50%
Students with Disabilities	13.40%

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		
	Parkside ES			Pittsburg USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	2.80%	0.90%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	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	
All Students	0.90%	0.00%	
Female	0.00%	0.00%	
Male	1.60%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.80%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	6.30%	0.00%	
White	0.00%	0.00%	
English Learners	0.50%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.80%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	2.40%	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.

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
5	97.3%	100.0%	79.5%	100.0%	100.0%

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	584	575	203	35.30%	
Female	280	277	93	33.60%	
Male	304	298	110	36.90%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	0	0	0	0.00%	
Asian	12	12	5	41.70%	
Black or African American	80	77	38	49.40%	
Filipino	32	32	12	37.50%	
Hispanic or Latino	402	396	124	31.30%	
Native Hawaiian or Pacific Islander	5	5	1	20.00%	
Two or More Races	32	32	14	43.80%	
White	21	21	9	42.90%	
English Learners	203	201	58	28.90%	
Foster Youth	4	4	0	0.00%	
Homeless	23	21	11	52.40%	
Socioeconomically Disadvantaged	521	513	184	35.90%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	83	82	27	32.90%	

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.

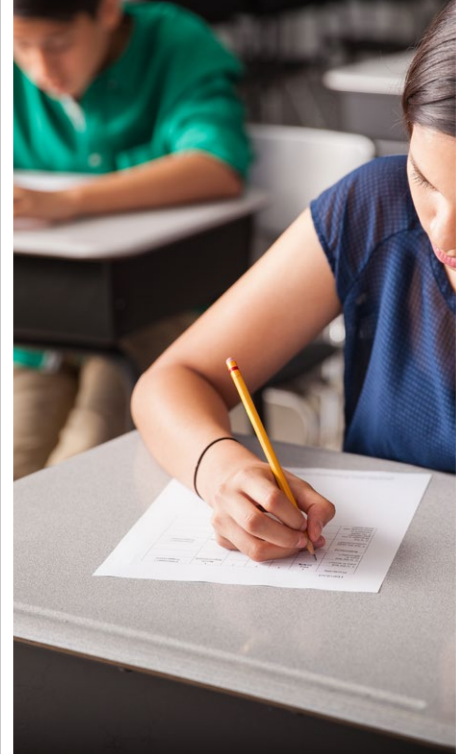


Statewide Assessments

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	Parkside ES		Pittsburg USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	11.11%	9.09%	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	Parkside ES		Pittsburg USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	22%	22%	33%	28%	47%	46%
Mathematics	11%	18%	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.

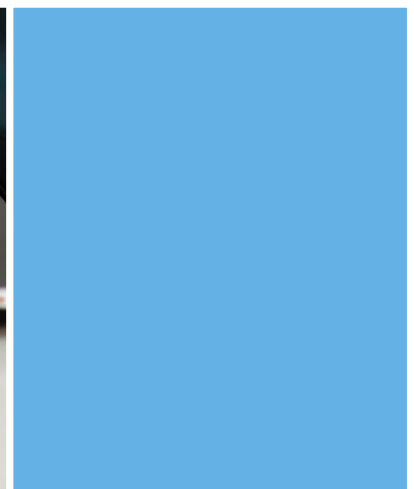
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (grade 5)

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	111	111	100.00%	0.00%	9.09%
Female	65	65	100.00%	0.00%	3.08%
Male	46	46	100.00%	0.00%	17.39%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	18	18	100.00%	0.00%	11.11%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	80	80	100.00%	0.00%	10.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	29	29	100.00%	0.00%	3.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	11	11	100.00%	0.00%	9.09%
Socioeconomically disadvantaged	103	103	100.00%	0.00%	7.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	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 (grades 3-5)

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	295	286	96.95%	3.05%	21.68%
Female	147	141	95.92%	4.08%	24.11%
Male	148	145	97.97%	2.03%	19.31%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	45	44	97.78%	2.22%	15.91%
Filipino	18	17	94.44%	5.56%	11.76%
Hispanic or Latino	204	198	97.06%	2.94%	21.72%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	12	92.31%	7.69%	41.67%
White	❖	❖	❖	❖	❖
English Learners	74	71	95.95%	4.05%	5.63%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	8	72.73%	27.27%	❖
Military	17	17	100.00%	0.00%	35.29%
Socioeconomically disadvantaged	267	259	97.00%	3.00%	20.08%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	41	39	95.12%	4.88%	7.69%

❖ 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.

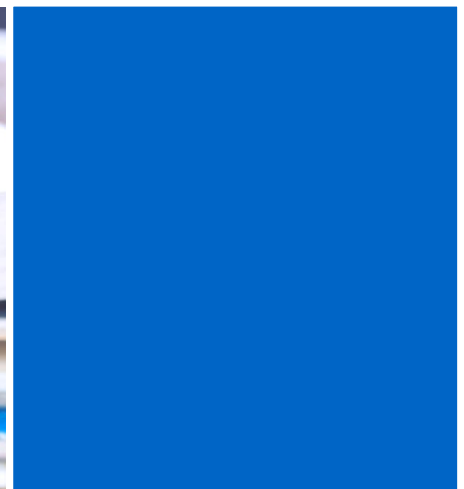




CAASPP Test Results by Student Group: Mathematics (grades 3-5)

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	295	287	97.29%	2.71%	18.47%
Female	147	142	96.60%	3.40%	14.08%
Male	148	145	97.97%	2.03%	22.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	45	44	97.78%	2.22%	15.91%
Filipino	18	17	94.44%	5.56%	41.18%
Hispanic or Latino	204	199	97.55%	2.45%	15.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	12	92.31%	7.69%	33.33%
White	❖	❖	❖	❖	❖
English Learners	74	72	97.30%	2.70%	8.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	9	81.82%	18.18%	❖
Military	17	17	100.00%	0.00%	35.29%
Socioeconomically disadvantaged	267	260	97.38%	2.62%	17.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	41	39	95.12%	4.88%	10.26%

❖ 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.





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		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i> , Macmillan McGraw Hill ELD <i>Reading Wonders</i> , Macmillan McGraw Hill (K-5)	2017
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

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	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	◇

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

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	
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	Good	
Date of the most recent FIT report	8/2/2023	

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
Interior	Conference 22, Kindergarten 107, Corridor 200-01, Corridor 200-02, Collaboration 204, Corridor 219: Ceiling tile; Kindergarten 103, room 202, 206: Glade plug-in; Kindergarten 113: Damaged blind; Custodial 220: Missing drain cover. Repairs in progress.	In progress
Cleanliness	Custodial 123, 148, 154, 155, 220: Corners of room have recognizable amount of dirt. Repairs in progress.	In progress

School Facilities

The Parkside campus was recently built in 2020. There are 36 classrooms, library, multi-use room and numerous rooms for student and teacher collaboration. In addition, Parkside has two dedicated rooms to meet the needs of our autistic students designed around low sensitivity. There is a sensory room between the two rooms to allow the students to regulate. There are various offices for special education support and meetings.

Parkside has two playgrounds, one for preschool, special education and kindergarten. The other playground is for grades 1-5.

Parkside is a “zero net” electricity school, which is designed to be powered by built-in solar panels. The school also has the latest in safety measures for student movement, learning and physical safety.

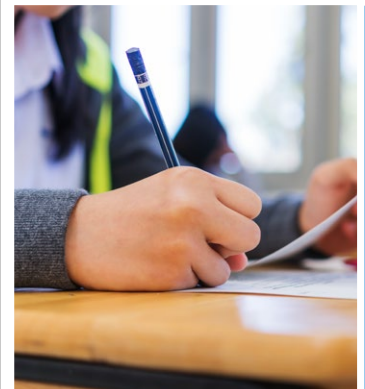
Every site is inspected according to the guidelines generated by the Williams case decision. The site administrator and the custodial staff address school cleanliness daily. We clean the restrooms on a routine basis, and discrepancies are noted, work orders created and corrections made on a timely basis. 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.

During the day, the school keeps the gates closed and locked from the public. All visitors must enter through the front of the school building.

All visitors are required to sign in at the office and get a visitor’s pass. All employees wear district-issued identification badges. We open the front gates during dismissal.

All classrooms are equipped with document cameras, computers, wireless and wall-mounted screens.

The multiuse room is equipped with a wireless microphone system, ceiling-mounted projector and other presentation devices.



“When our children are within our walls, their safety—whether physical or mental—is our top priority”



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/>.

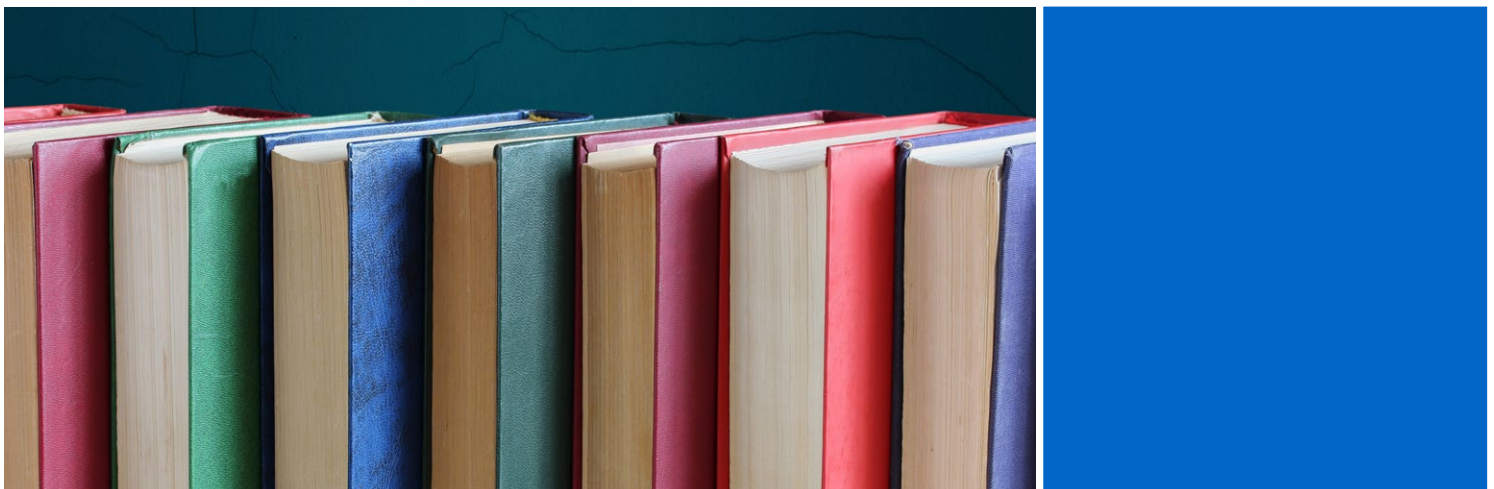
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.6	100.0%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	15.9	3.0%	12,115.8	4.4%
Unknown	0.0	0.0%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	28.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.5	95.7%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	3.5%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.4%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	0.1	0.4%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	28.7	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 (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/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
Authorization/Assignment		
Permits and Waivers	0.0	0.1
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.1

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
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

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
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	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>.



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
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.5
Nurse	1.0
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	1.0
✧ Not applicable.	



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. 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	2021-22 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$56,179	\$54,190
Midrange teacher salary	\$83,896	\$85,111
Highest teacher salary	\$104,258	\$104,998
Average elementary school principal salary	\$141,149	\$132,492
Average middle school principal salary	\$150,465	\$140,986
Average high school principal salary	\$164,739	\$153,884
Superintendent salary	\$247,200	\$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	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
Parkside ES	\$8,652	\$88,835
Pittsburg USD	\$10,825	\$85,780
California	\$7,607	\$87,362
School and district: percentage difference	-20.1%	+3.6%
School and California: percentage difference	+13.7%	+1.7%

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	
Total expenditures per pupil	\$10,904
Expenditures per pupil from restricted sources	\$2,251
Expenditures per pupil from unrestricted sources	\$8,652
Annual average teacher salary	\$88,835



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.