

Black Diamond High School

Grades 9-12
CDS Code 07-61788-0730184

Brian Wilson, Principal
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Pittsburg Unified School District

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Janet Schulze, Superintendent ▪ jschulze@pittsburgusd.net ▪ (925) 473-2300



Principal's Message

Black Diamond High School (BDHS) is dedicated to providing a unique educational setting with a safe family atmosphere. Black Diamond strives to provide all students with a personalized program that promotes the necessary academic growth, cultural sensitivity, respect for self and others, positive self-image, and decision-making skills. Black Diamond's vision is that its graduates will be effective communicators, complex thinkers, self-directed adults, collaborative workers and responsible citizens. During the 2019-20 school year, the California Department of Education recognized Black Diamond High School as a Model Continuation High School, and it received its updated accreditation in the spring of 2018. We also strive to support students in other ways by creating a community and giving them opportunity to do things both on and off campus. We have created an advisory program to help bring community and culture to the school, a basketball program to allow students to compete, clubs and activities to provide students with opportunities to express themselves.

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

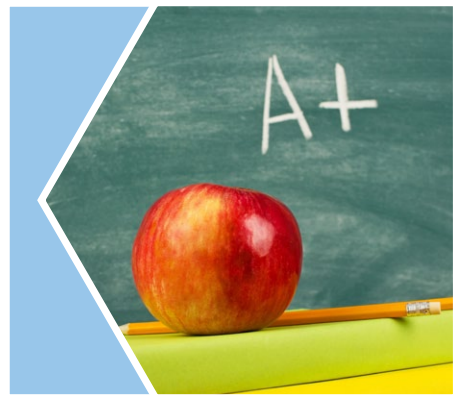
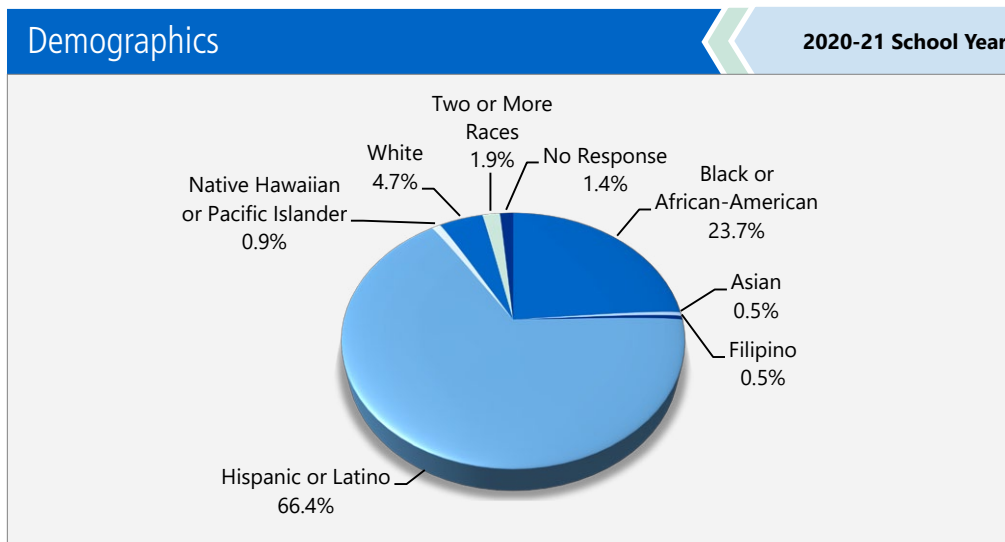
Parental Involvement

Through our parent liaison, parents are kept informed of activities at the school and any issues concerning their individual student. Teachers have committed to maintaining contact with the families of the students in their advisory group. This will include an introductory phone call at the beginning of the year, phone calls to invite families to events at the school (including back-to-school night, awards assemblies and open house) and any issues of concern. Parents are given the opportunity at orientation to sign up to participate in the school in a variety of ways, including participating in potlucks for assemblies, the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), or making presentations in classes of interest to the students.

For more information on how to become involved at the school, contact parent liaisons Maria Espinosa and Melanie Mosley at (925) 473-2510.

Enrollment by Student Group

The total enrollment at the school was 211 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

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

District Mission Statement

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

Governing Board

Mr. Duane Smith, president
 Mr. De'Shawn Woolridge, vice president
 Ms. Taylor Sims, trustee
 Mr. Joseph Arenivar, trustee
 Mr. George Miller, trustee

Enrollment by Student Group

Demographics

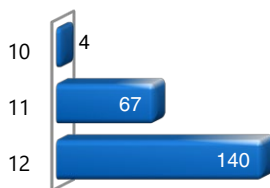
2020-21 School Year

Female	31.80%
Male	68.20%
Non-Binary	0.00%
English learners	33.60%
Foster youth	2.80%
Homeless	6.20%
Migrant	0.00%
Socioeconomically Disadvantaged	85.80%
Students with Disabilities	16.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

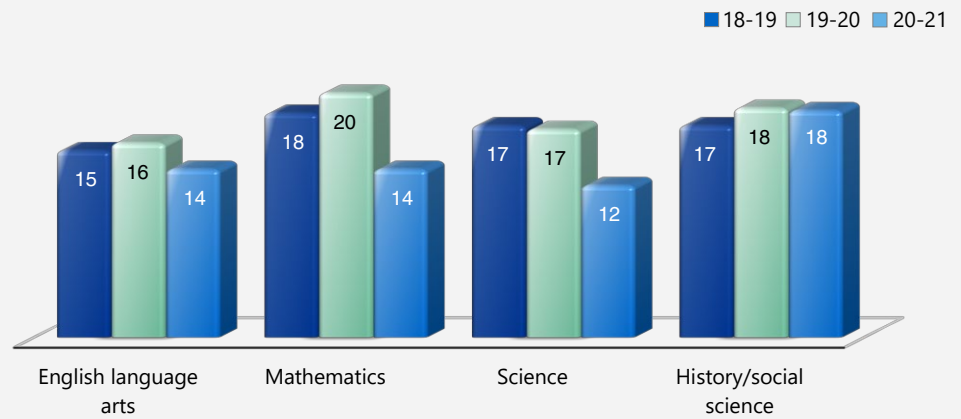


Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

Subject	2018-19			2019-20			2020-21		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	17			19			13		
Mathematics	9			7			10		
Science	8			10			10		
History/social science	15			16			14		

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

2020-21 Participation

	Black Diamond HS
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

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.

Suspensions and Expulsions		Two-Year Data				
	Black Diamond HS		Pittsburg USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	17.4%	0.0%	8.8%	0.0%	3.5%	0.2%
Expulsion rates	0.3%	0.0%	0.1%	0.0%	0.1%	0.0%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Black Diamond HS	Pittsburg USD	California	
	2019-20	2019-20	2019-20	
Suspension rates	13.2%	5.7%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

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, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goals and commitment is to achieve a 100% graduation rate

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



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

Number of school days dedicated to staff development and continuous improvement

2019-20	3
2020-21	3
2021-22	3

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Black Diamond HS
	Grade 9
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	268	247	92.20%
Female	95	90	81	90.00%
Male	194	178	166	93.30%
American Indian or Alaska Native	0	0	0	0.00%
Asian	1	1	0	0.00%
Black or African American	63	57	52	91.20%
Filipino	3	3	2	66.70%
Hispanic or Latino	198	184	173	94.00%
Native Hawaiian or Pacific Islander	2	2	2	100.00%
Two or More Races	5	5	5	100.00%
White	14	13	11	84.60%
English Learners	100	94	85	90.40%
Foster Youth	9	7	5	71.40%
Homeless	15	15	15	100.00%
Socioeconomically Disadvantaged	248	230	215	93.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	44	39	32	82.10%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* [‡]	■	* [‡]	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* [‡]	■	* [‡]	■	* [‡]
Mathematics	■	* [‡]	■	* [‡]	■	* [‡]

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

*[‡] This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or more races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically disadvantaged	*	*	*	*	*
Students receiving Migrant Education services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

* This school did not test students using the CAASPP for Science.



Local Assessment Test Results by Student Group: English Language Arts (grade 11)

Assessment Name: iReady ELA

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	110	3	2.7%	97.3%	❖
Female	39	1	2.6%	97.4%	❖
Male	71	2	2.8%	97.2%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	23	1	4.3%	95.7%	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	77	0	0.0%	100.0%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	39	0	0.0%	100.0%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	24	0	0.0%	100.0%	❖
Socioeconomically disadvantaged	88	3	3.4%	96.6%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	0	0.0%	100.0%	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grade 11)

Assessment Name: MARS Performance Task

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	110	2	1.8%	98.2%	❖
Female	39	0	0.0%	100.0%	❖
Male	71	2	2.8%	97.2%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	23	0	0.0%	100.0%	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	77	2	2.6%	97.4%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	39	1	2.6%	97.4%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	24	1	4.2%	95.8%	❖
Socioeconomically disadvantaged	88	1	1.1%	98.9%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	19	1	5.3%	94.7%	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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		
	18-19	19-20	20-21	18-19	19-20	20-21
Black Diamond HS	63.30%	60.10%	66.90%	18.30%	9.80%	15.70%
Pittsburg USD	88.20%	86.50%	86.90%	6.00%	4.60%	6.00%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

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

Graduation Rate by Student Group	2020-21 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	127	85	66.90%
Female	36	27	75.00%
Male	91	58	63.70%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	24	14	58.30%
Filipino	❖	❖	❖
Hispanic or Latino	89	59	66.30%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	47	31	66.00%
Foster Youth	❖	❖	❖
Homeless	12	6	50.00%
Socioeconomically Disadvantaged	124	82	66.10%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	21	7	33.30%

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>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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

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

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.

UC/CSU Admission

Black Diamond HS

2019-20 and 2020-21 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	97.61%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%

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	
2021-22 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%
Science laboratory equipment	0%
✧ Not applicable.	

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	
2021-22 School Year	
Data collection date	9/8/2021

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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		2021-22 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 & 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 & Geography: The Modern World</i> , McGraw Hill Education (10)	2019
History	<i>CA Impact: United States History & Geography: Continuity & 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
American Government	<i>Magruder's American Government</i> , Pearson/Prentice Hall	2006

Continued on page 13

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Economics	<i>Economics: Principles in Action</i> , Pearson/Prentice Hall	2007
World Languages	<i>Español</i> , Santillana	2014
World Languages	<i>D'accordi!</i> , Vista Higher Learning	2015
World Languages	<i>Sentieri</i> , Vista Higher Learning	2016
Biology	<i>Biology</i> , McDougal Littell	2007
Chemistry	<i>Chemistry: California</i> , Pearson/Prentice Hall	2007
Physics	<i>Physics: California</i> , Holt, Rinehart and Winston	2007
Anatomy & Physiology	<i>Essentials of Human Anatomy & Physiology (8th Edition)</i> , Pearson Benjamin Cummings	2007

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		2021-22 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	10/20/2020	

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		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Main Office-The air conditioner above the Secretary's desk appears to be coming out in one corner. Work order has been placed for repairs(wo#50590).	Ongoing
Interior	Room 2: Part of the wall near the door is peeling off. Work order has been placed for repairs(wo#50591).	Ongoing
Structural	Media Center: There is an area covered by tape behind the Tech's desk that leaked when it was raining. Work order has been placed for repairs(wo#50592).	Ongoing

School Safety

Our school participates in a yearly safety drill with the city and county. Fire drills are conducted at least twice a year. We maintain a sign-in requirement for visitors and speakers to classrooms. The staff is provided with photo-identification badges to wear at all times.

Parents may view or peruse a copy of the Disaster Preparedness Plan in the principal's office.

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

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2021.



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.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays 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)	14.7	91.7%	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)	1.0	6.5%	15.9	3.0%	12,115.8	4.4%
Unknown	0.3	1.9%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	16.0	100.0%	521.5	100.0%	274,759.1	100.0%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Black Diamond HS	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

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/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>.

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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>.



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

2020-21 School Year

	Ratio
Pupils to Academic counselors	110:1
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	0.25
Social worker	0.00
Nurse	0.40
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	1.00

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Black Diamond HS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.0
Total Out-of-Field Teachers	1.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

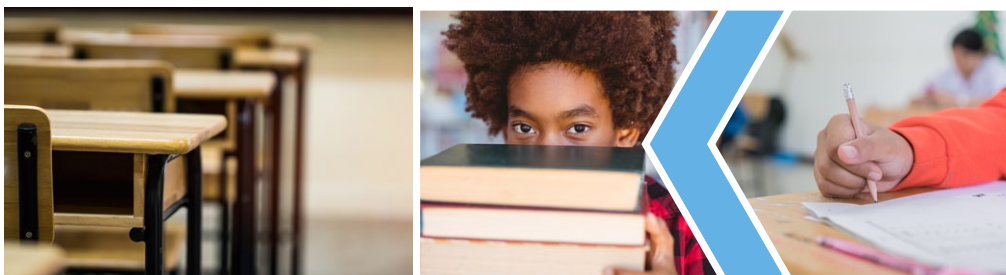
Class Assignments

2020-21 School Year

Indicator	Black Diamond HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7%

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>.



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.

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

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$18,123
Expenditures per pupil from restricted sources	\$2,347
Expenditures per pupil from unrestricted sources	\$15,775
Annual average teacher salary	\$75,690

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 2019-20 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	2019-20 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$51,946	\$52,562
Midrange teacher salary	\$77,574	\$83,575
Highest teacher salary	\$96,401	\$104,166
Average elementary school principal salary	\$126,017	\$131,875
Average middle school principal salary	\$135,387	\$137,852
Average high school principal salary	\$138,600	\$150,626
Superintendent salary	\$240,000	\$260,243
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Black Diamond HS	\$15,775	\$75,690
Pittsburg USD	\$9,115	\$78,002
California	\$8,444	\$86,376
School and district: percentage difference	+73.1%	-3.0%
School and California: percentage difference	+86.8%	-12.4%

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 2022.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	5,730	17	0.30%	99.70%	5.88%
Female	2,809	7	0.25%	99.75%	--
Male	2,920	10	0.34%	99.66%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58%	99.42%	--
Black or African American	887	2	0.23%	99.77%	--
Filipino	251	2	0.80%	99.20%	--
Hispanic or Latino	3,765	11	0.29%	99.71%	9.09%
Native Hawaiian or Pacific Islander	60	0	0.00%	100.00%	--
Two or more races	298	0	0.00%	100.00%	--
White	289	1	0.35%	99.65%	--
English Learners	1,393	6	0.43%	99.57%	--
Foster Youth	37	0	0.00%	100.00%	--
Homeless	102	0	0.00%	100.00%	--
Military	303	0	0.00%	100.00%	--
Socioeconomically disadvantaged	2,357	4	0.17%	99.83%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	670	17	2.54%	97.46%	5.88%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	5,730	17	0.30%	99.70%	5.88%
Female	2,809	7	0.25%	99.75%	--
Male	2,920	10	0.34%	99.66%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58%	99.42%	--
Black or African American	887	2	0.23%	99.77%	--
Filipino	251	2	0.80%	99.20%	--
Hispanic or Latino	3,765	11	0.29%	99.71%	9.09%
Native Hawaiian or Pacific Islander	60	0	0.00%	100.00%	--
Two or more races	298	0	0.00%	100.00%	--
White	289	1	0.35%	99.65%	--
English Learners	1,393	6	0.43%	99.57%	--
Foster Youth	37	0	0.00%	100.00%	--
Homeless	102	0	0.00%	100.00%	--
Military	303	0	0.00%	100.00%	--
Socioeconomically disadvantaged	2,357	4	0.17%	99.83%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	670	17	2.54%	97.46%	5.88%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,723	5,250	91.7%	8.3%	16%
Female	2,811	2,611	92.9%	7.1%	18%
Male	2,911	2,638	90.6%	9.4%	14%
American Indian or Alaska Native	--	--	--	--	--
Asian	174	169	97.1%	2.9%	30%
Black or African American	876	776	88.6%	11.4%	11%
Filipino	255	242	94.9%	5.1%	37%
Hispanic or Latino	3,773	3,471	92.0%	8.0%	13%
Native Hawaiian or Pacific Islander	64	56	87.5%	12.5%	14%
Two or more races	270	254	94.1%	5.9%	22%
White	287	263	91.6%	8.4%	26%
English Learners	1,383	1,251	90.5%	9.5%	2%
Foster Youth	--	--	--	--	--
Homeless	46	42	91.3%	8.7%	10%
Military	863	774	89.7%	10.3%	13%
Socioeconomically disadvantaged	4,524	4,164	92.0%	8.0%	13%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	803	684	85.2%	14.8%	7%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,723	5,034	88.0%	12.0%	11%
Female	2,811	2,504	89.1%	10.9%	12%
Male	2,911	2,529	86.9%	13.1%	9%
American Indian or Alaska Native	--	--	--	--	--
Asian	174	157	90.2%	9.8%	20%
Black or African American	876	756	86.3%	13.7%	7%
Filipino	255	233	91.4%	8.6%	35%
Hispanic or Latino	3,773	3,318	87.9%	12.1%	9%
Native Hawaiian or Pacific Islander	64	54	84.4%	15.6%	7%
Two or more races	270	250	92.6%	7.4%	17%
White	287	247	86.1%	13.9%	14%
English Learners	1,383	1,198	86.6%	13.4%	3%
Foster Youth	--	--	--	--	--
Homeless	46	40	87.0%	13.0%	3%
Military	863	740	85.7%	14.3%	10%
Socioeconomically disadvantaged	4,524	3,992	88.2%	11.8%	9%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	803	662	82.4%	17.6%	5%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

