

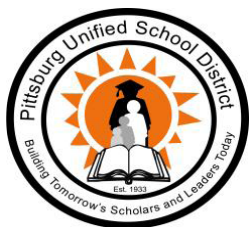
# Pittsburg High School

Grades 9-12  
CDS Code 07-61788-0735407

Todd Whitmire, Principal  
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1750 Harbor Street  
Pittsburg, CA 94565  
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## Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ [www.pittsburg.k12.ca.us](http://www.pittsburg.k12.ca.us)  
Janet Schulze, Superintendent ▪ [jschulze@pittsburgusd.net](mailto:jschulze@pittsburgusd.net) ▪ (925) 473-2300



## Principal's Message

During the 2020-21 school year, we continued to capitalize on the hard work and dedication of the Pittsburg High School (PHS) faculty, students and parents. We continued our focus on improving the quality of instruction in "gatekeeper courses" that included English 9 and 10, algebra I and geometry, biology and world history.

During the 2020-21 school year, our teaching and administrative staff continued their work implementing Understanding by Design (UbD) as our primary instructional focus as both a school district and school. This was the first full-year rollout of UbD, which included professional development for both teaching staff and site administrators. Many of the departments also continued work updating and/or revising common assessments (those given at the end of each quarter and semester and those that are part of the new California Accountability Model & School Dashboard [local benchmarks]). We reviewed and updated interim assessments in math and English that were reported to the state as part of the evaluation of student performance that first began in 2017-18 as part of the state dashboard.

Pittsburg High School is a unique and diverse school that serves approximately 3,500 students. Pittsburg High School offers a complete complement of Advanced Placement, college preparatory, vocational and fine-arts classes. Our goal is to partner with our parents and community members to meet our students' academic, social and emotional needs.

To support all of our students in reaching their academic potential, PHS has an extensive program of interventions targeted at all grade levels. These interventions include our Success program (this supports ninth graders who struggled academically in junior high school), English language development (ELD) classes, a tutorial period during the school day and an after-school tutorial program that is available in every academic area. In addition, the school offers evening school classes for students who need to retake classes because they are credit deficient or need to retake a class to meet A-G eligibility.

Intervention classes are offered mostly after school on Tuesday and Thursday. PHS emphasizes student literacy in the use of computers and computer systems. We have more than 800 student laptops and desktops available for use during the school day. We offer classes such as web design and computer graphics and computer programming. The goals for the 2021-22 school year are to continue to improve instruction, have professional development days and in-services to meet the socio-emotional needs of our students and staff. We will work towards improving student performance, increasing parent involvement, creating a school culture that is inclusive of all, and supporting our students in achieving academic and emotional success.

## School Mission Statement

It is our mission to inspire and ensure our students achieve academic excellence. We believe the cultural diversity of our community is our greatest asset. Students should be brought closer together through shared experiences in learning. Our students must reach their fullest potential and become lifelong learners who will contribute positively to the world in which they inherit.

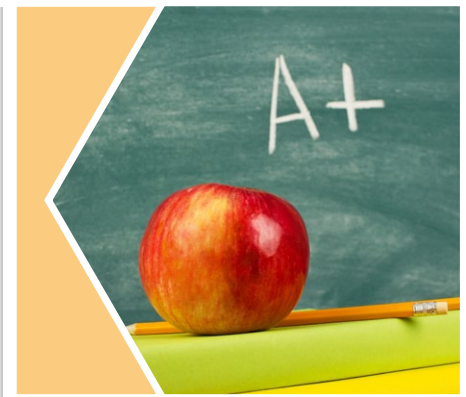
## Parental Involvement

Parents are one of the most important stakeholders we have in our school community. We encourage parents to get involved at Pittsburg High School. There are many opportunities for parents to volunteer their time to improve our campus. Examples of organized parent activities include calling other parents to inform them of school events and activities; volunteering to supervise during dances, sporting events and other school events; mentoring at-risk students; scheduling job and career fairs; holding monthly luncheons for parents with guest speakers; and advocating for parents when they run into problems.

The School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Parent Teacher Student Association (PTSA) meet monthly or every other month to discuss our current programs, review school data on our academic and safety programs, and make decisions around the site budget, site plan, student activities and school programs. A number of our parents participate in these groups but our goal is to improve parent membership and participation in these groups by 50% for the current year. During the 2020-21 school year, the School Site Council had its second meeting on October 22, 2020. An election was held this fall and there are 22 members, including six parents. The English Learner Advisory Committee will have its first meeting on November 10, 2020. Our Parent Teacher Student Association has not met, but we anticipate the committee starting once students return to school.

Outside of these groups, parents are kept informed of school activities in a bilingual parent newsletter, from information posted on the extensive PHS website and by accessing individual teacher web pages through Aeries parent portal, an online partnership. This tool allows parents to access student grades, assignments, future assignments, attendance, and progress toward graduation or transcripts. We regard this as a critical tool in forging a partnership with all of our stakeholders. Last but not least, we have a daily email bulletin blast that is sent out by one of our school secretaries, and computerized messages are sent regularly to our student households via our automated phone-dialer system.

For more information on how to become involved, please contact parent liaisons (parent coordinators) Maria Espinosa at (925) 473-2390, extension 7517 and Melanie Moseley at (925) 473-2390, extension 7519.



## 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

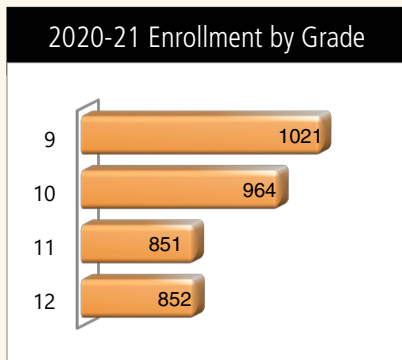
Mr. Duane Smith, president  
 Mr. De'Shawn Woolridge, vice president  
 Ms. Taylor Sims, trustee  
 Mr. Joseph Arenivar, trustee  
 Mr. George Miller, trustee

## Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	49.30%
Male	50.70%
Non-Binary	0.00%
English learners	20.70%
Foster youth	0.50%
Homeless	2.80%
Migrant	0.00%
Socioeconomically Disadvantaged	75.70%
Students with Disabilities	10.50%

## Enrollment by Grade

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

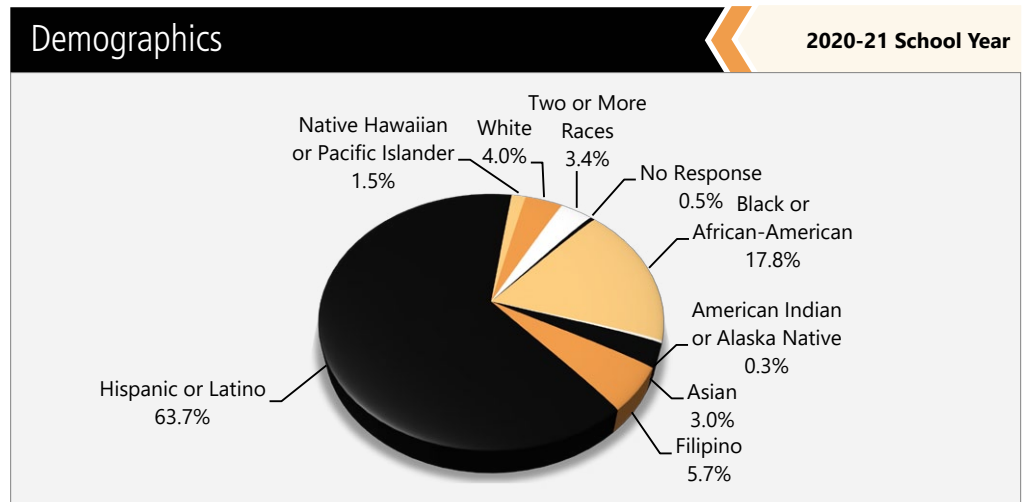


## California School Dashboard

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.

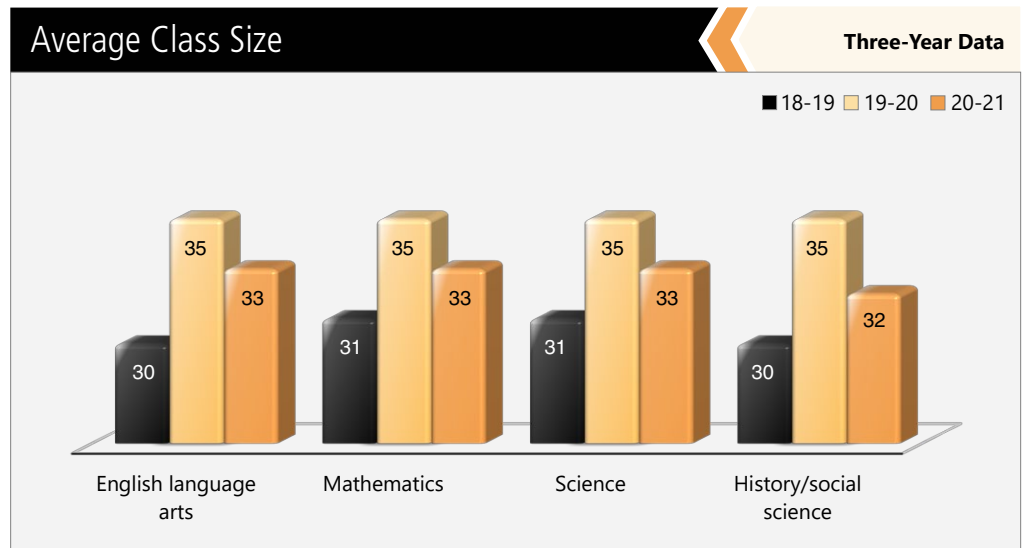
## Enrollment by Student Group

The total enrollment at the school was 3,688 students for the 2020-21 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.



**Number of Classrooms by Size** Three-Year Data

Subject	2018-19			2019-20			2020-21		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	5	100	20	67	87	16	70	82	17
Mathematics	6	102	7	59	78	8	61	76	8
Science	8	89	3	45	95	7	48	91	8
History/social science	5	70	5	44	72	7	47	68	7

## 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				
	Pittsburg HS		Pittsburg USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
<b>Suspension rates</b>	6.0%	0.0%	8.8%	0.0%	3.5%	0.2%
<b>Expulsion rates</b>	0.1%	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		
	Pittsburg HS	Pittsburg USD	California	
	2019-20	2019-20	2019-20	
<b>Suspension rates</b>	3.9%	5.7%	2.5%	
<b>Expulsion rates</b>	0.1%	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	
<b>All Students</b>	0.0%	0.0%	
<b>Female</b>	0.0%	0.0%	
<b>Male</b>	0.0%	0.0%	
<b>Non-Binary</b>	0.0%	0.0%	
<b>American Indian or Alaska Native</b>	0.0%	0.0%	
<b>Asian</b>	0.0%	0.0%	
<b>Black or African American</b>	0.0%	0.0%	
<b>Filipino</b>	0.0%	0.0%	
<b>Hispanic or Latino</b>	0.0%	0.0%	
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%	
<b>Two or More Races</b>	0.0%	0.0%	
<b>White</b>	0.0%	0.0%	
<b>English Learners</b>	0.0%	0.0%	
<b>Foster Youth</b>	0.0%	0.0%	
<b>Homeless</b>	0.0%	0.0%	
<b>Socioeconomically Disadvantaged</b>	0.0%	0.0%	
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%	
<b>Students with Disabilities</b>	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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Pittsburg HS
	<b>Grade 9</b>
<b>Four of six standards</b>	◇
<b>Five of six standards</b>	◇
<b>Six of six standards</b>	◇

## 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
<b>All Students</b>	3,752	3,716	442	11.90%
<b>Female</b>	1,850	1,834	178	9.70%
<b>Male</b>	1,900	1,881	264	14.00%
<b>American Indian or Alaska Native</b>	13	12	0	0.00%
<b>Asian</b>	113	112	7	6.30%
<b>Black or African American</b>	667	659	77	11.70%
<b>Filipino</b>	209	209	10	4.80%
<b>Hispanic or Latino</b>	2,389	2,372	289	12.20%
<b>Native Hawaiian or Pacific Islander</b>	57	56	7	12.50%
<b>Two or More Races</b>	135	131	21	16.00%
<b>White</b>	150	146	26	17.80%
<b>English Learners</b>	801	795	120	15.10%
<b>Foster Youth</b>	26	23	7	30.40%
<b>Homeless</b>	116	113	33	29.20%
<b>Socioeconomically Disadvantaged</b>	2,937	2,906	387	13.30%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.00%
<b>Students with Disabilities</b>	403	398	60	15.10%

◇ 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	Pittsburg HS		Pittsburg USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	* <sup>‡</sup>	■	* <sup>‡</sup>	■	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	Pittsburg HS		Pittsburg USD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	* <sup>‡</sup>	■	* <sup>‡</sup>	■	* <sup>‡</sup>
Mathematics	■	* <sup>‡</sup>	■	* <sup>‡</sup>	■	* <sup>‡</sup>

■ 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.

\*<sup>‡</sup> 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
<b>All students</b>	848	620	73.1%	26.9%	7.0%
<b>Female</b>	432	334	77.3%	22.7%	7.0%
<b>Male</b>	416	286	68.8%	31.3%	6.0%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	21	20	95.2%	4.8%	30.0%
<b>Black or African American</b>	147	98	66.7%	33.3%	4.0%
<b>Filipino</b>	43	35	81.4%	18.6%	9.0%
<b>Hispanic or Latino</b>	545	406	74.5%	25.5%	5.0%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	34	26	76.5%	23.5%	15.0%
<b>White</b>	39	25	64.1%	35.9%	12.0%
<b>English Learners</b>	159	108	67.9%	32.1%	1.0%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	155	115	74.2%	25.8%	4.0%
<b>Socioeconomically disadvantaged</b>	630	462	73.3%	26.7%	6.0%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	102	61	59.8%	40.2%	2.0%

❖ 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	848	387	45.6%	54.4%	26.0%
Female	432	214	49.5%	50.5%	27.0%
Male	416	173	41.6%	58.4%	25.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	8	38.1%	61.9%	❖
Black or African American	147	69	46.9%	53.1%	23.0%
Filipino	43	26	60.5%	39.5%	54.0%
Hispanic or Latino	545	241	44.2%	55.8%	22.0%
Native Hawaiian or Pacific Islander	11	2	18.2%	81.8%	❖
Two or more races	34	23	67.6%	32.4%	48.0%
White	39	14	35.9%	64.1%	21.0%
English Learners	159	58	36.5%	63.5%	12.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	155	74	47.7%	52.3%	24.0%
Socioeconomically disadvantaged	630	277	44.0%	56.0%	23.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	102	38	37.3%	62.7%	24.0%

❖ 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 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
<b>Pittsburg HS</b>	92.00%	91.40%	90.10%	4.10%	3.60%	4.50%
<b>Pittsburg USD</b>	88.20%	86.50%	86.90%	6.00%	4.60%	6.00%
<b>California</b>	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
<b>All Students</b>	841	758	90.10%
<b>Female</b>	420	397	94.50%
<b>Male</b>	420	360	85.70%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	29	27	93.10%
<b>Black or African American</b>	161	149	92.50%
<b>Filipino</b>	51	47	92.20%
<b>Hispanic or Latino</b>	521	464	89.10%
<b>Native Hawaiian or Pacific Islander</b>	14	13	92.90%
<b>Two or More Races</b>	19	19	100.00%
<b>White</b>	39	35	89.70%
<b>English Learners</b>	181	138	76.20%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	47	36	76.60%
<b>Socioeconomically Disadvantaged</b>	737	659	89.40%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	89	69	77.50%

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

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

### Advanced Placement Courses

#### 2020-21 School Year

<b>Percentage of total enrollment enrolled in AP courses</b>	17.60%
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<b>Number of AP courses offered at the school</b>	52
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#### Number of AP Courses by Subject

<b>Computer science</b>	0
<b>English</b>	10
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	12
<b>Mathematics</b>	4
<b>Science</b>	12
<b>Social science</b>	14

## Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

### UC/CSU Admission

#### Pittsburg HS

#### 2019-20 and 2020-21 School Years

<b>Percentage of students enrolled in courses required for UC/CSU admission in 2020-21</b>	97.84%
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<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20</b>	42.03%
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## School Facilities

This is our tenth year in our new facility. Pittsburg High School has been completely rebuilt, and we are now in a state-of-the-art high school. We added an additional 30 classrooms in a new building effective August 2017. Our new building is a two-story brick building modeled after the original school built in the 1920s. It is outfitted with 104 top-of-the-line classrooms. There are seven brand-new computer labs available, along with more than 20 mobile labs for teachers and students to use. We also have a new library, along with a brand-new gymnasium. In addition, we have a new auto shop and woodshop to continue our focus on vocational education as well as our college-preparatory classes. We have completed construction on new softball and physical education fields, as well as completed an update to the football stadium and track and a new baseball field. We also completed the renovations and modernization projects for our Creative Arts Building, which reopened in the spring of 2012. With the renovation completed, it will continue to serve as a community theater where the arts can flourish. Despite this space, the size of the student body has outgrown the facility, as we currently have many teachers who travel between classes during the day.

To maintain our new campus, we conduct weekly walkthroughs with the head custodian to check the condition of the new campus. We have a cleaning schedule that maximizes cleaning and safety. Any damaged or broken items are reported to maintenance, and a work order is sent in. We also meet regularly with our construction consultants and our district director of facilities to discuss warranty issues and working through the growing pains associated with a new facility.

We have a 13-member custodial staff that maintains the facilities. Three full-time custodians are on-site from early morning to afternoon, and 10 custodians are on duty from afternoon to night. In addition to our SRO and probation officer, we employ 10 security personnel to assist in monitoring the safety of the school. At brunch and lunch, PHS is a closed campus.

The North Campus, or original Pittsburg High School, has undergone renovations and currently houses our PILC (Pittsburg Independent Learning Center), as well as offices for various programs, including our independent studies program and ROP.

## 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	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Fair	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	5/27/2021	

## 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
<b>Interior</b>	G-105-Wall paper torn in back of classroom; G-111-Ceiling tile damaged; G-113-Ceiling tile damaged; A-140-Ceiling tiles need repair; G Wing hallway-Base board by G114 broken; G-211- Ceiling tiles need repair; G-202-Blinds not working; G-204-Blinds not working; G205-Blinds not working; G210-Ceiling tile need repair; G211-Ceiling tile need repair; G214-Ceiling tiles need repair; G215-Ceiling tile needs repair; G216-Ceiling tile needs repair; G218-Blinds not working; F110-Loose faucet; F201-Ceiling tile needs repair; F204-Loose faucet; F212-Ceiling tile needs repair; B201-Wall covering needs repair; B218-Wall covering needs repair; Work order has been placed for repairs(wo#50611).	Ongoing
<b>Cleanliness</b>	G-203-Window sill needs cleaning; A-201C-Window sill needs cleaning; Work order has been placed for repairs(wo#50608).	Ongoing
<b>Electrical</b>	G-102-Lights out; G-103-Light switch cover missing screws; G-107-Light switch cover missing screws; G-109-Light switch cover missing screws; G-110-Light is out; G-119-Light switch cover missing screws; A-140-Light is out; G Wing hallway-light out; G-205-Light out; G-208-Light out; A-203C- Light cover missing in restroom; A-203A-Light cover in Boys restroom; A-203B-Light fixture in girls restroom; G205-Lights out; G208-Light out; G210-Light out; G211-Light out; G213-Cord from projector hanging from ceiling; G219-Light out; G wing upstairs hallway-Light out; F107- Light out; F109-Ceiling tile needs repair; F Wing Hallway-Light out; F212-Light out; F Wing upstairs hallway-Light out; B101- Light out; B102-Light out; IEP Room- Wires hanging from ceiling; G Wing 2nd floor Girls RR-need cover plate. Work order has been placed for repairs(wo#50610).	Ongoing
<b>Restrooms/fountains</b>	G Wing 1st Floor Boys RR-partition wall loose; B Wing 2nd floor boys RR-Broken toilet seat; B wing 2nd floor Girls RR-sink not working; B Wing 2nd floor Staff RR-leaking toilet; G Wing 2nd floor Boys RR-Broken toilet seat; G Wing 2nd floor Boys RR-Toilet not working; Work order has been placed for repairs(wo#50612).	Ongoing
<b>Safety</b>	G-115-Chalk board tray missing end piece, wall board damaged; G-116-Chalk board tray missing end piece; F102-Broken glass on cabinet; Work order has been placed for repairs(wo#50613). Main Gym-Bat issue. Work order has been placed for repairs(wo#47164) contract with pest control yearly)	Ongoing Pest control: 06/01/2021

## 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 &amp; Juliet</i> from Folger Shakespeare library, Simon and Schuster Paperbacks	2020
English Language Arts 2 English 2 Honors	Writer's Inc.: A Student Handbook College Career Readiness, Houghton Mifflin Harcourt	2020
English Language Arts 2 English 2 Honors	<i>The Distance Between Us: A Memoir</i> , Washington Square Press	2020
English Language Arts 2 English 2 Honors	<i>A Raisin in the Sun</i> , Modern Library	2020
English Language Arts 2 English 2 Honors	<i>Born a Crime: Stories from a South African Childhood</i> , Penguin Books Ltd.	2020
English Language Arts 2 English 2 Honors	<i>Zoot Suit and Other Plays</i> , Arte Publico Press	2020
English Language Arts 3 3 ERWC	<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>The Handmaid's Tale</i> , Houghton Mifflin Harcourt	2020
ERWC	<i>Autobiography of Malcolm X</i> , Ballantine	2020
AP English Literature	Novels (no textbook)	N/A
ELD 1	EDGE Fundamentals, Hampton Brown	2016
ELD 2	EDGE Level A, Hampton Brown	2016
ELD 3	EDGE Level B, Hampton Brown	2016
ELD 4	EDGE Level C, Hampton Brown	2016
Algebra I	California Algebra 1, McGraw Hill	2016
Geometry	California Geometry, McGraw Hill	2016
Algebra II + Precalculus	California Algebra 2, McGraw Hill	2016
Algebra II P	California Algebra 2, McGraw Hill	2016
Precalculus	<i>Pre-Calculus with Limits</i> , Houghton Mifflin	2008

Continued on page 14

## 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

Subject	Percentage
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2021-22 School Year

Data collection date	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

## Career Technical Education Programs

Students often take ROP classes as capstone classes toward the end of their high school career. Career technical education (CTE) classes are offered to all students, regardless of age and grade level; ROP classes are typically limited to 16-year-olds. For example, students may take Drafting, Wood I and Computer Graphics during their ninth- and 10th-grade years and will often take Construction Tech, Architectural Design and Robotics as the capstone classes.

The roles of the academic counselors and CTE and ROP teachers is crucial in terms of monitoring student progress and intervening when students fall behind or begin to struggle. In addition, providing a level of enrichment that is not readily available in the core academic program which would include field trips, guest speakers, collaboration with local industry and businesses, and developing student-run businesses is necessary to capture the interest of our students and, more importantly, allows us to target students who are at risk of not graduating or not being prepared for postsecondary education.

Measurable outcomes include the percentage of students enrolled in these programs who graduate from Pittsburg High, the percentage of these students who enroll and participate in postsecondary education (college, trade schools, apprentice programs, etc.), and local assessments that are designed to evaluate student mastery of the skills and standards inherent in each subject matter curriculum.

The primary representative of the district's Career Technical Advisory Committee is Elizabeth Traub.

CTE classes:

- Beginning Woodshop and Advanced Woodshop
- Computer Skills
- Web Design
- Web Development
- Photography and Advanced Photography
- TV/Video Production
- Auto 1
- Aerospace Engineering
- Yearbook
- AP Computer Science/AP Computer Science Principles
- Introduction to Design
- Principles of Engineering
- Computer Integrated Manufacturing
- Engineering Design and Research
- Student Leadership
- Advanced Sports Medicine
- Bio-Med

*Continued on page 15*

## Textbooks and Instructional Materials, *Continued from page 13*

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
<b>Precalculus II</b>	<i>Precalculus with Limits</i> , Houghton Mifflin	2008
<b>Statistics</b>	<i>Statistics through Applications</i> , W.H. Freeman	2012
<b>AP Statistics</b>	<i>Stats Modelling the World</i> , AP Edition	2009
<b>Calculus P</b>	<i>Calculus with Analytic Geometry</i> , Houghton Mifflin	2006
<b>AP Calculus AB</b>	<i>Calculus</i> , AP Edition, Prentice Hall	2016
<b>AP Calculus BC</b>	<i>Calculus</i> , AP Edition, Prentice Hall	2016
<b>World History</b>	<i>CA Impact: World History, Culture &amp; Geography: The Modern World</i> , McGraw Hill Education (10)	2019
<b>AP World History</b>	<i>Traditions and Encounters</i> , Glencoe	2017
<b>US History P</b>	<i>CA Impact: United States History &amp; Geography: Continuity &amp; Change</i> , McGraw Hill Education (11)	2019
<b>AP US History</b>	<i>The American Pageant</i> , Cengage Learning	2016
<b>American Government/Economics</b>	<i>CA Impact: Principles of Economics</i> , McGraw Hill Education (12)	2019
<b>American Government/Economics</b>	<i>CA Impact: Principles of American Democracy</i> , McGraw Hill Education (12)	2019
<b>AP GovPol US</b>	<i>Government by the People</i> , Pearson Prentice Hall	2005
<b>Chemistry</b>	<i>Chemistry</i> , Prentice Hall	2007
<b>Chemistry H</b>	<i>Chemistry</i> , Adv. Edition, Houghton Mifflin	2010
<b>AP Chemistry</b>	<i>Chemistry, the Central Science</i> ; Prentice Hall	2015
<b>ChemCom</b>	No textbook	N/A
<b>Anatomy and Physiology</b>	<i>Essentials of Human Anatomy</i> , Pearson Education	2005
<b>AP Human Geography</b>	<i>The Cultural Landscape</i> , Pearson Education	2016
<b>Physics</b>	<i>Physics</i> , Holt	2007
<b>Biology</b>	<i>Biology</i> , McDougal Littell	2007
<b>AP Biology</b>	<i>Campbell Biology</i> , Prentice Hall; <i>Focus</i> , AP Edition	2017
<b>AP Psychology</b>	<i>Myer's Psychology for AP</i> , Worth Publishing	2017
<b>AP Physics 1</b>	<i>Physics Principles and Applications</i> , Pearson	2005
<b>AP Physics C: E&amp;M</b>	<i>Physics for Scientists and Engineers</i> , Pearson	2013
<b>AP Environmental Science</b>	<i>Environmental Science for AP</i> , W.H. Freeman	2012
<b>French 1</b>	<i>D'Accord! 1</i> , Vista Higher Learning	2016
<b>French 2</b>	<i>D'Accord! 2</i> , Vista Higher Learning	2016
<b>French 3</b>	<i>D'Accord! 3</i> , Vista Higher Learning	2016

*Continued on page 15*

Textbooks and Instructional Materials, *Continued from page 14*

## Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
<b>French 4</b>	<i>Imaginez le Français sans Frontières</i>	2017
<b>Italian 1</b>	<i>Sentieri</i> , Vista Higher Learning	2016
<b>Italian 2</b>	<i>Sentieri</i> , Vista Higher Learning	2016
<b>Italian 3</b>	<i>Sentieri</i> , Vista Higher Learning	2016
<b>Mandarin</b>	<i>Integrated Chinese 1</i> , 4th edition	2018
<b>Mandarin II</b>	<i>Integrated Chinese 2</i> , Cheng & Tsui	2019
<b>Spanish 1</b>	<i>Español 1</i> , Santillana	2016
<b>Spanish 2</b>	<i>Español 2</i> , Santillana	2016
<b>Spanish 3</b>	<i>Español 3</i> , Santillana	2016
<b>Spanish 4</b>	<i>Español 4</i> , Santillana	2016
<b>Spanish for Spanish Speakers</b>	<i>En Español 9</i> , Santillana	2015
<b>Spanish for Spanish Speakers</b>	<i>En Español 10</i> , Santillana	2015
<b>Spanish for Spanish Speakers</b>	<i>En Español 11</i> , Santillana	2015
<b>AP Spanish Language</b>	<i>Temas AP Spanish Language and Culture</i> , Vista Higher Learning	2015
<b>AP Spanish Literature</b>	<i>Reflexiones</i> , Pearson	2015
<b>Medical Terminology</b>	<i>Medical Terminology Systems</i> , Cengage	2016
<b>Sports Medicine</b>	<i>Fundamentals of Athletic Training</i> , Human Kinetics	2015
<b>Advanced Sports Medicine</b>	<i>Fundamentals of Athletic Training</i> , Human Kinetics	2015
<b>Human Body Systems</b>	<i>Essentials of Human Anatomy &amp; Physiology</i> , Pearson	2007
<b>Principles of Bio Med</b>	Biology AP 7th Edition, Pearson	2019
<b>Medical Intervention</b>	Biology AP 7th Edition, Pearson	2019

## Career Technical Education Programs

*Continued from page 14*

ROP classes:

- Computer Graphics/Advanced computer Graphics
- Sports Medicine
- Computer Integrated Manufacturing
- Architectural Design
- Robotics
- Art of Video Production/ Broadcast Journalism
- Auto/Auto Technology (Advanced Auto)
- Construction Technology (Advanced Wood)
- Digital Electronics/Arts
- Design for Web
- Civil Engineering/Architecture

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## Career Technical Education Data

## Pittsburg HS

## 2020-21 Participation

<b>Number of pupils participating in a CTE program</b>	1,272
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	81.30%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	10.00%

## School Safety

Pittsburg High School has a comprehensive school safety plan, which was reviewed and discussed with school faculty in December 2021. We conduct safety and fire drills in order to prepare students and staff in the event of a disaster. The school safety plan is housed in the principal's office and also available online. Our safety plan is updated every year in the spring.

All visitors to Pittsburg High School must check in at the attendance office inside the front doors. Our school administration must approve each visitor and a visitor's pass must be obtained in order to attend classes. Violators of this policy are subject to citation and/or removal from campus by our school resource officer (SRO). PHS maintains a large radio net, all classrooms have telephone and radio communication, and the school has a state-of-the-art video surveillance system.

All coaches involved in the athletic program at PHS have been CPR and first-aid certified and trained under the California Interscholastic Federation (CIF) Pursuing Victory with Honor program. Our offices have been outfitted with minor-injury supplies.



## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	128.9	83.3%	465.3	89.2%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	1.0	0.6%	5.2	1.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	7.5	4.9%	13.9	2.7%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	9.1	5.9%	15.9	3.0%	12,115.8	4.4%
<b>Unknown</b>	8.2	5.3%	21.1	4.1%	18,854.3	6.9%
<b>Total Teaching Positions</b>	154.8	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	Pittsburg HS	
<b>Permits and Waivers</b>	4.0	
<b>Misassignments</b>	3.5	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	7.5	

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>.

Credentialed Teachers Assigned Out-of-Field		2020-21 School Year
Indicator	Pittsburg HS	
Credentialed Teachers Authorized on a Permit or Waiver	3.5	
Local Assignment Options	5.6	
Total Out-of-Field Teachers	9.1	

## 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	Pittsburg HS	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9%	
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%	

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>.

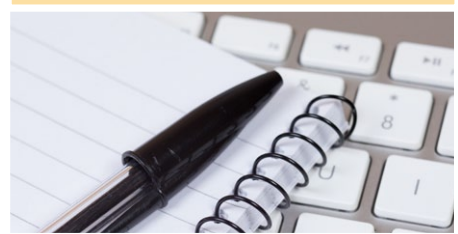
For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## 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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	460:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	10.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	2.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	19.00



## 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	
<b>Total expenditures per pupil</b>	\$8,494
<b>Expenditures per pupil from restricted sources</b>	\$1,499
<b>Expenditures per pupil from unrestricted sources</b>	\$6,995
<b>Annual average teacher salary</b>	\$76,654

## 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data	2019-20 Fiscal Year	
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$51,946	\$52,562
<b>Midrange teacher salary</b>	\$77,574	\$83,575
<b>Highest teacher salary</b>	\$96,401	\$104,166
<b>Average elementary school principal salary</b>	\$126,017	\$131,875
<b>Average middle school principal salary</b>	\$135,387	\$137,852
<b>Average high school principal salary</b>	\$138,600	\$150,626
<b>Superintendent salary</b>	\$240,000	\$260,243
<b>Teacher salaries: percentage of budget</b>	33%	34%
<b>Administrative salaries: percentage of budget</b>	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
<b>Pittsburg HS</b>	\$6,995	\$76,654
<b>Pittsburg USD</b>	\$9,115	\$78,002
<b>California</b>	\$8,444	\$86,376
<b>School and district: percentage difference</b>	-23.3%	-1.7%
<b>School and California: percentage difference</b>	-17.2%	-11.3%

## School Accountability Report Card

PUBLISHED BY:



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
<b>LEAwide</b>	5,730	17	0.30%	99.70%	5.88%
<b>Female</b>	2,809	7	0.25%	99.75%	--
<b>Male</b>	2,920	10	0.34%	99.66%	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	172	1	0.58%	99.42%	--
<b>Black or African American</b>	887	2	0.23%	99.77%	--
<b>Filipino</b>	251	2	0.80%	99.20%	--
<b>Hispanic or Latino</b>	3,765	11	0.29%	99.71%	9.09%
<b>Native Hawaiian or Pacific Islander</b>	60	0	0.00%	100.00%	--
<b>Two or more races</b>	298	0	0.00%	100.00%	--
<b>White</b>	289	1	0.35%	99.65%	--
<b>English Learners</b>	1,393	6	0.43%	99.57%	--
<b>Foster Youth</b>	37	0	0.00%	100.00%	--
<b>Homeless</b>	102	0	0.00%	100.00%	--
<b>Military</b>	303	0	0.00%	100.00%	--
<b>Socioeconomically disadvantaged</b>	2,357	4	0.17%	99.83%	--
<b>Students receiving Migrant Education services</b>	0	0	0.00%	0.00%	0.00%
<b>Students with Disabilities</b>	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
<b>LEAwide</b>	5,730	17	0.30%	99.70%	5.88%
<b>Female</b>	2,809	7	0.25%	99.75%	--
<b>Male</b>	2,920	10	0.34%	99.66%	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	172	1	0.58%	99.42%	--
<b>Black or African American</b>	887	2	0.23%	99.77%	--
<b>Filipino</b>	251	2	0.80%	99.20%	--
<b>Hispanic or Latino</b>	3,765	11	0.29%	99.71%	9.09%
<b>Native Hawaiian or Pacific Islander</b>	60	0	0.00%	100.00%	--
<b>Two or more races</b>	298	0	0.00%	100.00%	--
<b>White</b>	289	1	0.35%	99.65%	--
<b>English Learners</b>	1,393	6	0.43%	99.57%	--
<b>Foster Youth</b>	37	0	0.00%	100.00%	--
<b>Homeless</b>	102	0	0.00%	100.00%	--
<b>Military</b>	303	0	0.00%	100.00%	--
<b>Socioeconomically disadvantaged</b>	2,357	4	0.17%	99.83%	--
<b>Students receiving Migrant Education services</b>	0	0	0.00%	0.00%	0.00%
<b>Students with Disabilities</b>	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
<b>LEAwide</b>	5,723	5,250	91.7%	8.3%	16%
<b>Female</b>	2,811	2,611	92.9%	7.1%	18%
<b>Male</b>	2,911	2,638	90.6%	9.4%	14%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	174	169	97.1%	2.9%	30%
<b>Black or African American</b>	876	776	88.6%	11.4%	11%
<b>Filipino</b>	255	242	94.9%	5.1%	37%
<b>Hispanic or Latino</b>	3,773	3,471	92.0%	8.0%	13%
<b>Native Hawaiian or Pacific Islander</b>	64	56	87.5%	12.5%	14%
<b>Two or more races</b>	270	254	94.1%	5.9%	22%
<b>White</b>	287	263	91.6%	8.4%	26%
<b>English Learners</b>	1,383	1,251	90.5%	9.5%	2%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	42	91.3%	8.7%	10%
<b>Military</b>	863	774	89.7%	10.3%	13%
<b>Socioeconomically disadvantaged</b>	4,524	4,164	92.0%	8.0%	13%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	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
<b>LEAwide</b>	5,723	5,034	88.0%	12.0%	11%
<b>Female</b>	2,811	2,504	89.1%	10.9%	12%
<b>Male</b>	2,911	2,529	86.9%	13.1%	9%
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	174	157	90.2%	9.8%	20%
<b>Black or African American</b>	876	756	86.3%	13.7%	7%
<b>Filipino</b>	255	233	91.4%	8.6%	35%
<b>Hispanic or Latino</b>	3,773	3,318	87.9%	12.1%	9%
<b>Native Hawaiian or Pacific Islander</b>	64	54	84.4%	15.6%	7%
<b>Two or more races</b>	270	250	92.6%	7.4%	17%
<b>White</b>	287	247	86.1%	13.9%	14%
<b>English Learners</b>	1,383	1,198	86.6%	13.4%	3%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	46	40	87.0%	13.0%	3%
<b>Military</b>	863	740	85.7%	14.3%	10%
<b>Socioeconomically disadvantaged</b>	4,524	3,992	88.2%	11.8%	9%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	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.

