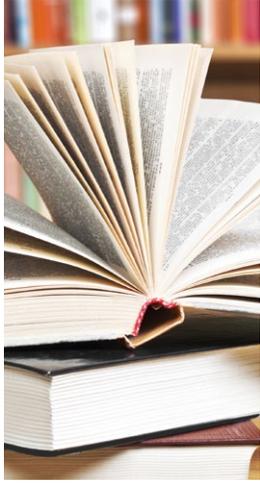


SARC



OUR
MESSAGE



OUR
SCHOOL



OUR
TEACHERS

Pittsburg High School

2014-15
School Accountability Report Card
Published in 2015-16



Todd Whitmire
Principal
twhitmire@pittsburg.k12.ca.us

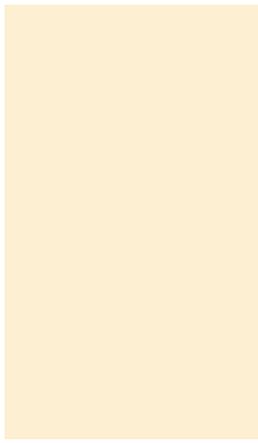
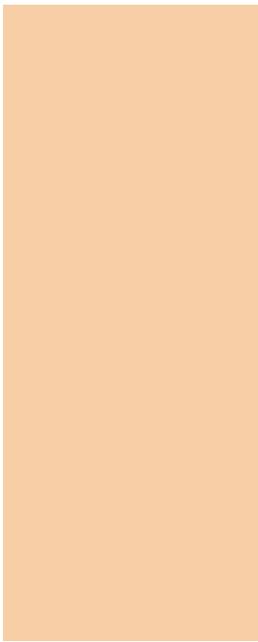
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Para español, visita:
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SARC



Principal's Message

The 2014-15 school year capitalized on the hard work and dedication of the Pittsburg High School (PHS) faculty, students and parents. It marked the fourth straight year of record-breaking numbers of senior graduates and students eligible to go to college. We continued our focus on evaluating the quality of instruction in our "gatekeeper courses" that are English 9 and 10; Algebra I and Geometry; Biology; and World History. During the 2014-15 school year, our teaching and administrative staff worked on unpacking the new standards (in order for all teachers to understand what each standard is requiring of all students and teachers in terms of mastery), creating proficiency scales for the standards deemed essential (this allows teachers to evaluate student mastery of each essential standard based on the proficiency scale(s), creating unit plans that are, in effect, pacing guides, and, lastly, many of the departments began work on the common assessments (those given at the end of each quarter and semester). As a result, we have begun the 2015-16 school year with a clear understanding of the new standards and the order in which they should be taught. The assessments (third and fourth quarters, for example) are not entirely completed and various grade levels and content areas are in the process of creating performance tasks that will be utilized once or twice a quarter.

Our major focus this year is changing our instruction to match the new Common Core State Standards (CCSS). This requires a shift from teaching our students how to memorize information to applying the information they learn. This is requiring our teaching staff to, in some cases, drastically revamp how they prepare their lessons and changing the instructional strategies they have traditionally used (hence, our schoolwide focus on the use of academic conversations in the classroom to increase student participation and learning). Pittsburg High School is a unique and diverse school that serves approximately 3,050 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 every student's academic and emotional need; failure is no longer an option.

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 Read 180 intensive reading classes, English core and English support classes, English Language Development (ELD) classes, and Algebra I. In addition, the school offers extended day intervention classes for students who have identified needs in math and English (this includes California High School Exit Examination [CAHSEE] intervention classes and our tutorial program known as the Mastery Center).

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 a total of four computer labs available to our staff for use during the school day. We offer classes such as Web design and computer graphics and also have several mobile labs that teachers can check out and use in their classrooms.

The goals for the 2015-16 school year continue to be improving instruction which leads to improved student performance, increased parent involvement, and creating a school culture where all students are supported to achieve 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 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 either 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, school programs, etc. A number of our parents participate in these groups but our goal is to improve parent membership and participation in these groups by 50 percent for the current year.

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 and Melanie Moseley at (925) 473-7517 and (925) 473-7519.

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.



Pittsburg Unified Mission Statement

It is the mission of Pittsburg Unified School District 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
 Dr. Laura Canciamilla, Trustee
 Mr. George Miller, Trustee
 Mr. Joseph Arenivar, Trustee

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization

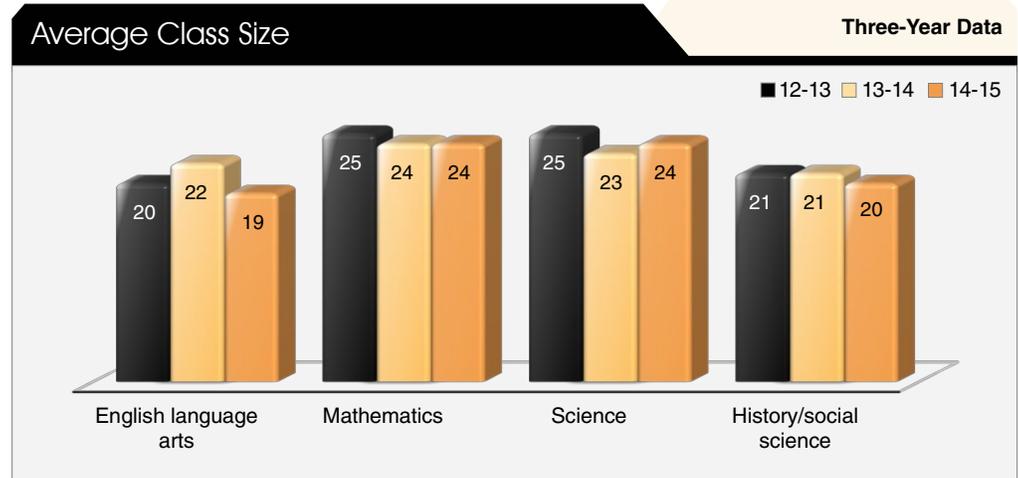
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



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

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	67	27	59	56	41	44	82	43	43
Mathematics	38	29	54	37	54	29	40	27	58
Science	34	12	56	31	59	19	35	24	54
History/social science	42	22	39	38	53	11	47	25	38

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms while their colleagues and instructional coaches provide them feedback.

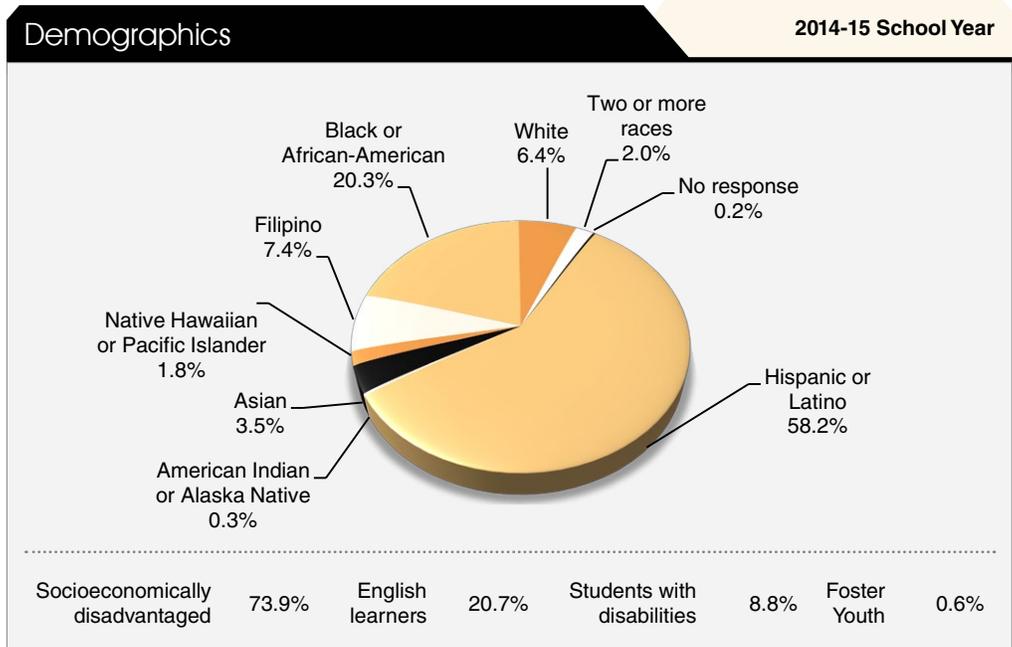
Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days **Three-Year Data**

	2013-14	2014-15	2015-16
Pittsburg HS	3 days	3 days	3 days

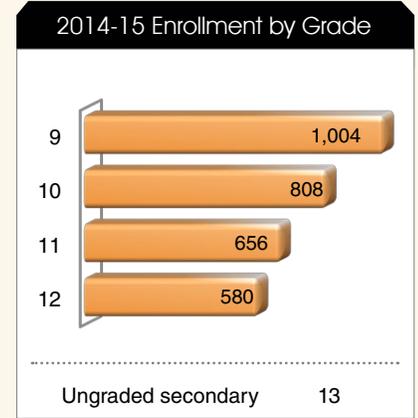
Enrollment by Student Group

The total enrollment at the school was 3,061 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Suspensions and Expulsions

This table shows the school, district and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

	Pittsburg HS			Pittsburg USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspension rates	15.1%	10.8%	7.0%	10.4%	10.8%	7.8%	5.1%	4.4%	3.8%
Expulsion rates	0.2%	0.3%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional Development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, data protocol, etc.
- 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 Safety

Pittsburg High School has a comprehensive school safety plan, which was reviewed and discussed with school faculty in January 2016. 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 is 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 and that all classrooms have telephone and radio communication, and the school has installed 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) Victory with Honor Program. Our offices have been outfitted with minor-injury supplies.



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.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 9	
Four of six standards	23.8%
Five of six standards	19.9%
Six of six standards	28.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Pittsburg HS	Pittsburg USD	California	
Met overall AYP	No	No	Yes	
Met participation rate:				
English language arts	No	No	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	*	Yes	Yes	
Met graduation rate	No	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Pittsburg HS	Pittsburg USD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2008-2009	
Year in Program Improvement	◇	Year 3	
Number of Title I schools currently in Program Improvement	8		
Percentage of Title I schools currently in Program Improvement	72.70%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The school is not in Program Improvement.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data								
	Pittsburg HS			Pittsburg USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	38%	40%	36%	44%	49%	42%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	42%
All students at the school	36%
Male	41%
Female	30%
Black or African-American	33%
American Indian or Alaska Native	❖
Asian	42%
Filipino	62%
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	❖
White	57%
Two or more races	31%
Socioeconomically disadvantaged	33%
English learners	5%
Students with disabilities	4%
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Pittsburg HS	Pittsburg USD	California
English language arts/literacy	28%	29%	44%
Mathematics	13%	21%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 11				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	645	607	94.1%	39%	31%	21%	6%
Male		286	44.3%	48%	31%	15%	4%
Female		321	49.8%	31%	31%	27%	8%
Black or African-American		121	18.8%	54%	22%	19%	2%
American Indian or Alaska Native		1	0.2%	❖	❖	❖	❖
Asian		28	4.3%	32%	36%	29%	4%
Filipino		52	8.1%	19%	35%	25%	19%
Hispanic or Latino		356	55.2%	38%	32%	21%	6%
Native Hawaiian or Pacific Islander		7	1.1%	❖	❖	❖	❖
White		32	5.0%	38%	28%	28%	6%
Two or more races		10	1.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		454	70.4%	41%	32%	19%	6%
English learners		113	17.5%	69%	25%	3%	1%
Students with disabilities		45	7.0%	80%	16%	4%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 11				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	645	602	93.3%	59%	26%	11%	3%
Male		286	44.3%	60%	24%	11%	3%
Female		316	49.0%	58%	29%	10%	3%
Black or African-American		121	18.8%	67%	22%	6%	2%
American Indian or Alaska Native		1	0.2%	❖	❖	❖	❖
Asian		28	4.3%	39%	39%	14%	7%
Filipino		51	7.9%	35%	35%	24%	6%
Hispanic or Latino		351	54.4%	62%	26%	10%	2%
Native Hawaiian or Pacific Islander		7	1.1%	❖	❖	❖	❖
White		33	5.1%	61%	21%	12%	6%
Two or more races		10	1.6%	--	--	--	--
Socioeconomically disadvantaged		449	69.6%	60%	26%	11%	2%
English learners		114	17.7%	89%	9%	1%	1%
Students with disabilities		46	7.1%	89%	2%	2%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Pittsburg HS	48%	42%	43%	44%	48%	40%
Pittsburg USD	46%	27%	28%	42%	29%	25%
California	57%	56%	58%	60%	62%	59%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. *

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	60%	21%	19%	64%	29%	7%
All students at the school	57%	23%	21%	60%	32%	8%
Male	61%	22%	17%	59%	33%	8%
Female	52%	24%	24%	61%	31%	8%
Black or African-American	62%	22%	16%	73%	24%	4%
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	31%	38%	31%	23%	31%	46%
Filipino	28%	28%	44%	32%	48%	20%
Hispanic or Latino	61%	22%	17%	63%	31%	6%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	45%	21%	33%	42%	50%	8%
Two or more races	47%	23%	30%	55%	29%	16%
Socioeconomically disadvantaged	59%	23%	18%	62%	31%	7%
English learners	93%	7%	0%	89%	11%	0%
Students with disabilities	92%	4%	4%	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖	❖	❖

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



« *“The 2014-15 school year capitalized on the hard work and dedication of the Pittsburg High School (PHS) faculty, students and parents.”* »

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	
2014-15 Participation	
Number of pupils participating in CTE	1,299
Percentage of pupils who completed a CTE program and earned a high school diploma	24%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	12%



Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or 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>.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Pittsburg HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	97.81%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	27.89%

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 Romeo Simionas.

CTE classes:

- Beginning Woodshop and Advanced Woodshop
- Drafting
- Computer Skills
- Web Design
- Web Development
- Photography and Advanced Photography
- TV/Video Production
- Auto 1

ROP classes:

- Computer Graphics
- Sports Medicine
- Computer Assistant Design
- Architectural Design
- Robotics
- Art of Video Production
- Auto Technology



"Our goal is to partner with our parents and community members to meet every student's academic and emotional need; failure is no longer an option."



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.



Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Pittsburg HS	Pittsburg USD	California
All students	105.62%	88.29%	84.60%
Black or African-American	112.04%	85.39%	76.00%
American Indian or Alaska Native	100.00%	100.00%	78.07%
Asian	92.59%	84.85%	92.62%
Filipino	109.68%	94.59%	96.49%
Hispanic or Latino	104.28%	89.69%	81.28%
Native Hawaiian or Pacific Islander	150.00%	85.71%	83.58%
White	97.30%	85.11%	89.93%
Two or more races	125.00%	88.89%	82.80%
Socioeconomically disadvantaged	105.54%	88.26%	81.36%
English learners	84.81%	66.40%	50.76%
Students with disabilities	87.80%	54.43%	61.28%
Foster youth	◇	◇	◇

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Pittsburg HS	79.40%	81.29%	83.23%	15.40%	14.50%	13.50%
Pittsburg USD	70.16%	71.30%	75.13%	21.60%	21.50%	19.60%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Advanced Placement Courses

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

Advanced Placement Courses

2014-15 School Year

Percentage of total enrollment enrolled in AP courses 0.50%

Number of AP courses offered at the school 28

Number of AP Courses by Subject

Computer science 0

English 5

Fine and performing arts 0

Foreign language 3

Mathematics 6

Science 6

Social science 8

"Our major focus this year is changing our instruction to match the new Common Core State Standards."

Quality of Textbooks

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

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

"Pittsburg High School offers a complete complement of advanced placement, college preparatory, vocational and fine-arts classes."

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 or instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Prentice Hall (9-12)	2002
Mathematics	Algebra 1, Holt	2008
Mathematics	Geometry, Holt	2008
Science	<i>Earth Science</i> ; Holt, Rinehart and Winston	2007
Science	<i>Biology</i> , McDougal Littell	2007
History/social science	McDougal Littell (9-10)	2006

Availability of Textbooks and Instructional Materials

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

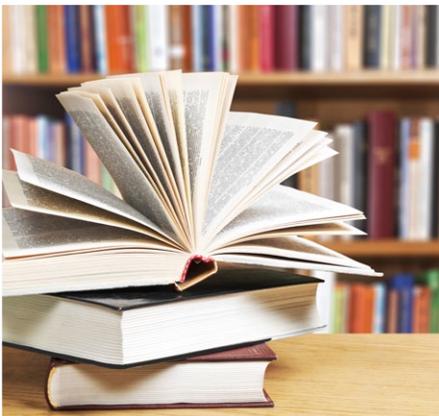
Percentage of Students Lacking Materials by Subject		2015-16 School Year
Pittsburg HS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	✧	
Science laboratory equipment	0%	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2015-16 School Year
Data collection date	9/2015	

✧ Not applicable.



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			9/23/2015
Date of the most recent completion of the inspection form			9/23/2015

School Facilities

This is our fifth year in our new facility. Pittsburg High School has been completely rebuilt, and we are now in a state-of-the-art high school. 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 several 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. Also, the renovations and modernization projects have been completed for our Creative Arts Building, which reopened in spring 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 are conducting weekly walkthroughs with the head custodian to check the condition of the new campus. We have a cleaning schedule that was created to maximize 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 eight 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 the Parents Club and ROP.



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“Parents are one of
the most important
stakeholders we have in
our school community.”

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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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Pittsburg HS		
Teachers	15-16	13-14	14-15	15-16
With full credential	485	109	119	126
Without full credential	15	6	3	5
Teaching outside subject area of competence (with full credential)	7	0	1	5

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Pittsburg HS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	3	2

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Pittsburg HS	82.22%	17.78%
All schools in district	86.66%	13.34%
High-poverty schools in district	86.66%	13.34%
Low-poverty schools in district	◇	◇

◇ Not applicable.

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).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	6.0
Average number of students per academic counselor	550
Support Staff	
	FTE
Social/behavioral or career development counselors	11.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	2.6
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	0.0
Other	
	FTE
Campus resource assistants, campus security	8.0
Clerical	10.0
Aide	25.0

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data		2013-14 Fiscal Year	
	Pittsburg USD	Similar Sized District	
Beginning teacher salary	\$41,429	\$43,062	
Midrange teacher salary	\$61,869	\$67,927	
Highest teacher salary	\$76,884	\$87,811	
Average elementary school principal salary	\$101,398	\$110,136	
Average middle school principal salary	\$109,895	\$115,946	
Average high school principal salary	\$121,484	\$124,865	
Superintendent salary	\$189,855	\$211,869	
Teacher salaries: percentage of budget	37%	39%	
Administrative salaries: percentage of budget	6%	5%	

Financial Data Comparison

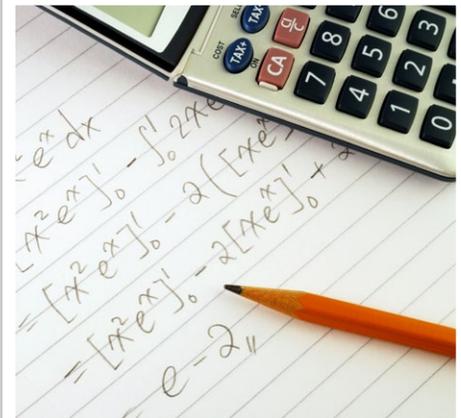
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Pittsburg HS	\$4,714	\$60,682	
Pittsburg USD	\$6,035	\$61,038	
California	\$5,348	\$59,180	
School and district: percentage difference	-21.9%	-0.6%	
School and California: percentage difference	-11.9%	+2.5%	

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$4,926
Expenditures per pupil from restricted sources	\$212
Expenditures per pupil from unrestricted sources	\$4,714
Annual average teacher salary	\$60,682



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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.