Black Diamond High School

1131 Stoneman Avenue ▪ Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us/Domain/19

Phil Lucido, Principal ▪ plucido@pittsburgusd.net ▪ (925) 473-2510

Grades 10-12 ▪ CDS Code 07-61788-0730184

Pittsburg Unified School District

2000 Railroad Avenue ▪ Pittsburg, CA 94565 ▪ www.pittsburgusd.net

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

Principal's Message

Black Diamond High School (BDHS) is dedicated to cultivating a high-quality educational environment that emphasizes safety, inclusivity, and a strong sense of community. Our mission centers on delivering a personalized and holistic learning experience tailored to each student's needs—one that promotes academic excellence, cultural competency, self-respect, mutual respect, confidence, and sound decision-making.

We aim to develop well-rounded graduates equipped with strong communication skills, critical thinking abilities, self-motivation, collaboration, and a deep sense of civic responsibility. Beyond academics, BDHS is committed to strengthening community connections both on and off campus through a range of comprehensive support programs.

Our initiatives include extended learning opportunities, robust Social Emotional Learning (SEL) programs that foster belonging and cultural appreciation, a dynamic School Leadership program that encourages healthy competition and student engagement, and a diverse array of clubs and activities designed to support self-expression and personal development.

BDHS was recently awarded a six-year accreditation by the Western Association of Schools and Colleges (WASC) and has been honored by the California Department of Education as a Model Continuation High School, recognizing our ongoing commitment to excellence and innovation in alternative education.

School Mission Statement

At Black Diamond High School, our main priority is fostering the academic and social-emotional development of every student. We create a supportive environment that empowers students to become confident, successful learners. Our stakeholders collaborate to offer valuable academic, counseling, and personal assistance, ensuring that each student feels uniquely valued while working towards recovering credits to earn their High School Diploma.

School Vision Statement

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

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

Parental Involvement

Our full-service community coordinator Ms. Cece Fernandez keeps parents updated on school activities and any specific concerns about their child. Teachers emphasize communication with families during department meetings and offer tutoring sessions, which includes making introductory phone calls at the start of the year and inviting families to events like back-to-school night, awards assemblies, and open houses while addressing any important issues. During orientation, parents are encouraged to explore various opportunities for involvement in the school community, such as contributing to potlucks for assemblies, participating in the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), or presenting on topics relevant to students' interests. For more information on how to get involved, please contact our full-service community coordinator at (925) 473-2510.

School Safety

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

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2025.

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. Heliodoro Moreno, President

Ms. Taylor Sims, Vice President

Mr. George Miller, Trustee
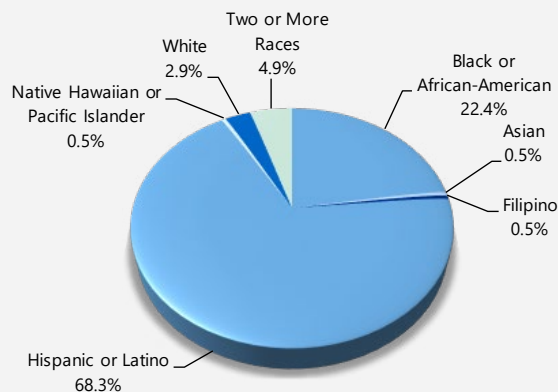
Mr. De'Shawn Woolridge, Trustee

Ms. Destiny Briscoe, Trustee

Enrollment by Student Group

The total enrollment at the school was 205 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.
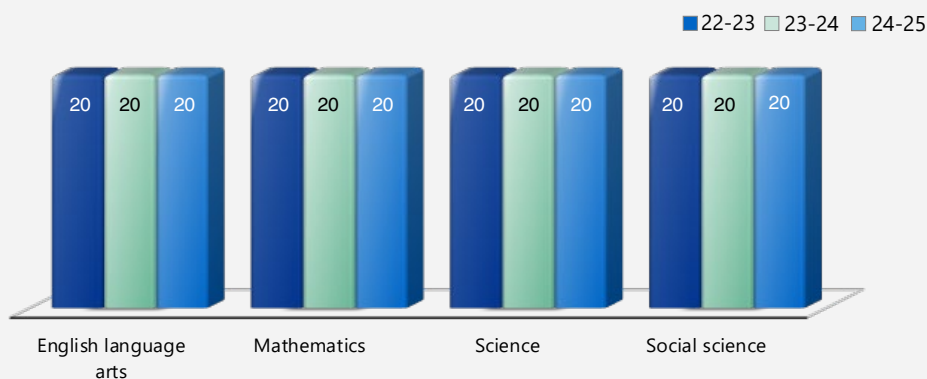
Demographics (2024-25 School Year)

- Two or More Races 4.9%
- White 2.9%
- Native Hawaiian or Pacific Islander 0.5%
- Black or African-American 22.4%
- Asian 0.5%
- Filipino 0.5%
- Hispanic or Latino 68.3%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)

Legend: 22-23, 23-24, 24-25

All subjects (English language arts, Mathematics, Science, Social science) show 20 for each of the three years.

Number of Classrooms by Size (Three-Year Data)

Subject	2022-23 1-22	23-32	33+	2023-24 1-22	23-32	33+	2024-25 1-22	21-32	33+
English language arts	15			15			3		
Mathematics	10			10			2		
Science	10			10			2		
Social science	15			15			3		

Enrollment by Student Group

Demographics

2024-25 School Year	
Female	43.90%
Male	56.10%
Non-Binary	0.00%
English Learners	29.30%
Foster Youth	2.40%
Homeless	7.30%
Migrant	0.00%
Socioeconomically Disadvantaged	87.80%
Students with Disabilities	13.70%
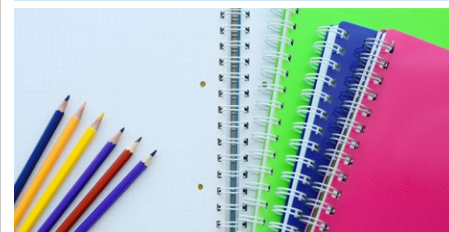
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade

- 11: 60
- 12: 145
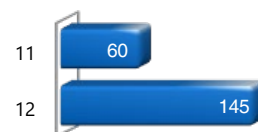
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Black Diamond HS			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	5.60%	3.20%	2.30%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.30%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.30%	0.30%
Female	1.50%	0.00%
Male	2.90%	0.60%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	8.20%	1.40%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	7.70%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.20%	0.40%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Board Goals

1. Student Achievement

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

2. Powerful Instruction

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

3. Outstanding Staff

- The district will recruit diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

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

5. High-Performing, Accountable Organization

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

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. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	✧	✧	✧	✧	✧

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	309	291	242	83.20%
Female	133	129	113	87.60%
Male	175	161	128	79.50%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	73	68	60	88.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	211	199	159	79.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	13	12	11	91.70%
White	❖	❖	❖	❖
English Learners	95	87	71	81.60%
Foster Youth	13	11	10	90.90%
Homeless	23	22	21	95.50%
Socioeconomically Disadvantaged	275	262	216	82.40%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	41	38	34	89.50%

✧ Not applicable.

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Board Goals

- Commitment to the environment through sustainable and green practices

6. Meaningful Collaboration, Partnership and Parental Engagement

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

Types of Services Funded

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

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development ELD and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).
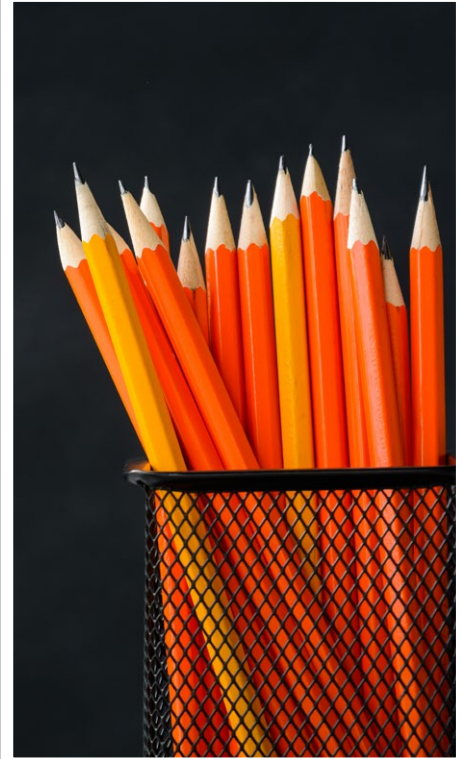
CAASPP Test Results in Science for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Black Diamond HS		Pittsburg USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	2.39%	2.06%	15.87%	16.31%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Black Diamond HS		Pittsburg USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	4%	9%	28%	33%	46%	48%
Mathematics	0%	3%	15%	17%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)					
Science					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	198	194	97.98%	2.02%	2.06%
Female	84	83	98.81%	1.19%	1.20%
Male	113	111	98.23%	1.77%	2.70%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	43	42	97.67%	2.33%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	139	138	99.28%	0.72%	2.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	64	64	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	0.00%
Military	11	11	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	175	173	98.86%	1.14%	2.31%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	21	20	95.24%	4.76%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)					
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	96	92	95.83%	4.17%	8.70%
Female	36	35	97.22%	2.78%	17.14%
Male	59	57	96.61%	3.39%	3.51%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	15	14	93.33%	6.67%	7.14%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	75	73	97.33%	2.67%	9.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	33	33	100.00%	0.00%	3.03%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	82	79	96.34%	3.66%	8.86%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	12	92.31%	7.69%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	96	92	95.83%	4.17%	3.26%
Female	36	35	97.22%	2.78%	2.86%
Male	59	57	96.61%	3.39%	3.51%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	15	14	93.33%	6.67%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	75	72	96.00%	4.00%	4.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	33	32	96.97%	3.03%	6.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	82	78	95.12%	4.88%	2.56%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	13	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
Black Diamond HS	71.80%	76.40%	76.70%	23.40%	15.70%	13.60%
Pittsburg USD	87.60%	87.60%	86.10%	8.70%	8.40%	7.80%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	103	79	76.70%
Female	55	45	81.80%
Male	48	34	70.80%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	29	23	79.30%
Filipino	❖	❖	❖
Hispanic or Latino	58	47	81.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	28	19	67.90%
Foster Youth	❖	❖	❖
Homeless	20	16	80.00%
Socioeconomically Disadvantaged	97	74	76.30%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	14	10	71.40%

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.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the 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 website at https://admission.universityofcalifornia.edu.

Eligibility for admission to the 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 website at https://www2.calstate.edu.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2023–24 school year. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission

Black Diamond HS	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	99.02%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	0.00%

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List (2025-26 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	The Absolutely True Diary of a Part-Time Indian, Brown and Company	2020
English Language Arts 1	Once Upon a Quinceanera: Coming of Age in the USA, Penguin Group, Inc.	2020
English Language Arts 1	All American Boys, Athenaeum/Caitlyn Dlouhy Books	2020
English Language Arts 1	Romeo & Juliet 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	The Distance Between Us: A Memoir, Washington Square Press	2020
English Language Arts 2 English 2 Honors	A Raisin in the Sun, Modern Library	2020
English Language Arts 2 English 2 Honors	Born a Crime: Stories from a South African Childhood, Penguin Books Ltd.	2020
English Language Arts 2 English 2 Honors	Zoot Suit and Other Plays, Arte Publico Press	2020
English Language Arts 3	A Writer's Reference, 9th ed., Bedford St. Martin's	2020
English Language Arts 3	Between the World and Me, Spiegel/Grau	2020
English Language Arts 3	50 Essays: A Portable Anthology, 5th ed., Bedford, Freeman, & Worth	2020
ERWC	A Writer's Reference, 9th ed., Bedford St. Martin's	2020
ERWC	The Handmaid's Tale, Houghton Mifflin Harcourt	2020
ERWC	Autobiography of Malcolm X, Ballantine	2020
Algebra 1	Algebra 1, Amplify Education	2024
Geometry	Geometry, Amplify Education	2024
Algebra 2	Algebra 2, Amplify Education	2024
Precalculus	Blitzer: Precalculus, SAVVAS	2024
Calculus	Briggs: AP Calculus, SAVVAS	2024
History	CA Impact: World History, Culture & Geography: The Modern World, McGraw Hill Education (10)	2019
History	CA Impact: United States History & Geography: Continuity & Change, McGraw Hill Education (11)	2019
History	CA Impact: Principles of Economics, McGraw Hill Education (12)	2019
History	CA Impact: Principles of American Democracy, McGraw Hill Education (12)	2019

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	
2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

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

Currency of Textbooks	
2025-26 School Year	
Data collection date	9/10/2025

Quality of Textbooks

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

Quality of Textbooks	
2025-26 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	**Textbook**	**Adopted**
American Government	Magruder's American Government, Pearson/Prentice Hall	2006
Economics	Economics: Principles in Action, Pearson/Prentice Hall	2007
World Languages	Español, Santillana	2014
World Languages	D'accord!, Vista Higher Learning	2015
World Languages	Sentieri, Vista Higher Learning	2016
Biology	Experience Biology, Savvas	2023
Chemistry	Experience Chemistry, Savvas	2023
Physics	Physics: California, Holt, Rinehart and Winston	2007
Anatomy & Physiology	Essentials of Human Anatomy & Physiology (8th Edition), Pearson Benjamin Cummings	2007

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

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

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

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

Professional Development Days (Three-Year Data)			
	2023-24	**2024-25**	**2025-26**
Number of school days dedicated to staff development and continuous improvement	3	3	3

Career Technical Education Programs

The school is committed to preparing students for their future careers through a range of targeted initiatives. These efforts include skill-building workshops, guest speakers from various industries, job shadowing experiences that highlight essential workplace skills, and field trips to different job sites to give students real-world insights into work environments. Students also participate in mock interviews conducted by local workforce organizations to help them get ready for the job market. While many of these opportunities are available to all students, some are tailored for specific groups to encourage exploration of careers in certain fields—for instance, programs aimed at supporting women interested in construction.

In partnership with Los Medanos College, we offer dual enrollment courses that enable students to earn both high school and college credit while getting a feel for college-level coursework. Recently, Black Diamond has expanded this program to include College Spanish. In addition, we've launched a Career Technical Education (CTE) course called Computer Science Principles, which is A-G approved by the University of California system.

Career Technical Education Participation

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

Career Technical Education Data	
Black Diamond HS	
2024-25 Participation	
Number of pupils participating in a CTE program	30
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	4%

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 (2025-26 School Year)	
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	7/29/2025

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 (2025-26 School Year)	
Items Inspected	**Repairs Needed and Action Taken or Planned**
External	Room 2, 3 and 10: Blinds are broken. The blinds have been replaced.

"Black Diamond High School is dedicated to cultivating a high-quality educational environment that emphasizes safety, inclusivity, and a strong sense of community."

Advanced Placement Courses

Information is not available regarding Advanced Placement (AP) courses offered at the school.

School Facilities

Black Diamond High School opened in the fall of 2012 and includes 19 classrooms and a media technology center. A multi-purpose room serves as both a cafeteria and gymnasium, along with several offices for staff and administrative support.

Our classrooms create a supportive environment that encourages healthy learning. The facility is inspected monthly in line with the guidelines established by the Williams settlement. Each classroom is equipped with projectors, ELMOs (document enhancement technology), and a computer on wheels (COW), ensuring that every student has access to a Chromebook to enhance their learning experience.

The campus is well maintained, with a head custodian overseeing cleaning during the day and a second custodian responsible for evening upkeep. Black Diamond recently completed upgraded SMART television screens in the media center for improve teaching and learning.

The site administrator and custodial staff consistently oversee cleanliness, ensuring that restrooms are regularly cleaned, discrepancies are documented, work orders are generated, and issues are promptly resolved. The school grounds and facilities are maintained in excellent condition to support student enrollment, with deferred maintenance tasks scheduled and managed efficiently.

Student supervision is provided by two campus resource assistants, the vice principal, and the principal throughout the day.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

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

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.9	72.6%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.6%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	14.2%	27.4	5.5%	11,746.9	4.2%
Unknown	1.3	7.5%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	17.7	100.0%	502.1	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.8	60.7%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	11.2%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.0	22.5%	27.8	5.5%	12,112.8	4.3%
Unknown	1.0	5.6%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	17.8	100.0%	505.4	100.0%	278,927.1	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	1.0	2.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.0	2.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	1.0
Local Assignment Options	2.6	2.5	3.0
Total Out-of-Field Teachers	2.6	2.5	4.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	220:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.33
Social worker	1.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data (2023-24 Fiscal Year)

	Pittsburg USD	Similar Sized District
Beginning teacher salary	$64,002	$62,145
Midrange teacher salary	$95,578	$97,088
Highest teacher salary	$118,776	$120,435
Average elementary school principal salary	$162,797	$151,342
Average middle school principal salary	$171,418	$159,513
Average high school principal salary	$187,679	$177,260
Superintendent salary	$281,623	$294,804
Teacher salaries: percentage of budget	29.73%	29.95%
Administrative salaries: percentage of budget	5.88%	5.40%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Black Diamond HS	$19,697	$100,935
Pittsburg USD	$12,542	$101,038
California	$11,146	$100,065
School and district: percentage difference	+57.0%	-0.1%
School and California: percentage difference	+76.7%	+0.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

2023-24 Fiscal Year	
Total expenditures per pupil	$23,510
Expenditures per pupil from restricted sources	$3,813
Expenditures per pupil from unrestricted sources	$19,697
Annual average teacher salary	$100,935

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.