

Parkside Elementary School

985 West 17th Street Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us/parkside

Jeff Varner, Principal ▪ jvarner@pittsburgusd.net ▪ (925) 473-2420

Grades TK-5 ▪ CDS Code 07-61788-6004568



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

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

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

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

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

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

Jeff Varner

Principal

School Mission Statement

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

Parental Involvement

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

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

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

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

Parents are encouraged to contact their child's teacher or Community School Coordinator Ms. Silvia Salcedo at (925) 473-4320 to volunteer and join us in their child's education.

School Safety

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

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

The school faculty last reviewed, updated and discussed the school safety plan in March 2026.

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

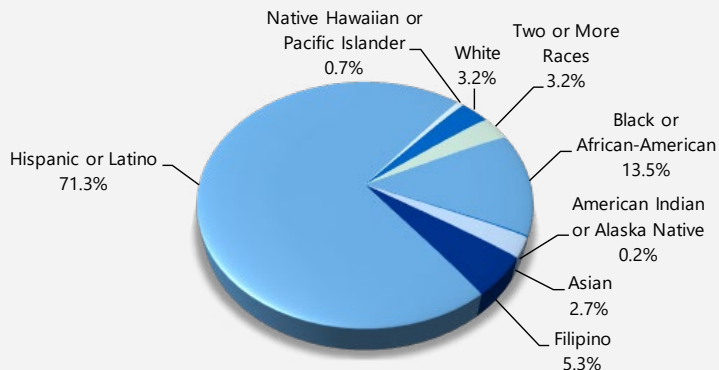
Ms. Destiny Briscoe, Trustee



Enrollment by Student Group

The total enrollment at the school was 565 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

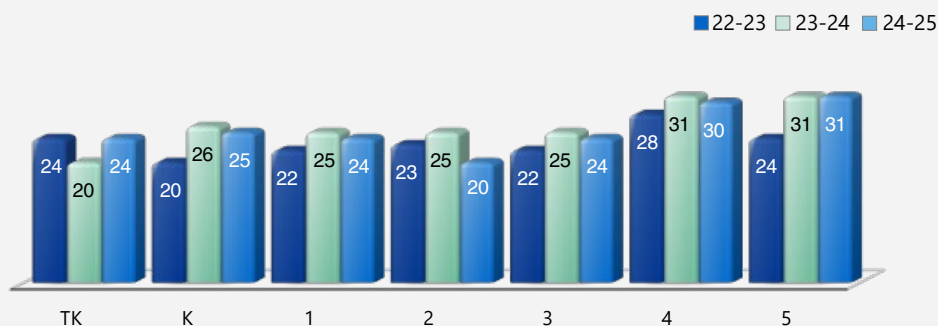
Demographics (2024-25 School Year)



Class Size Distribution

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

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	2			1	1			2	
K		4			4			3	
1		4			4			4	
2		4			4			4	
3		4			4			4	
4		3			3			3	
5		4			4			3	

Enrollment by Student Group

Demographics

2024-25 School Year

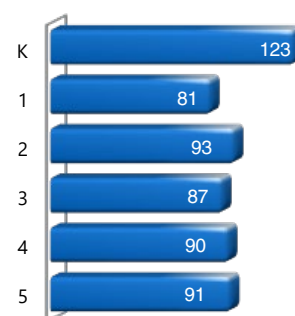
Female	46.20%
Male	53.80%
Non-Binary	0.00%
English Learners	30.40%
Foster Youth	0.40%
Homeless	5.00%
Migrant	0.00%
Socioeconomically Disadvantaged	85.00%
Students with Disabilities	17.30%



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



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)									
	Parkside ES			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.90%	1.20%	0.20%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	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	0.20%	0.00%
Female	0.00%	0.00%
Male	0.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.20%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	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	0.20%	0.00%
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

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California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. 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
5	100.00%	100.00%	100.00%	100.00%	100.00%

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	600	589	171	29.00%
Female	276	273	77	28.20%
Male	324	316	94	29.70%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15	15	2	13.30%
Black or African American	82	81	43	53.10%
Filipino	30	30	3	10.00%
Hispanic or Latino	429	420	110	26.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	20	19	7	36.80%
White	19	19	4	21.10%
English Learners	190	187	41	21.90%
Foster Youth	❖	❖	❖	❖
Homeless	27	22	7	31.80%
Socioeconomically Disadvantaged	514	505	151	29.90%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	109	108	41	38.00%

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

Board Goals

Continued from page 4

- Commitment to the environment through sustainable and green practices

6. Meaningful Collaboration, Partnership and Parental Engagement

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

Types of Services Funded

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

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

California School Dashboard

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

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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)						
	Parkside ES		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	14.58%	14.94%	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)						
	Parkside ES		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	23%	30%	28%	33%	46%	48%
Mathematics	14%	19%	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 (grade 5)

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	89	88	98.88%	1.12%	14.94%
Female	42	42	100.00%	0.00%	9.52%
Male	47	46	97.87%	2.13%	19.57%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	14	13	92.86%	7.14%	15.38%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	57	57	100.00%	0.00%	12.28%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	17	17	100.00%	0.00%	5.88%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	80	80	100.00%	0.00%	11.25%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	11	91.67%	8.33%	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 (grades 3-5)

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	264	262	99.24%	0.76%	29.50%
Female	117	116	99.15%	0.85%	27.83%
Male	147	146	99.32%	0.68%	30.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	30	29	96.67%	3.33%	37.93%
Filipino	17	17	100.00%	0.00%	47.06%
Hispanic or Latino	189	189	100.00%	0.00%	26.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	11	11	100.00%	0.00%	45.45%
White	12	11	91.67%	8.33%	36.36%
English Learners	80	80	100.00%	0.00%	10.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	24	24	100.00%	0.00%	29.17%
Socioeconomically Disadvantaged	231	231	100.00%	0.00%	28.70%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	44	42	95.45%	4.55%	4.76%

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



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

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	263	259	98.48%	1.52%	18.92%
Female	116	113	97.41%	2.59%	15.04%
Male	147	146	99.32%	0.68%	21.92%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	30	29	96.67%	3.33%	20.69%
Filipino	17	17	100.00%	0.00%	11.76%
Hispanic or Latino	188	186	98.94%	1.06%	18.28%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	11	11	100.00%	0.00%	27.27%
White	12	11	91.67%	8.33%	27.27%
English Learners	79	79	100.00%	0.00%	7.59%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	24	24	100.00%	0.00%	25.00%
Socioeconomically Disadvantaged	231	229	99.13%	0.87%	18.34%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	44	42	95.45%	4.55%	9.52%

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



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
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
Mathematics	Illustrative Math, Imagine Learning (K-5)	2024
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Professional Development

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

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

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

Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	3	3	3

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Currency of Textbooks

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

Currency of Textbooks

2025-26 School Year

Data collection date	9/10/2025
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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-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (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	Fair
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
Safety: Fire safety, emergency systems, hazardous materials	Fair
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	8/19/2025

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
Interior	Room 228 Stall partition base plate is loose. Repairs completed.
Cleanliness	Room 3, 121, 103, 111, 130, 202, 206, 224, 218, 213, 314 Unsecured items are stored too high. Repairs completed.
Restrooms/fountains	Room 12, 127, 229, 221, 167, 165 Menstrual products are not readily available. Items stocked. Room 130 Drinking fountain has no flow; Room 159, 166 Toilet leaks at base. Work order placed.
Safety	Room 2 Evacuation map is not posted; Room 12, 121, 202, 206, 218, 213, 159, 166, 314 Plug in air freshener. Room 137, 213, 314 Improperly stored cleaning supplies. Repairs completed.

School Facilities

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

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

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

Every site is inspected according to the guidelines generated by the Williams case decision. The site administrator and the custodial staff address school cleanliness daily. We clean the restrooms on a routine basis, and discrepancies are noted, work orders created and corrections made on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

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

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

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

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



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

Teacher Preparation and Placement

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)	27.5	95.7%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	3.5%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.4%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	0.1	0.4%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	28.7	100.0%	529.0	100.0%	279,044.8	100.0%

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)	25.1	86.3%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	3.0	10.3%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.4%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.4	5.5%	11,746.9	4.2%
Unknown	0.0	0.0%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	29.1	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)	21.9	77.3%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	2.0	7.0%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.9	14.0%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.5%	27.8	5.5%	12,112.8	4.3%
Unknown	0.0	0.1%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	28.4	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	0.1	1.0	2.0
Misassignments	0.0	0.0	1.9
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.1	1.0	3.9

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	0.4
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.4

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%	3.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	3.0%	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	600:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0

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
Parkside ES	\$9,631	\$97,833
Pittsburg USD	\$12,542	\$101,038
California	\$11,146	\$100,065
School and district: percentage difference	-23.2%	-3.2%
School and California: percentage difference	-13.6%	-2.2%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

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	\$12,552
Expenditures per pupil from restricted sources	\$2,921
Expenditures per pupil from unrestricted sources	\$9,631
Annual average teacher salary	\$97,833



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.

School Accountability Report Card

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