

# Pittsburg High School

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Grades 9-12 ▪ CDS Code 07-61788-0735407



# Pittsburg Unified School District

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## Principal's Message

In collaboration with site admin, district admin, teacher volunteers, and district coaches, Pittsburg High School (PHS) conducted ongoing (three to four times per month) classroom observations to observe evidence of implementation of learning targets, objectives and goals. In winter 2024, Professional Learning Communities (PLCs) were developed sitewide using a variety of equity data sets. Site

administration led staff through multiple data protocols to surface and identify problems of practice. Through this ongoing work, staff met monthly to follow the cycle of inquiry around their problem of practice to address the learning gaps that exist across different student groups.

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

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

Intervention classes are offered mostly after school on Tuesday and Thursday. PHS emphasizes student literacy in the use of computers and computer systems. We are a 1:1 school, in which every student has a laptop for use during the school day and at home. We offer classes such as web design, computer graphics and computer programming. The goals for the 2025-26 school year are to continue to improve instruction, and have professional development days and in-services to meet the socio-emotional needs of our students and staff. Additionally, we are focusing on the implementation of our equity walkthroughs using our districtwide walkthrough tool. We are continuing to work in our PLCs with our teachers as we are committed to meeting our Local Control Accountability Plan (LCAP) priority goals that support our strategic plan in improving student proficiency in English language arts (ELA) and math, as well as preparing students for college and career. We will work towards improving student performance, increasing parent involvement, creating a school culture that is inclusive of all, and supporting our students in achieving academic and emotional success.

This year, Ethnic Studies is now a graduation requirement. Ninth graders have been enrolled in Ethnic Studies classes for the 2025-26 school year.

## School Mission Statement

At Pittsburg High School we are dedicated to inspiring and ensuring that our students achieve academic excellence. We believe that the cultural diversity of our school community is our greatest asset, fostering an enriching environment where students come together through shared learning experiences.

We strive to empower our students to reach their fullest potential, cultivating lifelong learners who will positively impact the world they inherit. Ultimately, we aim to develop culturally and globally competent collaborative leaders who are prepared to thrive beyond their high school experience.

## School Safety

Pittsburg High School has a comprehensive school safety plan, which was reviewed and discussed with school faculty in August 2025. We conduct safety and fire drills in order to prepare students and staff in the event of a disaster. The school safety plan is housed in the principal's office and also available online. Our safety plan is updated every year in the spring.

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

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

## 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

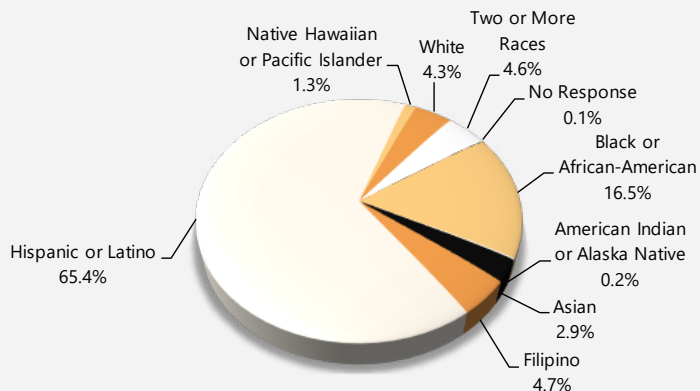
Ms. Destiny Briscoe, Trustee



## Enrollment by Student Group

The total enrollment at the school was 3,403 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

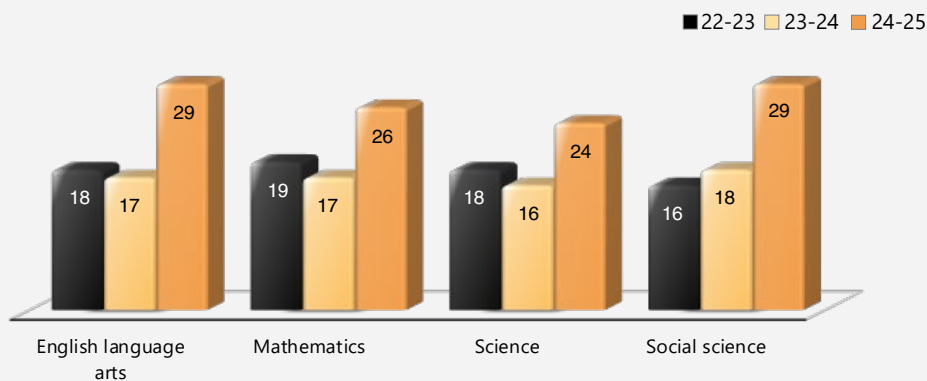
### Demographics (2024-25 School Year)



## 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)

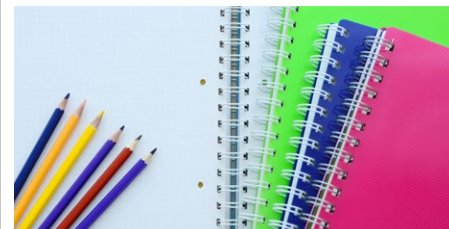
	2022-23			2023-24			2024-25		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	108	70	27	122	59	33	12	87	7
Mathematics	84	68	13	100	58	20	16	86	1
Science	73	52	14	82	60	3	22	75	2
Social science	98	57	19	73	70	18	6	59	4

## Enrollment by Student Group

### Demographics

#### 2024-25 School Year

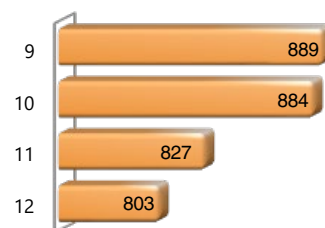
Female	50.30%
Male	49.60%
Non-Binary	0.10%
English Learners	17.60%
Foster Youth	0.50%
Homeless	7.40%
Migrant	0.00%
Socioeconomically Disadvantaged	81.90%
Students with Disabilities	11.60%



## 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)

	Pittsburg HS			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	5.40%	5.00%	5.50%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.10%	0.00%	0.10%	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
<b>All Students</b>	5.50%	0.10%
<b>Female</b>	5.00%	0.00%
<b>Male</b>	6.00%	0.20%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	2.80%	0.00%
<b>Black or African American</b>	11.40%	0.00%
<b>Filipino</b>	0.60%	0.00%
<b>Hispanic or Latino</b>	4.00%	0.10%
<b>Native Hawaiian or Pacific Islander</b>	16.70%	0.00%
<b>Two or More Races</b>	7.60%	0.00%
<b>White</b>	5.10%	0.00%
<b>English Learners</b>	6.20%	0.00%
<b>Foster Youth</b>	12.10%	0.00%
<b>Homeless</b>	8.20%	0.00%
<b>Socioeconomically Disadvantaged</b>	5.80%	0.10%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	7.90%	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

*Continued on page 5*



## 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/](http://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	90.60%	91.30%	90.60%	90.50%	89.90%

## 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	3,644	3,545	1,247	35.20%
Female	1,818	1,766	655	37.10%
Male	1,822	1,775	588	33.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	106	106	26	24.50%
Black or African American	621	590	241	40.80%
Filipino	169	166	33	19.90%
Hispanic or Latino	2,355	2,308	791	34.30%
Native Hawaiian or Pacific Islander	54	49	30	61.20%
Two or More Races	172	163	70	42.90%
White	156	152	52	34.20%
English Learners	690	671	268	39.90%
Foster Youth	33	24	18	75.00%
Homeless	270	262	130	49.60%
Socioeconomically Disadvantaged	3,006	2,936	1,083	36.90%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	433	413	175	42.40%

❖ 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)						
	Pittsburg HS		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	17.02%	17.76%	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)						
	Pittsburg HS		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	31%	43%	28%	33%	46%	48%
Mathematics	10%	17%	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	1,600	1,561	97.56%	2.44%	17.76%
Female	854	830	97.19%	2.81%	19.44%
Male	745	730	97.99%	2.01%	15.96%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	49	49	100.00%	0.00%	30.61%
Black or African American	261	253	96.93%	3.07%	8.33%
Filipino	88	88	100.00%	0.00%	34.09%
Hispanic or Latino	1,036	1,013	97.78%	2.22%	17.64%
Native Hawaiian or Pacific Islander	23	21	91.30%	8.70%	9.52%
Two or More Races	69	65	94.20%	5.80%	15.38%
White	70	68	97.14%	2.86%	30.88%
English Learners	298	284	95.30%	4.70%	3.20%
Foster Youth	❖	❖	❖	❖	❖
Homeless	123	116	94.31%	5.69%	10.53%
Military	90	89	98.89%	1.11%	11.24%
Socioeconomically Disadvantaged	1,288	1,257	97.59%	2.41%	17.21%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	163	154	94.48%	5.52%	6.54%

❖ 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	793	764	96.34%	3.66%	42.60%
Female	433	413	95.38%	4.62%	48.67%
Male	360	351	97.50%	2.50%	35.43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	27	26	96.30%	3.70%	69.23%
Black or African American	112	108	96.43%	3.57%	29.63%
Filipino	47	47	100.00%	0.00%	65.96%
Hispanic or Latino	530	508	95.85%	4.15%	42.41%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	36.36%
Two or More Races	23	22	95.65%	4.35%	27.27%
White	40	39	97.50%	2.50%	46.15%
English Learners	137	126	91.97%	8.03%	7.94%
Foster Youth	❖	❖	❖	❖	❖
Homeless	59	57	96.61%	3.39%	26.32%
Military	45	44	97.78%	2.22%	36.36%
Socioeconomically Disadvantaged	648	622	95.99%	4.01%	41.06%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	85	78	91.76%	8.24%	5.13%

❖ 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	791	761	96.21%	3.79%	17.48%
Female	433	412	95.15%	4.85%	16.99%
Male	358	349	97.49%	2.51%	18.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	27	27	100.00%	0.00%	44.44%
Black or African American	112	108	96.43%	3.57%	12.04%
Filipino	47	47	100.00%	0.00%	29.79%
Hispanic or Latino	528	503	95.27%	4.73%	15.51%
Native Hawaiian or Pacific Islander	11	11	100.00%	0.00%	18.18%
Two or More Races	23	22	95.65%	4.35%	13.64%
White	40	40	100.00%	0.00%	27.50%
English Learners	137	128	93.43%	6.57%	10.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	59	57	96.61%	3.39%	12.28%
Military	45	44	97.78%	2.22%	15.91%
Socioeconomically Disadvantaged	647	622	96.14%	3.86%	17.52%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	85	78	91.76%	8.24%	5.13%

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



## Career Technical Education Programs

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

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

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

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

### CTE classes:

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

### ROP classes:

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

## 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.

## 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

#### 2024-25 Participation

<b>Number of pupils participating in a CTE program</b>	1,821
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	55.4%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	10.0%

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

### Advanced Placement Courses

#### 2024-25 School Year

<b>Percentage of students enrolled in AP courses</b>	23.70%
<b>Number of AP courses offered at the school</b>	40

#### Number of AP Courses Offered

<b>Computer science</b>	0
<b>English</b>	10
<b>Fine and performing arts</b>	0
<b>Foreign language</b>	9
<b>Mathematics</b>	3
<b>Science</b>	3
<b>Social science</b>	15

## 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
<b>Pittsburg HS</b>	90.00%	89.40%	87.60%	6.40%	7.30%	7.00%
<b>Pittsburg USD</b>	87.60%	87.60%	86.10%	8.70%	8.40%	7.80%
<b>California</b>	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
<b>All Students</b>	841	737	87.60%
<b>Female</b>	433	385	88.90%
<b>Male</b>	407	351	86.20%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	22	19	86.40%
<b>Black or African American</b>	155	139	89.70%
<b>Filipino</b>	43	36	83.70%
<b>Hispanic or Latino</b>	531	465	87.60%
<b>Native Hawaiian or Pacific Islander</b>	13	12	92.30%
<b>Two or More Races</b>	42	38	90.50%
<b>White</b>	33	26	78.80%
<b>English Learners</b>	221	171	77.40%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	83	64	77.10%
<b>Socioeconomically Disadvantaged</b>	713	626	87.80%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	93	64	68.80%

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	
Pittsburg HS	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	98.74%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	38.77%

## 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
<b>English Language Arts 1</b>	Writer's Inc. Student Handbook College Career Readiness, Houghton Mifflin Harcourt	2020
<b>English Language Arts 1</b>	The Absolutely True Diary of a Part-Time Indian, Brown and Company	2020
<b>English Language Arts 1</b>	Once Upon a Quinceanera: Coming of Age in the USA, Penguin Group, Inc.	2020
<b>English Language Arts 1</b>	All American Boys, Athenaeum/Caitlyn Dlouhy Books	2020
<b>English Language Arts 1</b>	Romeo & Juliet from Folger Shakespeare library, Simon and Schuster Paperbacks	2020
<b>English Language Arts 2 English 2 Honors</b>	Writer's Inc.: A Student Handbook College Career Readiness, Houghton Mifflin Harcourt	2020
<b>English Language Arts 2 English 2 Honors</b>	The Distance Between Us: A Memoir, Washington Square Press	2020
<b>English Language Arts 2 English 2 Honors</b>	A Raisin in the Sun, Modern Library	2020
<b>English Language Arts 2 English 2 Honors</b>	Born a Crime: Stories from a South African Childhood, Penguin Books Ltd.	2020
<b>English Language Arts 2 English 2 Honors</b>	Zoot Suit and Other Plays, Arte Publico Press	2020
<b>English Language Arts 3 ERWC</b>	A Writer's Reference, 9th ed., Bedford St. Martin's	2020
<b>English Language Arts 3</b>	Between the World and Me, Spiegel/Grau	2020
<b>English Language Arts 3</b>	50 Essays: A Portable Anthology, 5th ed., Bedford, Freeman, & Worth	2020
<b>ERWC</b>	The Handmaid's Tale, Houghton Mifflin Harcourt	2020
<b>ERWC</b>	Autobiography of Malcolm X, Ballantine	2020
<b>AP English Literature</b>	Novels (no textbook)	N/A
<b>ELD</b>	Get Ready! Vista Higher Learning	2024
<b>ELD</b>	English 3D, Houghton Mifflin Harcourt	2024
<b>Algebra I</b>	Algebra 1, Amplify Education	2024
<b>Geometry</b>	Geometry, Imagine Learning	2024
<b>Algebra II</b>	Algebra 2, Imagine Learning	2024
<b>Precalculus</b>	Blitzer: Precalculus, SAVVAS	2024
<b>AP Calculus</b>	Briggs: AP Calculus, SAVVAS	2024
<b>Statistics</b>	Larson: Statistics, SAVVAS	2024
<b>World History</b>	CA Impact: World History, Culture & Geography: The Modern World, McGraw Hill Education (10)	2019

Continued on page 13

## 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

<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	0%
<b>Health</b>	0%
<b>Science laboratory equipment</b>	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

<b>Data collection date</b>	9/10/2025
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## 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
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes



Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	Textbook	Adopted
<b>AP World History</b>	Traditions and Encounters, Glencoe	2017
<b>US History P</b>	CA Impact: United States History & Geography: Continuity & Change, McGraw Hill Education (11)	2019
<b>AP US History</b>	The American Pageant, Cengage Learning	2016
<b>American Government/Economics</b>	CA Impact: Principles of Economics, McGraw Hill Education (12)	2019
<b>American Government/Economics</b>	CA Impact: Principles of American Democracy, McGraw Hill Education (12)	2019
<b>AP GovPol US</b>	Government by the People, Pearson Prentice Hall	2005
<b>Chemistry</b>	Experience Chemistry, Savvas	2023
<b>Chemistry H</b>	Experience Chemistry, Savvas	2023
<b>AP Chemistry</b>	Chemistry, the Central Science; Prentice Hall	2015
<b>ChemCom</b>	No textbook	N/A
<b>Anatomy and Physiology</b>	Essentials of Human Anatomy, Pearson Education	2005
<b>AP Human Geography</b>	The Cultural Landscape, Pearson Education	2016
<b>Physics</b>	Physics, Holt	2007
<b>Biology</b>	Experience Biology, Savvas	2023
<b>AP Biology</b>	Campbell Biology, Prentice Hall	2017
<b>AP Biology</b>	Focus, AP Edition	2017
<b>AP Psychology</b>	Myer's Psychology for AP, Worth Publishing	2017
<b>AP Physics 1</b>	Physics Principles and Applications, Pearson	2005
<b>AP Physics C: E&amp;M</b>	Physics for Scientists and Engineers, Pearson	2013
<b>AP Environmental Science</b>	Environmental Science for AP, W.H. Freeman	2012
<b>French 1</b>	D'Accord! 1, Vista Higher Learning	2016
<b>French 2</b>	D'Accord! 2, Vista Higher Learning	2016
<b>French 3</b>	D'Accord! 3, Vista Higher Learning	2016
<b>French 4</b>	Imaginez le Français sans Frontières	2017
<b>Italian 1</b>	Sentieri, Vista Higher Learning	2016
<b>Italian 2</b>	Sentieri, Vista Higher Learning	2016
<b>Italian 3</b>	Sentieri, Vista Higher Learning	2016
<b>Mandarin</b>	Integrated Chinese 1, 4th edition	2018
<b>Mandarin II</b>	Integrated Chinese 2, Cheng & Tsui	2019



## Parental Involvement

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

The School Site Council (SSC), English Learner Advisory Committee (ELAC) and the Parent Teacher Student Association (PTSA) meet monthly or every other month to discuss our current programs, review school data on our academic and safety programs, and make decisions around the site budget, site plan, student activities and school programs. A number of our parents participate in these groups but our goal is to improve parent membership and participation in these groups by 50% for the current year. During the 2024-25 school year, the School Site Council met monthly and requested information from various stakeholders and programs on campus to get updates on their progress. The English Learner Advisory Committee also met monthly and shared their concerns with school administration.

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 the school at (925) 473-2390.

Textbooks and Instructional Materials, *Continued from page 13*

## Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Spanish 1	Español 1, Santillana	2016
Spanish 2	Español 2, Santillana	2016
Spanish 3	Español 3, Santillana	2016
Spanish 4	Español 4, Santillana	2016
Spanish for Spanish Speakers	En Español 9, Santillana	2015
Spanish for Spanish Speakers	En Español 10, Santillana	2015
Spanish for Spanish Speakers	En Español 11, Santillana	2015
AP Spanish Language	Temas AP Spanish Language and Culture, Vista Higher Learning	2015
AP Spanish Literature	Reflexiones, Pearson	2015
Medical Terminology	Medical Terminology Systems, Cengage	2016
Sports Medicine	Fundamentals of Athletic Training, Human Kinetics	2015
Advanced Sports Medicine	Fundamentals of Athletic Training, Human Kinetics	2015
Human Body Systems	Essentials of Human Anatomy & Physiology, Pearson	2007
Principles of Bio Med	Biology AP 7th Edition, Pearson	2019
Medical Intervention	Biology AP 7th Edition, Pearson	2019

## 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
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Fair
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	8/22/2025



## Professional Development

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

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

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

## Professional Development Days

## Number of school days dedicated to staff development and continuous improvement

2023-24	3
2024-25	3
2025-26	3

## 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
<b>Systems</b>	Room 100-70, 200-13 Vent cover is missing. Replaced.
<b>Interior</b>	Room 100-16 Formica trim is loose on countertop; Room 100-17 Window blinds are broken; Room B119, F205, F210, F211 Ceiling Tile has a hole; Room B221, B214, A203C, A202A, A202D, A201, A203E, G202, G205, G214, G220A, G220B, 100-40, E207, P113, P109, P212, E204 Ceiling tile has a water stain; Room B204, A202C, A201, G210, P109 Ceiling Tiles are broken; Room F202 Drawer is missing; Room 100-40, E204 Hole in wall; Room E204 Soft spot in center of floor; Room P2 Wall paper is torn; Room P212, E204 Ceiling tile is missing. Work Order has been placed for repair.
<b>Cleanliness</b>	Room 100-16, B121A, B214, B101, F106, G117, G101, E213, B204, G210, G220A, G205, F205, A203H Unsecured items are stored too high; Room A140C Wax is spilled staining carpet and wall; Room D009A, D006A Room has strong odor; Room B114 Ants are present. All repairs made.
<b>Electrical</b>	Room 200-13, 100-25, 100-54, E205, 200-05, 100-28, 200-14 light Diffusers are missing; Room 100-23, 100-26 Light switch button is missing; Room G117, G214 Surge protectors are daisy chained; Room B101, B121D, 200-23, F106, 100-37, G101, 100-13, D202, E108, E105, E204, E201, 100-08, P101, 200-06, E205, A140E, F101, 100-42, G205, F202, A201 light panel out; Room B121, F211, P7, P106 Extension cord and surge protector are daisy chained; Room B221, G219, F110 light bulbs are out; Room A203H, 100-54, E213, E205, F110, 100-05, G205, A201 Electrical cover is missing; Room G202 One light diffuser has a water stain; Room A140E Threshold is missing; Room E303, E304 Light diffuser is loose; Room A140A Light panel is dim; Room D109 Multiple can lights are out; Room 100-08, A201 light fixture is out; Room 100-36 Light diffuser is broken; Room G205 Two outlets have no power; Room F202 Ethernet cover is loose. All repairs made.
<b>Restrooms/fountains</b>	Room 100-28, 100-04, D006A, D027A, D001A, 200-05, 100-44, 100-49, 100-51, E201, S-1, 100-80, 100-85, 100-70, E303, E304, E213, 100-54, 200-05, 100-42, 100-11, 100-02, 100-11, 100-17, 100-1, 200-10, 200-08, 100-02, 200-04, 200-10, 200-13, A111, E108 Menstrual Product not readily available; Room 100-12, D006A, D027A, 100-51, 100-11 all single user rest rooms must be labeled all-gender (per AB-1732); Room D006A, 100-36, 100-11, 100-44, 100-80, 100-85 Faucet handle is broken; Room D026A, 200-06 Faucet sticks on; Room A111, 100-04, 200-05, 100-42, 100-40, 100-43, E108, 100-08, 100-02 Toilet is loose at base; Room 100-04, E108, E205 One stall is out of order; Room 100-02, 200-06 One faucet has high pressure and a low flow; Room 100-37, D107 Toilet leaks at fitting; Room 000-05, 200-05, 100-04 faucet has no flow; Room E303, 200-22, F110 Faucet is loose at base; Room E212, 100-54 Sink is missing, creating an injury hazard; Room 2009-23, 200-22, 200-07 Hole in wall; Room D202 Four sink caps are missing; Room E201 One hand dryer has no power; Room 100-37 Gang graffiti on stall partition; Room 100-02 Stall door is unable to be secured; Room 200-22 Soap dispensers are missing; Room 200-07 Soap dispenser is broken; Room 200-07 One toilet is clogged; Room F205, F106 One faucet leaks at top fitting; Room F110, 100-23 Faucet has a low flow; Room F106 One faucet has a drip; Room 000-05 Urinal flushes for extended period of time; Room 100-43 Toilet seat is broken; Room E212 Paint is peeling on ceiling; Room 100-08, 200-22 Sink is loose from wall; Room 100-23 Toilet is broken/has a hole at base. All repairs made.
<b>Safety</b>	Room 120, A140B, A202C Plug in candle warmer; Room 100-16, G112, 100-36, G106, S-1 Improperly stored cleaning supplies; Room G214, G220C, F210, A140A Plug in air freshener; Room A111 Paint is peeling on interior wall; Room 100-02 Paint is peeling on the ceiling; Room 100-12 Smoke detector is taped. All repairs made.
<b>External</b>	Room B109, B114 Window Blinds are broken; Room 100-16 Formica trim is loose on countertop; Room E108 Windows and door closer cover is missing; Room A113, 200-22, 200-24, F211, G117 Door closer cover is missing; Room S-1 door closer is broken. All repairs made.

## School Facilities

Pittsburg High School has been completely rebuilt into a modern, state-of-the-art campus. In August 2017, we opened a new two-story brick building—modeled after the original 1920s structure—featuring 104 advanced classrooms and 30 additional learning spaces. The facility includes seven computer labs, over 20 mobile labs, a new library, and a gymnasium. Vocational education remains a priority, with new auto and wood shops complementing our college-preparatory programs.

Our athletic facilities have also been transformed, with new softball and PE fields, an upgraded football stadium and track, and a new baseball field. The renovated Creative Arts Building, reopened in 2012, continues to serve as a vibrant community theater. Despite the expansion, our growing student population has outpaced classroom capacity, requiring some teachers to travel between rooms.

To preserve our new facilities, weekly walkthroughs with the head custodian ensure cleanliness and safety, and maintenance issues are promptly addressed through a structured work order system. We also collaborate regularly with construction consultants and district facilities leadership to manage warranty and operational concerns.

A 13-member custodial team maintains the campus, with three daytime and ten evening staff. Campus safety is supported by a School Resource Officer, probation officer, and ten security personnel. PHS operates as a closed campus during brunch and lunch.

Our renovated North Campus—home of the original Pittsburg High—now houses the Pittsburg Independent Learning Center (PILC), independent studies and ROP offices, and Lincoln mental health counselors who provide daily student support.



## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	117.5	73.4%	449.5	85.0%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	4.7	3.0%	16.0	3.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	12.9	8.1%	19.7	3.7%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	8.7	5.5%	17.5	3.3%	11,953.1	4.3%
<b>Unknown</b>	16.1	10.1%	26.1	5.0%	15,831.9	5.7%
<b>Total Teaching Positions</b>	160.1	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	104.9	70.2%	405.2	80.7%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	5.0	3.4%	16.4	3.3%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	9.8	6.6%	30.4	6.1%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	17.1	11.5%	27.4	5.5%	11,746.9	4.2%
<b>Unknown</b>	12.3	8.3%	22.4	4.5%	14,303.8	5.2%
<b>Total Teaching Positions</b>	149.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	112.8	73.3%	397.0	78.5%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	2.6	1.7%	9.6	1.9%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	13.4	8.8%	50.3	10.0%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	13.6	8.9%	27.8	5.5%	12,112.8	4.3%
<b>Unknown</b>	11.2	7.3%	20.5	4.1%	13,705.8	4.9%
<b>Total Teaching Positions</b>	153.8	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	3.0	7.8	9.6
Misassignments	9.9	2.0	3.8
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>12.9</b>	<b>9.8</b>	<b>13.4</b>

## 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	1.1	6.3	2.8
Local Assignment Options	7.5	10.8	10.8
<b>Total Out-of-Field Teachers</b>	<b>8.7</b>	<b>17.1</b>	<b>13.6</b>

## 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)	5.8%	1.3%	1.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.5%	0.1%	0.4%

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
<b>Pupils to Academic counselors</b>	425:1
<b>Support Staff</b>	<b>FTE</b>
Counselor (academic, social/behavioral or career development)	10.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	3.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data (2023-24 Fiscal Year)		
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$64,002	\$62,145
<b>Midrange teacher salary</b>	\$95,578	\$97,088
<b>Highest teacher salary</b>	\$118,776	\$120,435
<b>Average elementary school principal salary</b>	\$162,797	\$151,342
<b>Average middle school principal salary</b>	\$171,418	\$159,513
<b>Average high school principal salary</b>	\$187,679	\$177,260
<b>Superintendent salary</b>	\$281,623	\$294,804
<b>Teacher salaries: percentage of budget</b>	29.73%	29.95%
<b>Administrative salaries: percentage of budget</b>	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
<b>Pittsburg HS</b>	\$9,409	\$98,042
<b>Pittsburg USD</b>	\$12,542	\$101,038
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	-25.0%	-3.0%
<b>School and California: percentage difference</b>	-15.6%	-2.0%

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	
<b>Total expenditures per pupil</b>	\$11,478
<b>Expenditures per pupil from restricted sources</b>	\$2,069
<b>Expenditures per pupil from unrestricted sources</b>	\$9,409
<b>Annual average teacher salary</b>	\$98,042



## 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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