



Hillview Junior High School

333 Yosemite Drive Pittsburg, CA 94565 ▪ hillview.pittsburgusd.net

Kathryn Agudo, Principal ▪ kagudo@pittsburgusd.net ▪ (925) 473-2380

Grades 6-8 ▪ CDS Code 07-61788-6061162



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

At Hillview Junior High, we believe every student can thrive when supported by high-quality instruction, meaningful relationships, and a strong sense of belonging. Our dedicated staff provide rigorous, culturally responsive teaching that prepares students for high school, college, and career success.

During the 2024–25 school year, our Warriors made important strides in academic growth and school climate. Our English Learners showed strong progress, with over 52% advancing toward English proficiency (Green on the state Dashboard), and our suspension rate declined to 6.9% (Green) thanks to restorative practices and social-emotional learning supports. We also reduced chronic absenteeism by 2.5 percentage points, showing improvement in student engagement and attendance.

Academically, we continue to focus on strengthening literacy and mathematics. Guided by the California Assessment of Student Performance and Progress (CAASPP) and i-Ready data, our teachers are implementing targeted reading and math interventions, small-group instruction, and schoolwide literacy strategies. Professional development in equity, inclusion, and effective ELD instruction ensures all students—especially English Learners, students with disabilities, and socioeconomically disadvantaged youth—receive the support they need to succeed.

For the 2025–26 school year, we are committed to increasing the percentage of students at or above grade level, deepening family partnerships, and continuing to reduce absenteeism. As we prepare to open our new campus, we look forward to creating an inspiring learning environment that reflects our community's pride and potential.

At Hillview Junior High, every student is known, valued, and capable of success.

Go Warriors!

Kathryn Agudo

Principal, Hillview Junior High School

School Mission Statement

Hillview Junior High School collaborates with students, parents, and community partners to prepare tomorrow's leaders for their future using a strategic approach of developing critical thinking, emphasizing effective communication, and instilling accountability and independence.

Parental Involvement

Hillview Junior High School actively partners with families to ensure every student's academic and social success. Parents and guardians are encouraged to participate in a variety of leadership, advisory, and volunteer opportunities that shape school programs and decision-making.

Formal Involvement Opportunities:

- School Site Council (SSC): Parents serve as elected representatives to review student achievement data, monitor the School Plan for Student Achievement (SPSA), and help determine budget priorities that support student learning.
- English Learner Advisory Committee (ELAC): Families of English Learners collaborate with staff to review language development programs, reclassification criteria, and strategies to support English Learners' success.
- Parent Teacher Association (PTA) and Booster Groups: Parents assist with school events, fundraisers, and activities that enhance the student experience, such as academic recognition programs and cultural celebrations.
- Community School Steering Committee: Parents, community partners, and staff work together to coordinate services that address the academic, social-emotional, and wellness needs of students and families.

Additional Family Engagement:

Parents are invited to attend family literacy ELD nights, cultural events, and workshops that provide tools for supporting learning at home. The school offers translation, child care, and flexible meeting times to ensure access for all families.

Seeking Parent Input:

Hillview regularly gathers feedback through surveys, Community School Steering Committee, ELAC and SSC meetings, and parent listening sessions. Input from these groups directly informs school improvement goals, attendance initiatives, and academic interventions. Families are viewed as essential partners in shaping the direction of the school.

For more information on how to become involved, please contact Kiana Ashley at kashley@pittsburgusd.net or (925) 473-2380 ext. 5163.

Hillview also has a Parent Staff Association that meets monthly to discuss ways to support students and staff throughout the year. Please reach out to hillviewwarriorspsa@gmail.com for more information and to join.

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

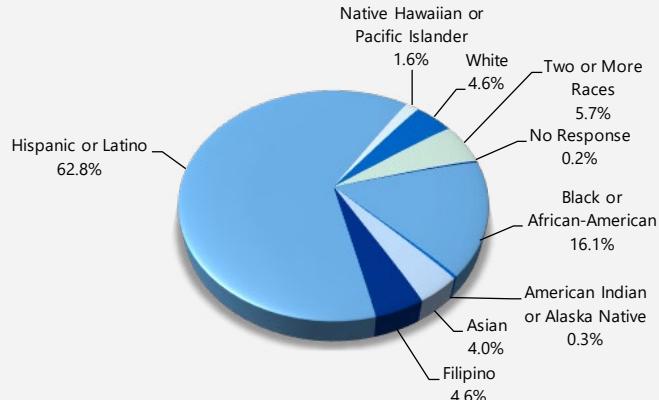
Ms. Destiny Briscoe, Trustee



Enrollment by Student Group

The total enrollment at the school was 893 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

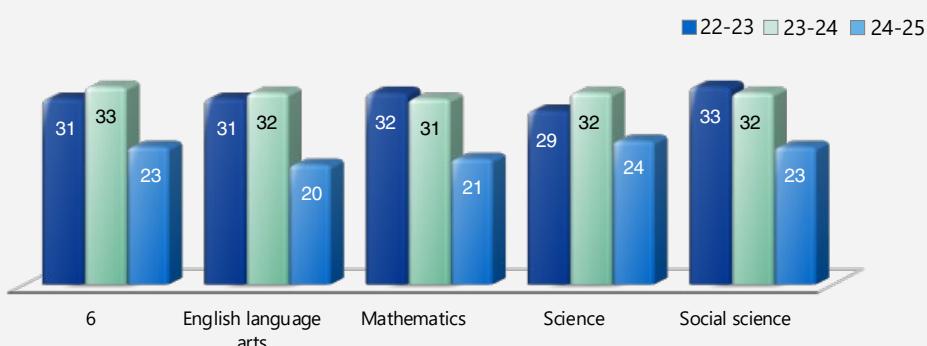
Demographics (2024-25 School Year)



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)

Grade	2022-23			2023-24			2024-25		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		20	16		26	12	23	37	10
Subject									
English language arts	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
Mathematics		10	8	1	16	3	9	16	3
Science		17	3		9	9	6	10	8
Social science		13	6		9	9	8	9	8

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	50.10%
Male	49.90%
Non-Binary	0.00%
English Learners	21.40%
Foster Youth	0.20%
Homeless	3.40%
Migrant	0.00%
Socioeconomically Disadvantaged	82.90%
Students with Disabilities	11.00%



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	
6	303
7	296
8	294

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)									
	Hillview JHS			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	9.80%	8.00%	3.30%	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	3.30%	0.00%
Female	3.00%	0.00%
Male	3.60%	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	7.60%	0.00%
Filipino	2.40%	0.00%
Hispanic or Latino	2.10%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.90%	0.00%
White	7.30%	0.00%
English Learners	1.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.30%	0.00%
Socioeconomically Disadvantaged	3.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.90%	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.

California Physical Fitness Test (2024-25 School Year)					
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	95.50%	95.90%	96.40%	96.40%	95.90%

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	928	908	254	28.00%
Female	460	452	136	30.10%
Male	468	456	118	25.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	40	40	6	15.00%
Black or African American	159	148	64	43.20%
Filipino	41	41	3	7.30%
Hispanic or Latino	575	567	149	26.30%
Native Hawaiian or Pacific Islander	15	15	5	33.30%
Two or More Races	52	51	15	29.40%
White	41	41	12	29.30%
English Learners	216	212	55	25.90%
Foster Youth	❖	❖	❖	❖
Homeless	30	28	13	46.40%
Socioeconomically Disadvantaged	758	742	219	29.50%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	102	101	41	40.60%

❖ 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



School Safety

The school safety plan identifies emergency procedures and security protocols. Students and staff are prepared to respond to various emergencies through regular drills and in-class discussions with regard to safety and personal security. The safety plan addresses information regarding the physical, social and cultural aspects of the school environment. It is reviewed annually and updated accordingly. Included in the safety plan are school and evacuation maps with directions regarding how to evacuate.

In addition, the district has developed a Crisis Intervention Plan to activate in the event of a crisis. Support staff is available to provide targeted support in the event of a crisis (e.g., most schools have a psychologist who is available for crisis counseling in the event of a tragic event). The school safety plan may be accessed through our website. Parents and community members may also request a hard copy by visiting the school.

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

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).

Subject	Hillview JHS		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	20.83%	18.25%	15.87%	16.31%	30.73%	32.33%

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 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.

Subject	Hillview JHS		Pittsburg USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	26%	30%	28%	33%	46%	48%
Mathematics	11%	12%	15%	17%	34%	37%

CAASPP Test Results by Student Group: Science (grade 8)

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	285	278	97.54%	2.46%	18.25%
Female	149	144	96.64%	3.36%	13.29%
Male	136	134	98.53%	1.47%	23.31%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	21.43%
Black or African American	51	48	94.12%	5.88%	2.13%
Filipino	15	14	93.33%	6.67%	50.00%
Hispanic or Latino	177	175	98.87%	1.13%	19.54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	12	12	100.00%	0.00%	8.33%
White	14	13	92.86%	7.14%	15.38%
English Learners	43	41	95.35%	4.65%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	40	39	97.50%	2.50%	8.11%
Socioeconomically Disadvantaged	241	234	97.10%	2.90%	17.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	29	25	86.21%	13.79%	4.17%

❖ 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 6-8)

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	877	838	95.55%	4.45%	30.42%
Female	440	419	95.23%	4.77%	33.25%
Male	437	419	95.88%	4.12%	27.58%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	40	37	92.50%	7.50%	45.95%
Black or African American	136	127	93.38%	6.62%	21.43%
Filipino	41	39	95.12%	4.88%	61.54%
Hispanic or Latino	551	530	96.19%	3.81%	27.79%
Native Hawaiian or Pacific Islander	13	13	100.00%	0.00%	53.85%
Two or More Races	52	51	98.08%	1.92%	31.37%
White	41	38	92.68%	7.32%	40.54%
English Learners	188	172	91.49%	8.51%	1.75%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	78	74	94.87%	5.13%	19.18%
Socioeconomically Disadvantaged	726	695	95.73%	4.27%	29.48%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	97	88	90.72%	9.28%	5.75%

❖ 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 6-8)

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	877	846	96.47%	3.53%	11.73%
Female	440	425	96.59%	3.41%	10.35%
Male	437	421	96.34%	3.66%	13.13%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	40	39	97.50%	2.50%	13.16%
Black or African American	136	127	93.38%	6.62%	8.66%
Filipino	41	40	97.56%	2.44%	42.50%
Hispanic or Latino	551	537	97.46%	2.54%	9.51%
Native Hawaiian or Pacific Islander	13	13	100.00%	0.00%	15.38%
Two or More Races	52	49	94.23%	5.77%	16.33%
White	41	38	92.68%	7.32%	10.53%
English Learners	188	180	95.74%	4.26%	1.12%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	78	76	97.44%	2.56%	5.26%
Socioeconomically Disadvantaged	726	702	96.69%	3.31%	10.71%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	97	87	89.69%	10.31%	2.30%

❖ 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	StudySync California, Macmillan McGraw Hill ELD StudySync California, Macmillan McGraw Hill	2017
Reading/language arts	StudySync California, McGraw Hill	2017
Reading/Language arts	Get Ready! ELD Vista Higher Learning	2024
Reading/Language arts	Bridges A-C, ELD Vista Higher Learning	2024
Mathematics	Desmos Math Algebra, Amplify Education (6-8)	2024
Science	Issues and Science for California, Lab-Aids, Inc. (6-8)	2022
History/social science	Ancient Civilizations, National Geographic Learning (6)	2019
History/social science	Medieval & World History, National Geographic Learning (7)	2019
History/social science	History to WWI, National Geographic Learning (8)	2019
World Languages	Santillana (6-8)	2016
Worlds Languages (DI)	Santillana En Español (6-8)	2017

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	0%
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

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

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)	Poor
Cleanliness: Pest/vermin control, overall cleanliness	Fair
Electrical: Electrical systems	Poor
Restrooms/fountains: Restrooms, sinks and drinking fountains	Poor
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	Fair
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
Systems	Room 132 Vent cover is missing. Work Order has been placed for repair.
Interior	Room 124, 106, 409, 206 Floor tiles are broken; Room 121 Holes in linoleum flooring; Room 100-96 Water damage to wall behind toilet; Room 110, 409 Ceiling tile is missing; Room 111 Wall tiles are missing on window sill; Room 111 Rubber molding is missing; Room 401, 210, 206 Wall paper is torn; Room 409 Formica trim is missing on countertop; Room 100-136 Wall tile is broken; Room 307 Ceiling tile has a hole; Room P-10 Ceiling tile has a water stain. Work Order has been placed for repair.
Cleanliness	Room 100-124, 503, 401, P-4 Unsecured items are stored too high. Room 503, 105, 106, 110, 116, 111, 401, 405, 409, 413, 210, 206 - Flooring is dingy. Room 100-131 Growth in drinking fountain basin drain. Room 136, 139 Dirty vent. Work Order has been placed for repair.
Electrical	Room 100-122, 111, P-4 - Extension cord and surge protector are daisy chained; Room 100-124, 307 One Light panel is out; Room 100-96, 85, 122, 103, 409, 03, 01 One light diffuser is missing; Room 105, 116, 111, 413 One light fixture is out; Room 110 Extension cord is being permanently used. Work Order has been placed for repair.
Restrooms/fountains	Room 100-121, 85, 133, 136, 139 - Menstrual Product are not available; Room 100-85 - Menstrual notice not posted; Room 100-85 Toilet not flushing properly; Room 100-103, 133 - Toilet is leaking at fitting; Room 100-131 - Drinking fountain has no flow on one side; Room 405 Drinking fountain leaks at button; Room 409, 206, 307 - Faucet leaks at handle; Room 100-136, 139 Dirty vent; Room 100-03 - Faucet loose at base. Work Order has been placed for repair.
Safety	Room 100-90, 122, 90 -Plug in candle warmer; Room 105 -improperly stored cleaning supplies; Room 106, 105 - plug in air freshener; Room 100-123, 122, 88, 87, 88, 89, 90, 91, 92, 98 - No room ID; Room 100-87 Extension cord is being permanently used; Room 110 - Evacuation map is not posted. Work Order has been placed for repair.
Structural	Room 111, 210 Door closer cover is missing. Work Order has been placed for repair.

School Facilities

Hillview Junior High School was built in 1958 and renovated in the 2001-02 school year (primarily wiring and flooring upgrades). The school includes 44 classrooms, a library, three computer labs, a band room, cafeteria, stage and gymnasium. Technology in each classroom includes LCD projectors, document cameras and upgraded computers. As we begin the 2025-26 school year, we are finishing construction of our new school with the grand opening slated for January 2026. The Gym will open in summer 2026. During construction, we have adjusted our physical layout for school safety.

We currently employ four full-time custodians to maintain the campus. Bathrooms, in particular, are cleaned multiple times throughout the day, and school administration checks them to ensure cleanliness.

We have a closed campus with our outer doors secured during the regular school day. Students are supervised at all times, including before and after school, during lunch and during passing periods.

Every site is inspected on a monthly basis according to the guidelines generated by the Williams case settlement. At this time, we have no safety-related discrepancies that have not been corrected.

The site administrator and the custodial staff address school cleanliness daily. We clean restrooms on a routine basis, note discrepancies, create work orders and make corrections 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.

Hillview shares an upgraded field with the city of Pittsburg. We are very proud of our turf field. Additionally, we erected solar panels in the northwest parking lot and field.

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.

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)	36.3	87.1%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.0	2.4%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	3.3%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	1.9%	17.5	3.3%	11,953.1	4.3%
Unknown	2.1	5.2%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	41.7	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)	34.3	85.5%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	7.5%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.4	6.1%	27.4	5.5%	11,746.9	4.2%
Unknown	0.3	0.8%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	40.2	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)	32.9	79.5%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	2.4%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.9	9.6%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	8.4%	27.8	5.5%	12,112.8	4.3%
Unknown	0.0	0.0%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	41.4	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	1.0	3.0	1.9
Misassignments	0.4	0.0	2.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.3	3.0	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	1.0	0.0
Local Assignment Options	0.7	1.4	3.4
Total Out-of-Field Teachers	0.7	2.4	3.4

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)	0.9%	0.0%	5.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

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

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.

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	461:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	3.0

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
Hillview JHS	\$9,643	\$97,924
Pittsburg USD	\$12,542	\$101,038
California	\$11,146	\$100,065
School and district: percentage difference	-23.1%	-3.1%
School and California: percentage difference	-13.5%	-2.1%

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.

Types of Services Funded

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

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

School Financial Data

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

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	\$11,644
Expenditures per pupil from restricted sources	\$2,001
Expenditures per pupil from unrestricted sources	\$9,643
Annual average teacher salary	\$97,924

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

Published by:

