

Piedmont High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ 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).

California School Dashboard



The California School Dashboard (Dashboard) 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.

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.

2021-22 School Contact Information

School Name	Piedmont High School
Street	800 Magnolia Ave.
City, State, Zip	Piedmont, CA 94611-4029
Phone Number	(510) 594-2626
Principal	Adam Littlefield
Email Address	alittlefield@piedmont.k12.ca.us
School Website	https://www.piedmont.k12.ca.us/phs/
County-District-School (CDS) Code	01612750136515

2021-22 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Randall Booker
Email Address	rbooker@piedmont.k12.ca.us
District Website Address	http://www.piedmont.k12.ca.us/

2021-22 School Overview

Piedmont High School is a high-achieving small comprehensive high school established in 1921 and located in the East Bay hills of the San Francisco Bay Area. It has one feeder middle school located on an adjoining campus. Piedmont, a city of about 11,000 residents, sustains a strong sense of community. Parent participation in school activities is extensive; parents and community members have developed a variety of support organizations for academies, athletics, visual arts, performing arts, Special Education and a community-wide educational foundation. The educational programs at the school are tailored to meet the needs of students in a changing society and are designed to promote the academic success of every student through a comprehensive educational experience.

It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

- A qualified, inventive and student-oriented staff;
- A generous, involved and supportive parent community;
- A K-8 program that prepares students effectively for the rigors of high school;
- A curious and motivated student body of high schoolers who are diverse in their talents and their contributions to our educational setting.

“Achieve the Honorable,” the long-standing motto of Piedmont High School, means that all students demonstrate academic and personal integrity in their work. Being honest in all situations promotes learning, supports growth in intellect as well as character, and signifies each student’s responsibility to respect peers, teachers, staff, and the administration.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	206
Grade 10	197
Grade 11	225
Grade 12	211
Total Enrollment	839

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	10.6
Black or African American	1.3
Filipino	0.8
Hispanic or Latino	8.9
Two or More Races	16.6
White	61.7
English Learners	0.4
Homeless	0.2
Socioeconomically Disadvantaged	1.7
Students with Disabilities	12.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

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)	41.7	86.3	136.6	88.9	228366.1	83.1
Intern Credential Holders Properly Assigned	1.6	3.3	1.6	1.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	2.5	3.5	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	2.5	8.3	5.4	12115.8	4.4
Unknown	2.6	5.4	3.6	2.3	18854.3	6.9
Total Teaching Positions	48.3	100.0	153.6	100.0	274759.1	100.0

Note: The data in this table 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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.1
Total Out-of-Field Teachers	1.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 22, 2021 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2021-22, all textbooks and instructional materials at Piedmont High School were adequate in supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students for access to online materials.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Year and month in which the data were collected

September 22, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	No assigned textbooks; several fiction and nonfiction books	No	0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 9-11, adopted 2016 Calculus (Wiley) Workshop Statistics	Yes	0
Science	Biology (Miller Levine), Biotechnology, Chemistry (Zumdahl) Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science, Environmental Science, Introduction to the Human Body, Physical/Earth Science, Physics (Giancoli) Physics Principles and Problems. Adoption pilots for Chemistry and Biology occurring this year.	No	0
History-Social Science	A History of Western Society, American Pageant, The Americans, Constitutional Law, Economics; Principles and Practices, Exploring Psychology, 40 Studies That Changed Psychology, History of the Modern World, Street Law, World Geography, World History: Connections to Today	No	0
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 9-12) Conexiones (Spanish IV grades 9-12) Temas (Spanish AP grades 9-12) French Bien Dit 1,2,3 (French I, II, III grades 9-12) Quant a moi (French IV grades 9-12) AP French: Preparing for the Language and Culture Examination, Thèmes Tin Tin Mandarin	Yes	0

	Integrated Chinese Level I (part 1) (Mandarin II grades 912) Integrated Chinese Level I (part 1) (Mandarin III grades -12) Integrated Chinese Level II (part 1) (Mandarin IV grades 912) Integrated Chinese Level II (part 2) (AP Mandarin grades -12) Jiayou (AP Mandarin grades 9-12), Adopted 2013		
Health		Yes	
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	All students at Piedmont High School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classrooms. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners. For more information about the school's science equipment, texts, instructional materials, and/or programs, please contact the main office.	Yes	0

School Facility Conditions and Planned Improvements

Piedmont High School was partially modernized in conjunction with the District's Seismic Safety Bond Program. The "30's" building was renovated, but other buildings on the campus not deemed a seismic collapse hazard ("20's", "40's", "Alan Harvey Theater" and "Binks Gym") have not been modernized. However, Alan Harvey Theatre was demolished in Spring 2019 to make room for the new STEAM Building completed in the fall of 2020. The 10s building was demolished in Spring 2020 to make room for the new Performing Arts Center. Priorities for PHS maintenance for other buildings has been roof and Mechanical/HVAC repairs and replacement. New carpeting was installed in the 20s and 30s building during Spring 2020. Classrooms and hallways in the 20s and 30s buildings were painted in Spring 2020 as well.

The passage of the H1 Bond in November 2016 has resulted in the design and construction of a new STEAM (Science, Technology, Engineering, Art, and Math) Building (completion in Fall 2020) and new Performing Arts Center (expected completion in Spring 2022).

The school is rated in "good" overall condition by the Facility Inspection Tool.

Year and month of the most recent FIT report	12/06/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Mechanical/HVAC deficiency in Binks Gym, 20's Bldg, 30's Bldg, 40's Bldg, Witter Field
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Some roofs (20's, 40's, and Binks Gym) are leaking and are at the end of their life spans. Witter Field parking lot asphalt repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	128	57.14	42.86	89.06
Female	106	63	59.43	40.57	87.3
Male	118	65	55.08	44.92	90.77
American Indian or Alaska Native	0	0	0	0	0
Asian	22	17	77.27	22.73	88.24
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	8	57.14	42.86	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	30	65.22	34.78	93.33
White	138	71	51.45	48.55	87.32
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	19	54.29	45.71	78.95

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	126	56.25	43.75	86.51
Female	106	62	58.49	41.51	83.87
Male	118	64	54.24	45.76	89.06
American Indian or Alaska Native	0	0	0	0	0
Asian	22	17	77.27	22.73	82.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	7	50.00	50.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	32	69.57	30.43	90.63
White	138	69	50.00	50.00	86.96
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	18	51.43	48.57	50.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				

Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				N/A
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A		N/A
Black or African American	N/A	N/A			N/A
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				

Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				

English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A		N/A		
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A	N/A	N/A	N/A	
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				

Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				

Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				
All Students	N/A				
Female	N/A				
Male	N/A				
American Indian or Alaska Native	N/A				
Asian	N/A				
Black or African American	N/A				
Filipino	N/A				
Hispanic or Latino	N/A				
Native Hawaiian or Pacific Islander	N/A				
Two or More Races	N/A				
White	N/A				
English Learners	N/A				
Foster Youth	N/A				
Homeless	N/A				
Military	N/A				
Socioeconomically Disadvantaged	N/A				
Students Receiving Migrant Education Services	N/A				
Students with Disabilities	N/A				

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	64.57	N/A	68.86	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	434	175	40.32	59.68	64.57
Female	198	75	37.88	62.12	72.00
Male	236	100	42.37	57.63	59.00
American Indian or Alaska Native	0	0	0	0	0
Asian	46	22	47.83	52.17	77.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	15	48.39	51.61	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	79	28	35.44	64.56	71.43
White	270	107	39.63	60.37	63.55
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	16	29.09	70.91	43.75

2020-21 Career Technical Education Programs

The goal of Career Technical Education is to prepare students for challenging careers, post-secondary education and lifelong learning. Partnering with the Contra Costa County Office of Education CTE/ROP program, Piedmont High School offers several Career Technical Education courses, including Biotechnology, Computer Science, Journalism, and Culinary Arts. Through enrollment in CTE courses, students demonstrate effective skills in oral and written communication, demonstrate job skills, etiquette and work ethic valued by employers, demonstrate the ability to think critically and creatively about complex issues, and work productively both as individuals as well as team members. PHS has one CTE pathway consisting of the Advanced Placement Computer Science and Web Development and Design courses.

Teachers of these courses integrate core academic standards within their curriculum. Work-based learning opportunities such as guest speakers, field trips, and internships are an integral component of each course, which is accessible to all Piedmont High School students. The courses are evaluated annually through classroom observations, reports, and surveys. An Advisory Committee led by teacher Flint Christensen has been established for our computer-related courses.

PHS Principal Adam Littlefield and Director of Instructional Technology Stephanie Griffin serve as the lead representatives of the CTE Advisory Committee with local CTE teacher Flint Christensen. The Advisory Committee consists of representatives from a variety of technology-related industries. CTE will play an integral role in the development of programs recommended for development in the new STEAM building. During the 2018-19 and 2019-20 school years, Steering, Curriculum and Instruction, Facilities, Marketing and Funding, and Student and Teacher Selection Committees were formed in support of the new STEAM building. The committees were comprised of all stakeholders, including students, parents, site staff, district staff, higher education, and business and industry.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	237
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	93.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	91.53
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	97.21

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent participation in school activities is extensive: parents and community members have developed a variety of support organizations for academic, athletic, visual arts, performing arts, Special Education and a community-wide Educational Foundation.

The Piedmont High School Parents Club: www.phsparentsclub.org

Supports staff development, student activity programs, the college and career center, and a variety of course offerings.

School Site Council:

Develops the School Plan for Student Achievement and supports intervention strategies for all students.

CHIME (Citizens Highly Interested in Music Education) and PAINTS have combined as the Piedmont ARTS Fund:

<https://piedmontartsfund.org/>

PAAC (Piedmont Asian American Club): <http://piedmontpaac.org/>

A non-profit membership organization of parents and community members whose mission is to sponsor educational programs aimed at promoting cultural awareness, encouraging diversity, and providing a forum for Asian American issues in Piedmont.

The Athletic Boosters Club: <https://www.piedmontathletics.com/mission-overview>

Supports the interscholastic athletic program with finances and parent volunteers.

School Nutrition Advisory Committee:

Supports the school nutrition program by recommending menu changes, developing educational programs, awareness campaigns, and conducting research and surveys.

PADC-The Piedmont Anti-Racism & Diversity Committee: <http://www.padc.info/>

Formerly known as Piedmont Appreciating Diversity Committee, this committee promotes awareness, understanding, and appreciation of both differences and commonalities among students, staff, and community. The committee offers grants to

2021-22 Opportunities for Parental Involvement

teachers, students, and staff for school programs and produces free community events and a bi-monthly film series.

PRAISE (Piedmonters for Resources, Advocacy, Information in Special Education): <http://piedmontpraise.org/>
Supports and funds education for students, parents, teachers, and specialists involved with special education. Their mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, parents, administrators, and the community.

The Piedmont Education Foundation: <http://www.piedmontedfoundation.org/>
Promotes educational excellence in schools through grants made by the Board in response to requests from individual teachers, school sites, and the district using individual donations, income from the Endowment Fund, corporate matches, and Dress Best For Less.

STEAM Building Committees:

Community stakeholders were involved on several STEAM Building related committees, including Steering, Curriculum and Instruction, Facilities, Funding and Marketing, and Student and Teacher Selection.

College and Career Center:

The College and Career Center is an information resource center of Piedmont High School's Counseling Office. Created in the late 1960's by a volunteer group of interested parents, the College and Career Center Director and supplies are funded by the Piedmont Education Foundation.

Volunteerism extends to the daily staffing of the College and Career Center and the Food Service Program. Parents voice high expectations for a college preparatory education program and a wide range of extra-curricular programs, particularly including the performing and visual arts, athletics and community service. Parents also serve in various committees and task forces to support school and district initiatives.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	4.2	0.5	0.0	5.4	0.4	9.0	8.9	9.4
Graduation Rate	99.5	94.2	97.2	99.6	93.2	97.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
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All Students	212	206	97.2
Female	92	92	100.0
Male	120	114	95.0
American Indian or Alaska Native	0	0	0.00
Asian	24	24	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	17	17	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	33	31	93.9
White	134	130	97.0
English Learners	0	0	0.00
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	29	24	82.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	850	842	19	2.3
Female	390	386	7	1.8
Male	460	456	12	2.6
American Indian or Alaska Native	1	0	0	0.0
Asian	90	89	1	1.1
Black or African American	11	11	2	18.2
Filipino	7	7	0	0.0
Hispanic or Latino	77	76	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	139	139	1	0.7
White	525	520	15	2.9
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	22	22	3	13.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	118	114	9	7.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.27	0.00	0.68	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.12	0.23	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Piedmont High School. To ensure student safety, supervision is provided on campus at all times. Administrators and a campus supervisor monitor students before and after school, and during lunch and break periods. Visitors to campus must register at the office and receive authorization to enter the premises. While on campus, a pass must be displayed at all times.

The Comprehensive School Site Safety Plan is updated annually in the fall by members of the School Safety Committee; revisions are shared immediately with all staff members. Key elements of the plan outline steps for ensuring student and staff safety during a disaster, District sexual harassment policies, and codes of student behavior. The school is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster and complete evacuation drills are conducted on a regular basis throughout the school year; intruder alert/lock-down drills are held periodically. Piedmont High School staff conducts the drills with support from Piedmont Police.

Additional Safety training was completed on active shooters January 4, 2022.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	30	
Mathematics	26	9	22	4
Science	27	4	25	1
Social Science	28	1	29	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	28	
Mathematics	24	13	21	2
Science	26	6	19	2
Social Science	26	3	26	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	30	
Mathematics	24	12	23	
Science	26	3	26	
Social Science	27	2	29	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	299.6

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,738	1,669	10,069	93,351
District	N/A	N/A	10,333	91,257
Percent Difference - School Site and District	N/A	N/A	-2.6	2.3
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	17.6	19.1

2020-21 Types of Services Funded

Services for students with special needs are provided through a comprehensive special education program. A college and career center is available and provides services for all students. A counseling center and a wellness center provide services for all students.

Expanded Learning Opportunity funds are being implemented this year to provide tutoring to address any learning gaps or inadequate preparation due to pandemic conditions.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,119
Mid-Range Teacher Salary		\$74,665
Highest Teacher Salary		\$98,160
Average Principal Salary (Elementary)		\$118,542
Average Principal Salary (Middle)		\$125,068
Average Principal Salary (High)		\$133,516
Superintendent Salary		\$194,199
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	3
Fine and Performing Arts	2
Foreign Language	3
Mathematics	4
Science	7
Social Science	4
Total AP Courses Offered	26

Professional Development

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. Some examples of professional development selected by Piedmont High School teachers are as follows: training in CPM, implementing the NGSS Framework, and the proficiency approach to teaching world languages.

New teachers participate in a full day professional development orientation and are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

Professional Learning during the 2019-20 school year began with a district-wide presentation from a Solution Tree Trainer on Professional Learning Communities. Additional training on implementing the Social Justice Standards was provided for both new and returning staff members. The MTSS Coordinator and Differentiation Specialist assisted school administration in the development of the PHS Guiding Coalition to continue our work with Expected Learning Outcomes—a major element of Professional Learning Communities. Professional Learning shifted once students were dismissed from campus due to the pandemic. Special attention was paid to instructional strategies, use of online tools, and mental health of students.

The focus of professional development during the 2020-21 school year has been on instructional strategies in a digital environment, the use of digital tools, and the mental health of students and staff. Many teachers completed professional learning during the Summer 2020 that extended into the 2020-21 school year. This professional learning included workshops designed by Stanford Online High School, Caitlin Tucker's course and book (Preparing for Fall 2020! Blended & Online Learning), and many more. In addition to three days of professional learning spread throughout the school year, teachers and staff participated in three days of professional development prior to the start of school. Topics for these six days included the features of Google Meet, PUSD Tech Instructional Tools, Equity, Trauma-Informed Practices, Self-care for Educators, COVID Screener Training, Managing Stress, and Anti-Racism among other things. The PHS site technology staff offered tips and provided support throughout the year at staff meetings, office hours and professional development days. Science teachers have received training on science-related software. Math teachers have been trained on the use of DESMOS. Music teachers have been trained on the use of technology to create virtual concerts. Staff have participated in professional development as individuals, small teams, departments and school-wide.

Professional Development during the 2021-2022 school year has addressed equity and inclusion goals defined in the district Local Control Accountability Plan (LCAP), student social emotional learning, MTSS and school safety.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	6	3

Piedmont City Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Randall Booker
Email Address	rbooker@piedmont.k12.ca.us
District Website Address	http://www.piedmont.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1334	1171	87.78	12.22	84.88
Female	628	550	87.58	12.42	87.09
Male	706	621	87.96	12.04	82.93
American Indian or Alaska Native	0	0	0	0	0
Asian	184	175	95.11	4.89	89.71
Black or African American	16	13	81.25	18.75	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	126	115	91.27	8.73	73.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	267	241	90.26	9.74	86.72
White	738	624	84.55	15.45	85.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	14	77.78	22.22	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	201	157	78.11	21.89	56.05

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1334	1173	87.93	12.07	81.30
Female	628	549	87.42	12.58	80.62
Male	706	624	88.39	11.61	81.89
American Indian or Alaska Native	0	0	0	0	0
Asian	184	176	95.65	4.35	88.00
Black or African American	16	13	81.25	18.75	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	126	115	91.27	8.73	71.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	267	241	90.26	9.74	85.48
White	738	625	84.69		80.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	13	72.22	27.78	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	201	158	78.61	21.39	56.05

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.