

# Piedmont High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 <https://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) <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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Piedmont High School
<b>Street</b>	800 Magnolia Ave.
<b>City, State, Zip</b>	Piedmont, CA 94611-4029
<b>Phone Number</b>	(510) 594-2626
<b>Principal</b>	Sukanya Goswami
<b>Email Address</b>	sgoswami@piedmont.k12.ca.us
<b>School Website</b>	<a href="https://www.piedmont.k12.ca.us/phs/">https://www.piedmont.k12.ca.us/phs/</a>
<b>County-District-School (CDS) Code</b>	01612750136515

## 2022-23 District Contact Information

<b>District Name</b>	Piedmont City Unified School District
<b>Phone Number</b>	(510) 594-2600
<b>Superintendent</b>	Donald Evans
<b>Email Address</b>	devans@piedmont.k12.ca.us
<b>District Website Address</b>	<a href="http://www.piedmont.k12.ca.us/">http://www.piedmont.k12.ca.us/</a>

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	215
Grade 10	196
Grade 11	188
Grade 12	215
Total Enrollment	814

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	11.1
Black or African American	1.1
Filipino	1.0
Hispanic or Latino	9.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	17.0
White	60.3
English Learners	0.9
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	3.3
Students with Disabilities	13.3

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.70	86.34	136.60	88.91	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.60	3.31	1.60	1.04	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.20	2.48	3.50	2.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	2.46	8.30	5.40	12115.80	4.41
<b>Unknown</b>	2.60	5.38	3.60	2.34	18854.30	6.86
<b>Total Teaching Positions</b>	48.30	100.00	153.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	43.60	91.13	139.00	91.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.80	3.76	2.80	1.84	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.09	1.00	0.66	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.09	6.90	4.56	11953.10	4.28
<b>Unknown</b>	0.40	0.94	2.70	1.79	15831.90	5.67
<b>Total Teaching Positions</b>	47.90	100.00	152.50	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.20	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.20	1.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	1.00
<b>Total Out-of-Field Teachers</b>	1.10	1.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	0.00

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

## 2022-23 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 28, 2022 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**

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	No assigned textbooks; several fiction and nonfiction books	No	0
<b>Mathematics</b>	Integrated Math 1-3- Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 9-11, adopted 2016, Statistics- CPM (College Preparatory Mathematics); adopted 5/2022 AP Calculus- Bedford, Freeman & Worth/MPS, Adopted 5/2022 Calculus- Calculus: Graphical, Numerical, Algebraic Prentice	Yes	0
<b>Science</b>	Anatomy - Human Anatomy & Physiology Savvas/Pearson, 2019 Biology - Biology in Focus (Miller Levine), Campbell/Pearson, 2017 Chemistry- Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science Environmental Science - Exploring Environmental Science for AP; Gale/Cengage; adopted Fall 2020 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
<b>History-Social Science</b>	World History- the Modern Era, Prentice Hall, adopted 2001, World History Connections to Today Modern Era, Prentice Hall, adopted 2001. U.S. History- The Americans:reconstruction to the 21st Century, McDougal Littell, 2006 Civics- Constitutional Law, Rich Kitchens, 5th Edition, 2001, private publisher Economics- Economics; Principles and Practices, Glencoe,Glencoe 11th adopted 1991, McGraw Hill;A History of Western Society, American Pageant, Exploring Psychology, 40 Studies That Changed Psychology Street Law, World Geography Adoption pilots for the latest adoption cycle occuring 2022-23	No	0
<b>Foreign Language</b>	Spanish Avancemos 1,2,3, HMH (Spanish, I, II, III grades 9-12) Conexiones, Savvas/Pearson ( Spanish IV grades 9-12) Temas, Vista Higher Learning (Spanish AP grades 9-12)  French Bien Dit 1,2,3, HMH (French I, II, III grades 9-12) Quant a moi, Cengage (French IV grades 9-12) AP French: Preparing for the Language and Culture Examination, Thèmes Tin Tin  Mandarin 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	Yes	0

	9-12), Adopted 2013		
<b>Health</b>		Yes	
<b>Visual and Performing Arts</b>			0
<b>Science Laboratory Equipment</b> (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 at that time ("20's", "40's", "Alan Harvey Theater" and "Binks Gym"). 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 Alan Harvey Theater/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 (completed Summer 2022).

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

**Year and month of the most recent FIT report**

12/01/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Bldg A - 30s: Rooftop and rooms 31 & 32 HVAC units need to be replaced. Bldg E - 20s: 3 of 4 rooftop units - mechanical/HVAC/ductwork need to be replaced. Bldg F - Binks Bym: The roof, gutters & downspouts need replacing. The original boiler needs replacing. Bldg G - 40s: Replace roof. Replace boiler and all 3rd floor fan coils. Bldg. N - Witter: Replace Hot water heater and all HVAC units.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> 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.

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	84	N/A	87	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	71	N/A	81	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	193	167	86.53	13.47	84.43
<b>Female</b>	94	79	84.04	15.96	89.87
<b>Male</b>	99	88	88.89	11.11	79.55
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	25	23	92.00	8.00	95.65
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	19	16	84.21	15.79	81.25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	23	20	86.96	13.04	70.00
<b>White</b>	121	103	85.12	14.88	86.41
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	20	68.97	31.03	45.00

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	193	174	90.16	9.84	71.10
<b>Female</b>	94	84	89.36	10.64	72.62
<b>Male</b>	99	90	90.91	9.09	69.66
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	25	24	96.00	4.00	91.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	19	16	84.21	15.79	53.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	23	21	91.30	8.70	57.14
<b>White</b>	121	108	89.26	10.74	72.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	21	72.41	27.59	23.81

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	64.57	69.59	68.86	75.14	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	215	171	79.53	20.47	69.59
<b>Female</b>	102	71	69.61	30.39	66.2
<b>Male</b>	113	100	88.5	11.5	72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	22	17	77.27	22.73	76.47
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	14	11	78.57	21.43	54.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	45	38	84.44	15.56	81.58
<b>White</b>	130	102	78.46	21.54	64.71
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	15	50	50	33.33

## 2021-22 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 Sukanya Goswami 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	182
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.04
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	97.10

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	100%	100%	100%	100%

## 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.

#### 2022-23 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](http://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 teachers, students, and staff for school programs and produces free community events and a bi-monthly film series.

## 2022-23 Opportunities for Parental Involvement

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		4.2	2.7		5.4	3.4		8.9	7.8
<b>Graduation Rate</b>		94.2	97.3		93.2	95.8		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	220	214	97.3
<b>Female</b>	107	101	94.4
<b>Male</b>	113	113	100.0
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	22	22	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	14	14	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	46	44	95.7
<b>White</b>	134	130	97.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	34	32	94.1

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	826	822	83	10.1
Female	401	400	38	9.5
Male	425	422	45	10.7
American Indian or Alaska Native	0	0	0	0.0
Asian	91	91	6	6.6
Black or African American	9	9	2	22.2
Filipino	8	8	0	0.0
Hispanic or Latino	82	81	11	13.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	138	138	14	10.1
White	498	495	50	10.1
English Learners	8	8	2	25.0
Foster Youth	0	0	0	0.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	30	29	7	24.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	122	23	18.9

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.04	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 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

## 2022-23 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.  
The School Safety Plan was approved by the school board on 5/25/2022

## 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	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25	7	27	
Mathematics	25	6	25	1
Science	26	7	22	
Social Science	25	7	24	

## 2021-22 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	290.71

## 2021-22 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	4.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	12,097	1,876	10,221	89,113
District	N/A	N/A	12,208	
Percent Difference - School Site and District	N/A	N/A	-17.7	1.2
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	43.1	11.8

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$48,503
Mid-Range Teacher Salary		\$74,912
Highest Teacher Salary		\$100,321
Average Principal Salary (Elementary)		\$122,160
Average Principal Salary (Middle)		\$127,632
Average Principal Salary (High)		\$137,578
Superintendent Salary		\$198,665
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	38.3
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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.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	4
<b>English</b>	3
<b>Fine and Performing Arts</b>	4
<b>Foreign Language</b>	4
<b>Mathematics</b>	5
<b>Science</b>	6
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	29

## 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. PUSD expects teachers to attend 3 PD days per year - one of these PD days is led by the district office, another by the site, and one is referred to as a flex 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, standard-based grading practices, 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). PUSD has a team of TOSAs (Teachers on Special Assignments) focused on implementing MTSS. These teachers hold weekly meetings for new teachers to acclimatize with the programs, procedures, and expectations of PUSD.

Professional Learning during the 2022-2023 school year began with a day of site-led training on holding community-building cycles by 2 consultants, and an overview of SEL practices to be involved in the classroom. Teachers also did some work on re-visiting the Mission / Vision work for the school. In October, the district-wide Professional Development day was led by the district office, where staff had training on equity-related practices and an overview by our district Director of Equity. Then teachers worked in the department groups to reframe lessons with social justice standards. A group of 12 teachers attended a Solution Tree conference on RTI in November in San Francisco. In addition, the World Language department attended a 4-day ACTFEL conference in Boston.

Throughout the year, the staff development days have focused on Tier 1 practices - differentiation, integration of SEL practices, essential learning outcomes, educational technology tools, school safety and drills, and reframing lessons. Teachers are also working on scope and sequence for each course in their departments. This work is being done during teacher collaboration time in teacher-led groups. The TOSA team (teachers focused on MTSS and differentiation) is an integral part of the staff development days once a month.

As a follow-up on the RTI conference, a focus has been developed on T1 practices. The staff is working on developing a layered system of support. The implementation of the Academy Support period has been a help in the process. Staff had training, discussions, and follow-ups on how to use Academy to efficiently support students and the software on attending the support period held by each teacher.

By the end of the year, the plan is to proceed with the work on the Mission / Vision that was started at the beginning of the year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	3	3