

Piedmont High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	David Yoshihara
Email Address	dyoshihara@piedmont.k12.ca.us
School Website	https://phs.piedmont.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	01612750136515

2024-25 District Contact Information	
District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Dr. Jennifer Hawn
Email Address	jhawn@piedmont.k12.ca.us
District Website	https://www.piedmont.k12.ca.us/

2024-25 School Description and Mission Statement
<p>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 academics, 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.</p>

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	157
Grade 10	175
Grade 11	208
Grade 12	190
Total Enrollment	730

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.6
Non-Binary	0.1
Asian	13.2
Black or African American	1.5
Filipino	0.8
Hispanic or Latino	9.7
Two or More Races	18.9
White	55.9
English Learners	0.7
Homeless	0.7
Socioeconomically Disadvantaged	3.4
Students with Disabilities	11.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.70	86.34	136.60	88.91	228366.10	83.12
Intern Credential Holders Properly Assigned	1.60	3.31	1.60	1.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	2.48	3.50	2.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.46	8.30	5.40	12115.80	4.41
Unknown/Incomplete/NA	2.60	5.38	3.60	2.34	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.60	91.13	139.00	91.15	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	3.76	2.80	1.84	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.09	1.00	0.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.09	6.90	4.56	11953.10	4.28
Unknown/Incomplete/NA	0.40	0.94	2.70	1.79	15831.90	5.67
Total Teaching Positions	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.

2022-23 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)	41.60	87.60	137.10	90.76	231142.40	83.24
Intern Credential Holders Properly Assigned	1.40	3.09	2.60	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	5.36	2.70	1.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.10	7.10	4.73	11746.90	4.23
Unknown/Incomplete/NA	0.80	1.81	1.30	0.91	14303.80	5.15
Total Teaching Positions	47.50	100.00	151.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1.8
Misassignments	1.20	1.00	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.20	1.00	2.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.10	1.00	1
Total Out-of-Field Teachers	1.10	1.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	0	2.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	0	0

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

2024-25 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 25, 2024 and determined that each school in the District has sufficient and good quality textbooks and instructional materials. 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 2024-25, 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 2024

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 including The Complete Maus, Homegoing, House on Mango Street	No	0
Mathematics	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 2017	Yes	0
Science	Anatomy - Human Anatomy & Physiology Savvas/Pearson, 2019 Biology - Biology in Focus (Miller Levine), Campbell/Pearson, 2017	Yes	0

	<p>Biology AP - Campbell Biology in Focus 3rd Edition, AP® Edition ©2020 with Mastering® Biology with Pearson eText, 2023</p> <p>Chemistry- CA Inspire Chemistry, McGraw Hill, 9/2023</p> <p>Environmental Science - Exploring Environmental Science for AP; Gale/Cengage; adopted Fall 2020</p> <p>Physics - Physics Principles and Problems, Giancoli</p> <p>Geology - Laboratory manual for introductory Geology, 4th Edition, WW Norton 2021</p> <p>Marine Biology - High School Marine Biology, Castro, McGraw Hill 2022</p> <p>Entomology - The Insects - An Outline of Entomology 6/2022</p> <p>Ornithology - Book of Birds: Introduction to Ornithology (Gideon Linsecum nature and Environment Series) 2021</p>		
History-Social Science	<p>World History - The Modern World, Savvas/Person, 2023</p> <p>U.S. History - History Alive! Pursuing American Ideals, TCI, 2023</p> <p>U.S. History AP - The American Pageant, 17th edition, Cengage, 2023</p> <p>Civics - Government Alive! Power, Politics, and You, TCI 2023;</p> <p>Constitutional Law, Kitchens/Keller, Version 5.05, 2021, private publisher</p> <p>Economics - Impact CA Social Studies: Principles of Economics, McGraw Hill, 2023; The Sum of Us (Adapted for Young Readers): How Racism Hurts Everyone, 2023</p> <p>Ethnic Studies - A Different Mirror for Young People: A History of Multicultural American, 2019; When They Call You a Terrorist: A Black Lives Matter Memoir, Race - The Power of an Illusion/DVD</p>	Yes	0
Foreign Language	<p>Adoption process and pilots 2023-24</p> <p>Spanish</p> <p>Encuentros 1,2,3, HMH (Spanish, I, II, III grades 9-12)</p> <p>Conexiones, Savvas/Pearson (Spanish IV grades 9-12)</p> <p>Temas, Vista Higher Learning (Spanish AP grades 9-12)</p> <p>French</p> <p>Currently adopted:</p> <p>French 1 - Holt McDougal, Bien Dit 1 (do not use)</p> <p>French 2 - Holt McDougal,, Bien Dit 2 (do not use)</p> <p>French 3 - Holt McDougal,, Bien Dit 3 (do not use)</p> <p>French 4H - Cengage, Quant à moi (do not use), Le Petit Prince (do use), Savvas, Une fois pour toutes (do use)</p> <p>AP French - Vista Higher Learning, Thèmes (2nd ed., 2022) & AP French: Language and Culture Exam Preparation (Worktext) (do use)</p> <p>• -----</p> <p>Plan to adopt:</p> <p>French 1 - Wayside, EntreCultures 1</p> <p>French 2 - Wayside, EntreCultures 2</p> <p>French 3 - Wayside, EntreCultures 3</p> <p>French 4H - Wayside, EntreCultures 4, Perma Bound, Le Petit Prince</p> <p>AP French - No New Adoption, keep same main texts</p> <p>Potential supplementals (unsure about funding):</p> <p>French 1 - Voces, Notre Histoire 1</p> <p>French 2 - Voces, Notre Histoire 2</p> <p>French 3 - Voces, Notre Histoire 3</p>	Yes	0

	French 4H - Voces, Notre Histoire 4 & Amsco Publishing, French Four Years (grammar text) AP French - Pearson, Une fois pour toutes: Une révision des structures essentielles de la langue française (grammar text) Mandarin Chinese 1: Huanying (Volume 1) Chinese 2: Integrated Chinese Level I part 1 Chinese 3: Integrated Chinese Level 1 part 2 Chinese 4: Integrated Chinese Level 2 part 1 AP Chinese :Integrated Chinese Level 2 part 2		
Health	Comprehensive Health Skills for High School, 4th edition Sanderson, Zelman, G-W Publishing/ Goodheart Wilcox, 2023 Teen Talk High School, Connected.org, 2023	Yes	0
Visual and Performing Arts	AP Art History - Bundle: Gardner's Art Through the Ages: A Global History, 15th Student Edition + MindTap, Cengage, 2019	Yes	0

Note: Cells with N/A values do not require data.

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, open now. 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).

Year and month of the most recent FIT report

12/30/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			<ul style="list-style-type: none"> Rms 31 & 32 - HVAC units need to be replaced Binks Gym- boiler needs replacing Bldg 40 - 3rd flr fan coils needs replacing & boiler needs replacing Witter Field House - replace hot water heater and all HVAC units
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			• Bldg A - 3 to 4 banks of triple hung windows need to be replaced or restored.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	89	93	86	85	46	47
Mathematics (grades 3-8 and 11)	77	79	82	81	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	190	91.79	8.21	93.16
Female	106	94	88.68	11.32	94.68
Male	101	96	95.05	4.95	91.67
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	96.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	18	90.00	10.00	88.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	33	89.19	10.81	93.94

White	117	109	93.16	6.84	93.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	9	75.00	25.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	24	75.00	25.00	83.33

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	190	91.79	8.21	79.26
Female	106	93	87.74	12.26	81.72
Male	101	97	96.04	3.96	76.84
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	18	90.00	10.00	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	32	86.49	13.51	78.13
White	117	110	94.02	5.98	82.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	12	9	75.00	25.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	25	78.13	21.87	43.48

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	63.61	70.79	68.43	70.34	30.29	30.73

2023-24 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
All Students	396	356	89.90	10.10	70.79
Female	193	173	89.64	10.36	71.68
Male	203	183	90.15	9.85	69.95
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	73.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	34	82.93	17.07	61.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	64	95.52	4.48	73.44
White	230	205	89.13	10.87	70.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	16	72.73	27.27	68.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	36	67.92	32.08	41.67

2023-24 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 Acting, Computer Science, and Journalism. Through enrollment in CTE courses, students gain effective skills in oral and written communication, 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 had one CTE pathway in the Information and Communication Technologies sector, and added an additional pathway in 2023-24 focused on systems and software development. In addition PHS added two pathways in Performing Arts in the 2023-24 school year.

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 Assistant Principal Joseph Marik 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

2023-24 Career Technical Education 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	338
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.85
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	97.88

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.

2023-24 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. The administration of the PFT requires only participation results 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	57	98	98	98	98

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.

2024-25 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: <https://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 Single 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.

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.

PIE (Piedmonters for Inclusive Education): <http://piedmontie.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.

Facility Steering Committee:
This district-level, standing committee has been meeting regularly to review the District’s educational goals and Facilities Master Plan, consider various concept designs and preliminary budgets, and develop recommendations concerning implementation of the Master Plan.

The Steering Committee’s mandate has been to: study the Facilities Master Plan; help develop various options to prioritize and phase the work in anticipation of one or more facilities bond measures; scrutinize detailed cost estimates developed by District staff in conjunction with general contractors specializing in school construction; and develop recommendations for the Board of Education. The Committee was guided by considerations of how to accomplish the most pressing educational goals and how to get the best value for the investment of bond funds.

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.

2024-25 Opportunities for Parental Involvement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.7	3.1	0.5	3.4	3.7	0.5	7.8	8.2	8.9
Graduation Rate	97.3	95.8	98.4	95.8	93.5	98.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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
All Students	192	189	98.4
Female	89	88	98.9
Male	103	101	98.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	21	21	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	21	20	95.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	31	30	96.8
White	113	113	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	24	92.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	740	735	49	6.7
Female	342	340	27	7.9
Male	397	394	22	5.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	96	2	2.1
Black or African American	12	11	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	72	71	8	11.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	139	139	10	7.2
White	413	412	28	6.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	35	35	6	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	89	15	16.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.9	0	0.04	0.67	0.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 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
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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.

The School Safety Plan was approved by the school board on 2/28/2024.

2024-25 dates for staff training:

- 8/8 - fire, evacuation, shelter-in-place, overview of safety plan and staff documents
- 10/9 - lockdown, earthquake, evacuation

2024-25 dates for student training and drills:

- 8/20 - fire drill and evacuation
- 9/25 - shelter-in-place
- 10/17 - earthquake and evacuation
- 11/4 - lockdown
- 1/15 - fire drill and evacuation
- 3/3 - reverse lockdown
- 4/28 - fire drill (secondary location)

Safety plan updated on 1/2/2025.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	
Mathematics	25	11	19	1
Science	25	7	23	
Social Science	25	5	24	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	
Mathematics	25	8	20	2
Science	26	7	16	4
Social Science	26	4	23	

2023-24 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	260.71

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	.67
Psychologist	2.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$16,113	\$2,257	\$13,857	\$91,101
District	N/A	N/A	\$14,048	\$94,792
Percent Difference - School Site and District	N/A	N/A	-1.4	-4.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	25.1	3.9

Fiscal Year 2023-24 Types of Services Funded

Services for students with special needs are provided through a comprehensive special education program. Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom. Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams composed of all legally required team members. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development (ELD). Students with the greatest need also receive additional ELD support through Reading Intervention. The district and school staff monitor students' ELD progress throughout the school year.

A wellness center program provides counseling services for identified students. TUPE Tobacco Use Prevention Education is

Fiscal Year 2023-24 Types of Services Funded

funded through grants. A college and career center is available and provides services for all high school students.

TUPE Tobacco Use Prevention Education is funded through grants.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$63,941	\$54,930
Mid-Range Teacher Salary	\$87,329	\$85,386
Highest Teacher Salary	\$115,364	\$111,172
Average Principal Salary (Elementary)	\$162,552	\$136,564
Average Principal Salary (Middle)	\$180,516	\$141,339
Average Principal Salary (High)	\$161,847	\$153,241
Superintendent Salary	\$234,065	\$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	42.4
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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	2
English	3
Fine and Performing Arts	5
Foreign Language	4
Mathematics	4
Science	6
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	28

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.

This year the district focused on four goals:

- 1. Creating an environment to thrive
- 2. Investing in outstanding academics
- 3. Partnering beyond the classroom
- 4. Building for operational excellence

At the site level, we have limited time for all staff PD. With these constraints, the major goals for this current year are:

- 1. Academic Integrity
- 2. Attendance/Tardies
- 3. Role of parents

In addition, we are also supporting the district goals.

New teachers participate in a full day professional development orientation may be assigned a mentor as part of the Teacher Induction Program (TIP) or with Teachers Engaged in Active Mentoring (TEAM).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3