

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Brent Daniels

Principal, Piedmont High

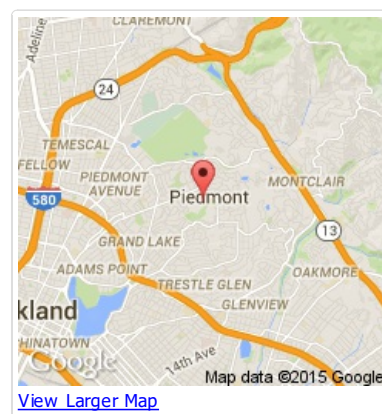
About Our School

Piedmont High School is a small comprehensive high school established in 1921 and located in the East Bay hills of the San Francisco Bay Area. The single high school in the Piedmont Unified School District, it has one feeder Middle School located on an adjoining campus. Piedmont, city of about 10,000 residents, sustains a strong sense of community. There is a steady priority to maintain educational programs and services and to upgrade or expand school facilities. 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 ensure the academic success of every student through a comprehensive educational experience.

Contact

800 Magnolia Ave.
Piedmont, CA 94611-4029

Phone: 510-594-2625
E-mail: bdaniels@piedmont.k12.ca.us



About This School

Contact Information - Most Recent Year

School	
School Name	Piedmont High
Street	800 Magnolia Ave.
City, State, Zip	Piedmont, Ca, 94611-4029
Phone Number	510-594-2625
Principal	Brent Daniels
E-mail Address	bdaniels@piedmont.k12.ca.us
Web Site	www.piedmont.k12.ca.us/phs
County-District-School (CDS) Code	01612750136515

District	
District Name	Piedmont City Unified
Phone Number	(510) 594-2600
Web Site	www.piedmont.k12.ca.us
Superintendent First Name	Constance
Superintendent Last Name	Hubbard
E-mail Address	chubbard@piedmont.k12.ca.us

Last updated: 2/26/2015

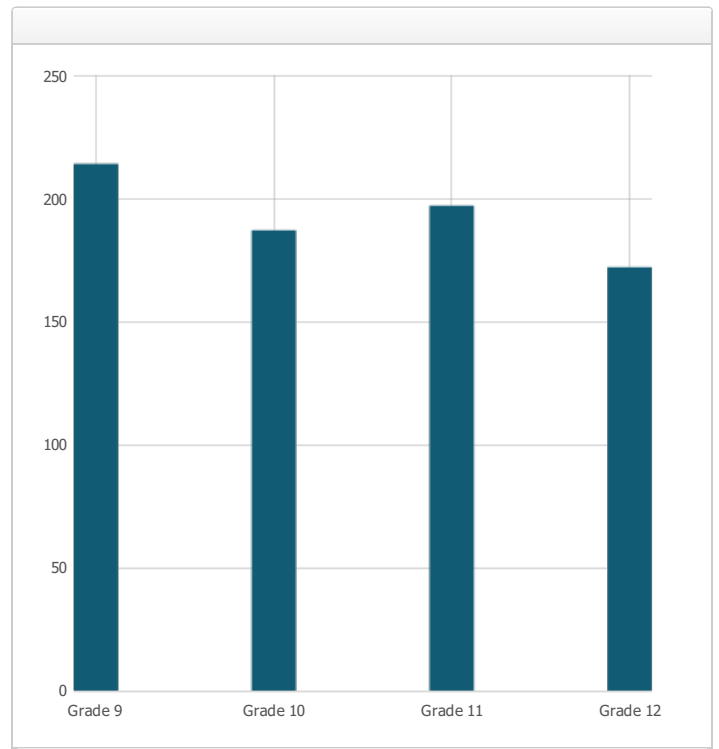
School Description and Mission Statement (Most Recent Year)

Piedmont High School is a small comprehensive high school established in 1921 and located in the East Bay hills of the San Francisco Bay Area. The single high school in the Piedmont Unified School District, it has one feeder Middle School located on an adjoining campus. Piedmont, city of about 10,000 residents, sustains a strong sense of community. There is a steady priority to maintain educational programs and services and to upgrade or expand school facilities. 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 ensure the academic success of every student through a comprehensive educational experience.

Last updated: 4/9/2015

Student Enrollment by Grade Level (School Year 2013-14)

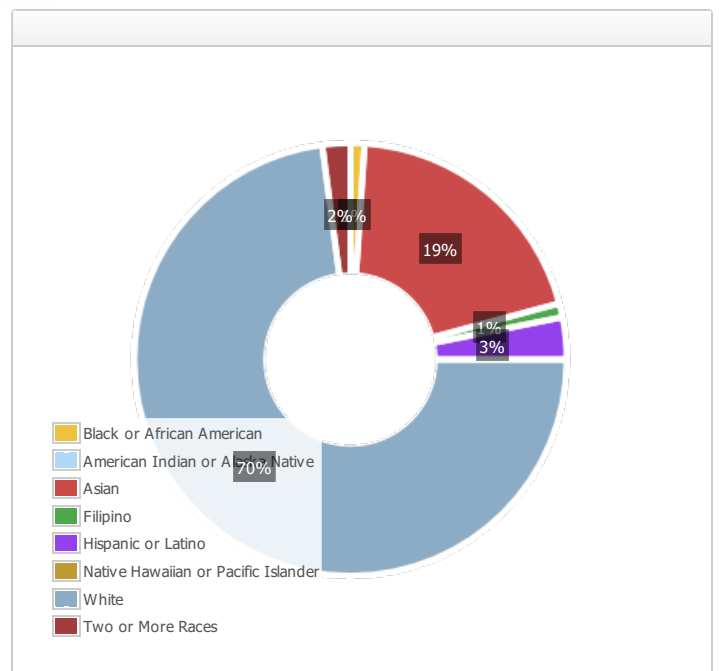
Grade Level	Number of Students
Grade 9	214
Grade 10	187
Grade 11	197
Grade 12	172
Total Enrollment	770



Last updated: 4/10/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	19.1
Filipino	1.6
Hispanic or Latino	3.4
Native Hawaiian or Pacific Islander	0.1
White	70.9
Two or More Races	2.9
Socioeconomically Disadvantaged	0.4
English Learners	1.0
Students with Disabilities	12.7



Last updated: 4/10/2015

A. Conditions of Learning

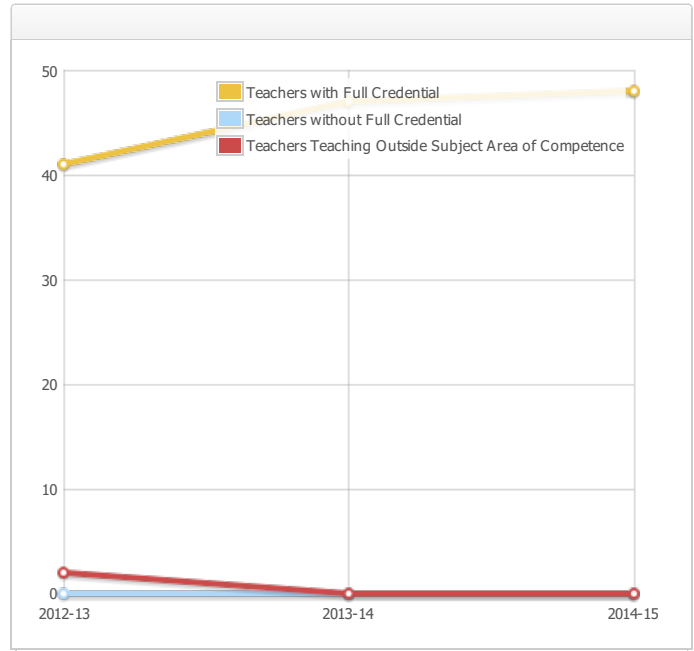
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

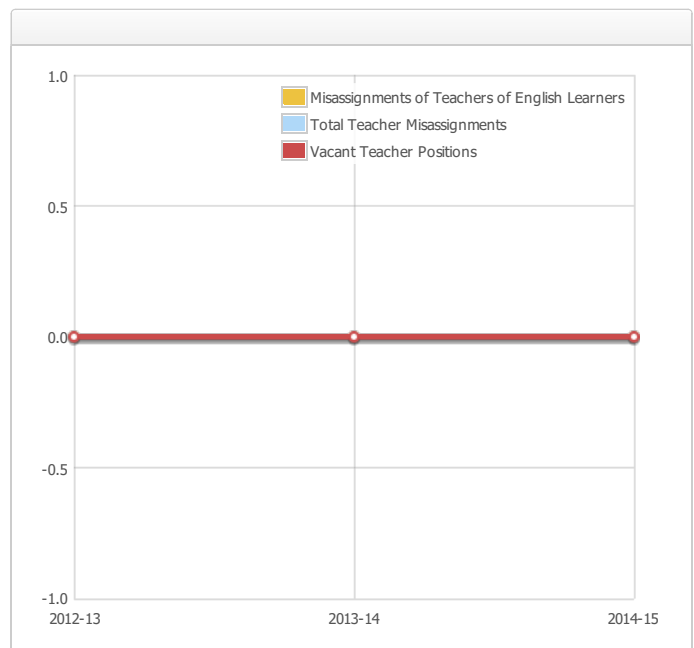
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	41	47	48	187
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	1



Last updated: 4/11/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 4/9/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99	1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Piedmont School district sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. A Public Hearing was held on September 27, 2012 and it was determined that each school in the Piedmont Unified School District had sufficient and good quality textbooks and instructional materials and/or science laboratory 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. Piedmont School District follows the State Board of Education's six year adoption cycle for core content materials. All 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. For 2012/13, all textbooks and instructional materials at Piedmont High School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials.</p> <p>For Reading/Language Arts, no assigned textbooks – several fiction and non-fiction books are read.</p>	Yes	0.0
Mathematics	Advanced Mathematical Concepts Algebra 1, Algebra 2 (Glencoe) Calculus (Wiley) Discovering Algebra, Discovering Geometry, Flatland, Workshop Statistics	Yes	0.0
Science	Biology (Miller-Levine) Biotechnology, Chemistry (Zumdahl) Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science, Environmental Science, Introduction to Human Body, Physical /Earth Science, Physics (Giancoli) Physics Principles and Problems	Yes	0.0
History-Social Science	A History of Western Society, American Pageant, The Americans, Constitutional Law, Economics; Principles and Practices, Exploring Psychology, 40 Studies That Changed Psychology, History of the Modern World, Street Law, World Geography, World History: Connections to Today	Yes	0.0
Foreign Language	<p>Spanish - adopted in 2013</p> <p>Avancemos 1, 2 3 (Spanish I, II, III - grades 9-12)</p> <p>Conexiones (Spanish IV - grades 9-12)</p> <p>Temas (Spanish AP - grades 9-12)</p> <p>French - adopted in 2013</p> <p>Bien Dit 1, 2, 3 (French I, II, III - grades 9-12)</p> <p>Quant a moi (French IV - grades 9-12) AP French: Preparing for the Language and Culture Examination, Allons au-delà (AP French - grade 9-12)</p> <p>Mandarin - adopted 2013 Huan Ying I (Mandarin I - 9th/10th grades) Integrated Chinese Level I (part 1) - (Mandarin II - grades 9-12) Integrated Chinese Level I (part 1) - (Mandarin III - grades 9-12) Integrated Chinese Level II (part 1) - (Mandarin IV - grades 9-12) Jiayou - (Mandarin IV - grades 9-12) Integrated Chinese Level II (part 2) - (AP</p>	Yes	0.0

Mandarin - grades 9-12)Jiayou - (AP Mandarin - grades 9-12)

Health	No text	0.0
Visual and Performing Arts	No text	0.0
Science Lab Eqpmt(9-12)	All students at Piedmont High School have access to science labs and an adequate supply of science laboratory equipment within the science classrooms. Science lab equipment includes, but is not limited to, microscope, ringstands, clamps, support rings, 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.	0.0

Last updated: 4/9/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Piedmont High School has been 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 ("10's", "20's", "40's", "Alan Harvey Theater" and "Binks Gym") have not been modernized. Priorities for PHS maintenance will be roof repairs and replacement.

Last updated: 4/10/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Alan Harvey Theater will receive updated HVAC Systems in 2015.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	"10's" building roof is near the end of its useful life. The "20's" building will require roof repairs, and will undergo repairs in 2014-15.. The "40's" building is nearing the end of its useful life. The "Binks Gym" roof remains functional, with occasional minor leaks. The "Alan Harvey Theater" roof remains functional, with occasional minor leaks.

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
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Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 4/10/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	91	87	93	93	89	91	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 4/9/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91
All Students at the School	93
Male	92
Female	94
Black or African American	
American Indian or Alaska Native	
Asian	93
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	95
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	64
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	86%	88%	87%	88%	90%	88%	54%	56%	55%
Mathematics	64%	57%	53%	82%	80%	81%	49%	50%	50%
History-Social Science	89%	89%	88%	84%	88%	86%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 4/9/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	10	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 4/9/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	12	1	-8
Black or African American			
American Indian or Alaska Native			
Asian	8	17	-1
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	17	-5	-7
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 4/9/2015

Career Technical Education Programs (School Year 2013-14)

It is the goal of Piedmont High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Richard Kitchens is the primary contact for Piedmont Unified School District's Career Technical Committee. Students in Grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors present students with a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Twelfth Grade students are exposed to resume writing, interest inventories, and interview techniques. Piedmont High School's career path and vocational programs include Partnership Academies, Work Experience, Regional Occupational Program (Journalism, Biotechnology, Environmental Science, and Sports Medicine) Career Fair, Advancement Via Individual Determination, and Workability. Speakers from the community, job shadowing opportunities and work experiences, use of technology, career-related research projects, the Career Center, and community service projects are made available for the students to heighten their awareness of options for education, training, and employment beyond high school.

Last updated: 4/9/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 4/9/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	83.8
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	93.7

State Priority: Other Pupil Outcomes

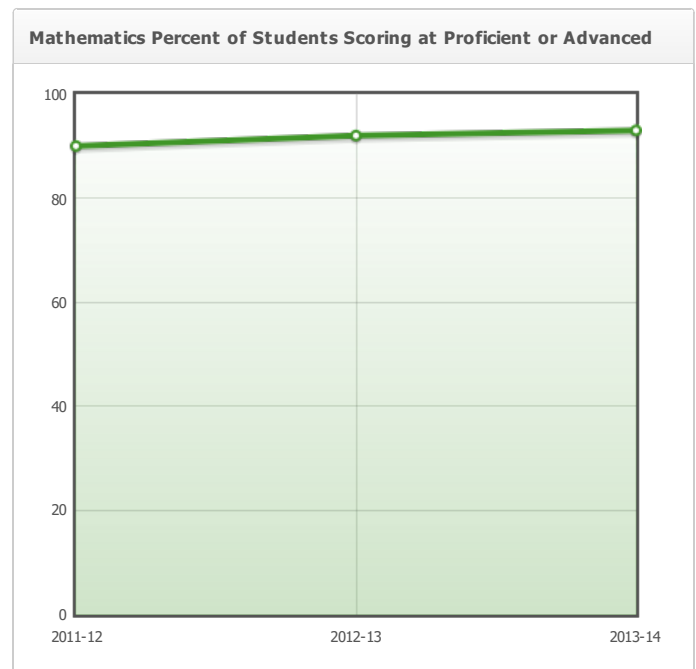
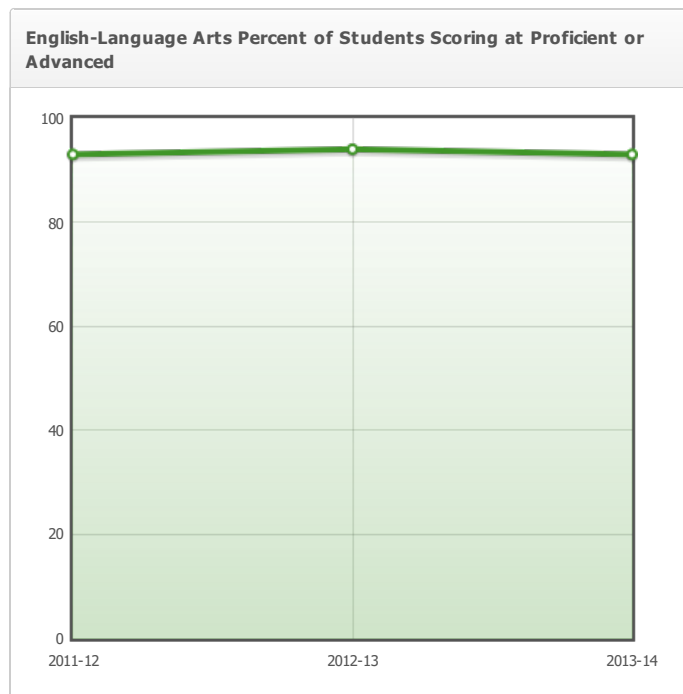
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	93%	94%	93%	89%	91%	89%	56%	57%	56%
Mathematics	90%	92%	93%	87%	87%	89%	58%	60%	62%

Note: 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.



Last updated: 4/9/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	11%	18%	71%	11%	31%	58%
All Students at the School	7%	18%	74%	7%	32%	61%
Male	9%	21%	70%	6%	35%	59%
Female	5%	15%	79%	9%	28%	63%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	11%	14%	75%	7%	14%	79%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	5%	18%	77%	5%	35%	59%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	33%	33%	33%	41%	45%	14%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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.

Last updated: 4/9/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.2%	36.6%	48.3%

Note: 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.

Last updated: 4/9/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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 Parent's Club: 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): Funds and supports performing arts education, including instrumental, vocal, dramatic and dance for Piedmont's students. PAINTS (Promote Art in the Schools): A non-profit membership organization of parents and community members whose mission is to promote visual arts by providing a forum for parents, teachers, and administrators to focus a coordinated art curriculum throughout the district. PAAC (Piedmont Asian American Club): 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: 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. The Piedmont Diversity 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. PRAISE (Piedmonters for Resources, Advocacy, Information in Special Education): 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 Educational Foundation: 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. 2 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 Center Director and supplies are funded by the PHS Parent's Club. 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.

State Priority: Pupil Engagement

Last updated: 4/9/2015

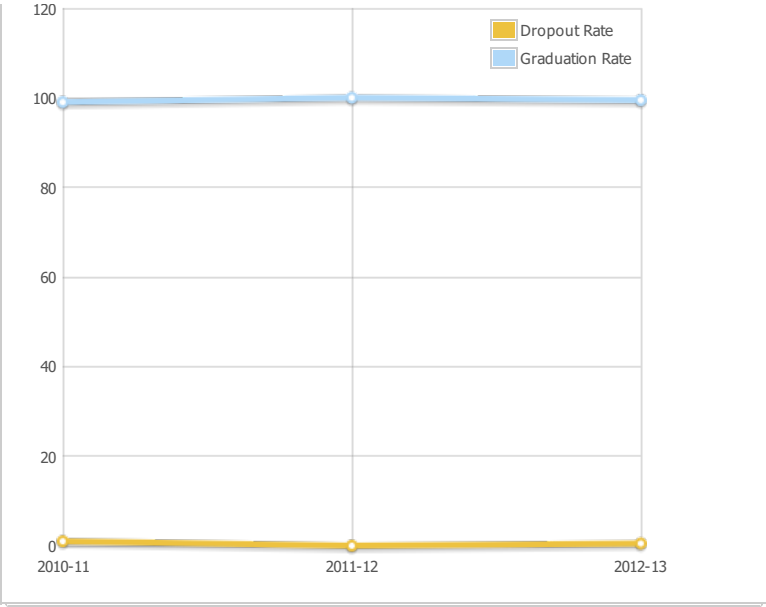
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.0	0.0	0.5	0.9	0.5	1.4	14.7	13.1	11.4
Graduation Rate	99.02	100	99.47	98.65	99.5	98.09	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 4/9/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	99	100	84
Black or African American	100	100	75
American Indian or Alaska Native			77
Asian	102	102	92
Filipino	100	100	92
Hispanic or Latino	100	100	80
Native Hawaiian or Pacific Islander			84
White	98	100	90
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	82
English Learners			53
Students with Disabilities	95	96	60

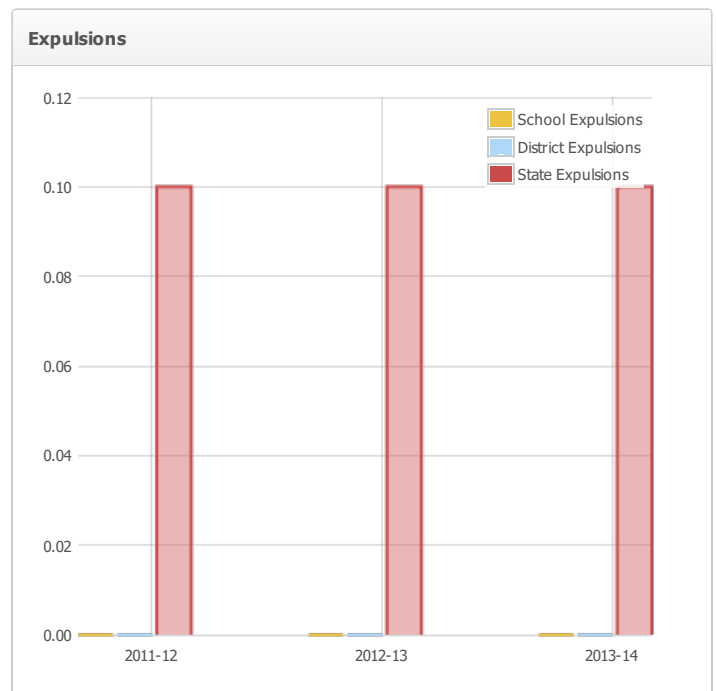
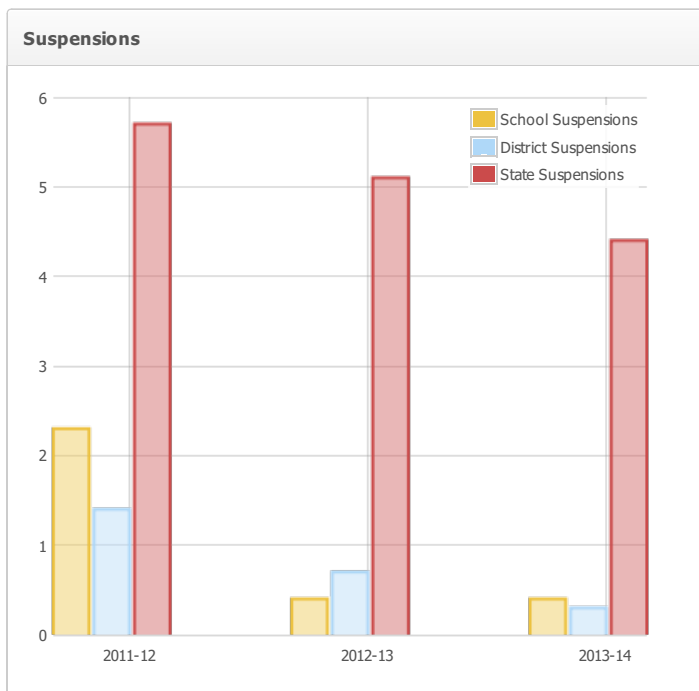
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.30	0.40	0.40	1.40	0.70	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 4/9/2015

School Safety Plan - Most Recent Year

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 Advisory Council; 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 monthly basis throughout the school year; intruder alert/lock-down drills are held periodically.

Last updated: 4/9/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

Last updated: 4/9/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 4/9/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.7	6	28	0	25.0	6	27	1	25.0	5	29	
Mathematics	23.7	10	17	1	25.0	7	22	1	24.0	8	21	2
Science	24.7	8	19	0	26.0	6	19	3	25.0	7	23	
Social Science	26.7	4	20	1	26.0	4	24		27.0	5	23	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 4/9/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	294.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.6	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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.

Last updated: 4/9/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,488	\$1,306	\$8,182	\$75,063
District	N/A	N/A	\$9,480	\$75,063
Percent Difference – School Site and District	N/A	N/A	1.00%	N/A
State	N/A	N/A	\$4,690	\$63,037
Percent Difference – School Site and State	N/A	N/A	102.00%	16.00%

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

Last updated: 4/11/2015

Types of Services Funded (Fiscal Year 2013-14)

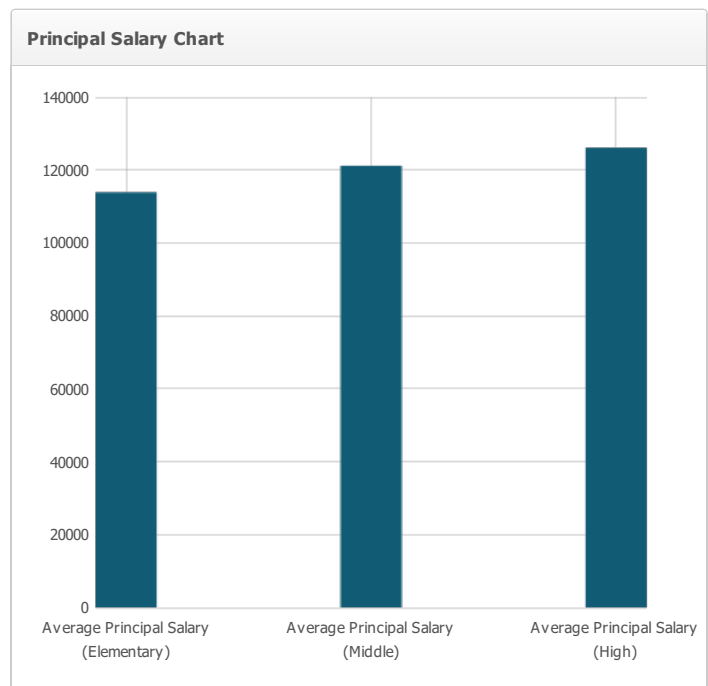
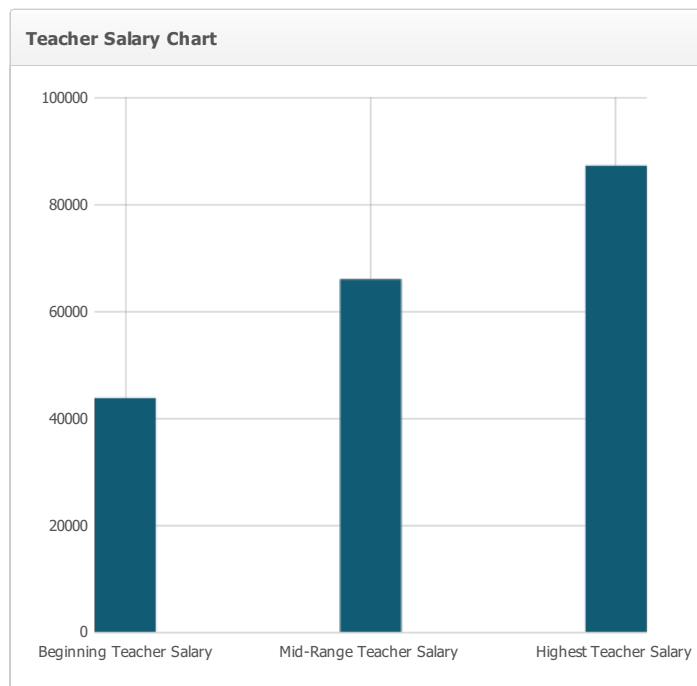
Piedmont High School utilizes Title I Funding for transfer students to Millennium High School

Last updated: 4/9/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,740	\$38,920
Mid-Range Teacher Salary	\$65,951	\$59,803
Highest Teacher Salary	\$87,175	\$78,096
Average Principal Salary (Elementary)	\$113,905	\$95,836
Average Principal Salary (Middle)	\$121,156	\$99,849
Average Principal Salary (High)	\$126,132	\$107,599
Superintendent Salary	\$207,000	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 4/9/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	15	0.6

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

*Where there are student course enrollments.

Last updated: 4/9/2015

Professional Development – Most Recent Three Years

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered staff development time where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For additional support in their profession, teachers may enlist the services of the District's Beginning Teacher Support and Assistance (BTSA) facilitator and/or Peer assistance and Review (PAR) program.

Last updated: 4/9/2015