

Piedmont High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

Brent Daniels, Principal

 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

*Piedmont High
800 Magnolia Ave.
Piedmont, CA 94611-4029*

*Phone: 510-594-2630
E-mail: bdaniels@piedmont.k12.ca.us*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Piedmont City Unified
Phone Number	(510) 594-2600
Superintendent	Randall Booker
E-mail Address	rbooker@piedmont.k12.ca.us
Web Site	www.piedmont.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Piedmont High
Street	800 Magnolia Ave.
City, State, Zip	Piedmont, Ca, 94611-4029
Phone Number	510-594-2630
Principal	Brent Daniels, Principal
E-mail Address	bdaniels@piedmont.k12.ca.us
Web Site	http://www.piedmont.k12.ca.us/phs/
County-District-School (CDS) Code	01612750136515

Last updated: 3/18/2016

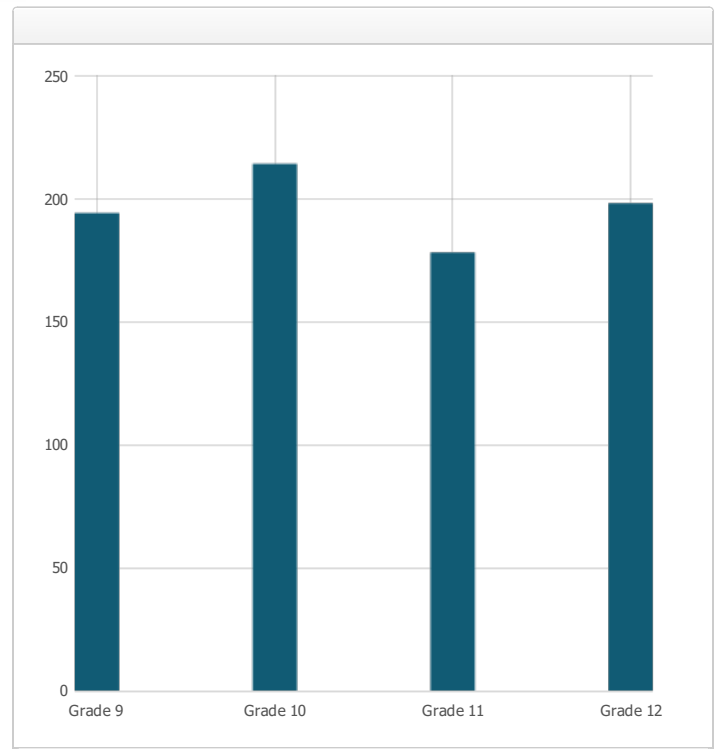
School Description and Mission Statement - Most Recent Year

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 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.

Last updated: 3/14/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	194
Grade 10	214
Grade 11	178
Grade 12	198
Total Enrollment	784



Last updated: 3/14/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.1 %
Asian	16.8 %
Filipino	1.7 %
Hispanic or Latino	3.7 %
Native Hawaiian or Pacific Islander	0.1 %
White	70.4 %
Two or More Races	5.4 %
Socioeconomically Disadvantaged	0.8 %
English Learners	1.3 %
Students with Disabilities	12.8 %
Foster Youth	0.0 %

Last updated: 3/14/2016

A. Conditions of Learning

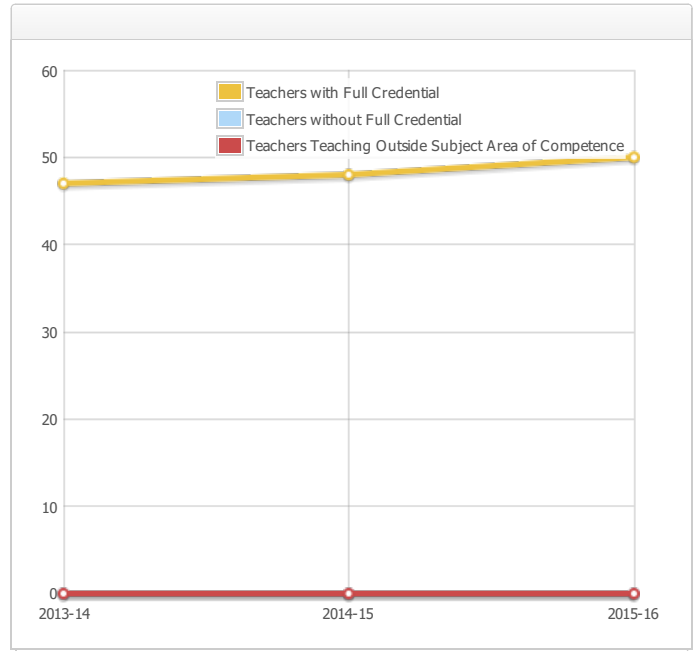
State Priority: Basic

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

Teacher Credentials

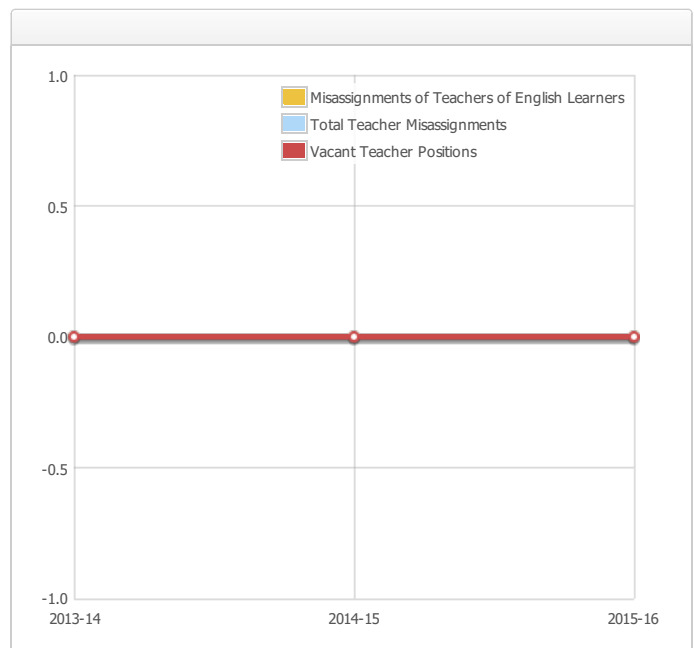
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	47	48	50	186
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 3/18/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 3/18/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbook & Instructional Materials: no assigned textbooks - several fiction and non-fiction books	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 (MillerLevine) Biotechnology, Chemistry (Zumdahl) Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science, Environmental Science, Introduction the the Human Body, Physical/EArth Science, Physics (Giancoli) Physics Principles and Problems	No	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	No	0.0 %
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 912) Conexiones (Spanish IV grades 912) Temas (Spanish AP grades 912) French Bien Dit 1,2,3 (French I, II, III grades 912) Quant a moi (French IV grades 912) AP French: Preparing for the Language and Culture Examination, Allons audela (AP French grade 912) Mandarin Huan Ying I (Mandarin I 9th/10th grades) Integrated Chinese Level I (part 1) (Mandarin II grades 912) Integrated Chinese Level I (part 1) (Mandarin III grades 912) Integrated Chinese Level II (part 1) (Mandarin IV grades 912) Jiayou (Mandarin IV grades 912) Integrated Chinese Level II (part 2) (AP Mandarin grades 912) Jiayou (AP Mandarin grades 912)	Yes	0.0 %

Health		0.0 %
Visual and Performing Arts		0.0 %
Science Lab Eqpmt (Grades 9-12)	<p>All students a 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</p> <p>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,</p> <p>and Bunsen burners. For more information about the school's science equipment, texts, instructional materials, and/or programs, please contact the main office.</p>	0.0 %

Last updated: 3/18/2016

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: 3/18/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: March 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: March 2014

Overall Rating	Exemplary
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Last updated: 3/18/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	91.0%	85.0%	44.0%
Mathematics (grades 3-8 and 11)	79.0%	82.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	178	163	91.6%	2.0%	4.0%	20.0%	72.0%
Male	178	90	50.6%	2.0%	3.0%	28.0%	64.0%
Female	178	73	41.0%	1.0%	5.0%	10.0%	81.0%
Black or African American	178	4	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	178	28	15.7%	0.0%	0.0%	25.0%	75.0%
Filipino	178	5	2.8%	--	--	--	--
Hispanic or Latino	178	4	2.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	178	119	66.9%	2.0%	5.0%	19.0%	71.0%
Two or More Races	178	3	1.7%	--	--	--	--
Socioeconomically Disadvantaged	178	4	2.2%	--	--	--	--
English Learners	178	1	0.6%	--	--	--	--
Students with Disabilities	178	17	9.6%	6.0%	29.0%	47.0%	18.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/14/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	178	156	87.6%	4.0%	13.0%	24.0%	54.0%
Male	178	88	49.4%	5.0%	14.0%	25.0%	53.0%
Female	178	68	38.2%	4.0%	12.0%	24.0%	56.0%
Black or African American	178	4	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	178	28	15.7%	4.0%	4.0%	25.0%	68.0%
Filipino	178	5	2.8%	--	--	--	--
Hispanic or Latino	178	4	2.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	178	113	63.5%	3.0%	15.0%	24.0%	53.0%
Two or More Races	178	2	1.1%	--	--	--	--
Socioeconomically Disadvantaged	178	4	2.2%	--	--	--	--
English Learners	178	1	0.6%	--	--	--	--
Students with Disabilities	178	17	9.6%	29.0%	41.0%	18.0%	12.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87.0%	93.0%	90.0%	89.0%	91.0%	89.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89.0%
All Students at the School	90.0%
Male	90.0%
Female	90.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	97.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	87.0%
Two or More Races	100.0%
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	56.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

Career Technical Education Programs (School Year 2014-15)

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. Brent Daniels—Principal and Ashley English—Counselor are the primary contacts for Piedmont Unified School District's Career Technical Education program.

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 Work Experience, Regional Occupational Program (Journalism, Biotechnology, Environmental Science, Sports Medicine, AP Music Theory) Career Fair, and Work-ability. Speakers from the community, job shadowing opportunities and work experiences, use of technology, career-related research projects, the College and 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.

The Piedmont Unified School District is a member of the Career Technical Education (CTE) Pathways Consortium and is a recipient of the CTE Incentive Grant. During the 2014-15 school year, the Piedmont Unified School District's LCAP included a goal to "develop career technical education sequences or programs of study at PHS and MHS that align with state board-approved career technical education standards and frameworks."

In 2015-16, Piedmont High School will implement a Career Technical Education pathway in Computer Science.

Last updated: 3/18/2016

Career Technical Education Participation (School Year 2014-15)

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: 3/18/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	97.5%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	91.3%

State Priority: Other Pupil Outcomes

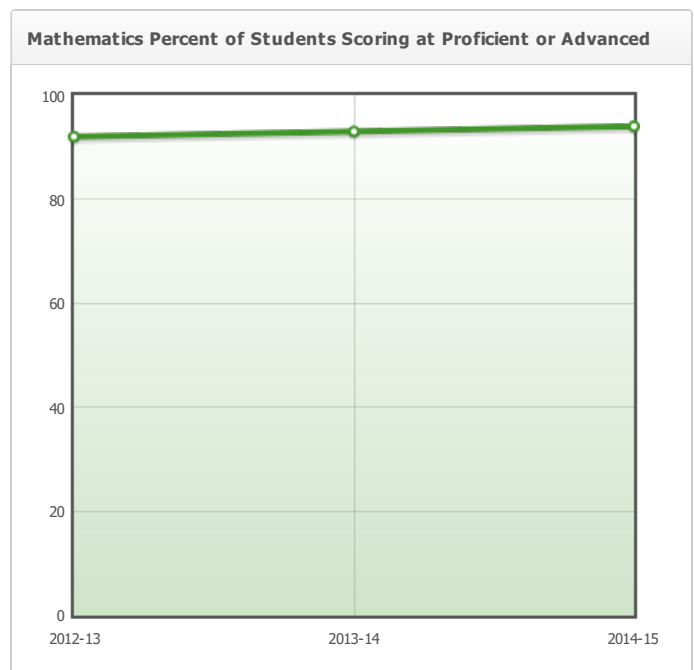
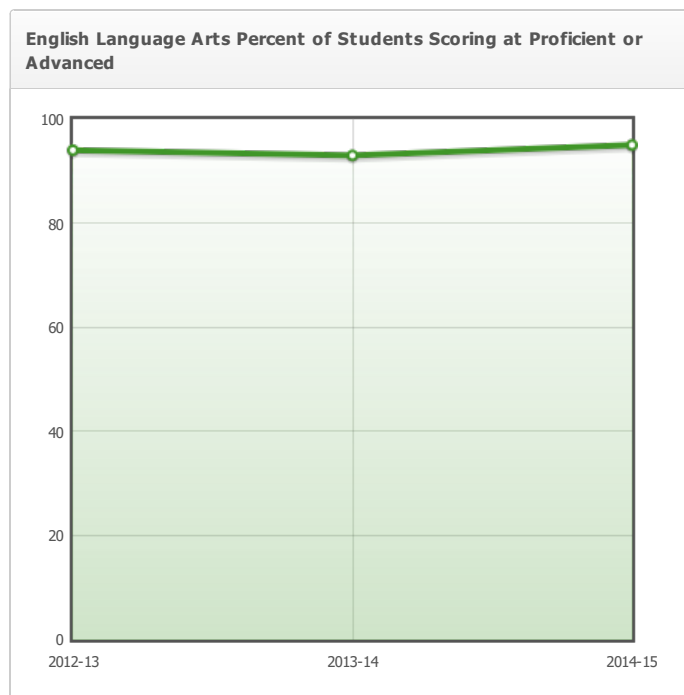
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	94.0%	93.0%	95.0%	91.0%	89.0%	92.0%	57.0%	56.0%	58.0%
Mathematics	92.0%	93.0%	94.0%	87.0%	89.0%	91.0%	60.0%	62.0%	59.0%

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Last updated: 3/14/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	8.0%	27.0%	65.0%	9.0%	34.0%	58.0%
All Students at the School	5.0%	26.0%	68.0%	6.0%	33.0%	60.0%
Male	8.0%	34.0%	58.0%	6.0%	35.0%	59.0%
Female	3.0%	18.0%	79.0%	7.0%	31.0%	62.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	9.0%	26.0%	66.0%	0.0%	26.0%	74.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	4.0%	26.0%	71.0%	8.0%	36.0%	56.0%
Two or More Races	0.0%	31.0%	69.0%	7.0%	29.0%	64.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	20.0%	60.0%	20.0%	48.0%	44.0%	8.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.9%	35.3%	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: 3/14/2016

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 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: 3/14/2016

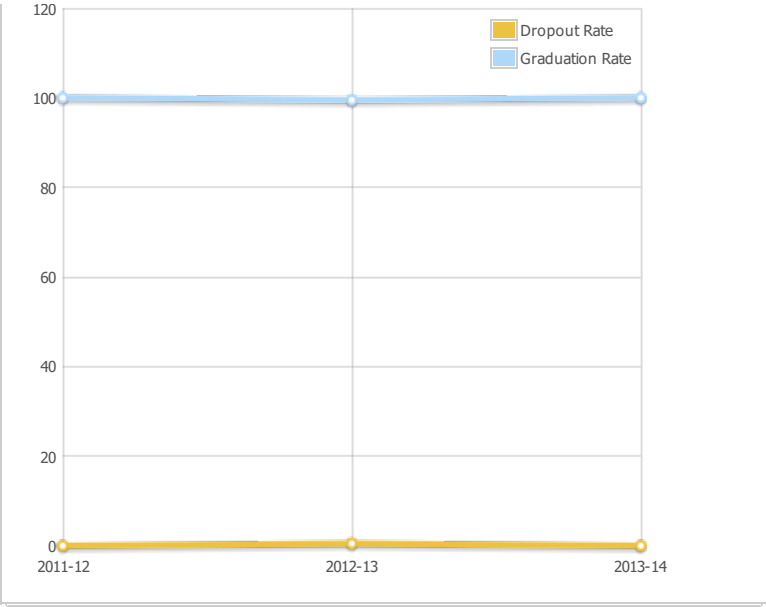
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.5%	0.0%	0.5%	1.4%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	100.00	99.50	100.00	99.50	98.10	100.00	78.87	80.44	80.95

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



Last updated: 3/14/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	100	99	84
Black or African American	100	100	76
American Indian or Alaska Native	100	100	78
Asian	100	100	92
Filipino	100	100	96
Hispanic or Latino	100	100	81
Native Hawaiian or Pacific Islander	100	100	83
White	99	99	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	100	133	81
English Learners	100	100	50
Students with Disabilities	100	100	61
Foster Youth	--	--	--

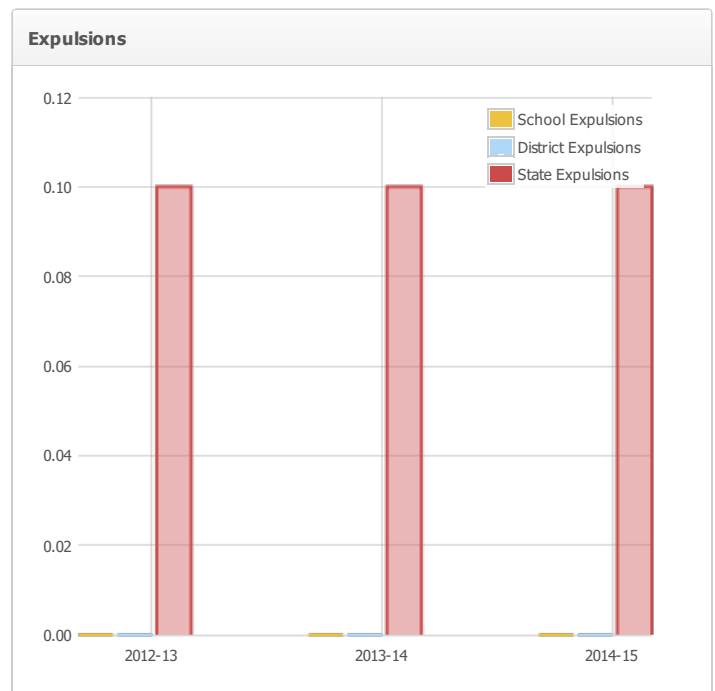
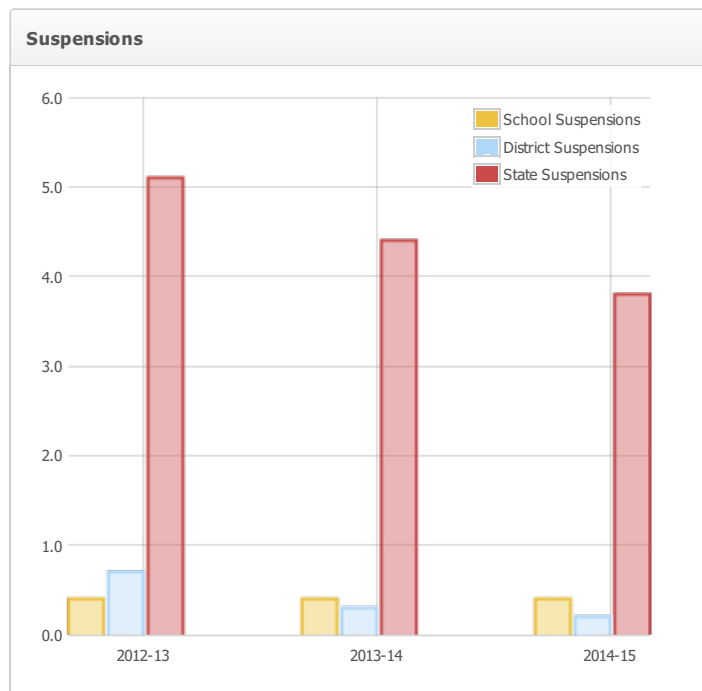
State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.4	0.4	0.4	0.7	0.3	0.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 3/14/2016

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: 3/14/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

Last updated: 3/14/2016

Federal Intervention Program (School Year 2015-16)

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.

Last updated: 3/14/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	25.0	6	27	1	25.0	5	29		24.0	12	24	
Mathematics	25.0	7	22	1	24.0	8	21	2	24.0	10	21	1
Science	26.0	6	19	3	25.0	7	23		27.0	4	23	2
Social Science	26.0	4	24		27.0	5	23		27.0	5	25	

* 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: 3/14/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	302.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.7	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.0	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: 3/18/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$1315.0	\$8519.0	--
District	N/A	N/A	\$9792.0	\$73211.0
Percent Difference – School Site and District	N/A	N/A	-13.0%	3.0%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	26.0%	14.0%

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

Last updated: 3/18/2016

Types of Services Funded (Fiscal Year 2014-15)

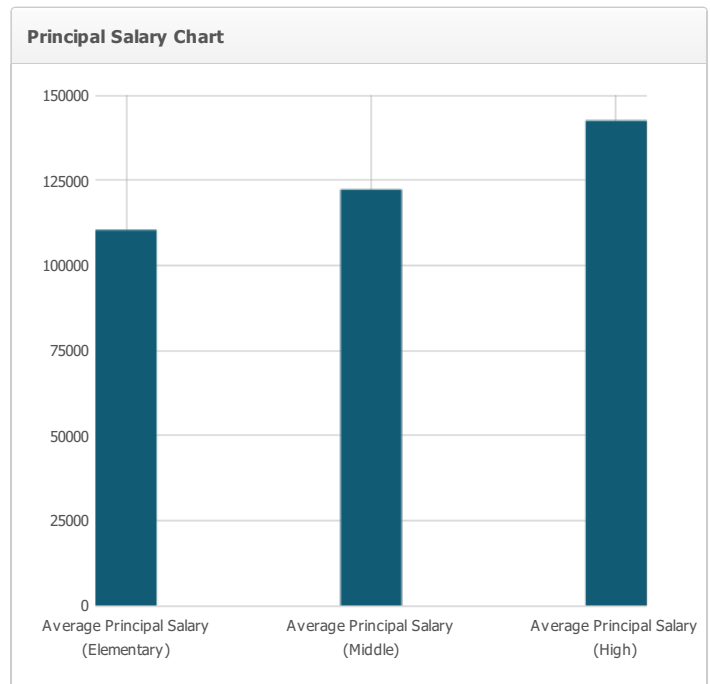
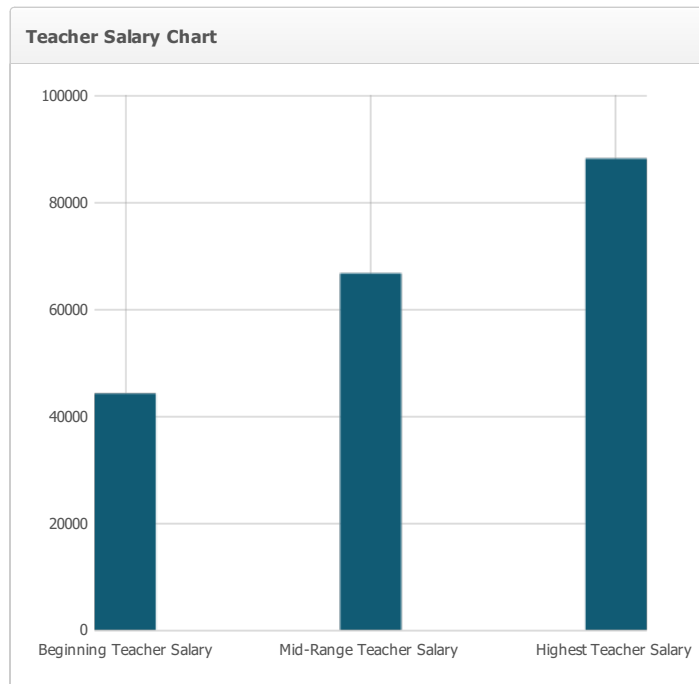
Piedmont High School utilizes Title I Funding for transfer students to Millennium High School

Last updated: 3/14/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,221	\$40,379
Mid-Range Teacher Salary	\$66,676	\$62,323
Highest Teacher Salary	\$88,143	\$81,127
Average Principal Salary (Elementary)	\$110,370	\$99,192
Average Principal Salary (Middle)	\$122,265	\$91,287
Average Principal Salary (High)	\$142,524	\$112,088
Superintendent Salary	\$207,000	\$159,821
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	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: 3/14/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	3	N/A
Social Science	3	N/A
All Courses	19	0.7%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 3/14/2016

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: 3/14/2016