



# Piedmont High School

800 Magnolia Ave. • Piedmont, CA 94611-4029 • (510) 594-2626 • Grades 9-12

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<http://www.piedmont.k12.ca.us/phs/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Piedmont Unified School District

760 Magnolia Ave.

Piedmont, CA 94611

(510) 594-2600

<http://www.piedmont.k12.ca.us/>

#### District Governing Board

Amal Smith

Cory Smegal

Sarah Pearson

Megan Pillsbury

Andrea Swenson

#### District Administration

Randall Booker

**Superintendent**

Cheryl Wozniak

**Asst Superintendent, Ed Services**

Ruth Alahydoian

**Chief Financial Officer**

Stephanie Griffin

**Director of Instructional  
Technology**

Hillary Crissinger

**Director of Special Education**

Pete Palmer

**Director of Facilities**

Alphonso Powell

**Director of Athletics**

### School Description

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.

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 the SARC

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, 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	239
Grade 10	227
Grade 11	184
Grade 12	205
Total Enrollment	855

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	12.4
Filipino	0.7
Hispanic or Latino	6.4
White	62.2
Two or More Races	17.1
Socioeconomically Disadvantaged	1.3
English Learners	0.2
Students with Disabilities	11

## 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 for Piedmont High School	17-18	18-19	19-20
With Full Credential	54	53	47
Without Full Credential	0	3	2
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Piedmont Unified	17-18	18-19	19-20
With Full Credential	♦	♦	166
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Piedmont High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	3	2

\* 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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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, 2019 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2019-2020, 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, 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.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	No assigned textbooks; several fiction and nonfiction books <b>The textbooks listed are from most recent adoption:</b> No
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 9-11, adopted 2016 Calculus (Wiley) Workshop Statistics  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Biology (Miller Levine), Biotechnology, Chemistry (Zumdahl) Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science, Environmental Science, Introduction to the Human Body, Physical/Earth Science, Physics (Giancoli) Physics Principles and Problems <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 9-12) Conexiones ( Spanish IV grades 9-12) Temas ( Spanish AP grades 9-12)  French Bien Dit 1,2,3 (French I, II, III grades 9-12) Quant a moi (French IV grades 9-12) AP French: Preparing for the Language and Culture Examination, Allons audela (AP French grade 9-12)  Mandarin Huan Y ing 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 -12) Integrated Chinese Level II (part 1) (Mandarin IV grades 9-12) Jiayou (Mandarin IV grades -12) Integrated Chinese Level II (part 2) (AP Mandarin grades -12) Jiayou (AP Mandarin grades 9-12), Adopted 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	All students at Piedmont High School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classrooms .. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners. For more information about the school's science equipment, texts, instructional materials, and/or programs, please contact the main office. Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 ("10's", "20's", "40's", "Alan Harvey Theater" and "Binks Gym") have not been modernized. However, Alan Harvey Theatre was demolished in Spring 2019 to make room for the New STEAM Building. Priorities for PHS maintenance for other buildings will be roof and Mechanical/HVAC repairs and replacement.

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 (expected completion in August 2020) and new Alan Harvey Theater (expected completion in August 2021).

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	Mechanical systems in some buildings are at the end of their life span and need to be replaced. Some HVAC systems in the 30's building were modernized in 18-19.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Mechanical systems in 10's, 20's, 30's, and Bink's Gym are at end of their life span and need to be replaced. Some roofs (10's, 40's, and Binks Gym) are leaking and are at the end of their life spans. Mitigation for some of these issues is addressed in H1 Bond construction plans.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	90	86	87	87	50	50
Math	77	82	85	87	38	39

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.

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	170	92.90	86.47
Male	90	82	91.11	78.05
Female	93	88	94.62	94.32
Black or African American	--	--	--	--
Asian	26	25	96.15	88.00
Hispanic or Latino	13	10	76.92	100.00
White	112	104	92.86	82.69
Two or More Races	29	28	96.55	96.43
English Learners	--	--	--	--
Students with Disabilities	15	13	86.67	15.38

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	90	80	49
7	92	87	71
9	94	83	56

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	172	93.99	81.98
Male	90	83	92.22	79.52
Female	93	89	95.70	84.27
Black or African American	--	--	--	--
Asian	26	25	96.15	92.00
Hispanic or Latino	13	10	76.92	100.00
White	112	105	93.75	76.19
Two or More Races	29	29	100.00	93.10
English Learners	--	--	--	--
Students with Disabilities	15	12	80.00	16.67

Note: 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.

Note: 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 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.

### 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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

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

The Piedmont High School Parents Club: [www.phsparentsclub.org](http://www.phsparentsclub.org)

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

School Site Council:

Develops the 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.

School Nutrition Advisory committee:

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

PADC-The Piedmont Appreciating Diversity Committee: <http://www.padc.info/>

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): <http://piedmontpraise.org/>

Supports and funds education for students, parents, teachers, and specialists involved with special education. Their mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, parents, administrators, and the community.

The Piedmont Education Foundation: <http://www.piedmontedfoundation.org/>

Promotes educational excellence in schools through grants made by the Board in response to requests from individual teachers, school sites, and the district using individual donations, income from the Endowment Fund, corporate matches, and Dress Best For Less.

**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 Piedmont Education System.

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.

**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.

**School Safety Plan**

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	1.0	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	305.4

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1.3
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.6
Other	1.1

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	8	26		25	7	26		26	4	30	
Mathematics	24	5	14	3	23	13	21	1	26	9	22	4
Science	26	6	20	1	26	2	27		27	4	25	1
Social Science	27	5	24		25	7	25		28	1	29	

\* 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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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

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

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



Prior to the start of the 2017-18 school year, PHS staff were trained on curriculum, Perspectives for a Diverse America, published by Teaching Tolerance, which incorporates the social justice standards into the Common Core Literacy Standards. Follow-up training on these standards took place in February 2018.

During the 2018-19 school year and the following summer, PHS staff participated in Solution Tree Training on Professional Learning Communities, Assessment Design, and Response to Interventions. Selected new Advanced Placement teachers participated in AP training workshops. Science teachers participated in NGSS-aligned professional development workshops, including the development of new NGSS physics courses. Staff attended National Equity Project Leading for Equity training. All staff participated in social justice standards training prior to the start of the school year. Teachers are supported through coaching, meeting time, and release time for planning.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,108	\$46,208
Mid-Range Teacher Salary	\$73,061	\$72,218
Highest Teacher Salary	\$94,014	\$92,742
Average Principal Salary (ES)	\$130,920	\$134,864
Average Principal Salary (MS)	\$133,882	\$118,220
Average Principal Salary (HS)	\$137,829	\$127,356
Superintendent Salary	\$220,564	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Instructional Materials  
 Class Size Reduction K-3  
 Federal, ECIA/ESEA/IASA  
 School Improvement Plan  
 Special Education Master Plan  
 Federal, Special Education, Entitlement per UDC  
 Federal, Special Education, Discretionary Funds  
 Title I Funding for transfer students to Millennium High School  
 Title II, Parts A & D – Teacher Quality & Technology  
 Title IV, Safe and Drug Free Schools and Communities  
 Title V, Innovative Strategies  
 Title III, Funding passes through the a consortium of districts of which Piedmont Unified is a member.

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

Rate for Piedmont High School	2015-16	2016-17	2017-18
Dropout Rate	0.6	0	0
Graduation Rate	99.4	99.5	98.9

Rate for Piedmont Unified School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0	1
Graduation Rate	99.5	97.8	97.6

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,864	1,337	10,527	86,034
District	N/A	N/A	10,472	84,299
State	N/A	N/A	7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.5	2.0
School Site/ State	33.5	16.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	100
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.28
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	97.86

### 2018-19 Advanced Placement Courses

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	2	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All courses	15	34.1

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

\*Where there are student course enrollments of at least one student.

### Career Technical Education Programs

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

Teachers of these courses integrate core academic standards within their curriculum. Work-based learning opportunities such as guest speakers, field trips, and internships are an integral component of each course, which is accessible to all Piedmont High School students. The courses are evaluated annually through classroom observations, reports, and surveys.

PHS Principal Adam Littlefield and Director of Instruction Technology Stephanie Griffin serve as the lead representatives of the CTE Advisory Committee. The Advisory Committee consists of representatives from a variety of technology-related industries. CTE will play an integral role in the development of programs recommended for development in the new STEAM building (expected completion August 2020). During the 2018-19 school year, 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.

### 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).

### 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.