

Piner High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1700 Fulton Rd. Santa Rosa, CA , 95403-1815	Principal:	Stacy Desideri, Principal
Phone:	(707) 890-3840	Grade Span:	9-12

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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Stacy Desideri, Principal

Principal, Piner High

About Our School



Piner High School (PHS) has enjoyed excellence since opening in 1966. PHS is a rapidly evolving school that provides outstanding university preparation and career-technical education opportunities to a richly diverse student population. The balance of university and career-technical preparation is reflected in a partnership program with Santa Rosa Junior College—the Early College Magnet Program. Students complete college preparatory coursework in core academic and career interest areas, as well as college skills preparation courses. In their junior and senior years, students take courses at SRJC that lead to career certification, an Associate's Degree or transfer to a four-year university.

Program Highlights: Career emphasis centers on courses offered in Arts and Communications, Health Science, and Biotechnology Pathway, Business Technology, Culinary Arts, and Geospatial Technologies. A-G courses allow students to meet minimum entrance requirements for the University of California and California State University system. The goal of the program is a four-year plan that leads to graduation and success in higher level education and/or the work world. Advanced Placement courses are offered in English, math, science, social science, art and world languages.

A two-story administration and instructional building featuring 23 state-of-the-art classrooms welcomes students and their families to the campus. At the center of our campus, our SPARQ Center supports Science, Technology, Engineering, and Math (STEM) learning in a state-of-the-art facility that includes an observatory and a planetarium

Contact

Piner High
1700 Fulton Rd.
Santa Rosa, CA 95403-1815

Phone: [\(707\) 890-3840](tel:(707)890-3840)
Email: sdesideri@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	Piner High
Street	1700 Fulton Rd.
City, State, Zip	Santa Rosa, CA , 95403-1815
Phone Number	(707) 890-3840
Principal	Stacy Desideri, Principal
Email Address	sdesideri@srcs.k12.ca.us
Website	https://piner.srcschools.org/
County-District-School (CDS) Code	49709204935292

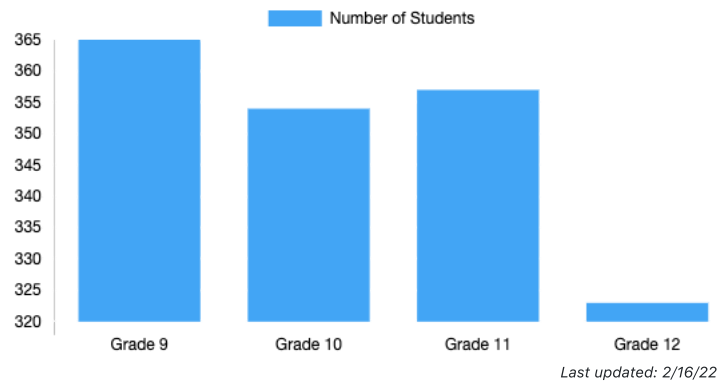
School Description and Mission Statement (School Year 2021—2022)

Vision Statement: Piner High School will be a dynamic educational community filled with compassionate individuals prepared to engage the 21st century. We will promote inquiry, collaboration, creativity, perseverance, and rigor in order to foster civic involvement and personal success.

Last updated: 2/16/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 9	365
Grade 10	354
Grade 11	357
Grade 12	323
Total Enrollment	1399



Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	1.10%
Asian	6.00%
Black or African American	2.40%
Filipino	0.70%
Hispanic or Latino	69.80%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	3.40%
White	16.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.30%
Foster Youth	0.60%
Homeless	0.60%
Migrant	2.90%
Socioeconomically Disadvantaged	64.10%
Students with Disabilities	14.00%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Gold Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – American Experience; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – British Traditions; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005 Bedford Glossary of Critical and Literary Terms, The: Bedford Books 1998, Murfin, et al, Board Approved 3/13/2002 Perrine's Literature: Structure, Sound & Sense: Thomson 1991, Arp, T & Johnson, G., Board Approved 9/22/2010 Literature and Composition 2nd Ed."	Yes	0%
Mathematics	"In grades 9-12, students have Board approved texts that support instruction based on California Content Standards. Every student has access to his or her own textbooks. Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson, Board Approved The Practice of Statistics: W. H. Freeman 2014, Starnes Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 Secondary Math 1: Math Visions Project 2012, Hendrickson, Board Approved 1/25/2018 Secondary Math 2: Math Visions Project 2012, Hendrickson, Board Approved 1/26/2018 Secondary Math 3: Math Visions Project 2012, Hendrickson, Board Approved 1/27/2018"	Yes	0%
Science	"Living Earth (Biology)Savaas Miller & Levine Biology 9781418283087 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8 Chemistry McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA STUDENT EDITION 978-0-07-674695-8 Physics: Principals & Problems: Glencoe McGraw-Hill 2008, Zitzwitz Cengage Exploring Environmental Science for AP® Updated, 1st Student Edition Miller/Spoolman 1st Edition9780357492888"	Yes	0%
History-Social Science	"Modern World History: Patterns of Interaction: McDougal Littell Revised 2006, Beck, et al, Board Approved 6/14/2006 World History: McGraw Hill 2006, Downey, Matthew T., Board Approved 10/26/2011 Western Heritage: Since 1300 (The) – 7th Ed.: Prentice Hall 2001, Kagan, et al, Board Approved 1/24/2001 American Pageant,The – 11th Ed. (& 12th Ed.): McDougal Littell 2002, Bailey, et al, Board Approved 6/29/1999 American History: Reconstruction to the Present: McDougal Littell 2006, Board Approved June 2006 American History: McGraw-Hill 2012, Brinkley, A., Board Approved, 3/28/2012 United States History: American Guidance Srv. 2001, Napp, et al, Board Approved 2/27/2002 Government Today: New Readers Press 1999, Vaillancourt Magruder's American Government: Pearson/ Prentice Hall 2006, McClenaghan, William, Board Approved 6/14/2006 American Government: Readings & Cases – 14th Ed.: Longman, 2002, Woll, Board Approved 11/13/2002 Government Today: People's Publishing Group 1999, Vaillancourt The Choices program: Brown University 2017 Economics: Principles in Action: Prentice Hall 2007, O'Sullivan, Board Approved 4/16/2006 Economics: Principles in Action: Prentice Hall 2007, O'Sullivan, Board Approved 6/14/2006 Economics: Principles, Problems & Policies –16th Ed.: Irwin/ McGraw-Hill 2005, McConnell & Brue, Board Approved 5/24/2000 Princeton Review: Cracking The AP Economics Macro and Micro AP Exam: Princeton Review, LLC/ Random House 2002, Anderson, Board Approved, 2/13/2002"	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	"Realidades 1, 2, and 3: Pearson Prentice Hall 2011, Prentice Hall, Board Approved 4/14/2010 Imagina-espanol sin barreras: Vista Higher Learning 2007, Blanco, Board Approved 9/27/2006 Nuevas Vistas: Curso uno: Holt, McDougal 2006, Alvarado, Velasco, Maricoch, Board Approved 5/12/2010 T'es Branche'? Level 1, 2, 3, and 4; Toni Theisen; EMC Publishing; 2015 Larousse French-English Pocket Dictionary: Larousse 1999, Larousse, Board Approved 4/9/2003"	Yes	0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 12/31/2021 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/16/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/16/22

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	371	172	46.4	53.6	4.1
Female	183	83	45.4	54.6	3.6
Male	188	89	47.3	52.7	4.5
American Indian or Alaska Native	6	3	50	50	0
Asian	24	17	70.8	29.2	11.8
Black or African American	8	4	50	50	0
Filipino	1	0	0	100	0
Hispanic or Latino	243	100	41.2	58.8	1.0
Native Hawaiian or Pacific Islander	3	2	66.7	33.3	0
Two or More Races	13	6	46.2	53.8	0
White	73	40	54.8	45.2	10.0
English Learners	32	9	28.1	71.9	0
Foster Youth	4	2	50	50	0
Homeless	0	0	0	0	0
Military	4	3	75	25	0
Socioeconomically Disadvantaged	152	70	46.1	53.9	1.4
Students Receiving Migrant Education Services	8	1	12.5	87.5	0
Students with Disabilities	50	12	24.0	76.0	0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	371	66	17.8	82.2	15.2
Female	183	37	20.2	19.8	16.2
Male	188	29	15.4	84.6	13.8
American Indian or Alaska Native	6	0	0	100	0
Asian	24	4	16.7	83.3	50
Black or African American	8	1	12.5	87.5	0
Filipino	1	1	100	0	0
Hispanic or Latino	243	43	17.7	82.3	14.0
Native Hawaiian or Pacific Islander	3	0	0	100	0
Two or More Races	13	4	30.8	69.2	25.0
White	73	13	17.8	82.2	7.7
English Learners	32	5	15.6	84.4	0
Foster Youth	4	1	25	75	0
Homeless	0	0	0	0	0
Military	4	1	25	75	0
Socioeconomically Disadvantaged	152	32	21.1	78.9	9.4
Students Receiving Migrant Education Services	8	1	12.5	87.5	0
Students with Disabilities	50	15	30	70	0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	15.36%

Last updated: 2/16/22

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

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 2021-2022)

The School Site Council, which always includes parent members, approves our school's annual plan and advises the school and parent community on the educational plan for students. The PHS Parent, Teacher, Student Association (PTSA), the Piner Boosters' Club, English Learners' Advisory Committee (ELAC), SPARQ Board, Piner High School Foundation and Project Graduation meet on a monthly basis and welcome new involvement.

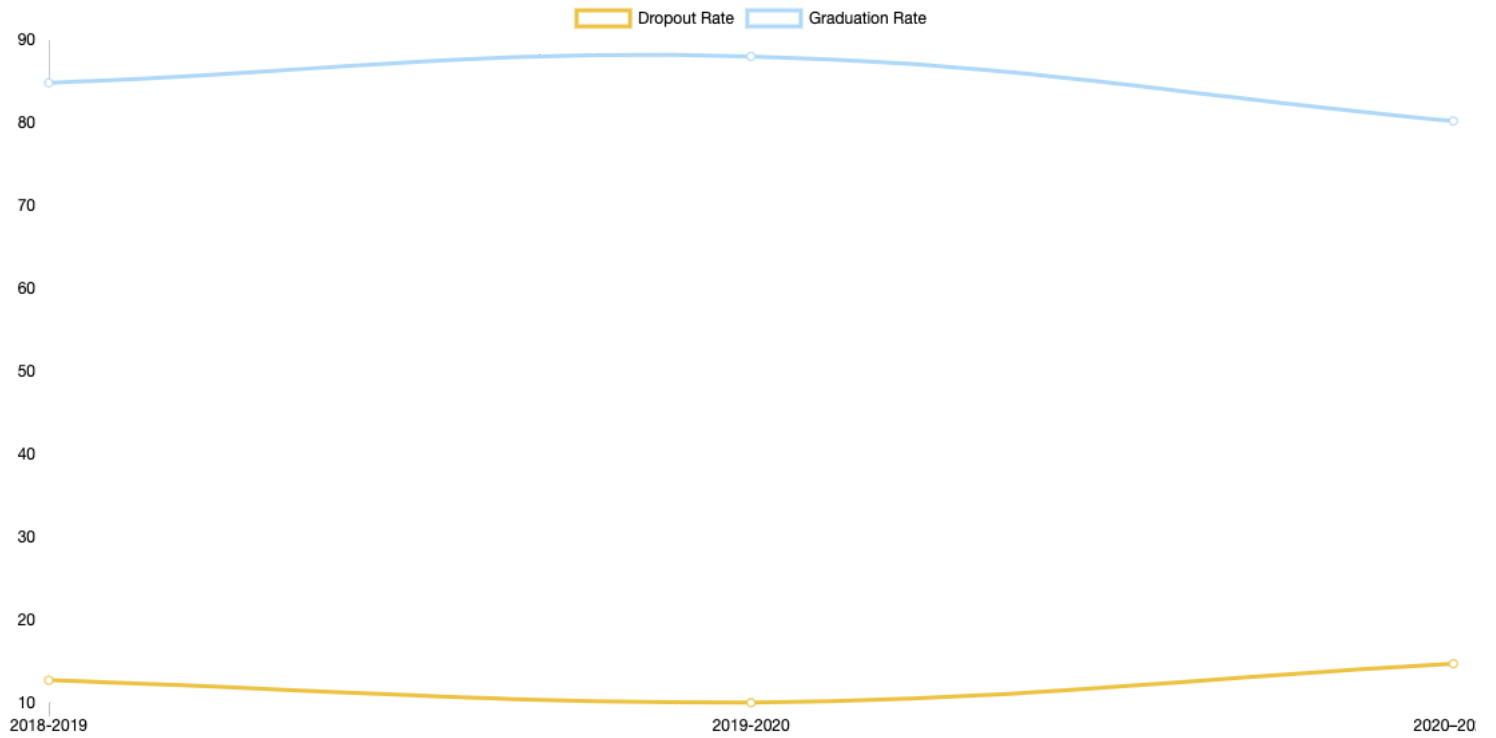
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	12.70%	10.00%	14.70%	12.20%	9.90%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	84.80%	88.00%	80.20%	81.40%	84.30%	80.40%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	333	267	80.2
Female	165	137	83.0
Male	168	130	77.4
Non-Binary	0	0	0.0
American Indian or Alaska Native	20	17	77.4
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	227	174	76.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	59	54	91.5
English Learners	80	47	58.8
Foster Youth	--	--	--
Homeless	25	19	76.0
Socioeconomically Disadvantaged	249	189	75.9
Students Receiving Migrant Education Services	17	6	35.3
Students with Disabilities	58	46	79.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1483	1444	577	40.0
Female	705	688	262	38.1
Male	778	756	315	41.7
American Indian or Alaska Native	86	85	16	41.7
Asian	17	17	12	70.6
Black or African American	35	34	9	26.5
Filipino	11	10	1	10.0
Hispanic or Latino	1030	1007	456	45.3
Native Hawaiian or Pacific Islander	7	6	0	0.0
Two or More Races	50	49	18	36.7
White	247	236	65	27.5
English Learners	206	200	114	57.0
Foster Youth	15	12	8	66.7
Homeless	15	15	11	73.3
Socioeconomically Disadvantaged	979	958	443	46.2
Students Receiving Migrant Education Services	45	44	30	68.2
Students with Disabilities	226	212	101	47.6

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	7.77%	0.20%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.13%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	5.07%	6.03%	2.45%
Expulsions	0.00%	0.11%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0
Female	0	0
Male	0.39	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.21	0
English Learners	0	0
Foster Youth	0	0
Homeless	6.67	0
Socioeconomically Disadvantaged	0.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.88	0

Last updated:

School Safety Plan (School Year 2021-2022)

Piner High School is located in a residential setting that supports our closed campus policy. Four administrators, three campus supervisors and one student advisor are very visible around campus before school, at break times, during passing periods, and after school. In addition, A camera system monitors areas of the campus 24-hours a day, while security alarms are equipped on all buildings and are armed overnight and on weekends.

The school strictly follows the California Education Code regarding the safety and security on campus. Each month, the school holds drills to practice procedures for various types of emergency situations. Piner High School has an active Safety Committee that supports the school administration in reviewing and implementing safety protocols and practices. The School Safety Plan is reviewed by elected representatives of all stakeholder groups on a yearly basis and changes are made when appropriate and necessary.

Last updated: 3/14/22

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 3/14/22

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7107.18	\$6713.53	\$393.65	\$79768.28
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Piner High School receives Title 1 funding and Local Control Formula Funding (LCFF). Both sources of funding provide support for struggling and at risk students, most notably for students who are English learners, foster youth, and low income.

In addition, staff at Piner High School receives access to professional development as funded through Title II, which is allocated to the Office of Curriculum and Instruction, 7-12. The professional development activities sponsored through Title II and through our own site funding focus on support for struggling students in English, mathematics, science, and social science with an emphasis on Common Core Standards, 21st Century learning skills, and Science, Technology, Engineering, and Math (STEM) education.

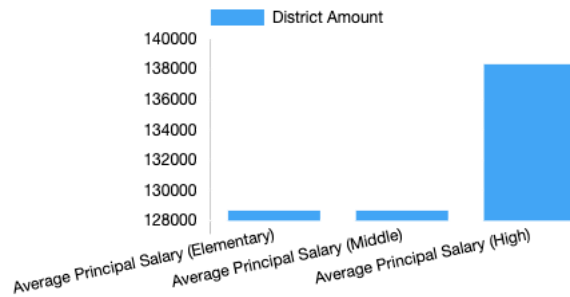
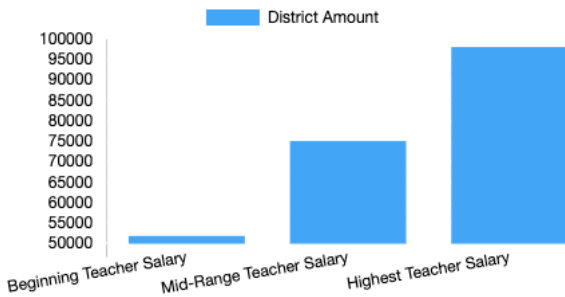
Our funding also supports additional counseling staff and a student support program called the Link Crew, designed to help transition 9th graders to a successful high school career. In addition, the funding provides grant opportunities for teachers to develop instruction, collaborate with colleagues, and attend professional development.

Last updated: 2/16/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51895.00	--
Mid-Range Teacher Salary	\$75057.00	--
Highest Teacher Salary	\$98021.00	--
Average Principal Salary (Elementary)	\$118974.00	--
Average Principal Salary (Middle)	\$128663.00	--
Average Principal Salary (High)	\$138329.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

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



Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2690	55.2	44.8	12.1
Female	2322	1346	58	42	11.9
Male	2494	1332	53.4	56.6	12.2
American Indian or Alaska Native	34	13	38.2	61.8	7.7
Asian	246	169	68.7	31.3	28.4
Black or African American	105	58	55.2	44.8	10.3
Filipino	46	36	78.3	21.7	13.9
Hispanic or Latino	2484	1212	48.8	51.2	4.4
Native Hawaiian or Pacific Islander	35	12	34.3	65.7	0
Two or More Races	308	178	57.8	42.2	23
White	1562	1002	64.1	35.9	17
English Learners	542	199	36.7	63.3	0
Foster Youth	35	13	37.1	62.9	0
Homeless	38	12	31.6	68.4	0
Military	88	52	59.1	40.9	0
Socioeconomically Disadvantaged	1826	895	49.0	51.0	4.7
Students Receiving Migrant Education Services	66	22	33.3	66.7	9.1
Students with Disabilities	687	268	39.0	61.0	2.2

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2694	55.3	44.7	10.3
Female	2322	1337	57.6	42.4	9.4
Male	2494	1335	53.5	46.5	11.2
American Indian or Alaska Native	34	10	29.4	70.6	10.0
Asian	246	173	70.3	29.7	34.7
Black or African American	105	63	60.0	40	6.3
Filipino	46	38	82.6	17.4	26.3
Hispanic or Latino	2484	1257	50.6	49.4	3.3
Native Hawaiian or Pacific Islander	35	14	40	60	0
Two or More Races	308	181	58.8	41.2	14.4
White	1562	938	60.1	39.9	14.3
English Learners	542	236	43.5	56.5	0.4
Foster Youth	35	14	40.0	60	0
Homeless	38	11	28.9	71.1	0.0
Military	88	56	63.6	36.4	0
Socioeconomically Disadvantaged	1826	932	51.0	49.0	3.5
Students Receiving Migrant Education Services	66	23	34.8	65.2	4.3
Students with Disabilities	687	301	43.8	56.2	2.3

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22