

Piner High School
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 1700 Fulton Rd.
Santa Rosa, CA , 95403-1815

Principal: Andrea Correia

Phone: 707-890-3840

Grade Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

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.

About This School

Andrea Correia

Principal, Piner High School

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 School
1700 Fulton Rd.
Santa Rosa, CA 95403-1815

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

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

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

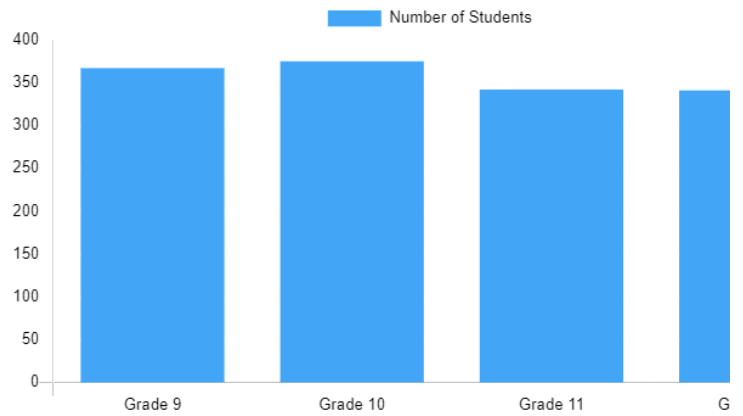
School Description and Mission Statement (School Year 2022–23)

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: 2/1/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	367
Grade 10	375
Grade 11	342
Grade 12	341
Total Enrollment	1425



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/1/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.20%
Male	52.70%
Non-Binary	0.10%
American Indian or Alaska Native	0.80%
Asian	5.50%
Black or African American	2.00%
Filipino	0.80%
Hispanic or Latino	72.00%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	3.20%
White	14.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.60%
Foster Youth	0.40%
Homeless	0.60%
Migrant	1.70%
Socioeconomically Disadvantaged	51.60%
Students with Disabilities	14.70%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.20	83.38	391.70	79.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	1.24	12.30	2.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	1.24	21.60	4.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	6.30	15.20	3.09	12115.80	4.41
Unknown	4.90	7.82	50.80	10.33	18854.30	6.86
Total Teaching Positions	63.80	100.00	491.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/2/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/2/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.70	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.70	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.00	
Local Assignment Options	1.90	
Total Out-of-Field Teachers	4.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 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%
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		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
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: 2/2/23

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 12/30/2022 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: 2/2/23

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: December 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: December 2022

Overall Rating	Good
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Last updated: 2/1/23

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).
- **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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	38%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	5%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

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.

Last updated: 2/2/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	238	76.28	23.72	37.77
Female	154	110	71.43	28.57	48.57
Male	158	128	81.01	18.99	28.91
American Indian or Alaska Native	--	--	--	--	--
Asian	22	19	86.36	13.64	68.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	163	74.09	25.91	34.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	8	61.54	38.46	--
White	40	31	77.50	22.50	41.94
English Learners	42	27	64.29	35.71	15.38
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	179	133	74.30	25.70	33.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	35	68.63	31.37	2.86

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.

Last updated: 2/1/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	224	72.49	27.51	5.45
Female	152	103	67.76	32.24	4.95
Male	157	121	77.07	22.93	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	22	13	59.09	40.91	38.46
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	218	159	72.94	27.06	3.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	8	66.67	33.33	--
White	40	30	75.00	25.00	0.00
English Learners	42	33	78.57	21.43	0.00
Foster Youth	--	--	--	--	--
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	128	71.91	28.09	2.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	37	74.00	26.00	0.00

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.

Last updated: 2/1/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	20.08	--		28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 2/1/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	625	511	81.76	18.24	20.08
Female	312	248	79.49	20.51	20.56
Male	312	262	83.97	16.03	19.69
American Indian or Alaska Native	--	--	--	--	--
Asian	45	37	82.22	17.78	56.76
Black or African American	14	11	78.57	21.43	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	427	345	80.80	19.20	14.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	14	77.78	22.22	21.43
White	102	86	84.31	15.69	26.74
English Learners	66	49	74.24	25.76	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	344	278	80.81	19.19	20.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	95	69	72.63	27.37	2.90

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.

Last updated: 2/1/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	434
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.81%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	9.63%

Last updated: 2/1/23

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	75.9%	83.5%	87.0%	83.7%	89.7%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

Last updated: 2/1/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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.

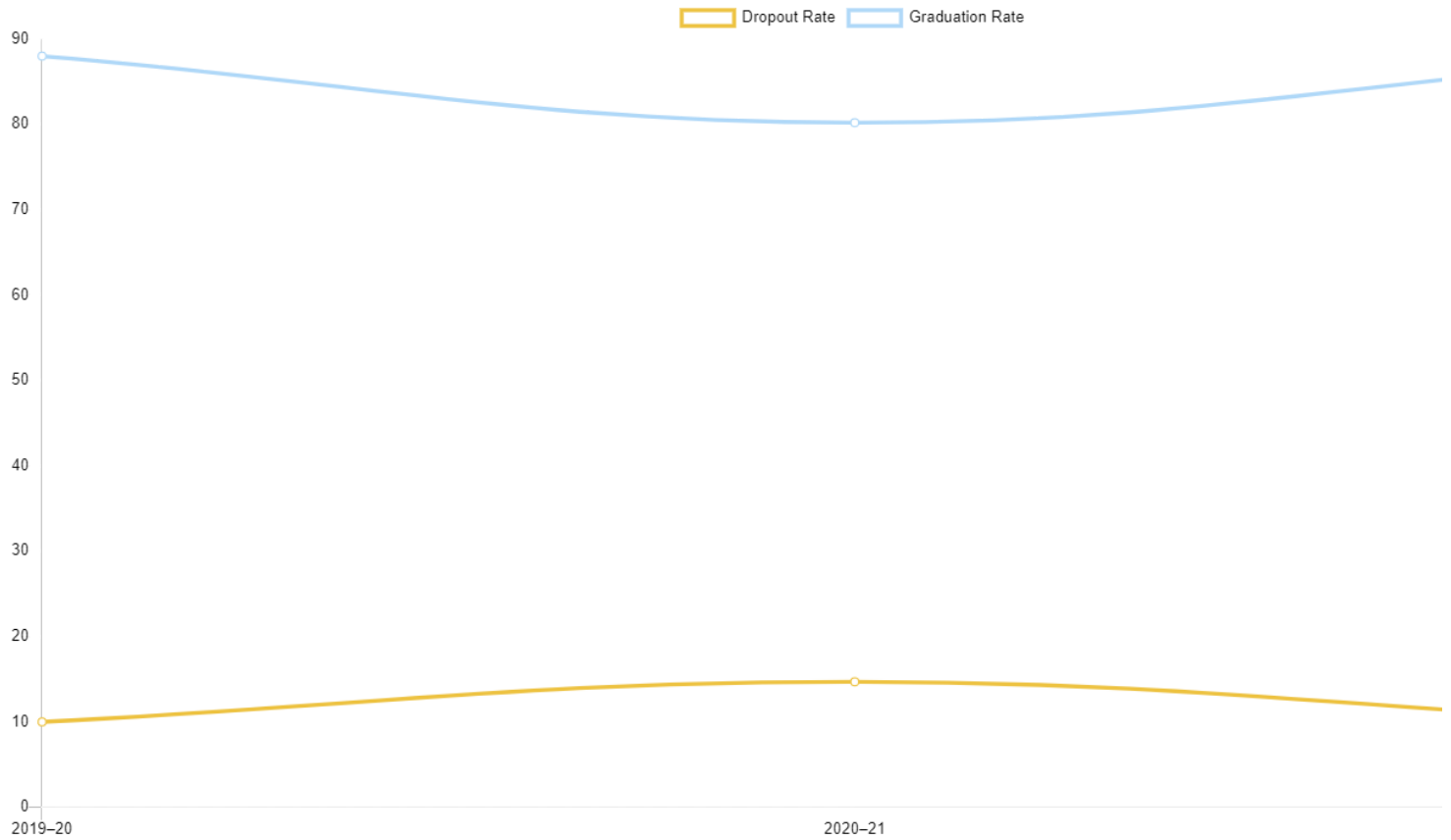
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	10.0%	14.7%	9.8%	9.9%	14.0%	11.5%	8.9%	9.4%	7.8%
Graduation Rate	88.0%	80.2%	87.8%	84.3%	80.4%	84.2%	84.2%	83.6%	87.0%



Last updated: 2/1/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	337	296	87.8
Female	168	156	92.9
Male	168	139	82.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	23	23	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	224	194	86.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	69	61	88.4
English Learners	44	38	86.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	270	232	85.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	49	37	75.5

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: 2/1/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1577	1490	610	40.9
Female	742	699	286	40.9
Male	831	787	323	41.0
American Indian or Alaska Native	14	13	6	46.2
Asian	80	79	15	19.0
Black or African American	32	29	13	44.8
Filipino	12	12	3	25.0
Hispanic or Latino	1134	1076	459	42.7
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	55	49	31	63.3
White	233	216	78	36.1
English Learners	270	255	116	45.5
Foster Youth	13	8	6	75.0
Homeless	10	9	6	66.7
Socioeconomically Disadvantaged	935	887	359	40.5
Students Receiving Migrant Education Services	31	28	13	46.4
Students with Disabilities	246	227	111	48.9

Last updated: 2/1/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	5.07%	6.03%	2.45%
Expulsions	0.00%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.20%	6.59%	0.08%	6.40%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

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.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.59	0.00
Female	2.56	0.00
Male	10.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	1.25	0.00
Asian	7.14	0.00
Black or African American	3.13	0.00
Filipino	8.33	0.00
Hispanic or Latino	6.61	0.00
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	9.09	0.00
White	8.15	0.00
English Learners	8.15	0.00
Foster Youth	30.77	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.41	0.00

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

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: 2/1/23

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	48	25	14
Mathematics	18.00	38	23	3
Science	24.00	10	29	5
Social Science	18.00	25	20	8

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	49	26	13
Mathematics	17.00	44	27	3
Science	22.00	14	24	4
Social Science	21.00	19	16	12

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	45	28	15
Mathematics	15.00	51	37	
Science	20.00	22	27	5
Social Science	18.00	34	22	12

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	178.13

* 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: 2/2/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.00

* 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: 2/2/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13047.00	\$4133.00	\$8913.00	\$90635.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/3/23

Types of Services Funded (Fiscal Year 2021–22)

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.

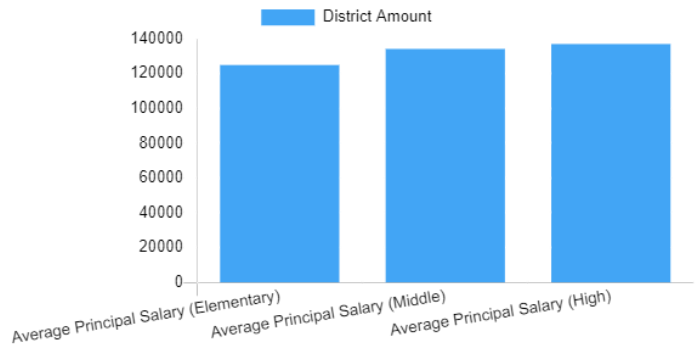
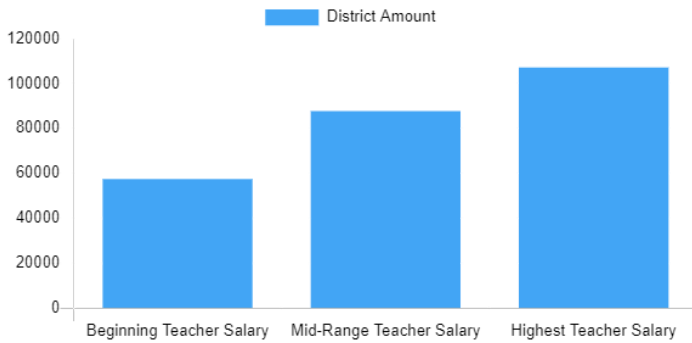
Our funding also supports additional counseling staff and a student support program called the Link Crew, designed to help transition 9th graders to a successful high school career. In addition, the funding provides grant opportunities for teachers to develop instruction, collaborate with colleagues,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

Last updated: 2/2/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

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



Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	5
Foreign Language	2
Mathematics	1
Science	3
Social Science	3
Total AP Courses Offered*	17.00%

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

Last updated: 2/1/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement			

Last updated: 2/2/23