

Piner High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Piner High School
Street	1700 Fulton Rd.
City, State, Zip	Santa Rosa, CA 95403
Phone Number	(707) 890-3840
Principal	Andrea Correia
Email Address	acorreia@srcs.k12.ca.us
School Website	https://phs.srcschools.org
Grade Span	9-12
County-District-School (CDS) Code	49709204935292

2024-25 District Contact Information

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Dr. Daisy Morales
Email Address	dmorales@srcs.k12.ca.us
District Website	www.srcschools.org

2024-25 School Description and Mission Statement

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

Schoolwide Learner Outcomes (SLOs):
 Students will demonstrate rigor by pushing their own abilities, by engaging fully in the process of learning, and by actively constructing knowledge while meeting learning requirements.

2024-25 School Description and Mission Statement

Students will tolerate differences in group members and use clear and effective communication when working together, all while synthesizing and exchanging various ideas and knowledge to reach a common, measurable, final goal and outcome. Students will produce an inventive solution to a problem, question, and/or assignment and bring it to polished fruition by application of diligence and technique.

Students will question, gather, analyze, synthesize, and manipulate information from a variety of sources in response to a question, the original problem, and/or a genuine desire to develop a fuller understanding of the subject matter.

Students will continue to actively pursue solutions despite obstacles and unexpected difficulties, demonstrating determination and purposefulness in addressing academic and personal challenges.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	359
Grade 10	346
Grade 11	355
Grade 12	324
Total Enrollment	1,384

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	53.8
Non-Binary	0.6
American Indian or Alaska Native	0.7
Asian	4.3
Black or African American	2
Filipino	1.2
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4
White	11.3
English Learners	20
Foster Youth	0.2
Homeless	1.8
Migrant	2.8
Socioeconomically Disadvantaged	61.1
Students with Disabilities	16.8

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.

2020-21 Teacher Preparation and Placement

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/Incomplete/NA	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.

2021-22 Teacher Preparation and Placement

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)	51.00	82.52	359.50	78.28	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	1.92	5.60	1.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	2.47	14.60	3.19	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	5.28	26.80	5.84	11953.10	4.28
Unknown/Incomplete/NA	4.80	7.76	52.60	11.46	15831.90	5.67
Total Teaching Positions	61.80	100.00	459.20	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

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)	58.90	87.39	409.90	82.49	231142.40	100.00
Intern Credential Holders Properly Assigned	1.80	2.67	8.80	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	2.05	21.30	4.29	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	3.23	22.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	3.10	4.64	33.90	6.84	14303.80	5.15
Total Teaching Positions	67.40	100.00	496.90	100.00	277698	100

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	0.70	1.50	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.70	1.50	1.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.90	1.8
Local Assignment Options	1.90	2.20	0.3
Total Out-of-Field Teachers	4.00	3.20	2.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	4.3	0.6
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes – Platinum Level; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005</p> <p>Prentice Hall Literature: Timeless Voices, Timeless Themes – Gold Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005</p> <p>Prentice Hall Literature: Timeless Voices, Timeless Themes – American Experience; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005</p> <p>Prentice Hall Literature: Timeless Voices, Timeless Themes – British Traditions; Prentice Hall, 2002, Kinsella: Board Approved 3/23/2005</p> <p>Bedford Glossary of Critical and Literary Terms, The: Bedford Books 1998, Murfin, et al, Board Approved 3/13/2002</p> <p>Perrine's Literature: Structure, Sound & Sense: Thomson 1991, Arp, T & Johnson, G., Board Approved 9/22/2010</p> <p>Literature and Composition 2nd Ed.</p>	Yes	0
Mathematics	<p>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.</p> <p>Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson, Board Approved</p> <p>The Practice of Statistics: W. H. Freeman 2014, Starnes</p> <p>Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved</p> <p>Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018</p> <p>Secondary Math 1: Math Visions Project 2012, Hendrickson, Board Approved 1/25/2018</p> <p>Secondary Math 2: Math Visions Project 2012, Hendrickson, Board Approved 1/26/2018</p>	Yes	0

	Secondary Math 3: Math Visions Project 2012, Hendrickson, Board Approved 1/27/2018		
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 Evironmental 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, Vallaincourt 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 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	N/A		0
Visual and Performing Arts	N/A		0

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

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 in September 2024 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.

Year and month of the most recent FIT report September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	44	38	39	46	47
Mathematics (grades 3-8 and 11)	8	9	24	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	346	326	94.22	5.78	44.27
Female	166	160	96.39	3.61	51.25
Male	175	162	92.57	7.43	37.11
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	73.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	249	95.04	4.96	38.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	70.59
White	38	32	84.21	15.79	62.50
English Learners	56	50	89.29	10.71	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	146	94.19	5.81	40.97
Students Receiving Migrant Education Services	14	13	92.86	7.14	23.08
Students with Disabilities	56	52	92.86	7.14	8.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	345	327	94.78	5.22	8.64
Female	166	161	96.99	3.01	4.38
Male	174	162	93.10	6.90	11.88
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	30.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	252	96.18	3.82	6.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	17.65
White	38	32	84.21	15.79	18.75
English Learners	56	53	94.64	5.36	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	147	94.84	5.16	8.28
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	56	53	94.64	5.36	1.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.43	17.02	24.05	25.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	661	638	96.52	3.48	17.02
Female	295	288	97.63	2.37	16.61
Male	361	345	95.57	4.43	17.26
American Indian or Alaska Native	--	--	--	--	--
Asian	30	29	96.67	3.33	44.83
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	491	480	97.76	2.24	13.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	35.71
White	83	75	90.36	9.64	21.92
English Learners	97	95	97.94	2.06	1.14
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	300	290	96.67	3.33	17.50
Students Receiving Migrant Education Services	21	21	100.00	0.00	0.00
Students with Disabilities	104	98	94.23	5.77	2.22

2023-24 Career Technical Education Programs

Career Technical Education (CTE) provides students with the academic, technical, and real-world knowledge, skills and experience they need to be prepared for college, career, and life. A CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry-recognized certifications. Below is a list of CTE Programs at our site:

Health Science and Biotechnology
 Culinary Arts
 Engineering, Construction and Design
 Geospatial Technology

For more information, please visit the Santa Rosa City School website at <https://www.srcschools.org/departments/educational-services/educational-programs>.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	331
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	23.51

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 9	80.80%	80.52%%	79.08%	79.37%	84.24%

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.

2024-25 Opportunities for Parental Involvement

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 Piner High School PSSA (Piner School Spirit Association), the

2024-25 Opportunities for Parental Involvement

Piner Boosters' Club, English Learners' Advisory Committee (ELAC), SPARQ Board, and Piner High School Foundation meet on a monthly basis and welcome new involvement.

C. Engagement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	9.8	13.5	7.0	11.5	12.5	9.8	7.8	8.2	8.9
Graduation Rate	87.8	84.2	90.5	84.2	82.6	86.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	328	297	90.5
Female	134	128	95.5
Male	194	169	87.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	17	16	94.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	237	216	91.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	13	100.0
White	47	39	83.0
English Learners	60	51	85.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	285	258	90.5
Students Receiving Migrant Education Services	15	12	80.0
Students with Disabilities	53	45	84.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1493	1446	377	26.1
Female	677	655	185	28.2
Male	808	783	189	24.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	12	3	25.0
Asian	64	64	7	10.9
Black or African American	28	28	5	17.9
Filipino	17	17	0	0.0
Hispanic or Latino	1133	1095	286	26.1
Native Hawaiian or Pacific Islander	12	12	8	66.7
Two or More Races	56	56	19	33.9
White	170	162	49	30.2
English Learners	330	312	94	30.1
Foster Youth	--	--	--	--
Homeless	41	38	14	36.8
Socioeconomically Disadvantaged	1040	1006	255	25.3
Students Receiving Migrant Education Services	46	44	10	22.7
Students with Disabilities	261	250	99	39.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.59	10.03	7.03	6.4	10.12	7.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.66	0.07	0.05	0.21	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.03	0.07
Female	5.47	0.00
Male	8.42	0.12
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.69	0.00
Asian	3.13	0.00
Black or African American	10.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.06	0.09
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	7.14	0.00
White	8.24	0.00
English Learners	8.79	0.00
Foster Youth	0.00	0.00
Homeless	4.88	0.00
Socioeconomically Disadvantaged	6.73	0.10
Students Receiving Migrant Education Services	6.52	0.00
Students with Disabilities	12.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Site-Based Safety Plan Information:

Piner High School is located in a residential setting that supports our closed campus policy. Four administrators, five School Safety Advisors (including Student Advisor, Campus Supervision, and School Safety 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	45	28	15
Mathematics	15	51	37	
Science	20	22	27	5
Social Science	18	34	22	12

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	39	28	9
Mathematics	17	48	29	3
Science	23	14	28	1
Social Science	20	24	20	8

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	49	19	18
Mathematics	17	53	18	8
Science	21	22	17	7
Social Science	18	28	23	7

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	197.71

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,182.56	\$5,054.39	\$10,128.17	\$92,154.19
District	N/A	N/A	\$94,861.69	
Percent Difference - School Site and District	N/A	N/A	-161.4	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-6.2	

Fiscal Year 2023-24 Types of Services Funded

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. In addition, the funding provides grant opportunities for teachers to develop instruction, collaborate with colleagues, and attend professional development.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	16.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	3
Foreign Language	3
Mathematics	1
Science	3
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

District Level Professional Development:
Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big

Professional Development

ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler’s strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3