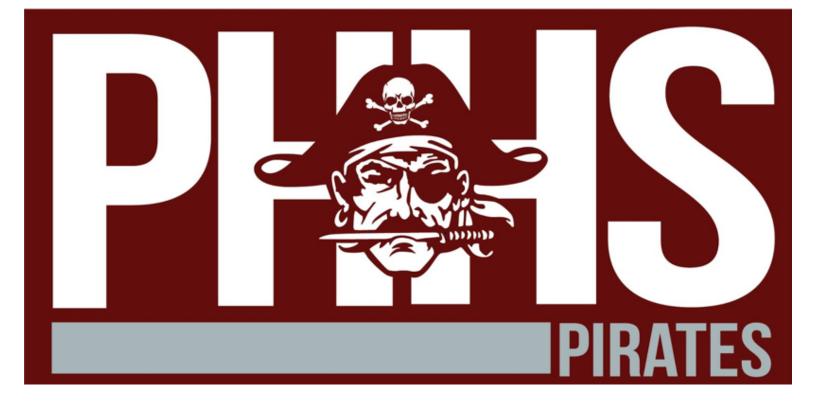# Piedmont Hills High School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)



## 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.

| 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. |

## 2023-24 School Contact Information

| School Name | Piedmont Hills High School |
|---|---|
| Street | 1377 Piedmont Rd. |
| City, State, Zip | San Jose, CA, 95132 |
| Phone Number | 408.347.3800 |
| Principal | Ginny Davis |
| Email Address | davisg@esuhsd.org |
| School Website | https://piedmonthillshigh.esuhsd.org/home |
| County-District-School (CDS) Code | 43694274335907 |

## 2023-24 District Contact Information

| District Name | East Side Union High School District |
|---|---|
| Phone Number | (408) 347-5000 |
| Superintendent | Glenn Vander Zee |
| Email Address | vanderzeeg@esuhsd.org |
| District Website | www.esuhsd.org |

## 2023-24 School Description and Mission Statement

Welcome to Piedmont Hills High School, home of the Pirates where our mission is to provide all students with a strong educational program that prepares them to thrive in a global society. Here you will find teachers, students, parents and administration working together to ensure the best learning environment for all students. Students are enrolled in courses to prepare them to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams, student clubs and community service organizations. The school offers AP courses in Spanish,

## 2023-24 School Description and Mission Statement

French, European History, World History, US History, American Government, Micro Economics, English Language, English Literature, Biology, Chemistry, Physics 1 and 2, Environmental Science, Computer Science A, Principles of Computer Science, Calculus AB and BC, and Statistics.  The performing arts department curriculum includes drama, choir, orchestra, jazz band, and advanced band.  World languages include Vietnamese, French, Spanish and Chinese.  A well rounded, comprehensive, high school experience is waiting for each and every student. As a school community, we are committed to the Pirate Way, we are: Problem Solvers, Independent Thinkers, Responsible Individuals, Adaptable Learners, Technologically Literate, and Effective Communicators.

PHHS Vision:
Piedmont Hills High School is to be a community based learning center where an atmosphere of success, innovation, and self-empowerment will exist for all students.

PHHS Mission:
To create a school community that provides all students with a strong educational foundation that prepares them to thrive in a global society, while also developing the skills needed to achieve their potential.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 496 |
| Grade 10 | 514 |
| Grade 11 | 454 |
| Grade 12 | 461 |
| Total Enrollment | 1,925 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.2% |
| Male | 51.8% |
| American Indian or Alaska Native | 0.1% |
| Asian | 55.9% |
| Black or African American | 1.4% |
| Filipino | 7.6% |
| Hispanic or Latino | 24.9% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 5% |
| White | 4.5% |
| English Learners | 9.1% |
| Foster Youth | 0.1% |
| Homeless | 2.6% |
| Migrant | 0.1% |
| Socioeconomically Disadvantaged | 23.9% |
| Students with Disabilities | 10.3% |

## 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) | 76.60 | 92.00 | 854.6 | 89.1 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.70 | 0.90 | 16.8 | 1.7 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.30 | 1.67 | 22.7 | 2.4 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.20 | 2.70 | 17.8 | 1.9 | 12115.80 | 4.41 |
| Unknown | 2.20 | 2.70 | 0.0 | 0.0 | 18854.30 | 6.86 |
| Total Teaching Positions | 83.20 | 100.00 | 959.6 | 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) | 79.60 | 93.99 | 852.0 | 87.9 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 20.8 | 2.1 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.06 | 24.4 | 2.5 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.20 | 1.46 | 21.1 | 2.2 | 11953.10 | 4.28 |
| Unknown | 3.70 | 4.47 | 0.0 | 0.0 | 15831.90 | 5.67 |
| Total Teaching Positions | 84.70 | 100.00 | 969.1 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.30 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.30 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.00 | 0.80 |
| Local Assignment Options | 0.20 | 0.40 |
| Total Out-of-Field Teachers | 2.20 | 1.20 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.5 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.1 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Piedmont High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

| Year and month in which the data were collected | November 2023 |
|---|---|

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

| | | | |
|---|---|---|---|
| **Reading/Language Arts** | English 1 – CommonLit, Inc. Grade 9, 2023<br>"The Language of Literature" Grade 9 McDougal Littell 2002<br>English 2 – CommonLit, Inc. Grade 10, 2023<br>"The Language of Literature" Grade 10 McDougal Littell 2002<br>English 3 – MyPerspectives: American Literature//Pearson<br>English 4--"The Language of Literature" Grade 12 Mcdougal Littell 2002<br>ERWC -- Expository Reading and Writing Course Student Reader 2021<br>AP Composition and Language-- The Norton Reader<br>AP Composition and Literature--The Intro to Literature | Yes | 0% |
| **Mathematics** | CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016<br>CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016<br>CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016<br>Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015<br>AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014<br>AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014<br>AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020<br>AP Computer Science A - Online materials<br>Mathematical Reasoning with Connections - MRWC materials provided by CSU | Yes | 0% |
| **Science** | NGSS Biology - The Living Earth -- CK-12 eTextbook<br>NGSS Chemistry in Earth's System –  CK-12 eTextbook<br>NGSS Physics of the Universe -  CK-12 eTextbook<br>A Hands-on Introduction to Forensic Science  2014<br>AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022<br>AP Chemistry- Chemistry The Central Science- Brown & Lemay<br>AP Physics 1 and 2- Physics AP-  Cutnell and Johnson , Wiley 2012<br>AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015<br>AP Physics C- Physics with MOD Physic for Scientists and Engineers-  Knight / Pearson 2013<br>AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015<br>Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002<br>Living Earth Essentials - CK-12 eTextbook<br>Physical Science Essentials - CK-12 eTextbook | Yes | 0% |
| **History-Social Science** | World History – " World History Interactive" SAVVAS 2022<br>US History – "United States History Interactive" SAVVAS 2022<br>American Government – "Government Alive! Power, Politics and You" TCI 2014<br>Economics – "Econ Alive! The Power to Choose" TCI 2015 | Yes | 0% |

| | AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018<br>AP US History - "America's History for the AP Course" Bedford 2014<br>AP Government - "Government in America" Pearson Learning 2014<br>AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014<br>AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022<br>AP Psychology - "Psychology for AP" Worth 2015<br>World Geography - "Geography Alive!" TCI 2011<br>Different Mirror for Young People a History 2012<br>Thinking About Psychology BFW  2019<br>"The Real World An Introduction to Sociology" Norton 2022<br>"Street Law" McGraw Hill 2023<br>"Juvenile Justice" McGraw Hill 2023 | | |
| **Foreign Language** | Textbooks and Instructional Materials in use are standards aligned and officially adopted | Yes | 0% |
| **Health** | Textbooks and Instructional Materials in use are standards aligned and officially adopted | Yes | 0% |
| **Visual and Performing Arts** | Textbooks and Instructional Materials in use are standards aligned and officially adopted | Yes | 0% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | 0% |

## School Facility Conditions and Planned Improvements

Overview
The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule
The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Piedmont Hills High School community hosts annual campus beautification organized by students and staff.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings
Although the main school campus was constructed in 1966, portable buildings have been added to accommodate modernization as well as science, special education, and mathematics classes.

Modernization Projects
The softball field renovation was completed April 2010.
Solar panel installation in the student parking lot was completed by March 2011.
The new auxiliary gym completed July 2013.
Track resurfacing completed August 2013.
Main Gym bleacher and floor replacement completed August 2013.
Updated Security Camera Surveillance,  July 2016.
New Swimming Pool Facilities, Completed April 2017.
New Roofing through school, Completed August  2017.
New and Modernized Fire Alarm System, Completed December 2017.
HVAC Replacement Project Ongoing.
Science Building, New Construction, Completed Spring 2019.
Football Stadium Turf Replacement Project, Completed Spring 2019.
Soccer/Track Field renovation, Completion Projected Winter 2019.
Tennis Courts Resurfacing, Completed Winter 2019
Football Stadium Restroom and Food Service Station, Completed Fall 2020
Measure Z $19 million bond project, Performing Arts Classroom Building, In progress, due for completion summer 2024.
Repair and Replacement of Campus Overhangs, In Progress.

| Year and month of the most recent FIT report | October 2023 |
|---|---|

| 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 | Found damaged ceiling tiles and stained and/or torn carpets in many spaces. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Safety:**<br>Fire Safety, Hazardous Materials | | | X | Some rooms have extension cords as permanent power and blocked fire extinguishers |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 79 | 78 | 62 | 61 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 59 | 55 | 37 | 34 | 33 | 34 |

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 448 | 439 | 97.99 | 2.01 | 77.90 |
| Female | 214 | 213 | 99.53 | 0.47 | 83.10 |
| Male | 234 | 226 | 96.58 | 3.42 | 73.01 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 248 | 246 | 99.19 | 0.81 | 86.99 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 38 | 37 | 97.37 | 2.63 | 89.19 |
| Hispanic or Latino | 106 | 101 | 95.28 | 4.72 | 55.45 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 25 | 24 | 96.00 | 4.00 | 87.50 |
| White | 21 | 21 | 100.00 | 0.00 | 47.62 |
| English Learners | 47 | 46 | 97.87 | 2.13 | 30.43 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 105 | 101 | 96.19 | 3.81 | 68.32 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 46 | 39 | 84.78 | 15.22 | 20.51 |

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 448 | 436 | 97.32 | 2.68 | 54.59 |
| Female | 214 | 213 | 99.53 | 0.47 | 57.28 |
| Male | 234 | 223 | 95.30 | 4.70 | 52.02 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 248 | 246 | 99.19 | 0.81 | 71.54 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 38 | 35 | 92.11 | 7.89 | 45.71 |
| Hispanic or Latino | 106 | 101 | 95.28 | 4.72 | 23.76 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 25 | 24 | 96.00 | 4.00 | 41.67 |
| White | 21 | 20 | 95.24 | 4.76 | 50.00 |
| English Learners | 47 | 46 | 97.87 | 2.13 | 23.91 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 105 | 99 | 94.29 | 5.71 | 39.39 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 46 | 37 | 80.43 | 19.57 | 10.81 |

## 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. 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 54.49 | 58.61 | 37.48 | 37.24 | 29.47 | 30.29 |

## 2022-23 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 | 913 | 894 | 97.92 | 2.08 | 57.94 |
| Female | 441 | 435 | 98.64 | 1.36 | 60.92 |
| Male | 472 | 459 | 97.25 | 2.75 | 55.12 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 514 | 507 | 98.64 | 1.36 | 74.36 |
| Black or African American | 12 | 11 | 91.67 | 8.33 | 54.55 |
| Filipino | 70 | 69 | 98.57 | 1.43 | 53.62 |
| Hispanic or Latino | 210 | 202 | 96.19 | 3.81 | 22.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 52 | 50 | 96.15 | 3.85 | 54.00 |
| White | 48 | 48 | 100.00 | 0.00 | 47.92 |
| English Learners | 71 | 68 | 95.77 | 4.23 | 8.82 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 24 | 23 | 95.83 | 4.17 | 17.39 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 238 | 229 | 96.22 | 3.78 | 44.54 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 91 | 80 | 87.91 | 12.09 | 10.00 |

## 2022-23 Career Technical Education Programs

Entrepreneurship Program: Students will graduate from the program with all of the basic skills necessary to start their own business, enter a career in business or get a head start on a college degree.

Program Features

- Four complete state –of –the-art computer labs. Labs are equipped with the latest software, hardware, presentation systems and peripheral equipment
- Professional certification in Microsoft Word, and Microsoft Excel
- Students have the opportunity to participate in a student run business
- Students will learn to use all the following software: Microsoft Office, Adobe Photoshop, Adobe InDesign, Adobe Illustrator, Adobe Dreamweaver, and Adobe Flash
- Courses offered in Accounting, Microsoft Office, Graphic Design, Web Design, Entrepreneurship, Computer Programming
- Students can earn college credit for all Business Magnet courses. (limited to specific schools)

Manufacturing: Students develop pre-engineering skills in using CADD software as well as understanding architectural schematic drawings and floor plans.

Construction: Students develop basic construction skills using top of the line machinery.

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 506 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 91.2 |
| **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 |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 97.61 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 63.89 |

## 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.

### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 | 94.6 | 95.4 | 96.4 | 96.4 | 97.6 |

## 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.

### 2023-24 Opportunities for Parental Involvement

Our goal is to create an environment of parent awareness that will honor the wonderful ethnic and linguistic diversity that reflects the students of Piedmont Hills. The school has an active school site council and parent booster clubs. The Parent Booster Club meets monthly via Zoom. The school uses a variety of resources to effectively communicate with parents and students. Parents are invited to Zoom with the Principal every Wednesday morning at 9am. The counseling department hosts regular evening events to educate parents about the college and career services we offer on campus. A newsletter goes out every Sunday evening to parents explaining upcoming events and encouraging parent involvement.
Contact Person:      Rupert Rosales (408) 347-3842

## 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 4.3 | 1.8 | 2.9 | 7.1 | 5.6 | 5.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 92.9 | 94.7 | 94.3 | 89.2 | 90.4 | 87.0 | 83.6 | 87 | 86.2 |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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 | 453 | 427 | 94.3 |
| Female | 223 | 208 | 93.3 |
| Male | 230 | 219 | 95.2 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 268 | 260 | 97.0 |
| Black or African American | -- | -- | -- |
| Filipino | 32 | 30 | 93.8 |
| Hispanic or Latino | 92 | 80 | 87.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 26 | 25 | 96.2 |
| White | 26 | 25 | 96.2 |
| English Learners | 39 | 31 | 79.5 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 23 | 19 | 82.6 |
| Socioeconomically Disadvantaged | 162 | 145 | 89.5 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 45 | 32 | 71.1 |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 1981 | 1959 | 219 | 11.2 |
| Female | 948 | 938 | 111 | 11.8 |
| Male | 1032 | 1020 | 108 | 10.6 |
| Non-Binary | 1 | 1 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 1091 | 1087 | 35 | 3.2 |
| Black or African American | 28 | 28 | 12 | 42.9 |
| Filipino | 146 | 145 | 11 | 7.6 |
| Hispanic or Latino | 512 | 496 | 130 | 26.2 |
| Native Hawaiian or Pacific Islander | 12 | 12 | 2 | 16.7 |
| Two or More Races | 103 | 103 | 14 | 13.6 |
| White | 87 | 86 | 14 | 16.3 |
| English Learners | 186 | 182 | 25 | 13.7 |
| Foster Youth | 2 | 1 | 0 | 0.0 |
| Homeless | 62 | 61 | 24 | 39.3 |
| Socioeconomically Disadvantaged | 553 | 538 | 112 | 20.8 |
| Students Receiving Migrant Education Services | 2 | 2 | 0 | 0.0 |
| Students with Disabilities | 228 | 223 | 81 | 36.3 |

## 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 and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.24 | 2.93 | 2.98 | 0.03 | 3.6 | 4.0 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.05 | 0.00 | 0.00 | 0.18 | 0.15 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 2.98 | 0 |
| Female | 2.85 | 0 |
| Male | 3.1 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 1.19 | 0 |
| Black or African American | 3.57 | 0 |
| Filipino | 1.37 | 0 |
| Hispanic or Latino | 6.84 | 0 |
| Native Hawaiian or Pacific Islander | 8.33 | 0 |
| Two or More Races | 1.94 | 0 |
| White | 5.75 | 0 |
| English Learners | 6.99 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 4.84 | 0 |
| Socioeconomically Disadvantaged | 5.61 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 10.96 | 0 |

## 2023-24 School Safety Plan

With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school safety issues, school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan was reviewed and updated the Fall of 2021 and Winter of 2022 and was approved by the School Site Council in March 2022 and the ESUHSD Board of Education. The entire plan is posted on the school web site. Piedmont Hills endeavors to provide a safe, clean and comfortable learning environment for its students.

The campus is monitored throughout the day by school administration, campus monitor, advisors, and several teachers who serve on the safety team. Monthly community partnership safety meeting are held with advisors, the APA, campus monitor, and staff from nearby feeder schools to discuss safety issues which may impact our school communities. The school safety team is comprised of the APA, advisors, campus monitor, teachers, students, and parents and meets to discuss campus safety issues. Piedmont Hills High School is a closed campus and all visitors must check in at the administration building and receive a visitors badge before entering campus.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 | 28 | 9 | 65 | 1 |
| Mathematics | 27 | 13 | 50 | 6 |
| Science | 29 | 7 | 46 | 10 |
| Social Science | 29 | 8 | 42 | 15 |

## 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 | 27 | 11 | 64 | |
| Mathematics | 29 | 9 | 40 | 15 |
| Science | 29 | 7 | 45 | 10 |
| Social Science | 29 | 8 | 53 | 2 |

## 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 | 27 | 10 | 64 | 0 |
| Mathematics | 28 | 9 | 48 | 7 |
| Science | 29 | 7 | 51 | 3 |
| Social Science | 29 | 7 | 45 | 8 |

## 2022-23 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 | 385 |

## 2022-23 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.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | 0.5 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | 2 |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 5.4 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | $11,769 | $2,931 | $8,838 | $115,947 |
| District | N/A | N/A | $9,513 | $105,255 |
| Percent Difference - School Site and District | N/A | N/A | -7.4 | 14.0 |
| State | N/A | N/A | $7,607 | $97,850 |
| Percent Difference - School Site and State | N/A | N/A | 29.1 | 20.8 |

## Fiscal Year 2022-23 Types of Services Funded

Piedmont Hills receives minimal funding from state and federal programs to provide additional assistance to our students. The school utilizes facility rental income, as well as district LCAP money, to fund additional interventions and support to students such as tutoring and summer school recovery classes.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | $64,471 | $57,234 |
| Mid-Range Teacher Salary | $101,894 | $95,467 |
| Highest Teacher Salary | $130,638 | $122,669 |
| Average Principal Salary (Elementary) | $0 | |
| Average Principal Salary (Middle) | $0 | $153,476 |
| Average Principal Salary (High) | $171,239 | $173,198 |
| Superintendent Salary | $280,339 | $277,572 |
| Percent of Budget for Teacher Salaries | 32.81% | 31.17% |
| Percent of Budget for Administrative Salaries | 3.17% | 4.46% |

## 2022-23 Advanced Placement (AP) Courses

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

| | |
|---|---|
| Percent of Students in AP Courses | 36.7 |

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 | 4 |
| English | 7 |
| Fine and Performing Arts | 0 |
| Foreign Language | 3 |
| Mathematics | 10 |
| Science | 10 |
| Social Science | 15 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 49 |

## Professional Development

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. The school has

## Professional Development

created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators.  Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession.  Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels.  At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs.  For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction.  The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

PHHS has a weekly collaboration schedule, where professional development happens every Thursday afternoon.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 34 | 29 | 34 |