

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Piedmont Hills High School	District Name	East Side Union High
Principal	Dan Moser	Superintendent	Bob Nunez
Street	1377 Piedmont Rd.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95132-2497	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408.347.3800	Phone Number	408.347.5010
FAX Number	408.347.3805	FAX Number	408.347.5045
Web Site	http://www.ph.campusgrid.net/home	Web Site	http://www.esuhd.org
E-mail Address	moserd@esuhd.org	E-mail Address	nunezb@esuhd.org
CDS Code	43-69427-4335907	SARC Contact	Lynda Remley

School Description and Mission Statement

Information about the school, its programs, and its goals.

School Description

Piedmont Hills High School challenges students to set high academic and personal standards and supports them in their pursuit of success. The faculty is strongly committed to providing the highest quality educational program consistent with expectation of the community aligned to state and federal requirements. Many of the

students enroll in postsecondary education. Approximately 60% of the students meet 4-year college/university requirements. 51% attend 4-year universities and 43% attend community colleges. Recent graduates have attended such prestigious colleges as MIT, Harvard, Stanford and all the University of California campuses. The school, located in the northeast foothills of San Jose, is a compact campus of 48 acres in a park-like setting. The school houses over 2,090 students of richly diverse cultural backgrounds.

The school has an active school site council, a parent booster club, and various special program groups, e.g. band, drama, and athletics. In addition the African American Parent Coalition, the Latino Parent Education Network, and the Filipino Parents and Student Association, support specific ethnic groups. A recent parent survey reflects that the school staff deals effectively with cultural diversity and that the school is a good place to learn and a pleasant place to be.

Mission

The mission of Piedmont Hills High School is to provide all students with a strong educational program, one that develops academic, vocational, thinking, communication, technical, physical, and cooperative skills. The staff will encourage respect for diversity, inspire an appreciation for the arts, and foster responsibility, self-esteem, healthful living, self-direction, tolerance, fairness, honesty, and respect. The staff will encourage each student to achieve his or her potential.

Expected School-wide Learning Results

Piedmont Hills High School students will:

- Demonstrate proficiency in reading a wide range of writing and expressing themselves competently and confidently through writing and speaking;
- Demonstrate essential research, technology, and workplace skills;
- Apply academic skills to engage the outside world and to solve real life problems;
- Meet standards in core academic areas.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Dan Moser	Contact Person Phone Number	408.347.3819
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The school has an active school site council, a parent booster club, and various special program groups, e.g. band, drama, and athletics. In addition the African American Parent Coalition, the Latino Parent Education Network, and the Filipino Parents and Student Association, support specific ethnic groups. A recent parent survey reflects that the school staff deals effectively with cultural diversity and that the school is a good place to learn and a pleasant place to be. The school piloted **School Loop**, a web

based communication tool, to keep parents informed about individual classes. In the three month trail the site recorded over 40,000 inquires. The school is planning to implement the program for the 2005-06 school year.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	559
Grade 1	0	Grade 10	541
Grade 2	0	Grade 11	534
Grade 3	0	Grade 12	456
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	2090

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	108	5.2	Hispanic or Latino	406	19.4
American Indian or Alaska Native	8	0.4	Pacific Islander	9	0.4
Asian	993	47.5	White (Not Hispanic)	347	16.6
Filipino	217	10.4	Multiple or No Response	2	0.1

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Spring 2005	Date Last Discussed with Staff	Spring 2005
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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 crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan has been approved by the School Site Council and the ESUHSD Board of

Education. Piedmont Hills endeavors to provide a safe, clean and comfortable learning environment for its students.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Piedmont Hills has a written discipline plan that was developed in accordance with district policy. This plan is well publicized and is available to students, parents, staff, and community members.

Special programs have been developed by the school to encourage appropriate student behavior. These include after-school detention, Saturday School, the Pirate Assistance Program, the attendance recovery program and community service done at school. The school uses the Multi-Service Team (MST) approach to helping students. Through the MST a limited number of community agencies and services are on campus to assist students and parents.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	200	258	193	2109	2621	1962
Rate of Suspensions	10.2%	12.7%	9.2%	9%	11.2%	7.9%
Number of Expulsions	1	5	4	31	47	44
Rate of Expulsions	0.05%	0.2%	0.2%	0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Overview

The school, located in northeast section of the district, is a compact campus of 48 acres of a park-like setting. The school houses more than 2,090 students of richly diverse cultural backgrounds. The school is in its sixth year of modernization. A new theater has been built and nearly two thirds of the classrooms have been modernized. Portables will continue to be on the campus to house students while classrooms are modernized. Additionally, Piedmont Hills has a new all weather turf and the school just

completed installing a new all weather track. Additionally, the district makes every effort to ensure that all schools are clean, safe, and functional.

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.

Maintenance and Repair

District maintenance and facilities staff ensure that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Typical emergency examples include: leaky roofs, plugged sewers, or HAVC issues.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Associate Principal of Attendance and other administrators work with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 / exterior painting, and floor systems.

Modernization Projects

During the 2004-2005 school year, local Measure G funds and state matching funds were used to renovate / modernize facilities and classrooms.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	Yes		Leak in science building traced and repaired.
Mechanical Systems	Yes		Dust in
Windows/Doors/Gates (interior and exterior)	Yes		A dozen windows vandalized in February were quickly replaced.
Interior Surfaces (walls, floors,		No	Central hallways in need of paint

and ceilings)			✓ Planned in the next phase of modernization
Hazardous Materials (interior and exterior)	Yes		Safety inspection indicated numerous items out of compliance (corrections completed). ✓ Too many pool chemicals were being stored; ✓ Signage missing in pool area and science; ✓ In science prep room chemicals were not correctly stored; ✓ In science prep rooms cabinets needed to be self closing; ✓ In D-27 clutter in front of storage cabinet; ✓ In D-27 items stored above shelves
Structural Damage	Yes		None reported
Fire Safety	Yes		Fire panel and alarm system operational
Electrical (interior and exterior)	Yes		Request to add additional wiring to E-9 Computer Lab
Pest/Vermin Infestation	Yes		Regular schedule for kitchen and food areas
Drinking Fountains (inside and outside)	Yes		Fountains new in main hallways
Restrooms	Yes		Included in modernization
Sewer	Yes		Sewer near food services plugged and cleared
Playground/School Grounds	Yes		Yearly inspections are made for cracked sidewalks and other cement work
Other	--	--	--

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	54	54	58	31	33	38	35	36	40
Mathematics	37	36	39	17	16	19	35	34	38
Science	38	36	38	21	20	23	27	25	27
History-Social Science	43	43	47	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	40	*	69	57	40	*	60
Mathematics	12	*	57	25	16	*	29
Science	8	*	52	26	13	*	35
History-Social Science	33	*	59	36	28	*	46

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	54	65	22	59	21	*
Mathematics	40	38	31	39	13	*
Science	37	38	14	38	3	*
History-Social Science	50	45	7	48	11	*

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	68	68	--	46	47	27	43	43	41
Mathematics	70	71	--	51	53	47	50	51	52

Local Assessment—Northwest Evaluation Association Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	--	49%	38%	--	--	--	--	53%	70%
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--

❖ **Entering 9th Grade Students Should Score 230 in Reading/Language Arts and 235 in Mathematics to be on Grade Level.**

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	--	--	--	--	--	--	24.5	26.7	22.3
7	--	--	--	--	--	--	28.8	30.9	26.8
9	38.7	35.7	41.4	32.6	31.3	33.8	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	99	98	Percent Tested	99	98	99
API Base Score	735	763	781	API Growth Score	759	773	791
Growth Target	3	2	1	Actual Growth	24	10	10
Statewide Rank	9	9	9				
Similar Schools Rank	4	3	5				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score	--	--	--	API Growth Score	--	--	--
Growth Target	--	--	--	Actual Growth	--	--	--
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score	--	--	--	API Growth Score	--	--	--
Growth Target	--	--	--	Actual Growth	--	--	--
Asian				Asian			
API Base Score	798	831	848	API Growth Score	816	837	856
Growth Target	2	A	A	Actual Growth	18	6	8
Filipino				Filipino			
API Base Score	723	742	762	API Growth Score	724	760	776
Growth Target	2	2	1	Actual Growth	1	18	14
Hispanic or Latino				Hispanic or Latino			
API Base Score	628	635	653	API Growth Score	645	642	682
Growth Target	2	2	1	Actual Growth	17	7	29
Pacific Islander				Pacific Islander			
API Base Score	--	--	--	API Growth Score	--	--	--
Growth Target	--	--	--	Actual Growth	--	--	--

White (Not Hispanic)			White (Not Hispanic)				
API Base Score	731	757	764	API Growth Score	765	758	766
Growth Target	2	2	1	Actual Growth	34	1	2

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data			API Growth Data				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	651	703	744	API Growth Score	701	729	746
Growth Target	2	2	1	Actual Growth	50	26	2

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	--	2004-2005
Year in Program Improvement (Implementation Level)	--	Year 1
Year Exited Program Improvement	--	--
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided

by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,921	1,967	2,037	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	7	18	25	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	0.4	0.9	1.2	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	95.7	98.6	98.0	83.8	89.6	86.6	87.0	86.7	85.1

VII. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.3	37	48		27.0	27	43	10	26.5	28	43	6
Mathematics	26.8	16	39		27.1	18	35	3	27.0	21	13	26
Science	28.4	1	56		31.3		42	11	32.5		22	30
Social Science	30.8		39	8	32.7		20	24	33.0	1	11	34

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	92.0
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	92	90	90
Teachers with Full Credential	74	67	67
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	3	4	9
Pre-Internship	6	5	5
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	10	15	10
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	--	0	0
Total Teacher Misassignments	--	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.2	1.6
Master's Degree plus 30 or more semester hours	20.0	17.9
Master's Degree	10.0	15.1
Bachelor's Degree plus 30 or more semester hours	57.8	51.6
Bachelor's Degree	10.0	13.5
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	--	2	1

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations is to reinforce good teaching practices and to assist teachers who may need improvement. The administration promotes an open door policy and maintains a good rapport with teaching staff.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during the preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.4
Library Media Teacher (Librarian)	1.0
Psychologist	1.0
Social Worker	--
Nurse	--
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	--
Other	3.9

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.4	870.8

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The staff at Piedmont Hills High School is very knowledgeable, talented and experienced. The staff is extremely well qualified and stable as in past years. Over 42% of the staff has advanced degrees. Piedmont Hills' teachers have an average of 21 years of teaching experience and 16 years at Piedmont Hills.

The school leaders and staff have high expectations of all students. Excellence in education is emphasized and academic achievements are recognized. The high quality of instruction and leadership are reflected in the academic success of the students.

Most Piedmont Hills High School students have a seven or six period day. Seventy-five percent of our courses meet UC/CSU requirements. The vocational classes in the business department and CAD classes include state-of-the-art equipment and instruction, appealing to a diverse group of students. The business magnet includes two paths; one in applications which prepares students for administrative support careers, and the other in entrepreneurship, preparing students to manage and work in their own or a small business.

Piedmont Hills has nine Advance Placement classes English literature, statistics, Calculus AB, Physics B, Spanish, French, U.S. History, world history, and computer science. Next year, we will be adding biology, Calculus BC, and European History. With most classes aimed at college preparation the majority of courses are rigorous. Returning graduates support this with their anecdotal reports of being well prepared for college courses.

Students are encouraged to strive for excellence not only in the curricular program but also in the co-curricular program. In addition to its academic tradition, Piedmont Hills has a long history of student involvement in co-curricular activities. Our best estimates are that 75% of the student body is engaged in one or more of 25 clubs and athletics. The performing Arts department includes approximately 20% of the student body. Piedmont Hills also has unusual events, such as Pirate Movie Nights, a Lip Sync contest, Jell-O pudding wrestling, a talent show, FANTASTICS, and the International

Fair. All of these events raise money to for the school discretionary fund and give students the opportunity to participate in good, clean fun. The funds are use to support after school student tutors in the Math Mastery Center and the After School Homework Center.

Department chairpersons have taken on the role as Instructional Teacher Leaders (ITL). This new role has empowered staff members and their ITLs to meet the new accountability requirements of NCLB. Through this new process of leadership, the ITLs are to focus on instruction through the examination of data.

Professional Development

Information about the program for training the school's teachers and other professional staff.

The school leaders and staff continue to grow in the profession to keep abreast of the latest trends in education. Several members of the staff are enrolled in the California School Leadership Academy. Additionally, department chairpersons have taken on a new role as Instructional Teacher Leaders. This new role promises to empower the departments to meet the new accountability requirements of NCLB. After completing the WASC process the staff is now focusing on the research-based curriculum strategies that researcher Robert Marzano found to be the most effective in increasing student success.

Through the work of Marzano, Classroom Instruction that Works, the school is continuing its examination of: what is happening in the classroom, how we can improve learning, and how to evaluate student learning and achievement. Specifically, professional development has been centered around literacy, standards and technology.

The School Based Coordinated Program (SBCP) planning process, particularly the SB 1882 staff development resources, allow the school to continually review and improve upon its instructional strategies; improve upon instructional programs; and make modifications on the curriculum that increases student achievement.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and approved by the Board of Trustees.
Mathematics	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and approved by the Board of Trustees.
Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and approved by the Board of Trustees.
History-Social Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and approved by the Board of Trustees.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	As of March 10, 2005, sufficient books for student use
Mathematics	As of March 10, 2005, sufficient books for student use
Science	As of March 10, 2005, sufficient books for student use
History-Social Science	As of March 10, 2005, sufficient books for student use
Foreign Language	As of March 10, 2005, sufficient books for student use
Health	As of March 10, 2005, sufficient books for student use
Science Laboratory Equipment (grades 9-12)	As of March 10, 2005, sufficient science lab equipment for student use

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	70,743	64,800
10	70,743	64,800
11	70,743	64,800
12	70,743	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

A total of forty-two minimum days were scheduled for 2004-05 school year. Thirty-on minimum days were utilized for staff collaboration time and professional development training. One day minimum day was utilized to accommodate back-to-school night; six days were reduced to allow for semester finals; and four days were reduced prior to major holidays during the school year.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	--	--	--
Computer Science	1	1	20
English	1	2	55
Foreign Language	2	2	46
Mathematics	3	4	133
Science	2	4	110
Social Science	1	2	78

Student Enrollment in Courses Required for University of California (UC) and/or

California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
9627	7211	74.9

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
448	157	35.0

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	454	481	456	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	59.7	60.7	65.4	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	487	498	500	460	469	473	494	496	499
Average Math Score	530	538	548	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

In the area of Language Arts and mathematics college admission test preparation material is infused into the English strand of the curriculum. Direct test prep sessions are obtained by students and families through private vendors. The Filipino Parent

Student Association, through fund raising, purchases direct services for its students.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

In addition to providing students with a curriculum that prepares students for college entrance, students may simultaneously take courses that provide them a school-to-career focus in business, advanced computer skills, computer aided drafting and over 30 trades and technical fields, as part of the Central County Occupation Center.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
2398	969	612	63%	159	142	89%

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$36,464
Mid-Range Teacher Salary	\$67,570	\$61,925
Highest Teacher Salary	\$83,384	\$77,260
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$97,157
Average Principal Salary (High)	\$119,105	\$109,001
Superintendent Salary	\$215,000	\$158,638
Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$181,110,162	\$7,348	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

A variety of integrated instructional programs and services have been developed within the East Side Union High School District to support student achievement. Through these programs, students can obtain technical training to prepare them to enter the work force or support their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

The following special programs / services are offered at Piedmont Hills High School:

- English Language Learners Program
- AVID
- Math Mastery
- School Based Coordinated Program (School Site Council)
- Business Magnet Program
- Gifted and Talented Education
- Speech Therapy
- Special Education (RSP, SDC, SDC-Low Functioning, Autistic)
- Vocational Education
- Upward Bound
- After School Homework Center Collaboration Program with the City of San Jose
- Pirate Student Assistance Program
- Independent Study Program (ISP)
- Multi-Service Team
- Community College Partnerships (2+2)
- Adult Education
- Project Accel w/ Evergreen Community College