

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **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.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
School Name	Piedmont Hills High	District Name	East Side Union High
Street	1377 Piedmont Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95132-2497	Web Site	www.esuhd.org
Phone Number	408-347-3800	Superintendent	Dan Moser
Principal	Traci Williams	E-mail Address	moserd@esuhd.org
E-mail Address	williamst@esuhd.org	CDS Code	43- 69427- 4335907

### **School Description and Mission Statement (School Year 2009–10)**

This section provides information about the school, its programs, and its goals.

Welcome to Piedmont Hills High School, home of the Pirates. 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, French, European History, World History, English Language, English Literature, Biology, Physics, Calculus AB and BC, and Statistics. The performing arts department curriculum includes drama, choir, orchestra, jazz band, and advanced band. World languages include Vietnamese and French as well as Spanish. A well rounded, comprehensive, high school experience is waiting for each and every student.

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

The school has an active school site council and two parent booster clubs (one supports athletics and the other supports the general needs of the school). In addition the African American Parent Coalition, the Latino Parent Coalition, and the Filipino Parents and Student Association, support specific ethnic groups. The school has implemented the use of School Loop and Teleparent to increase communications with parent and students.

Contact Person: Traci Williams 408-347-3810

## Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	544
Grade 3		Grade 10	565
Grade 4		Grade 11	566
Grade 5		Grade 12	549
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	2225

## Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.0	White	12.7
American Indian or Alaska Native	0.2	Two or More Races	1.4
Asian	49.3	Socioeconomically Disadvantaged	19
Filipino	9.6	English Learners	10
Hispanic or Latino	20.2	Students with Disabilities	7
Native Hawaiian/Pacific Islander	0.8		

## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	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	28.3	8	68	3	27.1	14	70	1	31.7	3	25	41
Mathematics	28.6	8	44	16	29.2	9	49	12	32.0	3	21	37
Science	30.7	2	43	18	31.0	1	57	6	33.8	1	9	51
Social Science	30.3	6	40	15	30.4	2	53	4	34.3	0	9	42

### III. School Climate

#### School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive 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 last spring and has been approved by the School Site Council 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, San Jose Police Officer 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.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	20.3	6.4	4.0	30.0	16.9	12.5
<b>Expulsions</b>	0.1	0.2	0.2	0.1	0.1	0.2

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility 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.

##### 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

Physical Education restroom modernization was completed in August 2008.

The softball field renovation was completed April 2010.

Solar panel installation in the student parking lot will be completed by December 2010 and the construction of the new gym is anticipated to begin January 2011.

## School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			Will replaced unit in MDF room in 2011
Windows/Doors/Gates (interior and exterior)	80%	20%		We will be replacing the main office doors in 2011. Will replace more doors when funds are available.
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	80%	20%		Damage siding has been replaced on the south side of Gym wall and the boy's lock room. Will be replacing more siding when funds are available.
Fire Safety	x			
Electrical (interior and exterior)	x			Will try to service main switch board by summer of 2011.
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed
Restrooms		x		Restrooms in the Gym and the locker rooms were remodeled in the summer of 2008.
Sewer	x			
Playground/School Grounds	x			
Other Athletic Fields	x			
<b>Overall Rating</b>	x			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	91	89	86	1065
<b>Without Full Credential</b>	10	8	5	63
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	10	0	1
<b>Total Teacher Misassignments</b>	10	0	1
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	99	1
<b>All Schools in District</b>	97	3
<b>High-Poverty Schools in District</b>	95	5
<b>Low-Poverty Schools in District</b>	99	1

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	1070
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell	2002	0	YES
English 2 – “The Language of Literature” Grade 10	McDougal Littell	2002	0	YES
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall	2000	0	YES
English 4 – “The Language of Literature” World Literature	McDougal Littell	2002	0	YES
MATH				
Algebra I – “Algebra 1”	McDougal Littell	2007	0	YES
Geometry – “Geometry”	McDougal Littell	2007	0	YES
Algebra II – “Algebra 2”	McDougal Littell	2007	0	YES

Math Analysis – “Precalculus With Limits”	Houghton Mifflin	2001	0	YES
<b>SCIENCE</b>				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt	2001, 03, 04	0	YES
Biology – “Web of Life; Holt Biology”	Holt	1998, 99, 04	0	YES
Chemistry – “Chemistry in the Community”	Kendall-Hunt	1993, 1998, 2002	0	YES
Chemistry Connections to Our Changing World	Prentice Hall	2003	0	YES
Physics – “Conceptual Physics”	Addison-Wesley	1992, 99, 02, 06	Physics – “Conceptual Physics”	YES
<b>SOCIAL SCIENCE</b>				
World History – “Modern World History”	McDougal-Littell	2003	0	YES
US History – “The American Vision”	Glencoe	2006	0	YES
American Government – “Magruder’s American Government”	Prentice Hall	1997	0	YES
American Government – “We the People”	Center for Civic Education	2002	0	YES
<b>Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>		<b>Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment</b>	<b>Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials</b>
<b>FOREIGN LANGUAGE</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
<b>HEALTH SCIENCES</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
<b>VISUAL AND PERFORMING ARTS</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES

SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped	0	YES
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### VIII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	6478	1448	5030	77941
District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-22%	-2%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	-13%	15%

#### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Piedmont Hills receives minimal funding from state and federal programs to provide additional assistance to our students. Under the No Child Left Behind Title 1 funding we were able to provide supplemental materials for students in the Read 180 program. Additional sources of funding allowed us to provide intervention support such as after school tutoring and California High School Exit Exam (CAHSEE) tutoring and supplemental study guides.
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#### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615



<b>Superintendent Salary</b>	239188	204469
<b>Percent of Budget for Teacher Salaries</b>	39.6	N/A
<b>Percent of Budget for Administrative Salaries</b>	3.9	N/A

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>	61	65	62	44	47	48	46	50	52
<b>Mathematics</b>	40	43	39	23	26	27	43	46	48
<b>Science</b>	60	60	64	44	45	46	46	50	54
<b>History-Social Science</b>	47	58	59	34	39	39	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the LEA</b>	48	27	37	40
<b>All Students at the School</b>	62	39	64	59
<b>Male</b>	56	39	63	60
<b>Female</b>	68	39	66	59
<b>Black or African American</b>	40	18	40	38
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	76	57	79	74
<b>Filipino</b>	56	19	57	50
<b>Hispanic or Latino</b>	41	17	40	36
<b>Native Hawaiian or Pacific Islander</b>	33	8	N/A	N/A
<b>White</b>	60	28	71	55
<b>Two or More Races</b>	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	54	37	54	55
<b>English Learners</b>	21	30	17	17
<b>Students with Disabilities</b>	19	24	8	11
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>English-Language Arts</b>	73.5	72.1	76.0	55.1	55.1	58.0	52.9	52.0	54.0
<b>Mathematics</b>	73.2	75.5	74.0	59.6	59.6	58.0	51.3	53.3	53.0

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	44	24	32	42	35	23
<b>All Students at the School</b>	24	24	52	27	37	37
<b>Male</b>	29	26	46	26	36	39
<b>Female</b>	19	22	59	28	38	35
<b>Black or African American</b>	47.6	33.3	19	50	40.9	9.1
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	16	20	64	11	33	56
<b>Filipino</b>	15	37.5	47.5	38.1	45.2	16.7
<b>Hispanic or Latino</b>	41	28	31	52	32	16
<b>Native Hawaiian/Pacific Islander</b>	*	*	*	*	*	*
<b>White</b>	21	19	60	24	52	24
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	39	27	34	38	31	31
<b>English Learners</b>	56	33	11	51	34	15
<b>Students with Disabilities</b>	76.2	23.8	0	84.8	12.1	3
<b>Students Receiving Migrant Education Services</b>	*	*	*	*	*	*

### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	5.6	20.8	70.9

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	9	9
Similar Schools	5	6	5

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	15	19	-5
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	14	15	-6
Filipino	1	15	-1
Hispanic or Latino	20	24	4
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	-7
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	14	0	13
English Learners	3	10	-14
Students with Disabilities	-82	26	6

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	809	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	882	848	857
Filipino	785	786	812
Hispanic or Latino	701	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	776	786	801
Two or More Races	N/A	747	747
Socioeconomically Disadvantaged	759	687	669
English Learners	735	633	626
Students with Disabilities	467	453	494

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	Yes	Yes

### Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not Receiving Title 1 funds	In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	9
<b>Percent of Schools Currently in Program Improvement</b>	N/A	60

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California’s Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the

local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	1.8	2.6	2.0	5.1	5.2	5.6	5.5	4.9	5.7
<b>Graduation Rate</b>	90.1	85.3	91.8	73.9	72.3	72.9	80.6	80.2	78.5

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>	92	84	N/A
<b>Black or African American</b>	88	79	N/A
<b>American Indian or Alaska Native</b>	N/A	88	N/A
<b>Asian</b>	95	93	N/A
<b>Filipino</b>	93	91	N/A
<b>Hispanic or Latino</b>	88	73	N/A
<b>Native Hawaiian/Pacific Islander</b>	100	89	N/A
<b>White</b>	88	87	N/A
<b>Two or More Races</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	85	78	N/A
<b>English Learners</b>	66	52	N/A
<b>Students with Disabilities</b>	68	62	N/A

### Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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)**

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

Wood Shop: Students develop basic carpentry skills using top of the line machinery.

### Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	421
Percent of pupils completing a CTE program and earning a high school diploma	3.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

### Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	97.3
Graduates Who Completed All Courses Required for UC/CSU Admission	50.2

### Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	14	19.0

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout 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. BTSA and new teacher orientation meetings support new instructors. The school has 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.