Piedmont Hills High School

1377 Piedmont Rd. • San Jose, CA, 95132 • 408.347.3800 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District
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School Description

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, US History, American Government, Micro Economics, Macro Economics, 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, French, Spanish and Chinese. A well rounded, comprehensive, high school experience is waiting for each and every student.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 408.347.3800 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	584
Grade 10	551
Grade 11	545
Grade 12	535
Total Enrollment	2,215

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.3
American Indian or Alaska Native	0.1
Asian	53.3
Filipino	9.7
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.3
White	5.6
Two or More Races	4.5
Socioeconomically Disadvantaged	30.6
English Learners	7.6
Students with Disabilities	8.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Piedmont Hills High School	**13-14**	**14-15**	**15-16**
With Full Credential	92	86	86
Without Full Credential	0	3	2
Teaching Outside Subject Area of Competence	92	0	0
East Side Union High School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Piedmont Hills High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	95.5	4.5
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Forensic Science- Criminalistics: An Introduction to Forensic Science 2004 Biology – "Biology" Holt 2004 "Chemistry Connections to Our Changing World" Prentice Hall 2003 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)
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 was completed by March 2011.
Campus wide painting project – completed August 2012
The new auxiliary gym completed July 2013.
Track resurfacing completed August 2013.
Main Gym bleacher and floor replacement completed August 2013.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld H Locker Rm Girls & Bld J Locker Rm Boys: Foul smell coming from sewer line. Action/plan-Site to submit work order and M&O to schedule repair.
Interior: Interior Surfaces	X			No item noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Baseball Complex North: Squirrels everywhere (esp. along fence line). Action/plan-Site to submit work order and M&O to schedule exterminator. Bld F: Cockroaches in a lot of F Bld classrooms. Action/plan-Site to submit work order and M&O to schedule exterminator.
Electrical: Electrical	X			No item noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Field Complex (Baseball South, Soccer, Softball), Softball Complex North & Swimming Pool Complex: Drinking fountain not working. Action/plan-Site to submit work order and M&O to schedule repair.
Safety: Fire Safety, Hazardous Materials	X			Bld B: B-7 storage room has mold. Action/plan-Site to submit work order and M&O to schedule repair.
Structural: Structural Damage, Roofs	X			Bld D: Roof leaks in many D classrooms, especially D17, and D17 storage prep. Some floor tiles in D13 are damaged/cracked. Action/plan-Site to submit work order and M&O to schedule repair. Bld M Gymnasium Auxillary: Major roof leaks. Action/plan-Site to submit work order and M&O to schedule repair. Bld P3 Portable CR: Hole in ramp. Action/plan-Site to submit work order and M&O to schedule repair. Bld P6 Portable CR: Ramp needs to be repaired. Action/plan-Site to submit work order and

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				M&O to schedule repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Landscape Hardscape: Dead trees; dry grass; squirrel oles all over; uneven grounds in some areas (sunk in). Action/plan-Site to submit work order and M&O to schedule repair.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	82	59	44
Math	62	38	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	66	70	70	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	8.80	24.90	61.90

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	70
Male	73
Female	68
Black or African American	50
Asian	83
Filipino	75
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	82
Two or More Races	65
Socioeconomically Disadvantaged	21
English Learners	30
Students with Disabilities	43
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	**11**	535	509	95.1	4	13	35	47
Male	**11**	535	258	48.2	5	14	38	44

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11	535	251	46.9	3	13	33	50
Black or African American	11	535	16	3.0	0	25	44	31
Asian	11	535	277	51.8	1	6	29	64
Filipino	11	535	47	8.8	0	11	40	49
Hispanic or Latino	11	535	115	21.5	13	29	41	17
Native Hawaiian or Pacific Islander	11	535	1	0.2	--	--	--	--
White	11	535	25	4.7	12	16	36	32
Two or More Races	11	535	28	5.2	0	11	61	29
Socioeconomically Disadvantaged	11	535	56	10.5	11	14	48	27
Students with Disabilities	11	535	17	3.2	59	29	12	0
Students Receiving Migrant Education Services	11	535	2	0.4	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	535	506	94.6	19	18	25	37
Male	11	535	258	48.2	18	17	27	36
Female	11	535	248	46.4	20	19	23	38
Black or African American	11	535	15	2.8	20	53	13	13
Asian	11	535	276	51.6	4	12	28	56
Filipino	11	535	47	8.8	13	21	40	23
Hispanic or Latino	11	535	115	21.5	53	28	15	3
Native Hawaiian or Pacific Islander	11	535	1	0.2	--	--	--	--
White	11	535	24	4.5	33	17	25	25
Two or More Races	11	535	28	5.2	18	18	21	39
Socioeconomically Disadvantaged	11	535	55	10.3	25	25	24	24
Students with Disabilities	11	535	17	3.2	76	12	6	0
Students Receiving Migrant Education Services	11	535	2	0.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
		Number of Students		Percent of Students				
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Our goal is to create an environment of parent awareness that will honor the wonderful ethnic and linguistic diversity that reflects the students of Piedmont Hills.The school has an active school site council and parent booster clubs. The school uses of School Loop and Teleparent to effectively communicate with parent and students.
Contact Person: Sharlisa Byrd (408) 347-3842

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school safety issues, school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan was reviewed and updated 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			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.12	1.54	1.06
Expulsions Rate	0.04	0.04	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	29	29	13	11	12	36	24	38	36	46	33
Math	29	30	31	14	13	9	15	14	18	46	45	35
Science	30	30	29	11	11	13	7	11	9	52	51	50
SS	27	29	31	17	10	4	13	20	19	45	39	38

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.33
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	554

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

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

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,509	$1,073	$5,437	$83,442
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-18.5	9.2
Percent Difference: School Site/ State			15.9	15.4

* Cells with ♦ do not require data.

Types of Services Funded

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	26	25	48	23	36	41
Male	29	25	46	24	36	40
Female	22	26	52	21	37	42
Black or African American	31	54	15	50	43	7
Asian	14	23	63	9	29	62
Filipino	28	22	50	22	40	38
Hispanic or Latino	51	30	19	45	45	9
White	25	18	57	22	52	26
Two or More Races	25	25	50	31	34	34
Socioeconomically Disadvantaged	41	29	30	34	34	32
English Learners	71	19	10	60	20	20
Students with Disabilities	86	11	3	80	17	3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Piedmont Hills High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	72	76	74
Mathematics	78	74	77
East Side Union High School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	56	50	50
Mathematics	63	56	56
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Piedmont Hills High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	6.30	5.10	3.80
Graduation Rate	91.15	93.03	93.99
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	425
% of pupils completing a CTE program and earning a high school diploma	10%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	95.04	82.2	84.6
Black or African American	94.44	78.16	76
American Indian or Alaska Native	100	75	78.07
Asian	97.53	94.09	92.62
Filipino	96.36	89.46	96.49
Hispanic or Latino	90	73.24	81.28
Native Hawaiian/Pacific Islander	100	86.21	83.58
White	93.55	87.32	89.93
Two or More Races	75	71.64	82.8
Socioeconomically Disadvantaged	71.05	59.15	61.28
English Learners	70	58.78	50.76
Students with Disabilities	93.51	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.39
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	56.87

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	10	♦
Science	9	♦
Social Science	19	♦
All courses	43	1.1

* Where there are student course enrollments.

Career Technical Education Programs

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

Program Features

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

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

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

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., 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.