Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site http://www.cde.ca.gov/ta/ac/sa/definitions04.asp. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Piedmont Hills High	**District Name**	East Side Union High
Principal	Dan Moser	**Superintendent**	Esperanza Zendejas, Ed. D.
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**	408.347.5000
FAX Number	408.347.3805	**FAX Number**	408.347.75045
Web Site	Ph.campusgrid.net/home	**Web Site**	www.esuhsd.org
E-mail Address	moserd@esuhsd.org	**E-mail Address**	
CDS Code	43-69427-4335907	**SARC Contact**	Lynda Remley

School Description and Mission Statement

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 42% of the students meet 4-year college/university requirements. 37% attend 4-year universities and 55% 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 of a park-like setting. The school houses over 2,000 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 be:
    independent and creative thinkers who are able to solve academic and real-life problems;
    proficient readers of all types of literature and text material;
    able to keep up with and use the technology that will mold the 21st century in which they work;
     able to express themselves clearly through written and oral expression;
    able to locate and use resources independently.

Opportunities for Parental Involvement

Contact Person Name	Dan Moser	Contact Person Phone Number	408.347.3810

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.

I. Demographic Information

Student Enrollment, by 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 9	533
Grade 10	538
Grade 11	485
Grade 12	481
Ungraded Secondary	0
Total Enrollment	2037

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	100	04.9	Hispanic or Latino	384	18.9
American Indian or Alaska Native	7	00.3	Pacific Islander	6	00.3
Asian	965	47.4	White (Not Hispanic)	359	17.6
Filipino	216	10.6	Multiple or No Response	0	0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Spring 2005	Date Last Discussed with Staff	Spring 2004

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 ESUHSD Board of Education. Piedmont Hills tries to provide a safe clean and comfortable learning environment for its students.

School Programs and Practices that Promote a Positive Learning Environment

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 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 result 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. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	176	200	258	2109	2631	--
Rate of Suspensions	9.2%	10.2%	12.7%	9%	11.2%	--
Number of Expulsions	2	1	5	31	47	44
Rate of Expulsions	0.1%	0.05%	0.2%	0.1%	0.2%	0.2%

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

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 2,000 students of richly diverse cultural backgrounds. The school is undergoing modernization. A new theater has been build and nearly one half of the classrooms have been modernized. Another phase of the modernization is underway. Portables will continue to be on the campus to house students while classrooms are modernized. By fall 2005, two thirds of the all all academic classrooms will be renovated. By fall 2004, Piedmont Hills will have a new all weather turf in our renovated football stadium and by March 2005 the school will have a new all weather track.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 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 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

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 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	50	54	54	30	31	33	32	35	36

Mathematics	31	37	36	15	17	16	31	35	34
Science	41	38	36	31	21	20	30	27	25
History-Social Science	37	43	43	21	25	27	28	28	29

CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	47	--	64	45	34	--	58
Mathematics	14	--	53	21	9	--	26
Science	16	--	48	22	16	--	37
History-Social Science	32	--	52	32	22	--	49

CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	49	60	25	39	57	3	59	--
Mathematics	37	35	37	40	35	1	38	--
Science	38	35	18	32	37	11	37	--
History-Social Science	45	40	25	29	45	16	45	--

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	68	68	---	46	47	---	43	43
Mathematics	---	70	71	---	51	53	---	50	51

NRT - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	63	--	78	64	44	--	69
Mathematics	42	--	87	68	43	--	68

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	64	72	45	59	69	13	73	--
Mathematics	71	71	62	71	71	19	75	--

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

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	57%	49%		--	--		74%	53%	
10	66%	38%		--	--	--	80%	46%	
11	34%	32%		--	--	--	58%	32%	
12	22%	16%		--	--	--	40%	32%	

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). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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	---	---	---	---	---	---	24.8	26.7	22.9
7	---	---	---	---	---	---	29.1	31.3	27.0
9	35.1	32.8	37.2	28.1	26.7	29.5	26.3	25.3	27.2

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 Base API 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. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

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 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (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 one (lowest) to ten (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 into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	99	99	Percent Tested	99	99	98
API Base Score	692	735	763	API Growth Score	733	759	773
Growth Target	5	3	2	Actual Growth	41		
Statewide Rank	7	9	9		24		
Similar Schools Rank	2	4	3		10		

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
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	760	798	831	API Growth Score	800	816	837
Growth Target	4	2	A	Actual Growth	40	18	6
Filipino				Filipino			
API Base Score	663	723	742	API Growth Score	715	724	760
Growth Target	4	2	2	Actual Growth	52	1	18
Hispanic or Latino				Hispanic or Latino			

API Base Score	595	628	635	API Growth Score	611	645	642
Growth Target	4	2	2	Actual Growth	16	17	7
Pacific Islander				Pacific Islander			
API Base Score	--	--	--	API Growth Score	--	--	--
Growth Target	--	--	--	Actual Growth	--	--	--
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	697	731	757	API Growth Score	739	765	758
Growth Target	4	2	2	Actual Growth	42	34	1

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	612	651	703	API Growth Score	630	701	729
Growth Target	4	2	2	Actual Growth	18	50	26

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.*

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools 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, can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	--	---
Year in Program Improvement	--	---
Year Exited Program Improvement	--	---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)
Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (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. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic 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 9-12 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 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), 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		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1948	1921	1967	24282	23664	24332	1735576	1772417	1830664
Number of Dropouts	9	7	18	601	438	737	47899	48210	58493
Dropout Rate (1-year)	0.5	0.4	0.9	2.5	1.9	3.0	2.8	2.7	3.2
Graduation Rate	98.2	95.7	98.6	82.6	83.8	89.6	86.7	87.0	86.7

V. Class Size

Average Class Size and Class Size 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 grade level, as reported by CBEDS.

No data are available for this section

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	2002				2003				2004			
English	24.7	28	42	3	24.3	37	48		27.0	27	43	10
Mathematics	27.5	11	32	3	26.8	16	39		27.1	18	35	3
Science	28.1	2	48	1	28.4	1	56		31.3		42	11
Social Science	29.0	2	19	6	30.8		39	8	32.7		20	24

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	---	---	---
1	---	---	---
2	---	---	---
3	---	---	---

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at http://www.cde.ca.gov/nclb/sr/tq/.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not 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.

	School	District
This School	4.2	---
All Schools in District	---	14.0
High-Poverty Schools in District	---	51.7
Low-Poverty Schools in District	---	15.3

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 only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	92	92	90
Teachers with Full Credential	74	74	67
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	--	--	--
Teachers in Alternative Routes to Certification (district and university internship)	1	3	4
Pre-Internship	0	6	5

Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	17	10	15
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 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.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	2.2	1.5
Master's Degree plus 30 or more semester hours	21.1	16.7
Master's Degree	11.1	15.5
Bachelor's Degree plus 30 or more semester hours	54.4	50.5
Bachelor's Degree	11.1	15.6
Less than Bachelor's Degree	0.0	0.2

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.

	2002	2003	2004
Vacant Teacher Positions	---	---	---

Teacher Evaluations

All teachers and staff are regularly evaluated. Teachers are observed and given assistance by administrators and peer coaches (colleagues trained in improving the delivery of instruction).

The Principal and Associate Principals are required to provide formal written evaluations for permanent teachers, counselors and student advisors every other year. Temporary and probationary teachers are evaluated annually.

The Principal also evaluates the performance of the Associate Principals and the Director or Activities. The Principal is in turn evaluated by the Superintendent.

Teachers participate in staff development programs offered by the district and Piedmont Hills High School. In addition, many take advantage of local college and university classes, and workshops offered by the Santa Clara County Office of Education.

Substitute Teachers

The East Side Union High School District has developed a pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers to cover classes.

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
Librarian	1.0
Psychologist	1.0
Speech/Language/Hearing Specialist	0.2

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	848.8

VII. Curriculum and Instruction

School Instruction and Leadership

The staff at Piedmont Hills High School is very knowledgeable, talented and experienced. The staff is extremely will qualified and stable as in past years. Over 42% of the staff have 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 six period day. Seventy-five percent of our courses meet UC/CSU requirements. The vocational classes in the business department and Auto-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.

In addition to the appeal of the business magnet program that draws a large number of students to our school, Piedmont Hills is addressing technology of the 21st century through year three of a Digital High School grant.

Piedmont Hills has nine Advance Placement classes English literature, statistics, Calculus AB, Physics B, Spanish, French, U.S. History, and computer science. Next year, we will be adding world history and biology. With most classes aimed at college preparation the majority of classes are rigorous. Returning graduates support this with their experiences 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 s 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 a new role as Instructional Teacher Leaders (ITL). This new role promises to empower the departments to meet the new accountability requirements of NCLB. Through this new process of leadership the ITL are reviewing the school day to recommend a new structure to bank additional school minutes for staff development and curriculum alignment. The Instructional Teacher Leaders and staff will also be involved in the three year WASC self-study.

Professional Development

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. The staff will also be involved in the three year WASC self-study.

In addition to WASC self-study 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.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between $55 and $60. Students who take five required courses, other than P.E., may have as many as 5 texts with a total value in excess of $275.

New textbooks are adopted each year by the Board of Trustees. These textbooks are phased in to replace outdated textbooks.

One hundred fifty computers are available through the Business Department, eighteen computers are available in the math lab, and twelve computers are available in the library.

Textbook losses continue to be a serious district problem that students, parents, and teachers must address every year. The textbook room has switched to a new system which offers greater accountability.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-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 (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Implementing Corrective Reading and Rdg 180
Mathematics	
Science	
History/Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	Adequate supplies to meet curriculum requirements

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares 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		64,800
10		64,800
11		64,800
12		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

Total Number of Minimum Days

Three days were declared as "Early Release" days and 6 days were declared for "Finals."

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB 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	Number of Classes	Enrollment
Fine and Performing Arts	--	--	--
Computer Science	1	1	20
English	1	2	62
Foreign Language	2	2	55
Mathematics	2	5	147
Science	1	2	52
Social Science	1	1	34

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
9646	7368	76.4

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or 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
422	156	37.0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	434	454	481	5590	5952	5927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	55.8	59.7	60.7	40.2	38.2	34.5	37.3	36.7	35.2
Average Verbal Score	481	487	498	453	460	469	490	494	496
Average Math Score	527	530	538	493	498	506	516	518	519

College Admission Test Preparation Course Program

This year 40 Juniors signed up for SAT support through the UC Santa Cruz Outreach program (EAOP).

Degree to Which Students are Prepared to Enter Workforce

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.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary 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. Detailed information regarding salaries may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,151	$37,434
Mid-Range Teacher Salary	$65,037	$61,368
Highest Teacher Salary	$83,384	$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$95,819
Average Principal Salary (High)	$119,531	$108,194
Superintendent Salary	$221,642	$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/ds/fd/ec/.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
$183,626,468	$7,626	$6,977	$6,822

Types of Services Funded

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further 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 are offered at Piedmont Hills High School:

- English Language Learners
- School Based Coordinated Program (School Site Council)
- Business Magnet Program
- Gifted and Talented Education
- Learning Handicapped
- Adult Education
- Speech Therapy
- Special Education (SDC, SDC-Low Functioning, RSP, Autistic)
- Vocational Education
- Evergreen Valley College courses
- Upward Bound
- After School Homework Center
- Pirate Student Assistance Program
- Independent Study Program (ISP)
- Multi-Service Team
- Community College Partnership (2+2)