

1999-2000 School Accountability Report Card (SARC)

This SARC is for the 1999-2000 school year. SARCs are published late due to the fact that some of the data is not released officially from the State until April of the following year.



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Piedmont Hills High School

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Bill Yamaki, Principal

Mission Statement

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.

School Goals

The school community will continue to work to:

- Encourage students to work to their potentials
- Create a higher success rate in core subject areas
- Reduce the dropout and suspension rates
- Increase the graduation rate
- Encourage more students to take PSAT and SAT tests
- Increase college/post secondary enrollment
- Increase sensitivity to diversity on the campus through improving staff morale and student respect
- Create a greater sense of family/community at Piedmont Hills by improving parent participation

School Profile

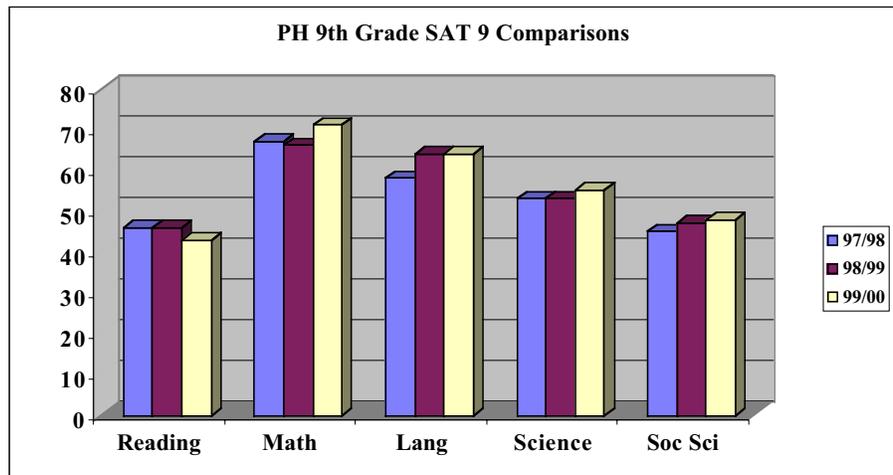
Steeped in tradition, Piedmont Hills High School challenges students to set high academic and personal standards and supports them in their pursuit of success. The faculty is strongly committed to providing the highest quality educational program consistent with the expectation of the community. Many of the students enroll in post secondary education. Approximately 50% of the students meet 4-year college/university requirements; 47% attend 4-year universities and 43% attend community colleges. Recent graduates have attended such prestigious colleges as MIT, Harvard, Stanford and all the University of California campuses. The school, located in the northeast foothills of San Jose, is a compact campus on 48 acres of a park like setting. The school houses more than 1,900 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 Parent and Student Association support specific ethnic groups. One group of parents has also organized the construction of an outdoor multi-use facility at Piedmont Hills. 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.

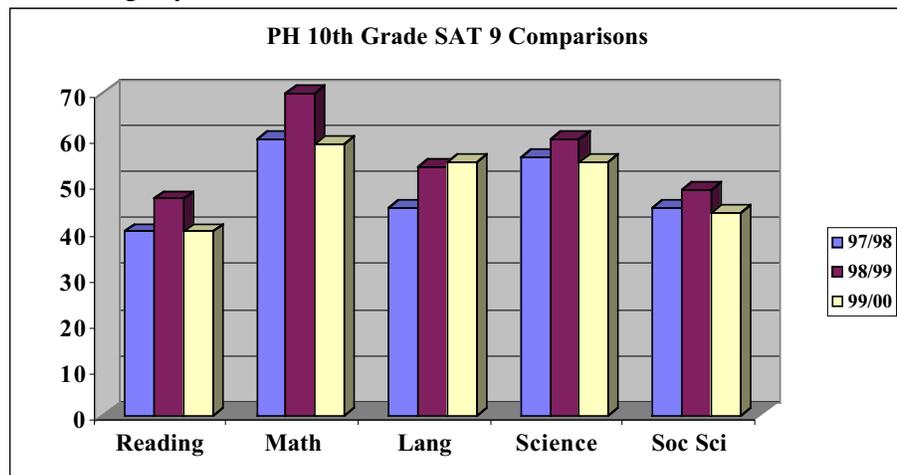
Ethnic Breakdown of Student Body 1999-2000

Hispanic	20.5%
Vietnamese	17.2%
Filipino	9.7%
White	22.8%
African Am	6.6%
Other Asian	22.0%
Amer Indian	0.6%
Other	0.5%
Total	100.0%

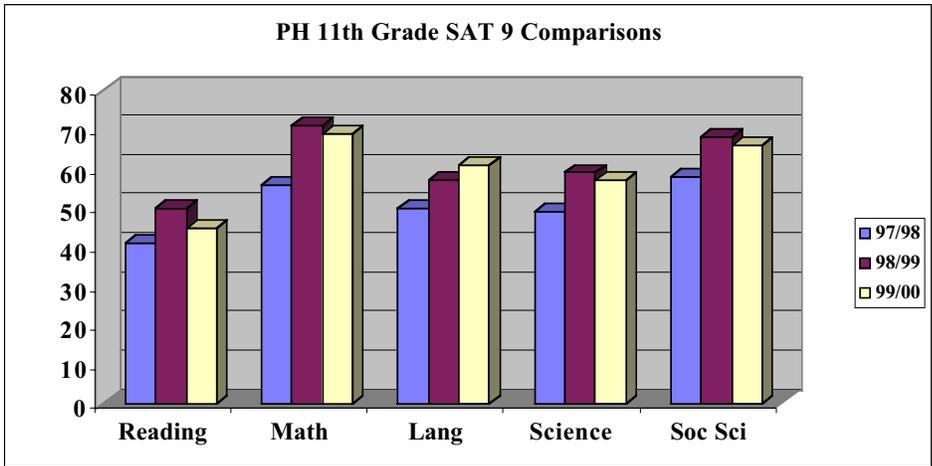
SAT9 The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9). For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level.



Piedmont Hills' 9th grade students performed at the same level or slightly higher when compared to the previous year's 9th grade class except for reading which was slightly lower.



Piedmont Hills' 10th grade students did not perform as well when compared to the previous 10th grade class. Scores in language were slightly higher but the other areas declined slightly.



Piedmont Hills' 11th grade students did not perform as well when compared to the previous 11th grade class. Language was the one area where scores were higher.

Piedmont Hills' Academic Performance Index for 1999-2000 was 710. A 5% increase is targeted for 2000-01.

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

Scholastic Aptitude Test (SAT) Scores

<i>Verbal</i>	<i>97/98</i>	<i>98/99</i>	<i>99/00</i>
Piedmont Hills SAT	482	482	491
District Average	463	459	459
County Average	519	516	516
State Average	491	492	492
<i>Math</i>	<i>97/98</i>	<i>98/99</i>	<i>99/00</i>
Piedmont Hills SAT	518	531	536
District Average	499	494	502
County Average	557	552	558
State Average	516	513	517
<i>% of Test Takers</i>	<i>97/98</i>	<i>98/99</i>	<i>99/00</i>
Piedmont Hills SAT	44%	52%	62%
District Average	34%	39%	38%
County Average	47%	49%	46%
State Average	41%	40%	36%

The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The chart above compares the mean mathematics and verbal scores of Piedmont Hills students attained over a three year period with those attained by students across the district, state and nation.

In 1999-2000 an average of 97.0% of Piedmont Hills' students attended school on a daily basis. This year an attendance recovery program was designed to encourage attendance. Piedmont Hills' attendance office staff notified parents by phone and mail of student absences on a daily basis. Absences were also noted on the report cards sent home every six weeks. The home-school liaison made home visits when students missed excessive days of school and when phone contacts were unsuccessful.

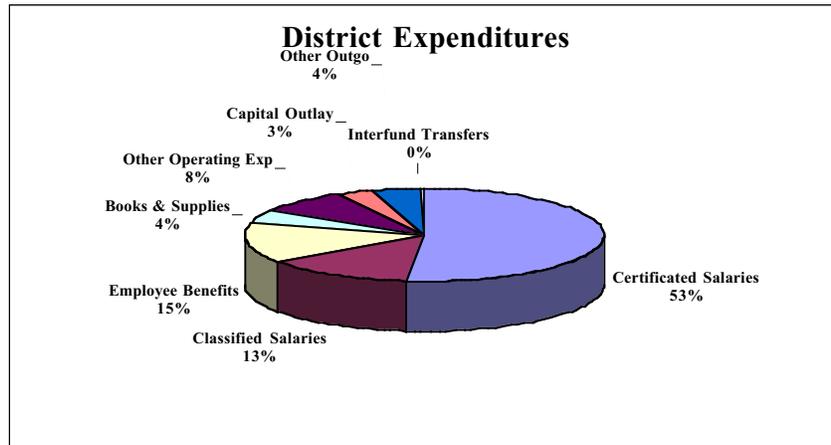
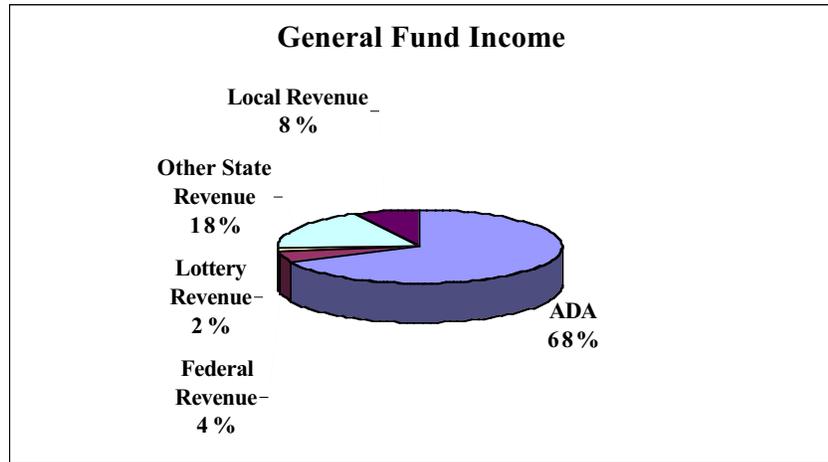
The number of students who left school during the 1999-2000 school year without a transcript request was 30. This represented a dropout rate of 1.5%. The number of students suspended during the 1999-2000 school year was 170, and 3 students were expelled.

Student Achievement

School Attendance/ Dropout Rates/ Expulsions

Expenditures and Services Offered

In 1999-2000, the East Side Union High School District received \$162 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$7,023 per student. The graphs below illustrate district income and expenditures.



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 the school:

- English Language Learners
- School Based Coordinated Program (School Site Council)
- Business Magnet Program
- Gifted and Talented Education
- Learning Handicapped
- Adult Education
- Speech Therapy
- Adaptive Physical Education
- Special Education (SDC, SDC-Low Functioning, RSP)
- Vocational Education
- MESA Program (Math/Engineering/ Science Achievement)
- Evergreen Valley College courses
- Upward Bound
- INROADS and L.E.A.P.
- Tutorial
- Student Assistant Program
- Independent Study Program (ISP)
- Multi-Service Team
- Unfinished Journey/San Jose State University
- San Jose State University Outreach
- CAL-SOAP
- Community College Partnership

Many things affect employee salary. Considerations that affect the salary of Educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$35,000
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$55,542
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$68,349
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$80,336
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district. The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The average department class size is as follows:

Department/Class Size	Department/Class Size
Art 29	Other 30
Business Education 29	Safety Education 35
Typing/Keyboard 40	Science 32
English 30	Social Science 32
Foreign Language 29	<i>Additionally, the following classes</i>
Homemaking 29	<i>average:</i>
Industrial Education 29	ELD
Mathematics 32	Language Arts 1 & 2 20
Performing Arts (Band, Choir, except for Drama) 30	Survival Skills 20
Physical Education 42	Language Arts 3 30
Reading	Bilingual/Sheltered 25
Improvement & Development . 20	

The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1999-2000, there were approximately 21 teachers requiring special credentials throughout the district.

Compensation/ Salary

Class Size and Teaching Loads

Teacher Assignments

Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

Teacher Evaluation and Teaching Loads

All teachers and staff are regularly evaluated. Teachers are observed and assisted 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 of Activities. The Principal, in turn, is 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.

Fifty mentor teachers and fourteen Subject Area Coordinators (SAC) support teacher improvement and curriculum development. Piedmont Hills has one SAC in Performing Arts and six mentors.

Textbooks/ Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$50.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$250.00.

New textbooks were adopted by the Board of Trustees for courses in ELD, Health and Safety Education, Foreign Language, English, and Social Science. These textbooks are being phased into schools over a two year period to replace outdated textbooks.

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

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

Counseling/ Student Services

Piedmont Hills has 95 full/part-time teachers and 7 instructional aides who provide direct classroom assistance to students.

Additional staff who provide support services are: two counselors, two student advisors, one school community liaison, a student activities coordinator, a part-time EIA coordinator, a librarian, a library technician, a career center technician, a bookroom clerk, a health clerk, an attendance secretary and two attendance clerks, a registrar, a PBX operator, a counseling technician, a clerk typist, a principal's secretary, child nutrition staff and custodial staff. Administration includes a principal and two associate principals.

Safety, Cleanliness of School Facilities

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 Hill's tries to provide safe clean and comfortable learning environments for its students.

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 continues to use 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.

Piedmont Hills High School offers a program of inservice training for its 101 teachers and instructional aides. For this school year, Piedmont decided to continue to stay on the full day schedules it began the previous year. It took six site days and one district day that was planned and implemented by the subject area coordinators.

The major areas of focus this year and for the next several years will be shifting from services and programs to the learning environment, what is happening in the classrooms, how we can improve learning, and how to evaluate student learning and achievement. The school's new task is a difficult and lengthy one, but the results should lead to powerful learning for all of the students. It is to this end that our staff development and school-based coordinated plan have been driven this year and will continue to be driven for the next several years. When students become powerful learners and teachers become mentors, the school will have achieved a major milestone.

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. The entire school site shares enthusiasm by the staff. The staff continued to work on these goals through incorporating technology in the classroom and improving articulation with the school community.

The staff at Piedmont Hills High School is very knowledgeable, skillful, talented and experienced. The staff is extremely well 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.

After a comprehensive self-study and review process of instruction, programs, and services, Piedmont Hills was awarded a full term accreditation of six years by the Western Association of Schools and Colleges (WASC).

The students, parents, and staff affirm that the quality of instruction at Piedmont Hills High School is high. The classroom experience is considered to be the single most important facet of each student's education. The school leaders and staff focus their energies toward helping students to experience success as they are being prepared to graduate with skills which will enable them to survive

Classroom Discipline

Staff and Curriculum Development

Quality of Instruction and Leadership

productively beyond the high school years.

Students are encouraged to strive for excellence not only in the curricular program but also in the co-curricular program. There are more than 25 club organizations on campus. The sports program which compliments the curricular program is very strong and highly competitive. Thus, participants in the co-curricular program also learn how to be effective leaders, how to be responsible and disciplined individuals, and how to work cooperatively with others.

Community service is a highlight for many clubs.

Piedmont Hills has one of the lowest dropout rates in the East Side Union High School District. In addition, Piedmont Hills has one of the highest attendance rates in the District. This is an indication of the high quality of instruction and leadership. A variety of programs exists to help students with special needs, and the staff implements various instructional strategies to help maximize the students' learning.

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 joined the California School Leadership Academy. In addition to the principal and associate principal, seven teachers agreed to participate in the three year program that will enable them to join the school leadership team. English teachers continued being presenters or participants in workshops sponsored by the district and San Jose State University. Mathematics teachers participated in Equity 2000 workshops.

Work Force Preparation

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.

Instructional Minutes

Piedmont Hills exceeded the state required 64,800 school minute requirement by over 350 minutes.

Superintendent Joe Coto
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