

School Accountability Report Card School Year 2000-2001

School Information		District Information	
School Name	Piedmont Hills High	District Name	East Side Union High
Principal	Bill Yamaki	Superintendent	Joe Coto
Street	1377 Piedmont Road	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	408.347.5045
Web Site	http://phnet.esuhd.org	Web Site	http://www.esuhd.org
Email Address	yamakib@esuhd.org	Email Address	guerinl@esuhd.org
Enrollment	1948	SARC Contact	Lorraine Guerin
Grades Served	9 - 12	CDS Code	43-69427-4335907

School Description, Mission Statement and Expected Schoolwide Learning Results

School Description

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 46% of the students meet 4-year college/university requirements; 47% attend 4-year universities and 46% attend community colleges. Recent graduates have attended such prestigious colleges as MIT, Harvard, Stanford and all the University of California campuses.

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 Schoolwide Learning Results

Piedmont Hills High School students will be independent and creative thinkers who are able to solve academic and real-life problems. Students will

- Apply basic skills to life experiences
- Gather, organize, and analyze information
- Recognize options and then make goal-oriented choices
- Accept responsibility
- Be willing to take risks to explore subject or activity

Piedmont Hills High School students will be proficient readers of all types of literature and text material. Students will

- Read and comprehend at grade level
- Increase vocabulary
- Use different strategies when approaching different texts
- Read for different purposes, including information and entertainment
- Recognize main ideas, summarize, draw conclusions, predict, make inferences

Piedmont Hills High School students will be able to keep up with and use the technology that will mold the 21st century in which they will work. Students will

- Produce finished reports or projects using word processing software, such as Microsoft Word, Photoshop, Illustrator, etc.
- Integrate internet information into their work
- Use the Internet wisely
- Use technology to gather and organize information
- Demonstrate ethical behavior while using the Internet wisely

Piedmont Hills High School students will be able to meet the standards in the core academic areas of language arts, mathematics, social studies and science. Students will

- Attend class regularly
- Succeed in class work by achieving with a C or better
- Meet graduation requirements, including the High School Exit Exam
- Use alternate resources, such as tutoring and summer school, when needed to meet the standards

Piedmont Hills High School students will be able to express themselves clearly through written and oral expression. Students will

- Read, write and speak at the appropriate grade level
- Listen to others and respond appropriately
- Apply writing conventions in their writing across the curriculum
- Avoid plagiarism in coursework and published work
- Communicate orally and in written form in a variety of situations

Piedmont Hills High School students will be able to locate and use resources independently. Students will

- Find and effectively use materials in the library
- Evaluate the merits of various sources of information
- Locate and evaluate information from the Internet
- Use effective note-taking skills

Opportunities for Parental Involvement

Contact Person Name	Bill Yamaki	Contact Person Phone Number	408.347.3810
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The school has an active school site council, a parent booster club, and various special program groups, e.g. band, drama, and athletics. In addition, the African American Parent Coalition, the Latino Parent Education Network, and the Filipino Parent 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

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	103	5.3	Hispanic or Latino	384	19.7
American Indian or Alaska Native	19	1.0	Pacific Islander	11	0.6
Asian-American	793	40.7	White (Not Hispanic)	447	22.9
Filipino-American	191	9.8	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Spring 2001	Date Last Reviewed with Staff	Spring 2001
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With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive safety plan has been approved by the ESUHSD Board of Education. Piedmont Hill's tries to provide safe clean and comfortable learning environments 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 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.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment 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		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	216	170	180	2862	2549	2101
Suspensions (rate)	11%	9%	9%	11%	10%	9%
Expulsions (number)	5	3	2	22	74	31
Expulsions (rate)	0.3%	0.2%	0.1%	0.1%	0.3%	0.1%

School Facilities

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 is undergoing modernization. A new theater has been built and one-third of the classrooms have been modernized. Another phase of the modernization is scheduled for the 2001-02 school year. Portables will continue to be on the campus to house students while classrooms are reconstructed.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the 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) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests 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 standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	---	---	43	---	---	27	---	---	28
10	---	---	39	---	---	27	---	---	31
11	---	---	32	---	---	24	---	---	29

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	36	48	4	44	21	44	0
10	34	44	3	42	22	42	0
11	25	40	0	35	24	33	0

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	47	43	50	32	30	32	34	35	35
10	46	41	40	30	26	28	33	34	34
11	50	46	40	29	29	29	35	36	37

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	67	75	71	54	57	56	48	51	51
10	69	57	58	55	46	47	44	46	45
11	73	68	56	52	48	47	45	47	46

Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	46	53	4	52	22	52	
10	38	42	0	43	13	44	
11	33	47	0	43	35	40	

Stanford 9 Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	71	72	58	73	54	73	
10	61	56	42	60	58	59	
11	50	63	48	57	65	56	

Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	27		58	54	30		56	
10	18		44	28	40		45	
11	31		50	27	19		50	

Stanford 9 Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	41		87	80	50		68	
10	55		75	46	42		49	
11	23		80	43	29		55	

Local Assessment

All incoming 9th graders are given reading and language tests in the fall and spring using the Northwest Evaluation Level Assessment. The average scores of all students for fall and spring are listed below.

Reading		
Fall	Spring	Growth
226	229	3

Language		
Fall	Spring	Growth
224	228	4

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	20.9	18.4	41.2	18.2	14.7	22.8	23.0	20.6	25.4

SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. 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.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Grade 12 Enrollment	400	473	458	5,199	5,632	5,693	334,852	347,813	357,789
Percentage of Grade 12 Enrollment Taking Test	52.20	62.16	60.70	38.50	37.73	39.91	36.50	36.45	36.63
Average Verbal Score	482	491	495	459	459	462	492	492	492
Average Math Score	531	536	544	494	502	500	513	517	516

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% of the distance between its base API and 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 monetary 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.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school.

Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an 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: This is a comparison of each school with 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. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	100	97	99	Percentage Tested	97	99	---
Base API Score	723	710	692	Growth API Score	702	697	---
Growth Target	4	5	5	Actual Growth	-21	-13	---
Statewide Rank	9	8	7	Eligible for Awards	No	No	---
Similar Schools Rank	7	3	2	Eligible for II/USP	No	No	---

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Asian-American				Asian-American			
Base API Score	788	774	760	Growth API Score	770	765	---
Growth Target	3	4	4	Actual Growth	-18	-9	---
Filipino-American663				Filipino-American			
Base API Score	NA	663	663	Growth API Score	NA	664	---
Growth Target	NA	4	4	Actual Growth	NA	1	---
Hispanic or Latino				Hispanic or Latino			
Base API Score	576	587	595	Growth API Score	558	605	---
Growth Target	3	4	4	Actual Growth	-18	18	---
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	759	748	697	Growth API Score	746	703	---
Growth Target	3	4	4	Actual Growth	-13	-45	---

Because of the small number of students at this school in the following ethnic groups: African-American, American-Indian or Alaska Native and Pacific Islander data is not reported.

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	N/A	633	612	Growth API Score	N/A	613	---
Growth Target	N/A	4	4	Actual Growth	N/A	-20	---

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9-12)	1,920	1,927	1,955	23,802	24,259	24,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	22	25	9	1,375	1,098	840	47,306	46,470	47,282
Dropout Rate	1.2	1.3	0.5	5.8	4.5	3.4	2.9	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution

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 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.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
English	26.9	12	57	4	24.7	36	44	1	24.7	36	46	0
Mathematics	28.6	3	39	10	25.9	21	36	5	26.3	19	36	5
Science	28.8	4	49	7	30.9	3	49	9	27.6	1	60	0
Social Science	29.5	7	25	15	29.9	4	40	8	29.9	1	47	4

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are 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.

	1999	2000	2001
Total Number of Teachers	90	92	91
Full Credential (fully credentialed and teaching in subject area)	81	81	75
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	10	13	16
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	1	1

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 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.

District Subject Area Coordinators (SAC) and resource teachers support teacher improvement and curriculum development.

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.

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% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	2.40
Librarian	0.50
Psychologist	0.50
Social Worker	0.00
Nurse*	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.20
Other	0.00

*Two school nurses serve the entire District

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
2.00	974.00

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 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.

Most Piedmont Hills High School students have a six-period day. Seventy-five percent of our courses meet UC/CSU requirements and this number may increase under district direction in the next few years. The vocational classes in the business department and the Auto-CAD classes in Industrial Arts 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 work, 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 a Digital High school grant. We are currently in our first year of the three-year program and the staff receives training during staff development time and after-school sessions. In addition to a program coordinator and two technicians, three mentors have been appointed to coach teachers on the integration of technology into classroom instruction, and teachers will develop integrated lessons during the second semester of this year.

Piedmont Hills has nine Advanced Placement classes in addition to sections of honors or advanced classes in biology, English, math, and chemistry. Staff and students believe the AP and honors courses are for truly exceptional students; students who transfer in from other schools often require schedule changes because our AP courses are much more difficult than they experienced in their previous schools. Since even the general level courses are focused on college preparation, the majority of classes are rigorous. Returning graduates support this with their experiences of being prepared for college courses.

Students are encouraged to strive for excellence not only in the curricular program but also in the co-curricular program. In addition to its academic tradition, Piedmont Hills has a long history of student involvement in co-curricular activities. Our best estimates are that approximately 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 students 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 help the school discretionary funding and give students the opportunity to participate in good, clean fun.

When students need extra support in order to achieve, they have access to the counselors and to a number of people involved on the Multiple-Services Team (MST). This year we have paired students who have specific needs with community counseling groups. We have also had students participate in Community Partners for Youth and Camp Anytown to help motivate and focus students on responsible behavior and goals. The student leadership class has also begun to explore ways to address issues that involve student life outside of the classroom by doing surveys and planning some activities. Link Crew has been a successful support group of peer mentors for incoming freshmen for three years now, though recent cuts may mean the end of the program. We also have a limited Peer Resources program that trains students to participate in conflict resolution, but funding issues may end that program as well. Formal academic support through tutoring is available to students in addition to direct help from the teacher. The City of San Jose provides funds for a homework center that has recently increased availability from two days a week to four. CAL-SOAP provides tutoring after school in the career center. The Math Mastery program enables students who have not met standards to earn credits in Integrated Math 1 after school. Remediation in literacy is provided through a special class after school during the second semester. The MESA (Math, Engineering and Science Achievement) program provides both tutoring and motivation for students from ethnic groups who are under-represented in then colleges.

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.

Professional Development

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. Specifically, professional development has been centered around literacy, standards and technology. In eighteen hours of professional development throughout, as part of our Digital High School Grant, teachers were trained to incorporate Excel, spreadsheets and PowerPoint into their classroom lessons. Teachers also learned how to incorporate literacy strategies across the curriculum. Moreover, teachers aligned lessons to State Standards. The staff at Piedmont Hills High School is strongly committed to a broad staff development program which enriches the learning experiences of the students. 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.

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 \$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.

Instructional Minutes (School Year 2000-2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below 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 – 12	65,188	64,800

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. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts	0	0
Computer Science	0	0
English	0	0
Foreign Language	2	42
Mathematics	3	85
Science	2	54
Social Science	1	22

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
11106	8567	77.14

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

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
435	261	60

College Admission Test Preparation Course Program

Piedmont Hills has two college test prep programs. For the past 15 years, Piedmont has had an arrangement with Evergreen Community College. An Evergreen instructor teaches an SAT prep class on campus. Students earn college credit as they raise their SAT scores. In addition to the Evergreen program, this year is Piedmont's first year of association with the Kaplan SAT prep program. 125 Piedmont juniors meet weekly to use the Kaplan—developed learning materials. Some students are enrolled in both programs.

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.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

Average Salary uses the statewide data category used for comparison by type and size of district (only data available from the State at this time is 1999-2000 Salary data).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$32,642
Mid-Range Teacher Salary	\$55,387	\$52,535
Highest Teacher Salary	\$68,349	\$63,470
Average Principal Salary	\$86,580	\$91,297
Superintendent Salary	\$140,019	\$125,774
Percentage of Budget for Teacher Salaries	41.5	39.1
Percentage of Budget for Administrative Salaries	4.5	5.0

Expenditures (Fiscal Year 1999-2000)

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)
\$150,357,626	\$6,204	\$5,843	\$5,705

Types of Services Funded

In 2000-2001, the East Side Union High School District received \$189 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,069 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