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.

STUDENT POPULATION

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>22.3%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>9.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>10.5%</td>
</tr>
<tr>
<td>White</td>
<td>26.7%</td>
</tr>
<tr>
<td>Black</td>
<td>8.5%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>21.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>.74%</td>
</tr>
<tr>
<td>Other</td>
<td>.16%</td>
</tr>
</tbody>
</table>

The student enrollment at Piedmont Hills was 1,901 (10/96). The ethnic composition of the student population is illustrated above, 16% of the students are limited-English proficient. These students receive language instruction in English-as-a-Second Language (ELD) and/or services through the School-Based Coordinated Plan. 8% of our students are special education students who are mainstreamed and participate in regular activities.

LOCATION

Piedmont Hills High School is one of ten comprehensive high schools in the East Side Union High School District. It is located in the northeast foothills of San Jose and is in the middle of an attractive, well-groomed suburban area.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 729-3950.
CLASS SIZE and TEACHING LOADS

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 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:

<table>
<thead>
<tr>
<th>DEPARTMENT/CLASS SIZE</th>
<th>DEPARTMENT/CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Other</td>
</tr>
<tr>
<td>Business Education</td>
<td>Safety Education</td>
</tr>
<tr>
<td>Typing/Keyboard</td>
<td>Science</td>
</tr>
<tr>
<td>English</td>
<td>Social Science</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Additonally, the following</td>
</tr>
<tr>
<td>Homemaking</td>
<td>classes average:</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>ELD</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Language Arts 1&amp;11</td>
</tr>
<tr>
<td>Performing Arts (Band)</td>
<td>Survival Skills</td>
</tr>
<tr>
<td>Choir, Drama excepted</td>
<td>Language Arts 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Bilingual/Sheltered</td>
</tr>
<tr>
<td>Reading Improvement &amp; Development</td>
<td>20</td>
</tr>
</tbody>
</table>

All ninth grade Math, Science and English classes were loaded at a ratio of 25 to 1

TRAINING & CURRICULUM IMPROVEMENT

Piedmont Hills High School offers a program of inservice training for its 100 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 seven 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 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.

Staff inservice training days and topics for the 1996-97 school year:

- Sept. 16, 1996: MST (Conflict Resolution) ESLRS
- Oct. 21, 1996: District Subject Area Day
- Nov. 18, 1998: Integrating Across the Curriculum, Block Schedule
- Feb. 03, 1997: Powerful Learning Methodologies, Reading, Time Mtg
- Mar. 07, 1997: Math Conference, Tech.—Campus use & trouble shooting
- Apr 14, 1997: Standards & ESLR's Integrating Curriculum, Conflict Reso.
- May 12, 1997: Rubrics, Portfolios, Integrating Across the Curriculum

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

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 and INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between $35.00 and $40.00. Students who take five required courses may have as many as 5 texts with a total value of $175.00.

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

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.

TEACHERS' ASSIGNMENTS

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 authorization, appropriate special credentials are obtained.

For the school year of 1996-97, there were approximately 10 teachers requiring special credentials throughout the district.
QUALITY OF INSTRUCTION and LEADERSHIP

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 the students’ 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 productively beyond the high school years.

EXPERIMENTED and SERVICES OFFERED

In 1996-97, the East Side Union High School District received $121 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended $5,536.00 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:

- Limited English Proficient
- 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

—Compensation / Salary—

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.

<table>
<thead>
<tr>
<th>Description</th>
<th>State-Wide Average</th>
<th>State-Wide Range</th>
<th>ESUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher's Salary</td>
<td>$27,896</td>
<td>$23,273-$34,662</td>
<td>$27,723</td>
</tr>
<tr>
<td>Midrange Teacher's Salary</td>
<td>$45,863</td>
<td>$39,666-$54,562</td>
<td>$48,119</td>
</tr>
<tr>
<td>Highest Teacher's Salary</td>
<td>$55,196</td>
<td>$48,244-$61,207</td>
<td>$59,215</td>
</tr>
<tr>
<td>School-Site Principal's Salary</td>
<td>$79,461</td>
<td>$67,575-$92,903</td>
<td>$77,356</td>
</tr>
<tr>
<td>District Superintendent's Salary</td>
<td>$106,594</td>
<td>$85,112-$131,300</td>
<td>$110,088</td>
</tr>
</tbody>
</table>
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.

The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Piedmont Hills students who gave permission to have their scores reported to their school averaged a scale score of 509 in 1997. This represents a decrease of 1 point from the previous year. The graph above compares the mean mathematics scores for Piedmont Hills attained in 1996 and 1997 with those attained by students across the state and across the nation.

ATTENDANCE and DROPOUT RATES

In 1996-1997 an average of 93.5% of Piedmont Hills students attended school on a daily basis. This year an attendance recovery program was designed to encourage attendance. Excused absences accounted for 5.1% of the absentee rate and only 1.3% of the absences were not excused. 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 1996-1997 school year without a transcript request was 26. This represented a dropout rate of 1.4%.

CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

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. There were 177 unduplicated suspensions during the school year.