



Piedmont Hills High School

1377 Piedmont Rd. • San Jose, CA, 95132 • 408.347.3800 • Grades 9-12

Ginny Davis, Principal

davisg@esuhsd.org

http://phhs.schoolloop.com/

2018-19 School Accountability Report Card Published During the 2019-20 School Year



East Side Union High School District

830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

District Governing Board

Pattie Cortese

Lan Nguyen

Van Thi Le

J. Manuel Herrera

Lorena Chavez

District Administration

Chris D. Funk
Superintendent

Glenn Vander Zee
Assistant Superintendent
Educational Services

Chris Jew
Associate Superintendent
Business Services

Dr. John Rubio
Associate Superintendent
Human Resources

School Description

Welcome to Piedmont Hills High School, home of the Pirates where our mission is to provide all students with a strong educational program that prepares them to thrive in a global society. Here you will find teachers, students, parents and administration working together to ensure the best learning environment for all students. Students are enrolled in courses to prepare them to attend four-year colleges and universities around the country. Challenging and rigorous curriculum is enriched by a variety of athletic teams, student clubs and community service organizations. The school offers AP courses in Spanish, French, European History, World History, US History, American Government, Micro Economics, Macro Economics, English Language, English Literature, Biology, Chemistry, Physics, Environmental Science, Computer Science, Calculus AB and BC, and Statistics. The performing arts department curriculum includes drama, choir, orchestra, jazz band, and advanced band. World languages include Vietnamese, French, Spanish and Chinese. A well rounded, comprehensive, high school experience is waiting for each and every student. As a school community, we are committed to the Pirate Way, we are: Problem Solvers, Independent Thinkers, Responsible Individuals, Adaptable Learners, Technologically Literate, and Effective Communicators.

PHHS Vision:

Piedmont Hills High School is to be a community based learning center where an atmosphere of success, innovation, and self-empowerment will exist for all students.

PHHS Mission:

To create a school community that provides all students with a strong educational foundation that prepares them to thrive in a global society, while also developing the skills needed to achieve their potential.

Career Technical Education Programs

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

Program Features

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

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

Construction: Students develop basic construction skills using top of the line machinery.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	516
Grade 10	572
Grade 11	490
Grade 12	480
Total Enrollment	2,058

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	55.9
Filipino	8.7
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.5
White	4.6
Two or More Races	4.8
Socioeconomically Disadvantaged	28.7
English Learners	6.6
Students with Disabilities	8.1
Foster Youth	0.1
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Piedmont Hills High	17-18	18-19	19-20
With Full Credential	87	87.50	86
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	17-18	18-19	19-20
With Full Credential	♦	♦	942.3
Without Full Credential	♦	♦	34.8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Piedmont Hills High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Types of Services Funded

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson English 4--"The Language of Literature" Grade 12 Mcdougal Littell 2002 ERWC -- Expository Reading and Writing Course Student Reader AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 AP Computer Science A - Online materials</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>A Hands On Introduction to Forensic Science 2014</p> <p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (pilot)</p> <p>AP Biology- AP Biology In Focus- Prentice Hall 2004 AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991 AP Physics 1 and 2- Physics AP- Wiley 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>History-Social Science</p>	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Foreign Language</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Piedmont Hills High School community hosts annual campus beautification organized by students and staff.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings

Although the main school campus was constructed in 1966, portable buildings have been added to accommodate modernization as well as science, special education, and mathematics classes.

Modernization Projects

- The softball field renovation was completed April 2010.
- Solar panel installation in the student parking lot was completed by March 2011.
- The new auxiliary gym completed July 2013.
- Track resurfacing completed August 2013.
- Main Gym bleacher and floor replacement completed August 2013.
- Updated Security Camera Surveillance, July 2016.
- New Swimming Pool Facilities, Completed April 2017.
- New Roofing through school, Completed August 2017.
- New and Modernized Fire Alarm System, Completed December 2017.
- HVAC Replacement Project Ongoing.
- Science Building, New Construction, Completed Spring 2019.
- Football Stadium Turf Replacement Project, Completed Spring 2019.
- Soccer/Track Field renovation, Completion Projected Winter 2019.
- Tennis Courts Resurfacing, Scheduled Winter 2019
- Football Stadium Restroom and Food Service Station, Scheduled Fall 2019
- Measure Z \$19 million bond project

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Noted a few areas of drywall damage that is being reviewed and repaired by the paint team. Found three classrooms with minor fraying to carpet, provided repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Noted several damaged or missing electrical covers and one area of exposed wires. Electrical team addressing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Campus walkways are being reviewed for upgrades during next bond construction work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	81	59	59	50	50
Math	61	63	38	39	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	12.4	26.5	52.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	31	31	31

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

PHHS has a weekly collaboration schedule, where professional development happens every Wednesday from 1:00 pm to 2:30 pm.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	467	98.73	80.94
Male	252	250	99.21	76.80
Female	221	217	98.19	85.71
Black or African American	--	--	--	--
Asian	285	285	100.00	94.39
Filipino	31	30	96.77	63.33
Hispanic or Latino	100	97	97.00	50.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	88.24
Two or More Races	27	27	100.00	74.07
Socioeconomically Disadvantaged	152	148	97.37	68.24
English Learners	53	52	98.11	48.08
Students with Disabilities	31	30	96.77	20.00
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	467	98.73	63.38
Male	252	250	99.21	62.80
Female	221	217	98.19	64.06
Black or African American	--	--	--	--
Asian	285	285	100.00	83.51
Filipino	31	30	96.77	40.00
Hispanic or Latino	100	97	97.00	18.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.00	64.71
Two or More Races	27	27	100.00	55.56
Socioeconomically Disadvantaged	152	148	97.37	49.32
English Learners	53	52	98.11	32.69
Students with Disabilities	31	30	96.77	3.33
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Our goal is to create an environment of parent awareness that will honor the wonderful ethnic and linguistic diversity that reflects the students of Piedmont Hills. The school has an active school site council and parent booster clubs. The Parent Booster Club meets every first Tuesday of the month at 7pm in the Teacher's Lounge. The school uses School Loop and Infinite Campus to effectively communicate with parents and students. Parents are invited to have Coffee with the Principal every Wednesday morning at 9am. The counseling department hosts a monthly evening event to educate parents about the college and career services we offer on campus. An email goes out every Sunday evening to parents explaining upcoming events and encouraging parent involvement.

Contact Person: Rupert Rosales (408) 347-3842

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school safety issues, school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan was reviewed and updated the Spring of 2019 and was approved by the School Site Council in May 2019 and the ESUHSD Board of Education. The entire plan is posted on the school web site. Piedmont Hills endeavors to provide a safe, clean and comfortable learning environment for its students.

The campus is monitored throughout the day by school administration, campus monitor, advisors, and several teachers who serve on the safety team. Monthly community partnership safety meeting are held with advisors, the APA, campus monitor, and staff from nearby feeder schools to discuss safety issues which may impact our school communities. The school safety team is comprised of the APA, advisors, campus monitor, teachers, students, and parents and meets to discuss campus safety issues. Piedmont Hills High School is a closed campus and all visitors must check in at the administration building and receive a visitors badge before entering campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.2	2.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	3.4
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	514.5

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	2.9

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	11	72		27	12	71		27	12	69	
Mathematics	26	8	24	2	29	13	39	16	29	9	42	15
Science	27	12	56		29	8	45	15	27	11	48	11
Social Science	26	13	61	1	27	13	55	5	27	11	47	11

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	3%	5%

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Piedmont Hills High School	2015-16	2016-17	2017-18
Dropout Rate	1.5	4.2	2.5
Graduation Rate	95.9	92.7	93.7

Rate for East Side Union High School	2015-16	2016-17	2017-18
Dropout Rate	10	20.5	17.8
Graduation Rate	85	71.5	75.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	392
% of pupils completing a CTE program and earning a high school diploma	17%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,990	\$1,271	\$6,719	\$96,162
District	N/A	N/A	\$7,444	\$90,756
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.2	5.8
School Site/ State	4.7	14.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.86
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.4

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	9	N/A
Science	13	N/A
Social Science	17	N/A
All courses	44	35

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.