

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Piedmont Hills High	District Name	East Side Union High
Principal	Carol Blackerby	Superintendent	Esperanza Zendejas, Ed.D.
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	ph.campusgrid.net/home	Web Site	www.esuhsd.org
E-mail Address	blackerbyc@esuhsd.org	E-mail Address	darina@esuhsd.org
CDS Code	43-69427-4335907	SARC Contact	Art Darin

School Description and Mission Statement

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 42% of the students meet 4-year college/university requirements. 37% attend 4-year universities and 55% attend community colleges. Recent graduates have attended such prestigious colleges as MIT, Harvard, Stanford and all the University of California campuses. The school, located in the northeast foothills of San Jose, is a compact campus on 48 acres of a park-like setting. The school houses over 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 Parents and Student Association, support specific ethnic groups. A recent parent survey reflects that the school staff deals effectively with cultural diversity and that the school is a good place to learn and a pleasant place to be.

Mission

The mission of Piedmont Hills High School is to provide all students with a strong educational program, one that develops academic, vocational, thinking, communication, technical, physical, and cooperative skills. The staff will encourage respect for diversity, inspire an appreciation for the arts, and foster responsibility, self-esteem, healthful living, self-direction, tolerance, fairness, honesty, and respect. The staff will encourage each student to achieve his or her potential.

Expected 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	Carol Blackerby	Contact Person Phone Number	408.347.3810
<p>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.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	540
Grade 10	479
Grade 11	482
Grade 12	454
Ungraded Secondary	12
Total Enrollment	1967

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	92	4.7	Hispanic or Latino	370	18.8
American Indian or Alaska Native	10	0.5	Pacific Islander	6	0.3
Asian	901	45.8	White (Not Hispanic)	392	19.9
Filipino	196	10.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Spring 2004	Date Last Discussed with Staff	Spring 2003
<p>With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan has been approved by the ESUHSD Board of Education. Piedmont Hills tries to provide safe clean and comfortable learning environments for its students.</p>			

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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	180	176	200	2101	2109	2621
Rate of Suspensions	9%	9.2%	10.2%	9%	9%	11.2%
Number of Expulsions	2	2	1	31	31	47
Rate of Expulsions	.1%	.1%	.05%	.1%	.1%	.2%

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 2,000 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 currently underway. Portables will continue to be on the campus to house students while classrooms are reconstructed. By fall 2005, all academic classrooms will be renovated. By September, 2004 Piedmont will have new all-weather turf in our renovated football stadium.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

History/Social Science							
Proficient or Advanced	15		55	37	22		46
Not Tested	---	---	---	---	---	---	---

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	50	58	15	38	56	9	57	
Not Tested	0	0	0	0	0	1	0	
Mathematics								
Proficient or Advanced	38	37	28	37	37	4	39	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	38	37	15	32	38	5	38	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	45	40	10	33	44	8	45	
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	43	47	68	29	31	46	44	45	43
Mathematics	63	73	70	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	47		78	61	48		72
Mathematics	54		84	66	46		64

NRT - Subgroups

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

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	64	73	36	55	70	14	72	
Mathematics	68	71	57	64	70	14	74	

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		57%	49%					74%	53%
10		66%	38%					80%	46%
11		34%	32%					58%	32%
12		22%	16%					40%	32%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

No data are available for the 2003 school year.

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	97	99	99	Percent Tested	99	99	99
API Base Score	710	692	735	API Growth Score	697	733	759
Growth Target	5	5	3	Actual Growth	-13	41	24
Statewide Rank	8	7	9				
Similar Schools Rank	3	2	4				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	774	760	798	API Growth Score	765	800	816
Growth Target	4	4	2	Actual Growth	-9	40	18
Filipino				Filipino			
API Base Score	663	663	723	API Growth Score	664	715	724
Growth Target	4	4	2	Actual Growth	1	52	1

Hispanic or Latino				Hispanic or Latino			
API Base Score	587	595	628	API Growth Score	605	611	645
Growth Target	4	4	2	Actual Growth	18	16	17
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	748	697	731	API Growth Score	703	739	765
Growth Target	4	4	2	Actual Growth	-45	42	34

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	633	612	651	API Growth Score	613	630	701
Growth Target	4	4	2	Actual Growth	-20	18	50

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District				
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0	
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0	
Exited Title 1 Program Improvement	No	No	No					
Years Identified for Program Improvement								
California Programs	2001	2002	2003					
Eligible for Governor's Performance Award	No	Yes	No					
Eligible for II/USP	No	---	---					
Applied for II/USP Funding	No	---	---					
Received II/USP Funding	No	---	---					

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	1955	1948	1921	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	9	9	7	840	601	438	47282	47899	48454
Dropout Rate (1-year)	0.5	0.5	0.4	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	96.7	98.2	95.7	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

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 that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.73	36	46		24.67	28	42	3	24.33	37	48	
Mathematics	26.19	19	34	4	27.52	11	32	3	26.78	16	39	
Science	27.63	1	58		28.12	2	48	1	28.44	1	56	
Social Science	30.08		47	4	29.00	2	19	6	30.83		39	8

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	91	92	92
Teachers with Full Credential (full credential and teaching in subject area)	75	74	74
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	16	18	19
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1		

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

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

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

However, to maintain the quality of the instructional program, 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

2.4 FTE counselors.

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.

Piedmont Hills has nine Advanced Placement classes English literature, statistics, Calculus AB, Physics B, Spanish, French, US History. Next year, we will be adding biology, computer science and world history.. 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 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. 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.

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 the year 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 \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$275.00.

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 in 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

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,423	64,800
10	65,423	64,800
11	65,423	64,800
12	65,423	64,800

Total Number of Minimum Days

--

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	2	50
Foreign Language	2	2	55
Mathematics	2	4	111
Science	1	1	33
Social Science	1	1	37

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

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

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
9087	6413	70.6

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
404	183	45.3

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	458	434	454	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	60.70	55.76	59.70	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	495	481	487	462	453	460	492	490	494
Average Math Score	544	527	530	500	494	498	516	516	518

College Admission Test Preparation Course Program

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

Degree to Which Students are Prepared to Enter Workforce

In addition to providing students with a curriculum that prepares students for college entrance, students may simultaneously take courses that provide them a school-to-career focus in business, advanced computer skills, computer aided drafting and over 30 trades and technical fields, as part of the Central County Occupational Center.

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

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

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

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (Elementary)		88392
Average Principal Salary (Middle)		
Average Principal Salary (High)	116652	
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

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

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)
\$176840149	\$7524	\$6969	\$6719

Types of Services Funded

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 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, Autistic)
- Vocational Education
- Evergreen Valley College courses
- Upward Bound
- Tutorial
- Student Assistant Program
- Independent Study Program (ISP)
- Multi-Service Team
- Community College Partnership