

East Side Union High School District presents...
A Report to the Piedmont Hills Community
1997-1998
School • Accountability • Report Card

Piedmont Hills High School 1377 Piedmont Road San Jose, CA 95132 (408) 729-3950; FAX (408) 923-0769
Principal: Mr. Dan Moser Email: <http://phnet.esuhd.org> Superintendent: Mr. Joe Coto
Board of Trustees: Patricia Martinez-Roach, David Cortese, Craig Mann, J. Manuel Herrera, Jeff Ota

MISSION STATEMENT

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



SCHOOL FACILITIES and SAFETY

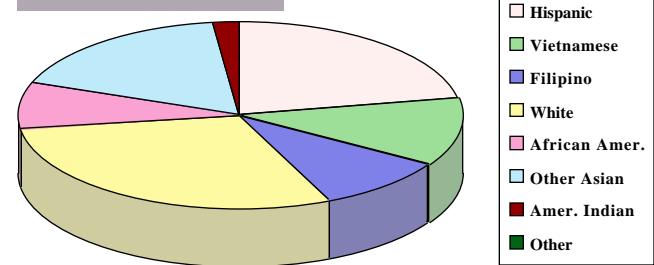
Piedmont Hills was built in 1965 with a building capacity of 1,764 students. Because our enrollment has increased beyond that number, four portable classrooms have been added to the campus. The school is now 33 years old but it has been well maintained and is generally considered to be a pleasant-looking school. The custodial staff does a good job of keeping the school clean and well-groomed. New carpets have been added to many of the classrooms and most of the heating and air-conditioning units have been repaired or replaced. The administration and faculty have begun to make plans for our 30 year renovation process.

Maintaining a safe and orderly campus is the goal of the entire Piedmont Hills Community. The school has formed a community Safety Committee made up of representatives from its feeder schools, area elementary schools, the police department, probation, and concerned businesses. The district has hired a Director of School Safety, and the district has formed a partnership with the San Jose Police Department. Security officers are on campus on a daily basis and our students are involved in a Youth to Youth Program designed to foster a safe and positive school climate.

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.
DỊCH THUẬT: Nếu quý vị cần bản tường trình này bằng tiếng Việt, xin gọi số 227-8800, Nguyệt Đình.

STUDENT POPULATION

Hispanic	21.2%
Vietnamese	12.5%
Filipino	9.7%
White	24.5%
African American	7.4%
Other Asian	22.6%
American Indian	.08%
Other	1.3%



The student enrollment at Piedmont Hills was 1,900 (10/97). The ethnic composition of the student population is illustrated above, 10.8% 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. 9% 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.

Superintendent Joe Coto
 East Side Union High School District
 830 North Capitol Avenue
 San Jose, CA 95133

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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 a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

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

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

The average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art 29	Other 30
Business Education 29	Safety Education 35
Typing/Keyboard..... 40	Science..... 32
English..... 30	Social Science..... 34
Foreign Language 29	<i>Additionally, the following</i>
Homemaking..... 29	<i>classes average:</i>
Industrial Education..... 29	ELD
Mathematics 32	Language Arts 1&11 20
Performing Arts (Band,	Survival Skills 20
Choir, except for Drama)..... 30	Language Arts 3 30
Physical Education 42	Bilingual/Sheltered 25
Reading	
Improvement & Development 20	

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 98 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 SBCEP 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 dates for the 1997-98 school were as follows:

September 15, 1997	February 2, 1998
October 6, 1997	March 9, 1998
October 27, 1997	March 30, 1998
November 10, 1997	May 11, 1998

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.

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

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

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 1997-98, 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.

Students are encouraged to strive for excellence not only in the

curricular program but also in the co-curricular program. There are 25 club organizations on campus. The sports program which complements the curricular program is very strong and highly competitive. Thus, participants in the co-curricular program also learn how to be effective leaders, how to be responsible and disciplined individuals, and how to work cooperatively with others.

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

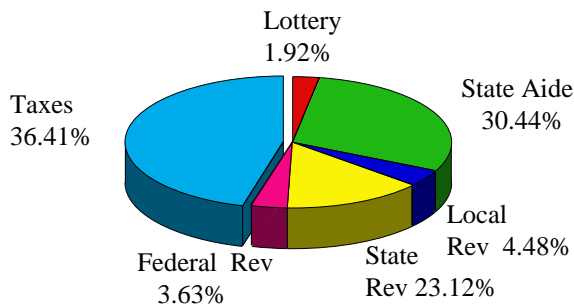
The school leaders and staff continue to grow in the profession to keep abreast of the latest trends in education. Several members of the staff joined the California School Leadership Academy. In addition to the principal and associate principal, seven teachers agreed to participate in the three year program that will enable them to join the school leadership team. English teachers continued being presenters or participants in workshops sponsored by the district and San Jose State University. Mathematics teachers participated in Equity 2000 workshops.

EXPENDITURES and SERVICES OFFERED

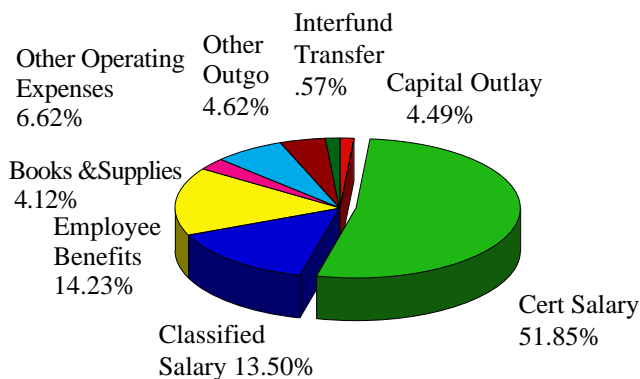
In 1997-98, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,464 per student. The graphs below illustrate district income and 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

—General Fund Income—



—District Expenditures—



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

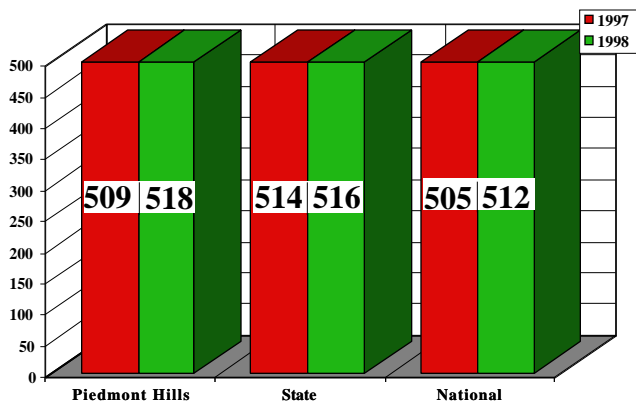
—Compensation / Salary—

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.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD
Beginning Teacher's Salary	\$27,896	\$25,531-\$34,662	\$29,577
Midrange Teacher's Salary	\$45,863	\$36,805-\$57,996	\$48,018
Highest Teacher's Salary	\$55,196	\$50,523-\$66,667	\$57,528
School-Site Principal's Salary	\$79,461	\$69,202-\$96,993	\$82,764
District Superintendent's Salary	\$106,594	\$82,082-\$126,719	\$110,165

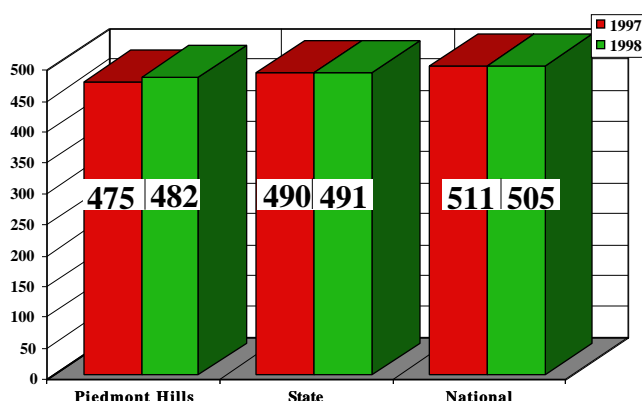
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who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

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



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 518 in 1998. This represents an increase of 9 point from the previous year. The graph above compares the mean mathematics scores for Piedmont Hills attained in 1997 and 1998 with those attained by students across the state and across the nation.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1998, Piedmont Hills students volunteering their scores averaged a verbal scale score of 482, an increase of 7 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Piedmont Hills attained in 1997 and 1998 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1997-1998

Piedmont Hills has 89 full/part time teachers (10/97) and 7 instructional aides who provide direct classroom assistance to students.

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



ATTENDANCE and DROPOUT RATES

In 1997-1998 an average of 92.8% 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 1.8% 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 1997-1998 school year without a transcript request was 26. This represented a dropout rate of 1.4%. The number of students suspended during the 1997-98 school year was 157, and 4 students were expelled.

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.