Andrew P. Hill High School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

East Side Union High School District
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School Description

Andrew P. Hill High School was one of the first school's to open in the East Side Union High School District and is the only district high school to offer the IB Program. Students speak more than thirteen different languages and come from diverse cultural backgrounds. Andrew P. Hill serves a culturally, academically, and economically diverse community. Academically students can participate in a variety of pathways/academies: Health and Medical Pathway, Multimedia Pathway, Puente Academy and Social Justice Academy.

The vision and mission at Andrew P Hill High School; All AHHS students will graduate as morally and ethically responsible lifelong learners with the ability to earn a post-secondary degree, succeed in the 21st century workforce, and effectively support a diverse global society.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	500
Grade 10	490
Grade 11	478
Grade 12	466
Total Enrollment	1,934

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	33.2
Filipino	2.8
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0.5
White	2.2
Two or More Races	0.3
Socioeconomically Disadvantaged	71.6
English Learners	23.1
Students with Disabilities	8.5
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
Andrew P. Hill High School	14-15	15-16	16-17
With Full Credential	90	83	83
Without Full Credential	2	5	1.4
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Andrew P. Hill High School	14-15	15-16	16-17
Teachers of English Learners	1	2	0
Total Teacher Misassignments	1	2	0
Vacant Teacher Positions	0	2	1

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.1	3.9
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9, McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10, McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CCSS Math 1 – "California Integrated Mathematics 1," Houghton Mifflin Harcourt 2015 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Biology – CK-12 ESUHSD Biology (self published), 2015 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000,02 Physics - "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06 A Hands on Introduction to Forensics Science, 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	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%
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%

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.

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
The main school campus was constructed in 1956.   In previous years portable buildings have been added to accommodate increased student population and diverse program needs. In total we have added thirteen portables that serve as classrooms throughout each period of every school day.

In addition, our newest building facility is the Science building. This is a two story facility equipped with a presentation hall that seats approximately one hundred students. The building includes nine science lab classrooms, and a large teacher office with working desk areas and collaborative teacher meeting facilities. Presently, the school site is outgrowing the facility and is in need of additional science classroom space.

Modernization Projects
During the 2005-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities.
The renovation included the modernization of the athletic stadium and field. The school site has a fully functioning gated stadium with the addition of night time stadium lights added to the facility, new bleachers, a press box, a ticket booth, and an upgraded track and field.
A newly constructed Child Care Center is now located on the south side of the campus. The center includes a pick up/drop off area, enclosed playground facilities, and a modernized Child Care facility that serves the community. Andrew Hill students assist by enrolling in an Early Childhood Development course while Childcare students are also served by the Health Care Center on campus.
In late February of 2008 the new "C" building opened on campus. The building includes fifteen fully equipped classrooms, collaboration rooms, resource rooms, conference rooms, offices spaces, and a computer lab. The two story structure will have wireless access as does the rest of the school campus. The building is located at the front of the school and the construction included beautification at the front entrance of the school campus such as decorative fencing at the entrance of the school.
In addition, as part of the 2008 renovation schedule, the cafeteria was remodeled and updated. The renovation included a newly configured service area, new flooring and kitchen equipment, and an extended kitchen area.

Measure E Approved Construction:
The Andrew Hill Measure E Committee has submitted recommendations to the Andrew Hill School Site Council for proposed projects given Measure E funds. The Andrew Hill School Site Council submitted the proposed recommendations to the East Side Union High School District Board.
Construction of the 100 Building was completed in the Spring of 2015 and includes new art classrooms, computer labs, general classrooms and science lab classrooms.
The school updated athletic facilities to meet Title IX requirements which include a Varsity Room for Girl's Athletics, a softball dug out, and an upgrade to the girl's and boy's locker rooms.
In addition the Andrew Hill practice field, between the Tennis courts and the Football stadium, has been reseeded (completion November 2012).
Construction has begun for the main quad to include seating, large presentation area, shade and learning areas in a modern design.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld R Childcare: Reoccurring monthly back up in staff bathroom. Action/plan, site to place work order.
Interior: Interior Surfaces	X			No items noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No items noted.
Electrical: Electrical	X			No items noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bld E Boys Locker: Handicapped shower leaking. Action/plan, site to place work order. Stadium Area & Tennis Courts: Fountain drains onto the cement. Action/plan, site to place work order.
Safety: Fire Safety, Hazardous Materials	X			No items noted.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Bld C: C107 & C207 still have leaks through the walls. District is already aware of the issue and has been trying to fix the problem with no luck. Action/plan, Facilities is still working on this. Tennis Courts: Courts need to be resurfaced. Action/plan, site to place work order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Cafeteria Bld: Crack in window above the overhang East wall. Action/plan, site to place work order. Football Field: Turf damage. Action/plan, site to place work order. Track Area: Track damage. Action/plan, site to place work order. Baseball Fields: Field has soft spots where dirt has eroded and it is only roots. Action/plan, site to place work order. Pedestrian Walkways: Cement is lifting in a number of areas which may cause tripping. Action/plan, site to place work order. Parking Lots: Potholes needs to be filled everything needs to be resurfaced (cracks and loose gravel). Action/plan, site to place work order.

Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison								
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	45	39	37	54	50	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	10.9	36.6	40.2

* 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.

	2015-16 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	44	53	59	61	44	48
Math	28	26	37	38	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	508	468	92.1	37.0
Male	265	243	91.7	39.9
Female	243	225	92.6	33.8
Asian	181	177	97.8	54.8
Filipino	14	13	92.9	23.1
Hispanic or Latino	289	260	90.0	23.9
White	12	8	66.7	87.5
Socioeconomically Disadvantaged	355	328	92.4	32.6
English Learners	127	117	92.1	5.1
Students with Disabilities	34	28	82.4	7.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		**Percent of Students**	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	11	461	427	92.6	53.1
Male	11	215	199	92.6	48.5
Female	11	246	228	92.7	57.1
Black or African American	11	12	10	83.3	20.0
Asian	11	144	139	96.5	71.2
Filipino	11	15	15	100.0	73.3
Hispanic or Latino	11	277	252	91.0	42.7
Socioeconomically Disadvantaged	11	326	304	93.3	50.8
English Learners	11	106	98	92.5	11.7
Students with Disabilities	11	37	31	83.8	10.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		**Percent of Students**	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	11	461	419	90.9	25.7
Male	11	215	194	90.2	27.2
Female	11	246	225	91.5	24.4
Black or African American	11	12	10	83.3	10.0
Asian	11	144	139	96.5	56.5
Filipino	11	15	15	100.0	33.3
Hispanic or Latino	11	277	245	88.5	8.8
Socioeconomically Disadvantaged	11	326	296	90.8	25.7
English Learners	11	106	95	89.6	12.0
Students with Disabilities	11	37	30	81.1	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Andrew P Hill has a Parent and Community Involvement Specialist, Mrs. Rita Luna and a Community Liaison, Mrs. Mai Doan to actively support parents and all stakeholders within our school setting. Both Mrs. Luna and Mrs. Doan organize numerous monthly parent groups such as the English Language Learner Advisory Committee (ELAC), Coffee with the Principal and Attendance Review Committee (ARC). They both assist our Counseling Department in providing two grade level parent information nights a year, for a total of eight meetings to review goals for preparing all students for college and career. Parents can find Mrs. Luna in the Principal's Office at (408)347-4294 and Mrs. Doan at (408)347-4174.

Andrew P. Hill is committed to including parents in the decision making process at the school site. The Andrew Hill School Site Council is the main governance body on campus. The committee includes parents, community members, students, administration, certificated staff, and classified staff members. This body is responsible for allocating categorical funds at the school site which are aligned the school goals as identified in the Single Plan for Student Achievement. The Council's primary function is in supporting socio-economically disadvantaged students, special needs students, and English Language Learners at the school site. The contact person for this group is the site Principal who can be reached at (408) 347-4110.

The English Language Learner Advisory Committee (ELAC) is another governance body of elected parent and elected student members who support English Learners at the school site. Parents of English Learners meet once a month to discuss various topics related to state, district and site educational decisions. These meetings are led and organized by our Parent and Community Involvement Specialist, Mrs. Rita Luna for Spanish speakers and our Community Liaison, Mai Doan for Vietnamese speakers. The contact person for this organization is the school Associate Principal, APED Monica Schneider, at (408)347-4130.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The 2016-2017 School Safety Plan which was created by the Safety Team Committee was reviewed and approved by the School Site Council and the East Side Union High School District Board of Trustees.

The safety plan is comprehensive, enforceable, and continuous: The process for our Behavior policy, Rules and regulations, Protocols for safety/emergency drills, Tardy policy, Attendance policy, Referral process are aligned with those of East Side Union High School District Policy. Additionally, Andrew Hill High School has for the past ten years implemented a Common Dress Policy on site. It also contains the yearly safety goals as determined by the students, staff, and parents. The goals for the 2016-2017 School Safety Plan are:

1) By January, 2017 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
2) By January 2017, there will be a 10% decrease in the number of incidents involving drugs, tobacco and alcohol use before, after or during the school day.
3) By January of 2017 there will be a decrease in the number of incidents related to EC 48900 (k) (disrupted school activities or willfully defied valid authority) by 20%.

The plan outlines protocols, systems, and procedures in the event of any/all emergencies. The Safety Plan and drill procedures are reviewed during the year with all staff. All drills are completed twice a year and the results are shared with staff. Safety alerts are shared with all staff as needed throughout the school year.

Members of the Safety Team attend the San Jose City Mayor's Gang Prevention Task Force and the Region 8 Safety meetings which are held monthly. These meetings include representatives from community agencies and local feeder schools, and provide us additional opportunities to eek out and coordinate additional support services for our students.

Because our staff is committed to support the whole student, we continue to provide non-academic support services . Our Student Multi-Services resources are coordinated by a full-time, licensed social worker. We partner with community based organizations to provide these services on-site and free of charge. The types of services provided reflect the needs of our current student population.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.2	3.7	3.5
Expulsions Rate	0.1	0.0	0.1
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		78.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	376.8

* 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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	28	28	26	18	11	23	44	44	54	24	25	8
Mathematics	27	28	25	23	12	18	29	21	44	30	23	10
Science	31	30	29	7	7	10	19	22	32	38	31	19
Social Science	28	29	28	16	10	9	24	30	46	31	30	12

* 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.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and consistently linked to the state's standards, district goals, the school's vision and mission statements. Andrew Hill staff members participate in these opportunities 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. Teachers and staff participate in staff development opportunities at the school and 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. Teachers who are beginning their professional career are provided assistance through BTSA, new teacher orientation and district Instructional Coaches.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Professional development activities for teachers reflect a best practices approach and provide opportunities for staff to align with Common Core State Standards. 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 weekly to focus on school wide goals, interdisciplinary teaching teams of professional learners, and department teams of professional learners. Collaboration meetings at Andrew Hill will take place in various settings: entire staff meeting, department meeting, subject course alike meeting and pathway/program meeting. Our team format is grounded in a Community Responsive forum where teachers reflect on the needs of our school community within their individual classroom setting.

The Andrew Hill Professional Development Committee created the Professional Development Plan for the 2016-17 school year that will focus on the Middle Years Program offered by the International Baccalaureate (IB) Program. After reviewing current IB Program data a decision was made to increase the number of possible IB students by focusing on the skills needed starting in ninth grade classes. Teachers and staff will participate in on-site and off-site workshop trainings throughout the academic year. A special Professional Development bell schedule will be used throughout the 2016-17 school year to provide additional two hour blocks of time for on-site trainings along with the weekly hour during Collaboration Thursdays. Professional Development will focus on establishing department specific rubrics to be used on common assignments that will be used by staff to identify possible strategies to improve student skill levels. The goal for 2016-17 is for each department to have used a four part Middle Years Program rubric on four assignments and to have calibrated their scoring by the end of the year. Additionally, each department will send at least one member to off-site Middle Years Program conferences this year and that number will increase each year after.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,847	$46,184
Mid-Range Teacher Salary	$85,132	$75,179
Highest Teacher Salary	$105,058	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		$124,243
Average Principal Salary (HS)	$140,146	$137,939
Superintendent Salary	$251,562	$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,013	$1,203	$6,810	$85,414
District	♦	♦	$6,960	$84,725
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			-2.2	5.6
Percent Difference: School Site/ State			27.3	14.0

*   Cells with ♦ do not require data.

Types of Services Funded

Falcon Wings Center
The center of our Student Services programs and resources. All students are welcome and can self refer or be referred for services by a staff member. Services include group and individual sessions facilitated by our social worker interns or our community based organizations.

Theory of Knowledge
An IB course for 11th grade students enrolled in the IB certificate or diploma program. The course is an IB requirement that promotes critical thinking and problem solving.

Falcon Professional Development Series
Supports Andrew Hill teachers in effectively implementing researched based instructional strategies in their classroom. Teachers have the opportunity to collaborate in order to align practices. The instructional practices of this series focus on the California Standards of the Teaching Profession for Classroom Management and Creating an Effective Classroom Environment.

Math Center
The Math Center is a space where all students are accepted and supported in developing their math skills. It is the goal of the Math Center to assist all students in mastering math skills for all math classes.

Literacy Team Workshops
Supports Andrew Hill teachers in practicing and exploring literacy strategies for the entire campus to use. The Literacy Team is composed of a Math, Science and English teacher that focus on developing the implementation and effectiveness of literacy strategies.

Writing Center
The Writing Center is a space where all students are accepted and supported in developing their writing skills. It is the goal of the writing center to have all students gain proficiency and strive toward excellence in their writing.

College and Career Center
Students use the College and Career Center to access information for scholarships, academic and career opportunities post high school. After school students can work with CAL-SOAP college tutors for assistance with their homework or other class assignments.

ELD Homework and Study Skills Center
Students use the ELD Study Skills Support before or after school to practice their English language development through online support systems.

Physical Education- Weight Training After School
Students use the weight room after school to provide additional opportunities for mental, emotional and physical health improvements. Some students can also complete make-up assignments for Physical Education class during this timeframe.

After School Supper Program
Food Service provides a free meal to any interested student during the hour right after the last class period. Any student staying on campus for projects, homework time, club meetings and centers listed above are eligible for the free food.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Andrew P. Hill High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	17.90	16.10	17.10
Graduation Rate	77.85	78.88	79.26
East Side Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	125
% of pupils completing a CTE program and earning a high school diploma	73%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.07
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.4

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	2	♦
Science	1	♦
Social Science	1	♦
All courses	6	7

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	80	83	86
Black or African American	83	78	78
American Indian or Alaska Native	0	67	78
Asian	90	94	93
Filipino	90	92	93
Hispanic or Latino	71	74	83
Native Hawaiian/Pacific Islander	67	79	85
White	95	90	91
Two or More Races	100	91	89
Socioeconomically Disadvantaged	72	66	66
English Learners	57	55	54
Students with Disabilities	79	78	78

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students. The primary representative of the district's CTE advisory committee is Timothy Nguyen who works with representatives from the following industries; Arts, media and entertainment, building and construction trades, business and finance, education, child development and family services, engineering and architecture, health science and medical technology, hospitality, tourism and recreation, marketing sales and service, public services, and transportation.

The Andrew Hill programs fit within the instructional day, taking either the place of a core academic course, an elective, or an additional course offered after school in conjunction with a local community college. Many of these courses are incorporated into larger academies with teams of teachers regularly meeting to review student progress and offer supports for those students who are struggling as well as evaluating the progress of students through the program.

Courses/Programs include:

Biotechnology:
Biotechnology

Health & Human Services:
Health Careers
Elements of Nursing
Pharmacy Clerk
Medical Terminology
Certified Nursing Assistant

Multi Media:
Multimedia 1
Digital Video & Multimedia 2
Multimedia 3

Family and Consumer Sciences:
Nutrition/health/Foods
International Cuisine

Additionally, students are able to sign up to take courses at the Silicon Valley Career Technical Education Center (SVCTEC) where they can enroll in a variety of programs including, but not limited to, Forensic Sciences, Veterinary Tech., and Auto Body Repair.

Our measurable outcomes include student grades, college acceptance rates, CST scores, SBAC scores, CAHSEE passing rates, student retention rates, graduation rates, and A-G eligibility. These are evaluated year over year by program coordinators to assess success rates of the programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.