



Andrew P. Hill High School

3200 Senter Rd. • San Jose, CA, 95111 • 408.347.4100 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



East Side Union High School District

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District Governing Board

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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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	472
Grade 10	495
Grade 11	465
Grade 12	451
Total Enrollment	1,883

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	35.9
Filipino	3.1
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	0.2
White	1.4
Two or More Races	0.5
Socioeconomically Disadvantaged	69.9
English Learners	23.4
Students with Disabilities	8.7
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Andrew P. Hill High School	15-16	16-17	17-18
With Full Credential	83	82.4	82.6
Without Full Credential	5	2.4	2.6
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Andrew P. Hill High School	15-16	16-17	17-18
Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	2	1	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 1 – “The Language of Literature” Grade 9, McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10, McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – “Big Ideas Integrated Mathematics I,” Big Ideas Learning, LLC 2016 CCSS Math 2 – “Big Ideas Integrated Mathematics II,” Big Ideas Learning, LLC 2016 CCSS Math 3 – “Big Ideas Integrated Mathematics III,” Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 IB Math - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Biology – CK-12 ESUHSD Biology (self published), 2017 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 IB Biology - Oxford Press 2014 IB Chemistry- Oxford Press 2014 IB Physics - Oxford Press 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Government Alive! Power, Politics and You” TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

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

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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. We have ten portables that serve as classrooms throughout each period of every school day. In addition, our newest building facility is the 100 building that was completed in Spring 2015. The 100 building includes art classrooms, computer labs, general classrooms and lab science classrooms with an interior hallway with display cases.

Modernization Projects

During the 2016-2017 school year, local Measure E, state matching funds and Emergency Repair Funds were used to renovate and repair existing facilities. The main quad is being renovated to include seating, large presentation area, shade and learning areas in a modern design that will be completed by December 2017. Windows in the main gym are being replaced and the original frame is getting repaired. Outdoor basketball courts are being renovated with the installation of new outdoor volleyball courts near the main gym. The following buildings had the roof renovated and replaced: Building D (cafeteria & Music Hall), Building K (Advisor's Office), boy's locker room, girl's locker room, small gym, main gym, 200 building, 300 building, 400 building and 500 building. Another completed project was the installation of new HVAC units in Building K, 200, 400 and 500 buildings.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/7/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg 500: HVAC is not operable and ventilation is extremely poor. Site to submit work order.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Bldg C: There is one portable where vermin was sighted and evidence of them being there. Site to submit work order.
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/7/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Stadium Area: Water fountain inside the stadium is not properly draining and results in water puddling along the pedestrian pathway. Site to submit work order.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Science Bldg: Roof is in need of repairs or re-chaulking around HVAC and other vents on the roof. Major water leaks happen during the rain season. Site to submit work order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	53	51	61	63	48	48
Math	26	25	38	39	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	37	50	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.4	31.9	36.9

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	463	413	89.2	50.61
Male	231	199	86.15	50.75
Female	232	214	92.24	50.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	179	171	95.53	61.99
Filipino	15	11	73.33	63.64
Hispanic or Latino	250	214	85.6	40.65
White	11	10	90.91	70
Socioeconomically Disadvantaged	312	279	89.42	48.75
English Learners	154	132	85.71	15.15
Students with Disabilities	31	22	70.97	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	465	427	91.83	25.24
Male	232	206	88.79	27.94
Female	233	221	94.85	22.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	179	177	98.88	47.46
Filipino	15	11	73.33	18.18
Hispanic or Latino	252	222	88.1	6.85
White	11	10	90.91	40
Socioeconomically Disadvantaged	313	287	91.69	24.3
English Learners	155	142	91.61	13.38
Students with Disabilities	31	23	74.19	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 State priority: School Climate (Priority 6):

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

School Safety Plan

The 2017-2018 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 2017-2018 School Safety Plan are:

- 1) By January, 2018 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
- 2) By January 2018, 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 2018 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 seek 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	2014-15	2015-16	2016-17
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	71.4	

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	376.6
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* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	26	24	11	22	26	44	47	44	25	4	2
Mathematics	28	24	20	12	13	11	21	16	12	23	6	
Science	30	29	28	7	10	10	22	32	39	31	19	12
Social Science	29	27	27	10	10	16	30	46	44	30	12	9

* 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 Induction, 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 2017-18 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 2017-18 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 2017-18 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	4%	5%

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

Types of Services Funded

Falcon Wings Center

Provides social-emotional support for all students and is located in the Administration building. 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.

IB Professional Development Office

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 using Approaches to Learning and Teaching from IB. 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.

Tutoring Center

The Tutoring Center is a space where all students are accepted and supported in developing their academic skills after school. Students have access to chromebooks, printers, textbooks, school supplies, peer tutors and teachers in this Center.

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 mentors to create and update possible post high school educational goals.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,472	\$1,100	\$7,372	\$90,139
District	♦	♦	\$7,573	\$87,300
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-2.7	6.4
Percent Difference: School Site/ State			29.9	15.8

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Andrew P. Hill High School	2013-14	2014-15	2015-16
Dropout Rate	16.1	17.1	13.1
Graduation Rate	78.88	79.26	82.72
East Side Union High School District	2013-14	2014-15	2015-16
Dropout Rate	12	11.7	10
Graduation Rate	82.86	83.03	85
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.25
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	36.78

* Where there are student course enrollments.

2016-17 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		♦
Social Science	1	♦
All courses	5	13.4

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	78.76	83.9	87.11
Black or African American	70	83.52	79.19
American Indian or Alaska Native	0	78.95	80.17
Asian	96.08	94	94.42
Filipino	91.67	93.32	93.76
Hispanic or Latino	68.54	75.63	84.58
Native Hawaiian/Pacific Islander	100	93.75	86.57
White	78.95	90.95	90.99
Two or More Races	100	87.14	90.59
Socioeconomically Disadvantaged	58.82	60.06	63.9
English Learners	41.96	48.6	55.44
Students with Disabilities	78.44	79.67	85.45
Foster Youth	42.86	39.02	68.19

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:

Health & Human Services:

Health Science Prep
 Elements of Nursing
 Pharmacy Clerk
 Medical Terminology
 Certified Nursing Assistant
 Personal & Community Health

Multi Media:

Multimedia 1
 Multimedia 2
 Digital Photo 1

Multimedia 3

Family and Consumer Sciences:

Nutrition/health/Foods

International Cuisine

Early Childhood

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.