



Andrew P. Hill High School

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

Jose H Hernandez, Principal

hernandezjo@esuhsd.org

<http://andrewphill.esuhsd.org/>

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



East Side Union High School District

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

District Governing Board

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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 Academy, Social Justice Academy and Puente Program.

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.

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

Internet Access

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

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	486
Grade 10	476
Grade 11	455
Grade 12	450
Total Enrollment	1,867

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	37.1
Filipino	3.2
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.3
White	0.7
Two or More Races	0.7
Socioeconomically Disadvantaged	71.7
English Learners	25.7
Students with Disabilities	9.7
Foster Youth	0.4
Homeless	3.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Andrew P. Hill High	17-18	18-19	19-20
With Full Credential	82.6	89.4	81.9
Without Full Credential	2.6	3	2.3
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Andrew P. Hill High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	40	46	48

Andrew P. Hill High School has been using a 2 hour Professional Development block of time along with weekly 1 hour collaboration blocks for staff to focus on data analysis, common unit lessons and instructional strategies. There has been an increase in the 2-hour blocks of time from 12 days in 2017-18 to 19 days in 2018-19 and 21 days in 2019-2020. Andrew P. Hill has been using these 2-hour blocks of time to create common unit lessons for all 9th and 10th grade classes as part of the IB Middle Years Program. Staff have been using this time to establish school wide expectations and the common language used in the IB Middle Years Program. The IB Middle Years Program was selected a key focus based on disproportionate data collected from the existing IB Diploma Program that is available for grades 11 and 12. In the last two years, some of the 2 hour blocks have been devoted to school wide common unit lessons that communicate expectations for school wide climate and culture. These 2 hour blocks have used a variety of delivery methods from department, subject matter cohort groups, grade level groups, conference presenters and individual mentoring. At the end of each semester time is spent sharing through gallery walks and other forms student data from common unit lessons as an entire staff along with IB Coordinators providing feedback for the common unit lessons.

The 1 hour blocks of time have remained consistent with 28 days in 2017-18, 27 days in 2018-19 and 27 days in 2019-2020. Staff participate in a rotating weekly 1 hour collaboration meeting every Thursday between: entire staff, department and pathway/program. The agenda focus for each type of meeting will depend on identified group needs by Administrators, Department Chairs and Pathway Coordinators. Professional development is delivered through numerous methods from department groups, subject matter cohorts, pathway groups and workshops depending on topics or needs. Support during implementation is provided by peer support for department and pathway focus areas and staff-administration meetings as needed. Time is devoted to analysis of summative data such as marking period grades, common unit lessons and unit/project specific focus areas.

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

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

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

Cleaning Process and Schedule

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

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: 09/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Identified stained / discolored ceiling tiles, site replacing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Found missing cover plate, replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Found drywall patch started but not finished in boys locker-room. Paint shop to finish repairs and paint.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	48	59	59	50	50
Math	23	25	38	39	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	16.4	26.5	39.4

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

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 2018-2019 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 2018-2019 School Safety Plan are:

- 1) By January, 2019 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
- 2) By January 2019, 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 2019 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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	439	411	93.62	48.17
Male	228	211	92.54	42.18
Female	211	200	94.79	54.55
Black or African American	--	--	--	--
Asian	169	165	97.63	66.06
Filipino	17	17	100.00	64.71
Hispanic or Latino	239	217	90.79	33.02
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	325	303	93.23	43.52
English Learners	145	131	90.34	12.21
Students with Disabilities	37	29	78.38	6.90
Students Receiving Migrant Education Services	--	--	--	--
Homeless	29	27	93.10	6.90

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Andrew P Hill has a Parent and Community Involvement Specialists, Mrs. Rita Luna and Mrs. Linh To to actively support parents and all stakeholders within our school setting. Both Mrs. Luna and Mrs. To 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 an evening and morning Marking Period Grade Conferences for all parents with a total of 5 being offered. Parents can find Mrs. Luna in the Principal's Office at (408)347-4294 and Mrs. To 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 School 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 Specialists, Mrs. Rita Luna for Spanish speakers and Linh To for Vietnamese speakers. The contact person for this organization is the school Associate Principal, APED Monica Schneider, at (408)347-4130.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	443	417	94.13	24.70
Male	230	213	92.61	28.64
Female	213	204	95.77	20.59
Black or African American	--	--	--	--
Asian	169	165	97.63	49.09
Filipino	17	17	100.00	11.76
Hispanic or Latino	243	223	91.77	7.62
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	328	307	93.60	22.15
English Learners	146	132	90.41	8.33
Students with Disabilities	37	30	81.08	3.33
Students Receiving Migrant Education Services	--	--	--	--
Homeless	29	27	93.10	6.90

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.0	4.2
Expulsions Rate	0.0	0.0	0.0

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

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	373.4

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	26	44	2	24	32	55	3	24	28	56	3
Mathematics	20	11	12		25	17	42	9	26	19	30	18
Science	28	10	39	12	28	11	35	14	26	16	42	4
Social Science	27	16	44	9	26	14	32	19	25	21	33	14

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

FY 2017-18 Teacher and Administrative Salaries

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

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,935	\$1,185	\$7,750	\$91,917
District	N/A	N/A	\$7,444	\$90,756
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.0	1.3
School Site/ State	16.3	8.4

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

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

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.

After School Safety & Enrichment for Teens (ASSETS)

Students have access to over 25 different courses/activities offered after school Monday-Friday. A popular option is the Hill Academy that is open Mondays, Tuesdays and Wednesdays with tutors (peers/adults) along with access to chromebooks, supplies, printers, etc. Students can also attend Weight Training after school that may support their PE classes. Over 150 students participate each day in one of the offered after school activities.

College Access Programs (College & Career Center)

Two University of California College Access Programs provide support to AHHS students via UC Berkeley's DCAC Program and UC Santa Cruz's Cal-SOAP Program. Each program has a specific group of students from each grade level but their activities are open to all AHHS students.

FAST (Future Advancers of Science and Technology)

Graduate students from Stanford University volunteer their time on specific Saturdays to mentor and support 100 AHHS students exploring science. AHHS students determine a topic or problem they want to research, explore and work towards understanding via science and/or technology. Students share their work at the district science fair and some advance to the County Science fair. Two projects advanced to the state science fair and one project advanced to a national science fair level.

HOSA (Health Occupations Students of America)

AHHS Medical Magnet students participate in the state HOSA activities and competitions that take place in March of each year. HOSA students are provided an activities calendar that will help prepare them for the state competitions.

Students advance from the state HOSA competitions to the national HOSA competitions when possible.

Emotional Disturbance (ED) Support Center

Provides social-emotional support for students in the ED Program based on their individual processing needs. The Center will focus on de-escalation and increasing processing time for each individual student. Services include group and individual sessions facilitated by ED Social Worker and/or Social Worker interns.

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)

Rate for Andrew P. Hill High School	2015-16	2016-17	2017-18
Dropout Rate	13.1	10.7	13
Graduation Rate	82.7	80.5	82.7

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

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

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.47

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science		N/A
Social Science	2	N/A
All courses	9	10.8

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

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