

Andrew P. Hill High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Andrew P. Hill High School
Street	3200 Senter Rd.
City, State, Zip	San Jose, CA, 95111
Phone Number	408.347.4100
Principal	Jose H Hernandez
Email Address	hernandezjo@esuhsd.org
School Website	http://andrewphill.esuhsd.org/
County-District-School (CDS) Code	43694274332995

2022-23 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

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 International Baccalaureate (IB) Middle Years and Diploma Programs. The process has been started to add the IB Careers-related Program for 11th and 12th grade to begin in 2023-24 school year. All 9th and 10th grade students are part of the IB Middle Years Program with courses focused on developing the Approaches to Learning Skills: communication, self-management, social, research and thinking. Students speak more than thirteen different languages and come from diverse cultural backgrounds. Andrew P. Hill High School supports college and career readiness by offering a variety of pathways/academies: Health and Medical Pathway, Multimedia Academy, Legal Practices 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	411
Grade 10	432
Grade 11	431
Grade 12	511
Total Enrollment	1,785

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.8
American Indian or Alaska Native	0.1
Asian	29.9
Black or African American	2.4
Filipino	3.6
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.1
White	2.4
English Learners	32.1
Foster Youth	0.4
Homeless	6.0
Migrant	0.4
Socioeconomically Disadvantaged	64.6
Students with Disabilities	13.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.70	81.63	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	2.14	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	4.75	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	2.35	25.50	2.25	12115.80	4.41
Unknown	7.60	9.13	60.90	5.39	18854.30	6.86
Total Teaching Positions	84.20	100.00	1131.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.50	77.08	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	5.20	6.27	35.40	3.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.40	5.29	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.86	25.60	2.24	11953.10	4.28
Unknown	7.90	9.46	60.90	5.32	15831.90	5.67
Total Teaching Positions	83.70	100.00	1145.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.60	0.00
Misassignments	2.30	4.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	4.40

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	1.30	1.50
Total Out-of-Field Teachers	1.90	1.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.70	4.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.20	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Andrew Hill High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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 – MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021	Yes	0%

Mathematics	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016</p> <p>CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016</p> <p>CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016</p> <p>Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015</p> <p>AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014</p> <p>AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014</p> <p>IB Math AA HL1 - "Mathematics for the IB Diploma: Analysis and Approaches SL," Hodder 2019</p> <p>IB Math AA HL 2 - "Mathematics for the IB Diploma: Analysis and Approaches HL," Hodder 2019</p> <p>IB Math AI HL 1 - "Mathematics for the IB Diploma: Applications and Interpretations SL," Hodder 2019</p> <p>IB Math AI HL 2 - "Mathematics for the IB Diploma: Applications and Interpretations HL," Hodder 2019</p>	Yes	0%
Science	<p>NGSS Biology - The Living Earth -- CK-12 eTextbook</p> <p>NGSS Chemistry in Earth's System – CK-12 eTextbook</p> <p>NGSS Physics of the Universe - CK-12 eTextbook</p> <p>Forensic Science - A Hands-on Introduction to Forensics Science, 2014</p> <p>Hole's Anatomy and Physiology - 9th edition, McGraw Hill</p> <p>IB Biology - Oxford Press 2014</p> <p>IB Chemistry- Oxford Press 2014</p> <p>IB Physics - Oxford Press 2014</p> <p>Physical Science Essentials - CK-12 eTextbook</p> <p>Living Earth Essentials - CK-12 eTextbook</p>	Yes	0%
History-Social Science	<p>World History – "Modern World History" McDougal-Littell 2003</p> <p>US History – "The American Vision" Glencoe/McGraw Hill 2006</p> <p>American Government – "Government Alive! Power, Politics and You" TCI 2014</p> <p>Economics – "Econ Alive! The Power to Choose" TCI 2015</p> <p>AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018</p> <p>AP US History - "America's History for the AP Course" Bedford 2014</p> <p>AP Government - "Government in America" Pearson Learning 2014</p> <p>AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014</p> <p>AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022</p> <p>AP Psychology - "Psychology for AP" Worth 2015</p> <p>World Geography - "Geography Alive!" TCI 2011</p>	Yes	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%

Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	Oct. 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		A few areas of drywall damage and ceiling tile damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			One restroom partition base rusted and missing urinal.
Safety: Fire Safety, Hazardous Materials	X			One blocked fire extinguisher.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	429	372	86.71	13.29	48.12
Female	235	209	88.94	11.06	51.67
Male	194	163	84.02	15.98	43.56
American Indian or Alaska Native	--	--	--	--	--
Asian	128	121	94.53	5.47	59.50
Black or African American	--	--	--	--	--
Filipino	19	18	94.74	5.26	55.56
Hispanic or Latino	260	213	81.92	18.08	38.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	114	83.21	16.79	6.14
Foster Youth	--	--	--	--	--
Homeless	32	29	90.63	9.37	20.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	237	198	83.54	16.46	46.97
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	47	79.66	20.34	8.51

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	429	369	86.01	13.99	16.26
Female	235	208	88.51	11.49	15.87
Male	194	161	82.99	17.01	16.77
American Indian or Alaska Native	--	--	--	--	--
Asian	128	120	93.75	6.25	30.83
Black or African American	--	--	--	--	--
Filipino	19	18	94.74	5.26	22.22
Hispanic or Latino	261	213	81.61	18.39	7.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	138	117	84.78	15.22	4.27
Foster Youth	--	--	--	--	--
Homeless	32	27	84.38	15.62	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	237	195	82.28	17.72	16.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	47	79.66	20.34	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.62	NT	37.64	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	882	653	74.04	25.96	15.62
Female	455	330	72.53	27.47	14.24
Male	426	322	75.59	24.41	17.08
American Indian or Alaska Native	--	--	--	--	--
Asian	317	220	69.4	30.6	24.09
Black or African American	21	17	80.95	19.05	5.88
Filipino	30	24	80	20	25
Hispanic or Latino	484	368	76.03	23.97	9.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	272	220	80.88	19.12	0.45
Foster Youth	--	--	--	--	--
Homeless	67	46	68.66	31.34	6.52
Military	0	0	0	0	0
Socioeconomically Disadvantaged	477	343	71.91	28.09	13.7
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	119	97	81.51	18.49	2.06

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	759
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.48
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	34.85

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	82%	85%	72%	83%	84%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Andrew P Hill has a Parent and Community Involvement Specialists, Mrs. Rita Luna and Mrs. Yen Napolitan to actively support parents and all stakeholders within our school setting. Both Mrs. Luna and Mrs. Napolitan 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. Saturday Parent Workshops (8:45am-9:45am) are also provided by both Mrs. Luna and Mrs. Napolitan over 7 selected dates for the entire 2022-23 school year. Parents can find both in C-106 or by phone Mrs. Luna at (408)347-4294 and Mrs. Napolitan 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

2022-23 Opportunities for Parental Involvement

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 Yen Napolitan for Vietnamese speakers. The contact person for this organization is the school Associate Principal, APED Monica Schneider, at (408)347-4130.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		11	14.3		14.5	13.6		8.9	7.8
Graduation Rate		84.2	80.5		78.4	81.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	467	376	80.5
Female	229	191	83.4
Male	238	185	77.7
American Indian or Alaska Native	--	--	--
Asian	188	167	88.8
Black or African American	12	9	75.0
Filipino	11	10	90.9
Hispanic or Latino	238	176	73.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	165	109	66.1
Foster Youth	--	--	--
Homeless	57	36	63.2
Socioeconomically Disadvantaged	393	309	78.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	62	46	74.2

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1956	1912	526	27.5
Female	967	942	261	27.7
Male	988	969	265	27.3
American Indian or Alaska Native	4	4	2	50.0
Asian	558	552	61	11.1
Black or African American	45	44	11	25.0
Filipino	66	64	10	15.6
Hispanic or Latino	1203	1174	415	35.3
Native Hawaiian or Pacific Islander	9	7	4	57.1
Two or More Races	22	21	8	38.1
White	46	44	15	34.1
English Learners	672	657	187	28.5
Foster Youth	8	8	5	62.5
Homeless	163	155	47	30.3
Socioeconomically Disadvantaged	1357	1330	404	30.4
Students Receiving Migrant Education Services	7	7	5	71.4
Students with Disabilities	260	251	109	43.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.14	2.87	2.45
Expulsions	0.10	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.06	0.03	3.41	0.20	3.17
Expulsions	0.00	0.05	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.06	0.05
Female	3.93	0.00
Male	6.17	0.10
American Indian or Alaska Native	0.00	0.00
Asian	1.25	0.00
Black or African American	4.44	0.00
Filipino	4.55	0.00
Hispanic or Latino	6.82	0.08
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	4.35	0.00
English Learners	6.25	0.15
Foster Youth	0.00	0.00
Homeless	7.98	0.00
Socioeconomically Disadvantaged	5.97	0.07
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.08	0.38

2022-23 School Safety Plan

The 2022-2023 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. It also contains the yearly safety goals as determined by the students, staff, and parents. The goals for the 2022-2023 School Safety Plan are:

- 1) By January, 2023 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
- 2) By January 2023, 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 2023 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. A new electronic bell and warning system was installed that allows site staff to share safety alerts as quickly as possible.

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. Community Based Organizations like New Hope have been providing daily support, student interactions and updates since the 2021-22 school year.

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. East Side Union High School District provided a second full-time Social Worker position starting in the 2022-23 school year. We also have a partnership with Santa Clara County Office of Education to provide a Wellness and Mental Health Center along with outside community agencies since the 2021-22 school year. The types of services provided reflect the needs of our current student population and are free of charge.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	23	62	1
Mathematics	26	19	24	24
Science	27	13	34	13
Social Science	27	13	33	18

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	35	54	3
Mathematics	25	22	31	17
Science	26	18	38	5
Social Science	26	17	30	16

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	33	49	5
Mathematics	25	20	33	11
Science	25	19	35	4
Social Science	25	22	24	19

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	446.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,881	\$2,508	\$8,373	\$102,810
District	N/A	N/A	\$7,916	\$100,753
Percent Difference - School Site and District	N/A	N/A	5.6	2.0
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	23.8	8.8

2021-22 Types of Services Funded

Wellness and Mental Health Center

Provides social-emotional and mental health support for all students and is located in room 403. 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 for the Middle Years Program (MYP) and Diploma Program (DP). 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. New this year is the 10,000 Degrees College Access Program. Each program has a specific group of students from each grade level but their activities are open to all AHHS students. All three programs are located in C-108.

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.

Therapeutic Classroom (TC) Support Center

Provides social-emotional support for students in the TC/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 TC/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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Andrew P. Hill High School has been using a 90-minute 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 PD blocks of time from 12 days in 2017-18 to now 40 days in 2022-2023. Andrew P. Hill has been using these PD blocks of time to create common unit lessons for all 9th and 10th grade classes as part of the IB Middle Years Program. These MYP common unit lessons focus on developing the Approaches to Learning (ATL) Skills students will need as life long learners: communication, self-management, social, research and thinking. Staff have been using this time to establish school wide expectations and the common skills 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. These PD 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, and 25 days in 2022-23. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	34	46	40