Andrew P. Hill High School

3200 Senter Rd. • San Jose, CA, 95111 • 408.347.4100 • Grades 9-12
Bettina Lopez, Principal
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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.4100.

School Description

Andrew P. Hill High School was one of the first school's to open in the East Side Union High School District, as such, the school has a very dedicated and committed extended community that participates whole-heartedly within the school community.

The diversity within our student population promotes the acceptance of the cultures, beliefs, and ideas of all students. Our staff is committed to supporting all students in planning for their future.

Opportunities for Parental Involvement

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 School Plan. 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 ELAC Advisory Committee.is another governance body of elected parent and elected student members who support English Learners at the school site. The contact person for this organization is the school Associate Principal, APA, Gilbert Rodriguez, at (408)347-4120.

In addition to the School Site Council, the school site has made an extended effort in promoting parental involvement on campus through the various parent organizations. Each of the parent organizations meet regularly on campus as they focus in interest areas specifically identified by their members. The Andrew Hill African American Parent Organization strives to promote the involvement of African American Parents whose children are struggling academically. The organization instills the belief in promoting cultural pride and offering opportunities for youth leadership. The contact person for this organization is Ms. Myla Perkins who can be reached at (408)347-4100. The Falcon Coalicion de Padres Latinos is the parent organization which represents Spanish speaking parents and their students. The focus of the group is to assist parents in navigating the school in order to support their students while they attend Andrew P. Hill High School. Freshmen parents are encouraged to participate in Parent Empowerment classes in order to assist them in becoming advocates and leaders within the school. The group meets on campus on a monthly basis, the contact person for this organization is Principal, Bettina Lopez at (408)347-4110. The Vietnamese Parent Group serves Vietnamese Speaking families at the school site. The focus of the organization is assisting parents in monitoring a four year educational plan for their students. This parent group is committed to serving the Vietnamese community within the area. The contact person for this group is Ms. BaoVy Nguyen who can be reached at (408)347-4168.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	561
Gr. 10	572
Gr. 11	518
Gr. 12	585
Total	2,236

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	32.3
Filipino	3.8
Hispanic or Latino	56.4
Native Hawaiian/Pacific Islander	0.6
White	3.4
Two or More Races	0.8
Socioeconomically Disadvantaged	65.6
English Learners	51.7
Students with Disabilities	9.7

Average Class Size and Class Size Distribution												
Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	26.1	27	28.4	29	18	12	61	40	37	6	28	28
Math	24.3	27.5	27.1	45	27	18	46	21	28	10	35	30
Science	28.5	32	31.3	9	5	5	37	7	20	10	43	33
SS	28.9	30	28.9	4	8	8	50	15	18	12	28	26

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	18.04	15.87	21.69
Expulsions Rate	0.34	0.52	0.2
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Andrew Hill High last reviewed the School Safety Plan with the Andrew Hill Safety team The Safety Team Committee submitted the School Safety Plan for 2011-2012 to the School Site Council for review and submission to the East Side Union High School District Board for approval.

Andrew Hill has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The goals for the 2011-2012 School Safety Plan are:

1) Reduce the number of referrals reporting incidents of Defiance, Insubordination, Harassment, and Intimidation/Bullying by 20%.
2) Reduce the number of referrals reporting Truancy and Tardiness by 30%.
3) Reduce the number of reported incidents of common dress Violations by 20%.

The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.

The 2011-2012 Andrew Hill High School Site Safety Plan has a 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 also 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.

The Andrew P. Hill Safety Team regularly attends the SJC Mayor's Gang Task Force and the Region 8 Safety Meetings along with community agencies and local feeder schools.

The Student Multi-Services resources available on site are in partnership with local community based organizations. These resources vary depending on the need of our student population. Andrew Hill is committed to serving the whole student.

School Facility Conditions and Planned Improvements (School Year 2012-13)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: October 2012

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

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

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

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

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

Modernization Projects
During the 2005-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities.

The renovation included the modernization of the athletic stadium and field. The school site has a fully functioning gated stadium with the addition of night time stadium lights added to the facility, new bleachers, a press box, a ticket booth, and an upgraded track and field.

A newly constructed Child Care Center is now located on the south side of the campus. The center includes a pick up/drop off area, enclosed playground facilities, and a modernized Child Care facility that serves the community. Andrew Hill students assist by enrolling in an Early Childhood Development course while Childcare students are also served by the Health Care Center on campus.

In late February of 2008 the new "C" building opened on campus. The building includes fifteen fully equipped classrooms, collaboration rooms, resource rooms, conference rooms, offices spaces, and a computer lab. The two story structure will have wireless access as does the rest of the school campus. The building is located at the front of the school and the construction included beautification at the front entrance of the school campus such as decorative fencing at the entrance of the school.

In addition, as part of the 2008 renovation schedule, the cafeteria was remodeled and updated. The renovation included a newly configured service area, new flooring and kitchen equipment, and an extended kitchen area.

Maintenance Projects
The 100 building is part of the original campus construction which is a curb site facility that serves as a main entrance to the school. This facility is a two story enclosed structure that houses classrooms for various departments. In the summer of 2007 minor aesthetic maintenance served to upgrade the physical appearance of the facilities.

Measure E Approved Construction:
The Andrew Hill Measure E Committee has submitted recommendations to the Andrew Hill School Site Council for proposed projects given Measure E funds. The Andrew Hill School Site Council submitted the proposed recommendations to the East Side Union High School District Board.

Pending 100 Building construction includes the addition of a specialized classroom building that includes Art classrooms and the possibility of additional Science Lab classrooms. This project is scheduled to begin in the Summer of 2013.

The school updated athletic facilities to meet Title IX requirements which include a Varsity Room for Girl's Athletics, a softball dug out, and an upgrade to the girl's and boy's locker rooms.

In addition the Andrew Hill practice field, between the Tennis courts and the Football stadium, has been reseeded (completion November 2012).

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	New heating units were installed in the boys' and girls' locker rooms; completed in 2012. The fume reported not working - will schedule a repair person next week. The 100 building will have new units installed through modernization next year. We will be replacing HVAC units in the science building by the summer of 2014. Storm line by ROTC needs to be repaired. This is scheduled to be completed by the summer of 2013.
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	Some classroom flooring will be replaced in the summer of 2013. The multi-purpose classroom has damaged ceiling tiles. These are scheduled to be replaced during the 2012-13 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	We have a pest control company spraying annually. The school has a problem with stray cats. We are working with animal control to take care of the problem.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	There are electrical covers missing on campus. This will be done in 2012/13. The district will be working on preventive electrical maintenance in the summer of 2013.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Drinking fountains are repaired when needed. Old pipe that feeds the 500 building needs to be replaced. This is scheduled to be repaired during the 2013 winter break.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	The gym bleachers were replaced in the summer of 2012.

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Exterior and interior doors in both girls and boys locker rooms have been replaced. The 100 building, library and multi-purpose building doors will be replaced during future remodeling. This should be done by 2014 or 2015. Main entry doors to the gym and restroom doors, administration building doors custodian room door and the back door to room 604 will be replaced by summer of 2013-14. Asphalt repairs and seal coating to be completed in the summer of 2013. The cement planter needs to be replaced. This is scheduled to be completed in the summer of 2013. The multi-use field needs new sod. This is currently being done. Scheduled to be completed by January 2013.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	100	100	85.6
Without Full Credential	7	3	4.8
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	935.3
Without Full Credential	♦	♦	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	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.

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur 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. Not only do teachers and staff participate in staff development opportunities at the school, but 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. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. 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 to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the FitnessGram data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.54	6.46
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.8
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1242

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,674	$1,815	$4,859	$77,859
District	◆	◆	$5,234	$77,458
State	◆	◆	$5,455	$70,792
Percent Difference: School Site/District			-7.7%	2.8%
Percent Difference: School Site/ State			-12.3%	9.1%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,104	$42,660
Mid-Range Teacher Salary	$74,444	$69,198
Highest Teacher Salary	$95,445	$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,140
Average Principal Salary (HS)	$126,498	$127,707
Superintendent Salary	$215,844	$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	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 (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Falcon Wings Center

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

English Learner Classroom Support

Andrew Hill has two bilingual educators that support English Learners in core subject area classrooms. Para educators support Spanish Speaking and Vietnamese speaking students in their mainstream classes by assisting the subject area teacher.

Theory of Knowledge

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

CAHSEE Math Preparation
Students use an interactive web-based program in order to prepare for the Math portion of the California High School Exit Exam. The after school program targets 11th and 12th graders who need additional support.

Falcon Professional Development Series
Supports Andrew Hill teachers in effectively implementing researched based instructional strategies in their classroom. Teachers have the opportunity to collaborate in order to align practices.

Falcon New Teacher Series
A part of the Andrew Hill Professional Development program that supports teacher instruction. This series provides support for new teachers to the Andrew Hill campus. The instructional practices of this series focus on the California Standards of the Teaching Profession for Classroom Management and Creating an Effective Classroom Environment.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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 English 4 – "The Language of Literature World Literature" McDougal Littell 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougal Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001,03,04 Biology – "Modern Biology"; "Biology" Holt 2002 ,2004 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000,02 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Science labs are adequately equipped

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced							
Subject	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	39	38	42	48	49	50	52	54	56
Math	20	20	21	27	30	29	48	50	51
Science	35	39	45	46	50	52	54	57	60
H-SS	31	30	38	39	43	43	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	29	52	43
All Student at the School	42	21	45	38
Male	39	22	44	41
Female	46	20	45	35
Black or African American	30	8	21	25
American Indian or Alaska Native				
Asian	63	42	65	57
Filipino	58	20	77	51
Hispanic or Latino	30	9	33	27
Native Hawaiian/Pacific Islander				
White	47	29	62	38
Two or More Races	56	13		64
Socioeconomically Disadvantaged	39	18	42	36
English Learners	4	8	5	7
Students with Disabilities	4	1	7	8
Students Receiving Migrant Education Services	21	7		25

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	7.2	30.2	51.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-3	9	26
Black or African American			
American Indian or Alaska Native			
Asian	14	-8	33
Filipino			
Hispanic or Latino	-9	22	23
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	-3	20
English Learners	-12	10	44
Students with Disabilities	-17	30	14

Table title: API Growth by Student Group – Three-Year Comparison

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	3	3
Similar Schools	2	1	1

Table title: Academic Performance Index Ranks - Three-Year Comparison

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		12
Percent of Schools Currently in Program Improvement		57.1

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,488	16,761	4,664,264
	API-G	714	748	788
Black or African American	Students	34	541	313,201
	API-G	666	675	710
American Indian or Alaska Native	Students	1	61	31,606
	API-G		699	742
Asian	Students	491	5,514	404,670
	API-G	836	859	905
Filipino	Students	55	1,485	124,824
	API-G	777	803	869
Hispanic or Latino	Students	844	7,489	2,425,230
	API-G	640	653	740
Native Hawaiian/ Pacific Islander	Students	5	117	26,563
	API-G		692	775
White	Students	43	1,353	1,221,860
	API-G	753	789	853
Two or More Races	Students	15	165	88,428
	API-G	771	784	849
Socioeconomically Disadvantaged	Students	1,088	9,107	2,779,680
	API-G	693	696	737
English Learners	Students	804	6,849	1,530,297
	API-G	642	667	716
Students with Disabilities	Students	131	1,554	530,935
	API-G	401	455	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	79.4	85.0	---
Black or African American	83.3	85.6	---
American Indian or Alaska Native	100	80.0	---
Asian	90.2	93.1	---
Filipino	84.0	92.1	---
Hispanic or Latino	69.4	76.3	---
Native Hawaiian/Pacific Islander	100	85.7	---
White	83.3	89.1	---
Two or More Races	100	80.4	---
Socioeconomically Disadvantaged	69.7	73.2	---
English Learners	59.1	57.4	---
Students with Disabilities	58.7	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	4.2	20.3	17.1
Graduation Rate	78.34	77.89	73.35
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	44	47	45
Mathematics	46	50	48
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	6	---
Mathematics	3	---
Science	4	---
Social Science	3	---
All courses	16	3.8

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	46	21	33	39	34	27
All Students at the School	55	19	26	52	28	20
Male	57	16	26	51	27	21
Female	52	23	26	52	29	19
Black or African American						
American Indian or Alaska Native						
Asian	32	23	46	18	40	42
Filipino	43	21	36	36	43	21
Hispanic or Latino	66	18	16	69	24	7
Native Hawaiian/Pacific Islander						
White	62	8	31	50	0	50
Two or More Races	50	25	25	67	8	25
Socioeconomically Disadvantaged	57	19	24	55	28	18
English Learners	97	2	1	86	11	3
Students with Disabilities	100	0	0	90	7	3
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	288
Percent of pupils completing a CTE program and earning a high school diploma	95%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	10%

Courses for University of California and/or California State University	
UC/CSU Course Measure	**Percent**
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	74.8
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	34.7

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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.

Courses/Programs include:

- Biotechnology:
  - Biology for Biotech
  - Biotechnology
  - P-Chemistry/Biotech

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

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