



Andrew P. Hill High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



East Side Union High School District

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District Governing Board

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Educational Services**

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School Description

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

The mission of AHHS is to educate the whole person. We ensure an outstanding, dynamic learning environment where our students succeed. We recognize and nurture the unique talents and gifts of our students as individuals. We vigorously prepare our students for post-secondary degrees, life's journey, the 21st century workforce, and diverse global society.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 408.347.4100 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 504 |
| Grade 10 | 502 |
| Grade 11 | 483 |
| Grade 12 | 526 |
| Total Enrollment | 2,015 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 31.3 |
| Filipino | 3.1 |
| Hispanic or Latino | 58.8 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 3 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 70.7 |
| English Learners | 21.7 |
| Students with Disabilities | 9.4 |
| Foster Youth | 0.9 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|--|-------|-------|-------|
| Andrew P. Hill High School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 97 | 90 | 83 |
| Without Full Credential | 1 | 2 | 5 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| East Side Union High School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 948 |
| Without Full Credential | ♦ | ♦ | 59 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Andrew P. Hill High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 1 | 2 |
| Total Teacher Misassignments | 0 | 1 | 2 |
| Vacant Teacher Positions | 0 | 0 | 2 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 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 | 95.3 | 4.7 |
| Districtwide | | |
| All Schools | 94.3 | 5.7 |
| High-Poverty Schools | 93.2 | 6.9 |
| Low-Poverty Schools | 97.5 | 2.5 |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|---|
| Reading/Language Arts | <p>English 1 – “The Language of Literature” Grade 9, McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10, McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Mathematics | <p>Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – “Geometry” McDougal Littell 2007 Algebra II – “Algebra 2” McDougal Littell 2007 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science | <p>Biology – CK-12 ESUHSD Biology (self published), 2015 Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000,02 Physics - “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06 Forensic Science- Criminalistics, Prentice Hall, 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| History-Social Science | <p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Magruder’s American Government” Prentice Hall 1997 Economics – “Holt Economics” Holt 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Health | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Visual and Performing Arts | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Science Laboratory Equipment | <p>Science labs are adequately equipped</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Age Of School Buildings

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

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

Modernization Projects

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

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

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

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

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

Measure E Approved Construction:

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

Construction of the 100 Building construction is currently in progress and 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 be completed by the end of 2014 in.

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 (Most Recent Year)
Year and month in which data were collected: July 2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | | X | Bld 200: Several classrooms have AC issues. Action/plan, site to place work order and M&O will schedule the repair. Bld R Childcare: Continued clog in the bathroom. Action/plan, site to place work order and M&O will schedule the repair. |
| Interior: Interior Surfaces | | | X | Bld 500: Will become the drama classroom this summer. Painting work to be completed. Action/plan, site to place work order and M&O will schedule the repair. Bld 600: Linoleum in JROTC area needs replacement. Action/plan, site to place work order and M&O will schedule the repair. Bld E Boys Locker: Tiles loose near the base of the lockers. Action/plan, site to place work order and M&O will schedule the repair. Bld R Childcare: Linoleum needs replacement. Action/plan, site to place work order and M&O will schedule the repair. Football Field: Turf has a rip. Action/plan, site to place work order and M&O will schedule the repair. Basketball Courts: Floor being resurfaced in the summer. FYI only. Tennis Courts: Floors need resurfacing. Action/plan, site to place work order and M&O will schedule the repair. Quad Areas: Quad will be modernized in the 2015/16 school year. FYI only. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | X | | Quad Areas: Cat infestation continues. Action/plan, site to stop feeding the stray cats. |
| Electrical: Electrical | | | X | Bld 500: Will become the drama classroom this summer. Electrical work to be completed. Action/plan, site to place work order and M&O will schedule the repair. Bld C: Circuit breaker trips off in C201, C203 & C208. Action/plan, site to place work order and M&O will schedule the repair. Stadium Area: Electrical access in the ground need covers. Bollards need replacement. Action/plan, site to place work order and M&O will schedule the repair. Basketball Courts, Tennis Courts & Soccer Fields: Need lights. Action/plan, site to place work order and M&O will schedule the repair. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | Bld 200: Linoleum needs to be replaced. Action/plan, site to place work order and M&O will schedule the repair. Science Bld: Faucets and sinks are loose. Action/plan, site to place work order and M&O will schedule the repair. Gymnasium Complex: Replace linoleum in bathrooms. Action/plan, site to place work order and M&O will schedule the repair. Bld E Boys Locker & Bld L Girls Locker: 8 shower heads clogged and urinals need replacement. Action/plan, site to place work order and M&O will schedule the repair. Pedestrian Walkways: Water fountains need repair or replacement. Action/plan, site to place work order and M&O will schedule the repair. Quad Areas: Item noted but no comments. Action/plan, site to place work order and M&O will schedule the repair. |
| Safety: Fire Safety, Hazardous Materials | | | X | Cafeteria Bld & Gymnasium Complex: Needs fire hose replaced. Action/plan, site to place work order and M&O will schedule the repair via outside vendor. Football Field: Smoke alarm in the press box needs replacement (it was removed). Action/plan, site to place work order and M&O will schedule the repair. |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2015

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | | | X | Administration: Principal's office has a leak. Action/plan, site to place work order and M&O will schedule the repair. Bld 200: Room 212 has a leak. Action/plan, site to place work order and M&O will schedule the repair. Bld C: Leaks in different classrooms C20, C107 & C207. Action/plan, site to place work order and M&O will schedule the repair. Science Bld: Ceiling tiles in prep room need replacement. Leak in S201. Action/plan, site to place work order and M&O will schedule the repair. Gymnasium Complex: Water leaks from ropes 10 (?). Action/plan, site to place work order and M&O will schedule the repair. Bld E Boys Locker: 12 lockers are rusted (old) and need replacement. Action/plan, site to place work order and M&O will schedule the repair. Bld C Portables: Portables C1-C8 will be removed. The rest of the portables need to be outfitted to become proper classrooms. C15 and C10 have leaks. Action/plan, site to place work order and M&O will schedule the repair. Pedestrian Walkways: Cracks in the cement flooring and gutters need repair. Action/plan, site to place work order and M&O will schedule the repair. Quad Areas: Item noted but no comments. Action/plan, site to place work order and M&O will schedule the repair. Swimming Pools: Some of the storm drains have gaps that need to be closed. Action/plan, site to place work order and M&O will schedule the repair. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | Soccer Fields: Need dirt added to be leveled and more seed to repair holes. Action/plan, site to place work order and M&O will schedule the repair. Softball Fields: Storm drain will be addressed this summer. FYI only. Quad Areas: Item noted but no comments. Action/plan, site to place work order and M&O will schedule the repair. |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | | X |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 36 | 59 | 44 |
| Math | 25 | 38 | 33 |

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

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 45 | 45 | 39 | 52 | 54 | 50 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 4.30 | 30.50 | 54.80 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 50 |
| All Student at the School | 39 |
| Male | 44 |
| Female | 35 |
| Black or African American | -- |
| Asian | 61 |
| Filipino | 76 |
| Hispanic or Latino | 28 |
| Native Hawaiian or Pacific Islander | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 2 |
| English Learners | 9 |
| Students with Disabilities | 31 |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 486 | 358 | 73.7 | 25 | 22 | 23 | 13 |
| Male | 11 | 486 | 188 | 38.7 | 27 | 22 | 22 | 12 |
| Female | 11 | 486 | 170 | 35.0 | 22 | 22 | 24 | 15 |
| Black or African American | 11 | 486 | 8 | 1.6 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 486 | 1 | 0.2 | -- | -- | -- | -- |
| Asian | 11 | 486 | 121 | 24.9 | 22 | 17 | 26 | 24 |
| Filipino | 11 | 486 | 10 | 2.1 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 486 | 204 | 42.0 | 26 | 26 | 22 | 7 |
| Native Hawaiian or Pacific Islander | 11 | 486 | 2 | 0.4 | -- | -- | -- | -- |
| White | 11 | 486 | 10 | 2.1 | -- | -- | -- | -- |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Two or More Races | 11 | 486 | 2 | 0.4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 486 | 145 | 29.8 | 33 | 23 | 19 | 10 |
| Students with Disabilities | 11 | 486 | 34 | 7.0 | 62 | 21 | 0 | 3 |
| Students Receiving Migrant Education Services | 11 | 486 | 6 | 1.2 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 11 | 486 | 284 | 58.4 | 39 | 23 | 17 | 8 |
| Male | 11 | 486 | 149 | 30.7 | 42 | 19 | 14 | 11 |
| Female | 11 | 486 | 135 | 27.8 | 36 | 28 | 19 | 4 |
| Black or African American | 11 | 486 | 6 | 1.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 486 | 0 | 0.0 | -- | -- | -- | -- |
| Asian | 11 | 486 | 104 | 21.4 | 18 | 30 | 29 | 13 |
| Filipino | 11 | 486 | 7 | 1.4 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 486 | 159 | 32.7 | 52 | 19 | 11 | 4 |
| Native Hawaiian or Pacific Islander | 11 | 486 | 2 | 0.4 | -- | -- | -- | -- |
| White | 11 | 486 | 4 | 0.8 | -- | -- | -- | -- |
| Two or More Races | 11 | 486 | 2 | 0.4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 486 | 120 | 24.7 | 49 | 20 | 10 | 8 |
| Students with Disabilities | 11 | 486 | 28 | 5.8 | 89 | 0 | 0 | 4 |
| Students Receiving Migrant Education Services | 11 | 486 | 5 | 1.0 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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

The English Language Learner Advisory Committee (ELAC) is another governance body of elected parent and elected student members who support English Learners at the school site. Parents of English Learners meet once a month to discuss various topics related to state, district and site educational decisions. During these meetings parents are provided translation services in Vietnamese and Spanish. The contact person for this organization is the school Associate Principal, APED Gilbert Rodriguez, at (408)347-4130.

In addition, Andrew Hill High School has a Parent and Community Involvement Specialist, Ms. Erika Velasquez, who can be reached within the Pre-College Center at (408)347-4294. Mrs. Velasquez coordinates the parents to actively participate as stakeholders within the school setting. Active Parent participation and Parent Leadership Workshops are available to build parent's capacity to lead in behalf of the students within the school. Our common goal is to prepare ALL students for college and career.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The 2015-2016 School Safety Plan which was created by the Safety Team Committee was reviewed and approved by the School Site Council and the East Side Union High School District Board of Trustees.

The safety plan is comprehensive, enforceable, and continuous: The process for our Behavior policy, Rules and regulations, Protocols for safety/emergency drills, Tardy policy, Attendance policy, Referral process are aligned with those of East Side Union High School District Policy. Additionally, Andrew Hill High School has for the past ten years implemented a Common Dress Policy on site. It also contains the yearly safety goals as determined by the students, staff, and parents. The goals for the 2015-2016 School Safety Plan are:

- 1) By January, 2016 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
- 2) By January 2016, 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 2016 there will be a decrease in the number of incidents related to EC 48900 (k) (disrupted school activities or willfully defied valid authority) by 20%.

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

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

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

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.67 | 6.15 | 3.65 |
| Expulsions Rate | 0.25 | 0.08 | 0.04 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 4.16 | 4.52 | 3.51 |
| Expulsions Rate | 0.14 | 0.12 | 0.04 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | No | No | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | No | No | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | No | No | Yes |
| Met Attendance Rate | N/A | N/A | Yes |
| Met Graduation Rate | Yes | No | Yes |

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2007-2008 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 15 | |
| Percent of Schools Currently in Program Improvement | 75.0 | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 27 | 28 | 28 | 19 | 18 | 11 | 41 | 44 | 44 | 25 | 24 | 25 |
| Math | 28 | 27 | 28 | 16 | 23 | 12 | 28 | 29 | 21 | 36 | 30 | 23 |
| Science | 28 | 31 | 30 | 15 | 7 | 7 | 22 | 19 | 22 | 32 | 38 | 31 |
| SS | 27 | 28 | 29 | 18 | 16 | 10 | 24 | 24 | 30 | 34 | 31 | 30 |

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

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 5 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | .5 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 1 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 403 |

* 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.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and consistently linked to the state's standards, district goals, the school's vision and mission statements. Andrew Hill staff members participate in these opportunities during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Teachers and staff participate in staff development opportunities at the school and they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. Teachers who are beginning their professional career are provided assistance through BTSAs, new teacher orientation and district Instructional Coaches.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Professional development activities for teachers reflect a best practices approach and provide opportunities for staff to align with Common Core State Standards. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured weekly to focus on school wide goals, interdisciplinary teaching teams of professional learners, and department teams of professional learners. Collaboration meetings at Andrew Hill will take place in various settings: entire staff meeting, department meeting, subject course alike meeting and pathway/program meeting. Our team format is grounded in a Community Responsive forum where teachers reflect on the needs of our school community within their individual classroom setting. Two weeks of collaboration time is dedicated to our PLC team feedback loop of instruction as outlined in our Teaching Excellence Network (TEN) format for discussion of student work and teacher practices.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$49,378 | \$44,363 |
| Mid-Range Teacher Salary | \$78,040 | \$71,768 |
| Highest Teacher Salary | \$100,055 | \$92,368 |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | \$121,276 |
| Average Principal Salary (HS) | \$131,750 | \$133,673 |
| Superintendent Salary | \$239,583 | \$210,998 |
| Percent of District Budget | | |
| Teacher Salaries | 38% | 36% |
| Administrative Salaries | 4% | 5% |

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

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$7,024 | \$1,217 | \$5,807 | \$78,845 |
| District | ♦ | ♦ | \$6,672 | \$80,860 |
| State | ♦ | ♦ | \$5,348 | \$74,908 |
| Percent Difference: School Site/District | | | -13.0 | 3.2 |
| Percent Difference: School Site/ State | | | 23.8 | 9.1 |

* Cells with ♦ do not require data.

Types of Services Funded

Falcon Wings Center

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

Theory of Knowledge

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

Falcon Professional Development Series

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

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.

Literacy Team Workshops

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

Writing Center

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

College and Career Center

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

ELD Study Skills Support

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

| 2014-15 California High School Exit Examination Grade Ten Results by Student Group | | | | | | |
|--|-----------------------|------------|----------|----------------|------------|----------|
| Group | English-Language Arts | | | Mathematics | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 46 | 21 | 32 | 39 | 32 | 29 |
| All Students at the School | 60 | 19 | 20 | 52 | 32 | 16 |
| Male | 69 | 15 | 16 | 51 | 35 | 14 |
| Female | 52 | 23 | 25 | 53 | 29 | 18 |
| Black or African American | 83 | 8 | 8 | 91 | 9 | |
| Asian | 41 | 25 | 34 | 16 | 45 | 39 |

2014-15 California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| Filipino | 25 | 42 | 33 | 18 | 55 | 27 |
| Hispanic or Latino | 70 | 18 | 12 | 70 | 26 | 4 |
| Socioeconomically Disadvantaged | 65 | 19 | 16 | 55 | 31 | 14 |
| English Learners | 96 | 3 | 1 | 76 | 20 | 4 |
| Students with Disabilities | 93 | 8 | | | | |

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

| Andrew P. Hill High School | 2012-13 | 2013-14 | 2014-15 |
|--------------------------------------|---------|---------|---------|
| English-Language Arts | 48 | 47 | 40 |
| Mathematics | 53 | 51 | 48 |
| East Side Union High School District | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 56 | 50 | 50 |
| Mathematics | 63 | 56 | 56 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

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

| Andrew P. Hill High School | 2011-12 | 2012-13 | 2013-14 |
|--------------------------------------|---------|---------|---------|
| Dropout Rate | 17.30 | 17.90 | 16.10 |
| Graduation Rate | 78.31 | 77.85 | 78.88 |
| East Side Union High School District | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 14.80 | 13.50 | 12.00 |
| Graduation Rate | 80.11 | 81.95 | 82.86 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

Career Technical Education Participation

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

Completion of High School Graduation Requirements

| Group | Graduating Class of 2014 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 77.35 | 82.2 | 84.6 |
| Black or African American | 38.46 | 78.16 | 76 |
| American Indian or Alaska Native | | 75 | 78.07 |
| Asian | 94.86 | 94.09 | 92.62 |
| Filipino | 78.57 | 89.46 | 96.49 |
| Hispanic or Latino | 70.18 | 73.24 | 81.28 |
| Native Hawaiian/Pacific Islander | 66.67 | 86.21 | 83.58 |
| White | 63.16 | 87.32 | 89.93 |
| Two or More Races | 66.67 | 71.64 | 82.8 |
| Socioeconomically Disadvantaged | 59.02 | 59.15 | 61.28 |
| English Learners | 58.7 | 58.78 | 50.76 |
| Students with Disabilities | 76.84 | 77.06 | 81.36 |
| Foster Youth | -- | -- | -- |

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 98.07 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 35.24 |

2014-15 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | ◆ |
| English | | ◆ |
| Fine and Performing Arts | | ◆ |
| Foreign Language | 4 | ◆ |
| Mathematics | 4 | ◆ |
| Science | | ◆ |
| Social Science | 2 | ◆ |
| All courses | 10 | .8 |

* Where there are student course enrollments.

Career Technical Education Programs

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

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

Courses/Programs include:

Biotechnology:

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

Family and Consumer Sciences:

Nutrition/health/Foods

International Cuisine

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

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

DataQuest

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

Internet Access

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