



# 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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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### East Side Union High School District

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

#### District Governing Board

Frank Biehl

J. Manuel Herrera

Van Thi Le

Magdalena Carrasco

Lan Nguyen

#### District Administration

Chris D. Funk

**Superintendent**

Juan Cruz

**Assistant Superintendent  
Instructional Services**

Marcus Battle

**Associate Superintendent  
Business Services**

Cari Vaeth

**Director  
Human Resources**

### 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 2012-13 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/](http://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. Andrew P. Hill serves a culturally, academically, and economically diverse community. Students speak more than thirteen different languages and come from diverse cultural backgrounds.

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.

### 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. 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	527
Gr. 10	577
Gr. 11	564
Gr. 12	505
<b>Total</b>	<b>2,173</b>

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	30.1
Filipino	3.0
Hispanic or Latino	60.2
Native Hawaiian/Pacific Islander	0.4
White	2.9
Two or More Races	0.8
Socioeconomically Disadvantaged	63.8
English Learners	59.0
Students with Disabilities	9.7

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	27	28.4	26	18	12	19	40	37	41	28	28	25
Math	27.5	27.1	28	27	18	16	21	28	28	35	30	36
Science	32	31.3	28	5	5	15	7	20	22	43	33	32
SS	30	28.9	27	8	8	18	15	18	24	28	26	34

\* 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	10-11	11-12	12-13
Suspensions Rate	15.87	21.69	8.46
Expulsions Rate	0.52	0.2	0.28
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

\* 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 2012-2013 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 2012-2013 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 2012-2013 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 2013-14)**

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 2013

### **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 pickup/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 2013-14)

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)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Science Bldg: Loose housing-Action/plan, get more information from site in the form of a work order. Fume hoods not functioning-Action/plan, site to place work order and M&O will schedule the repair.
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Damaged Ceiling tiles in room 314, 311, 305-Action/plan, site to place work order and M&O will schedule the repair. Ceiling tiles missing S202, S204, S203, S101 and common areas, site placed work order and work has been completed. Stage area has holes in wall-Action/plan, site to place work order.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Science Bldg: Work areas-Action/plan, site to address. B Portables & Quad Area: Cat feces in front of portables due to Cat infestation & stray cats in quad area. Action/plan- The District has a pest control company spraying annually. We are also working with animal control to take care of the problem via a variety of methods.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Quad Area: No Covers on Exterior Outlets-Action/plan, site to place work order and M&O will schedule the repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Science Bldg: Sink pans loose- Action/plan, site to place work order and M&O will schedule the repair. Gym Area: Bathroom faucet does not shut off periodically. Action/plan, site to place work order and M&O will schedule the repair. Track Area: Water Fountain Leaks-Action/plan, site to place work order and M&O will schedule the repair. Work completed.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Quad Area: Discrepancy on the FIT-it appears that the inspector missed marked the category. FIT shows uprooted trees under the Hazardous Materials column. This should have been checked under structural damage (in our opinion). Action/plan, site to place work order and M&O will schedule the repair.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	C Portables: Ramps are worn- Action/plan, site to place work order and M&O will schedule the repair.

**School Facility Good Repair Status**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Bldg 600: Pavement outside of building is broken collects significant amounts of water when it rains. Poor drainage in the paved area. Action/plan, site to place work order and M&O will schedule the repair. Stadium Area: light poles need to be seen for maintenance-Action/plan, site to place work order and M&O will schedule the repair. Softball Fields: Many gopher holes in outfield-Action/plan M&O is working with an exterminator to address. Quad Area: Trees uprooted cement and planter box trip hazard-Action/plan, site to place work order and M&O will schedule the repair. Parking lots: Fence located in Singleton parking lot has been damaged and needs to be replaced.-Action/plan, site to place work order and M&O will schedule the repair. Work Completed.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
School	10-11	11-12	12-13
<b>Fully Credentialed</b>	100	85.6	89
<b>Without Full Credential</b>	3	4.8	2
<b>Teaching Outside Subject Area</b>	0	0	0
Districtwide	10-11	11-12	12-13
<b>Fully Credentialed</b>	♦	♦	978
<b>Without Full Credential</b>	♦	♦	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	1
<b>Vacant Teacher Positions</b>	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. BTSAs 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 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 biweekly professional learning community teams by department and by grade level. Teams focus on aligning units of study per course to embed Literacy and Scaffolding strategies in the Common Core State Standards. Additionally, professional learning communities are focused by program teams such as small learning communities, Medical and Health, Biotech, International Baccalaureate, Puente, Multi Media, and IB Middle Years Programs.

### 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/](http://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
<b>This School</b>	93.0	7.0
Districtwide		
<b>All Schools</b>	96.1	4.0
<b>High-Poverty Schools</b>	94.6	5.4
<b>Low-Poverty Schools</b>	97.4	2.6

\* 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	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.25
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	1086

\* 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.

### Types of Services Funded (Fiscal Year 2012-13)

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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$6,627	\$1,416	\$5,211	\$75,658
<b>District</b>	♦	♦	\$5,727	\$77,737
<b>State</b>	♦	♦	\$5,537	\$71,584
<b>Percent Difference: School Site/District</b>			-9.0	2.8%
<b>Percent Difference: School Site/ State</b>			-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/](http://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/](http://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](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,104	\$42,865
<b>Mid-Range Teacher Salary</b>	\$74,444	\$69,484
<b>Highest Teacher Salary</b>	\$95,445	\$89,290
<b>Average Principal Salary (ES)</b>	\$0	
<b>Average Principal Salary (MS)</b>	\$0	\$119,946
<b>Average Principal Salary (HS)</b>	\$117,702	\$128,378
<b>Superintendent Salary</b>	\$217,392	\$202,664
Percent of District Budget		
<b>Teacher Salaries</b>	39.7%	36.8%
<b>Administrative Salaries</b>	3.5%	4.9%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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 2013-14)**

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
<b>Reading/Language Arts</b> 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
<b>Mathematics</b> 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
<b>Science</b> 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” and “Biology” Holt 2002 ,2004 Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000,02 Physics - “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06
<b>History-Social Science</b> 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 Economics – “Holt Economics” Holt 2003
<b>Foreign Language</b> 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
<b>Health</b> 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
<b>Visual and Performing Arts</b> 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
<b>Science Laboratory Equipment</b> 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](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	38	42	45	49	50	52	54	56	55
Math	20	21	22	30	29	28	49	50	50
Science	39	45	46	50	52	52	57	60	59
H-SS	30	38	40	43	43	45	48	49	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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	45	22	46	40
Male	40	23	50	48
Female	50	22	42	32
Black or African American	33	14	33	26
American Indian or Alaska Native				
Asian	67	44	63	56
Filipino	58	27	47	45
Hispanic or Latino	32	10	32	29
Native Hawaiian/Pacific Islander				
White	66	42	93	63
Two or More Races	54	23		37
Socioeconomically Disadvantaged	41	21	39	37
English Learners	3	8	6	5
Students with Disabilities	4	3	5	7
Students Receiving Migrant Education Services	21	4	18	26

#### 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/](http://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	11.8	37.5	42.7

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](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., 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/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	25	0
Black or African American			
American Indian or Alaska Native			
Asian	-8	32	-7
Filipino			
Hispanic or Latino	22	21	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-3	18	-3
English Learners	10	43	65
Students with Disabilities	30	14	16

### 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	3	3	3
Similar Schools	1	1	3

### Federal Intervention Program (School Year 2013-14)

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](http://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	13	
Percent of Schools Currently in Program Improvement	81.3	

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,473	16,556	4,655,989
	API-G	713	751	790
Black or African American	Students	28	519	296,463
	API-G	663	661	708
American Indian or Alaska Native	Students	4	62	30,394
	API-G		694	743
Asian	Students	466	5,336	406,527
	API-G	827	863	906
Filipino	Students	45	1,445	121,054
	API-G	787	793	867
Hispanic or Latino	Students	868	7,488	2,438,951
	API-G	638	662	744
Native Hawaiian/Pacific Islander	Students	5	105	25,351
	API-G		679	774
White	Students	42	1,278	1,200,127
	API-G	836	791	853
Two or More Races	Students	14	305	125,025
	API-G	791	799	824
Socioeconomically Disadvantaged	Students	990	8,310	2,774,640
	API-G	689	701	743
English Learners	Students	1,026	8,673	1,482,316
	API-G	706	730	721
Students with Disabilities	Students	120	1,515	527,476
	API-G	421	466	615

### 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/](http://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	No	Yes
Met Graduation Rate (if applicable)	Yes	Yes

## 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/](http://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](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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 2013		
	School	District	State
All Students	444	5,412	418,598
Black or African American	10	198	28,078
American Indian or Alaska Native	1	11	3,123
Asian	194	1765	41,700
Filipino	21	524	12,745
Hispanic or Latino	190	2345	193,516
Native Hawaiian/Pacific Islander	5	43	2,585
White	21	460	127,801
Two or More Races	2	52	6,790
Socioeconomically Disadvantaged	304	2820	217,915
English Learners	185	1714	93,297
Students with Disabilities	37	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	20.30	16.70	17.40
Graduation Rate	78.34	72.67	73.40
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

\* 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/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	47	45	48
Mathematics	50	48	53
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	6	---
Science	6	---
Social Science	2	---
All courses	20	3.2

\* 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	44	22	34	37	33	30
All Students at the School	52	23	25	47	28	25
Male	55	25	20	46	30	24
Female	50	20	30	48	26	26
Black or African American	64	36		69	23	8
American Indian or Alaska Native						
Asian	28	27	44	22	25	52
Filipino	37	21	42	37	42	21
Hispanic or Latino	68	19	13	63	28	8
Native Hawaiian/Pacific Islander						
White	25	25	50	13	33	53
Two or More Races						
Socioeconomically Disadvantaged	59	22	19	52	27	21
English Learners	97	3		84	15	1
Students with Disabilities	95	2	2	94	6	
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	125
Percent of pupils completing a CTE program and earning a high school diploma	73%
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
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	76.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	30.6

**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. The primary representative of the district's CTE advisory committee is Richard Uribe 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 P. 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 Central County Occupational Center (CCOC) 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, 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.