



Andrew P. Hill High School

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

Jose H Hernandez, Principal

hernandezjo@esuhsd.org

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

2019-20 School Accountability Report Card Published During the 2020-21 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

Lan Nguyen

Board President

Van T. Le

Board Vice President

J. Manuel Herrera

Board Clerk

Pattie Cortese

Board Member

Lorena Chavez

Board Member

District Administration

Chris D. Funk

Superintendent

Teresa Marquez

Associate Superintendent

Educational Services

Chris Jew

Associate Superintendent

Business Services

Glen Vander Zee

Associate Superintendent

Human Resources

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 International Baccalaureate (IB) Middle Years and Diploma Programs. All 9th and 10th grade students are part of the IB Middle Years Program with courses focused on developing the Approaches to Learning Skills: communication, self-management, social, research and thinking. Students speak more than thirteen different languages and come from diverse cultural backgrounds. Andrew P. Hill High School supports college and career readiness by offering a variety of pathways/academies: Health and Medical Pathway, JROTC, Multimedia Academy, Legal Practices Academy and Puente Program.

The vision and mission at Andrew P Hill High School; All AHHS students will graduate as morally and ethically responsible lifelong learners with the ability to earn a post-secondary degree, succeed in the 21st century workforce, and effectively support a diverse global society.

About the SARC

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

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	459
Grade 10	507
Grade 11	453
Grade 12	449
Total Enrollment	1,868

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	35.4
Filipino	3.5
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	0.3
White	1.1
Two or More Races	1
Socioeconomically Disadvantaged	70.4
English Learners	27.5
Students with Disabilities	9.2
Foster Youth	0.2
Homeless	4.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Andrew P. Hill High	18-19	19-20	20-21
With Full Credential	89.4	81.9	82.5
Without Full Credential	3	2.3	4.6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	18-19	19-20	20-21
With Full Credential	♦	♦	912.1
Without Full Credential	♦	♦	32.1
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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

Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

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 – MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 IB Math - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot) NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (through Dec 2020), CK-12 eTextbook (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (through Dec 2020), CK-12 eTextbook (pilot) A Hands on Introduction to Forensics Science, 2014 Hole's Anatomy and Physiology - 9th edition, McGraw Hill IB Biology - Oxford Press 2014 IB Chemistry- Oxford Press 2014 IB Physics - Oxford Press 2014 Physical Science Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot) Living Earth Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)</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 – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Age Of School Buildings

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

In addition, our newest building facility is the 100 building that was completed in Spring 2015. The 100 building includes art classrooms, computer labs, general classrooms and lab science classrooms with an interior hallway with display cases.

Modernization Projects

During the 2016-2017 school year, local Measure E, state matching funds and Emergency Repair Funds were used to renovate and repair existing facilities. The main quad is being renovated to include seating, large presentation area, shade and learning areas in a modern design that will be completed by December 2017. Windows in the main gym are being replaced and the original frame is getting repaired. Outdoor basketball courts are being renovated with the installation of new outdoor volleyball courts near the main gym. The following buildings had the roof renovated and replaced: Building D (cafeteria & Music Hall), Building K (Advisor's Office), boy's locker room, girl's locker room, small gym, main gym, 200 building, 300 building, 400 building and 500 building. Another completed project was the installation of new HVAC units in Building K, 200, 400 and 500 buildings.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: Sept. 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Identified stained / discolored ceiling tiles, site replacing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Found stage area very dirty, site cleaned.
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Found leaking sink, plumber fixed.
Safety: Fire Safety, Hazardous Materials	Good	Found one missing and one blocked fire extinguisher, site corrected.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	48	N/A	59	N/A	50	N/A
Math	25	N/A	39	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	24	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Andrew P Hill has a Parent and Community Involvement Specialists, Mrs. Rita Luna and Mrs. Linh To to actively support parents and all stakeholders within our school setting. Both Mrs. Luna and Mrs. To organize numerous monthly parent groups such as the English Language Learner Advisory Committee (ELAC), Coffee with the Principal and Attendance Review Committee (ARC). They both assist our Counseling Department in providing an evening and morning Marking Period Grade Conferences for all parents with a total of 5 being offered. Parents can find Mrs. Luna in the Principal's Office at (408)347-4294 and Mrs. To at (408)347-4174.

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

The English Language Learner Advisory Committee (ELAC) is another governance body of elected parent and elected student members who support English Learners at the school site. Parents of English Learners meet once a month to discuss various topics related to state, district and site educational decisions. These meetings are led and organized by our Parent and Community Involvement Specialists, Mrs. Rita Luna for Spanish speakers and Linh To for Vietnamese speakers. The contact person for this organization is the school Associate Principal, APED Monica Schneider, at (408)347-4130.

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The 2020-2021 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 2020-2021 School Safety Plan are:

- 1) By January, 2021 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
- 2) By January 2021, 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 2021 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.0	4.2	3.6	3.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.1	3	2.5
Expulsions	0.1	0.04	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	373.6

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	24	32	55	3	24	28	56	3	26	23	62	1
Mathematics	25	17	42	9	26	19	30	18	26	19	24	24
Science	28	11	35	14	26	16	42	4	27	13	34	13
Social Science	26	14	32	19	25	21	33	14	27	13	33	18

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	46	48	34

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

The 1 hour blocks of time have remained consistent with 28 days in 2017-18, 27 days in 2018-19 and 27 days in 2019-2020. Staff participate in a rotating weekly 1 hour collaboration meeting every Thursday between: entire staff, department and pathway/program. The agenda focus for each type of meeting will depend on identified group needs by Administrators, Department Chairs and Pathway Coordinators. Professional development is delivered through numerous methods from department groups, subject matter cohorts, pathway groups and workshops depending on topics or needs. Support during implementation is provided by peer support for department and pathway focus areas and staff-administration meetings as needed. Time is devoted to analysis of summative data such as marking period grades, common unit lessons and unit/project specific focus areas. Both of these set schedules were altered into 1 weekly 3.5 hour collaboration day for Distance Learning in 2020-21 with the same focus areas.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,291	\$52,670
Mid-Range Teacher Salary	\$95,712	\$89,660
Highest Teacher Salary	\$118,115	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$149,107	\$158,074
Superintendent Salary	\$292,671	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	32.0
Administrative Salaries	3.0	5.0

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

Types of Services Funded

Falcon Wings Center

Provides social-emotional support for all students and is located in the Administration building. All students are welcome and can self refer or be referred for services by a staff member. Services include group and individual sessions facilitated by our social worker interns or our community based organizations.

IB Professional Development Office

Supports Andrew Hill teachers in effectively implementing researched based instructional strategies in their classroom. Teachers have the opportunity to collaborate in order to align practices using Approaches to Learning and Teaching from IB. The instructional practices of this series focus on the California Standards of the Teaching Profession for Classroom Management and Creating an Effective Classroom Environment.

After School Safety & Enrichment for Teens (ASSETs)

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

College Access Programs (College & Career Center)

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

FAST (Future Advancers of Science and Technology)

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

HOSA (Health Occupations Students of America)

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

Emotional Disturbance (ED) Support Center

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

After School Supper Program

Food Service provides a free meal to any interested student during the hour right after the last class period. Any student staying on campus for projects, homework time, club meetings and centers listed above are eligible for the free food.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,546	\$1,771	\$8,775	\$95,572.54
District	N/A	N/A	\$8,318	\$94,375
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.3	1.3
School Site/ State	12.4	5.7

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

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Andrew P. Hill High School	2016-17	2017-18	2018-19
Dropout Rate	10.7	13	8.9
Graduation Rate	80.5	82.7	87.1

Rate for East Side Union High School	2016-17	2017-18	2018-19
Dropout Rate	20.5	17.8	15.6
Graduation Rate	71.5	75.7	77.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	749
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

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

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

Courses/Programs include:

- Health & Human Services:
- Health Science Prep
- Elements of Nursing
- Pharmacy Clerk
- Medical Terminology
- Certified Nursing Assistant
- Personal & Community Health

Multi Media:

- Multimedia 1
- Multimedia 2
- Digital Photo 1
- Multimedia 3

Family and Consumer Sciences:

- Nutrition/health/Foods
- International Cuisine
- Early Childhood

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.88
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	43.31

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	1	N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science		N/A
Social Science	2	N/A
All courses	9	10.6

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

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

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

DataQuest

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

California School Dashboard

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