

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., 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.

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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Andrew P. Hill High	District Name	East Side Union High
Street	3200 Senter Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95111-1332	Web Site	www.esuhd.org
Phone Number	408-347-4100	Superintendent	Dan Moser
Principal	Bettina Lopez	E-mail Address	moserd@esuhd.org
E-mail Address	lopezb@esuhd.org	CDS Code	43- 69427- 4332995

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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

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

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information, pertaining to organized 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 Principal who can be reached at (408)347-4110.

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 **Falcon PTO** is the umbrella parent organization that supports all Andrew Hill parent groups. This organization supports school based events, fundraisers, and is concerned with preserving the history of the alumni of the school. The PTO President is Ms. Sandy Sherman who can be reached at 347-4100. 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 Mr. Jake Redmond who can be reached at (408)347-4100. **Padres Latino's** is the parent organization which represents Spanish speaking parents and their students. The focus of the group is to assist parents in navigating the school in order to support their students while they attend Andrew P. Hill High School. Freshmen parents are encouraged to participate in Parent Empowerment classes in order to assist them in becoming advocates and leaders within the school. The group meets on campus on a monthly basis, the contact person for this organization is Associate Principal, Noemi Ramirez who can be reached at (408)347-4130. 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 Mr. Tien Pham who can be reached at (408)347-4168.

The Falcon Athletic Booster Parent Club supports all of the athletic programs at the school site. Please contact Booster President Winnia Williams at Winnia@aol.com to support our school sport programs.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	572
Grade 3		Grade 10	633
Grade 4		Grade 11	600
Grade 5		Grade 12	568
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	2373

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.0	White	4.1

American Indian or Alaska Native	0.2	Two or More Races	0.1
Asian	29.3	Socioeconomically Disadvantaged	49
Filipino	4.5	English Learners	26
Hispanic or Latino	58.1	Students with Disabilities	6
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	22	52	7	26.1	29	61	6	30.2	4	51	15
Mathematics	26.4	16	61	4	24.3	45	46	10	28.3	14	33	24
Science	29.3	5	44	16	28.5	9	37	10	30.2	5	32	26
Social Science	29.2	9	31	16	28.9	4	50	12	29.3	7	35	24

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety 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 10-11 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 2010-2011 School Safety Plan are:

- 1) Reduce the number of referrals reporting incidents of Defiance, Insubordination, Harassment, and Intimidation/Bullying by 25%.
- 2) Reduce the number of referrals reporting Truancy and Tardiness by 50%.

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 2010-2011 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	41.2	39.7	20.1	30.0	16.9	12.5
Expulsions	0.0	0.2	0.3	0.1	0.1	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Overview

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Age Of School Buildings

The main school campus was constructed in 1956. In previous years portable buildings have been added to accommodate increased student population and diverse program needs. 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 will open 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 will include beautification at the front entrance of the school campus, which include decorative fencing at the entrance of the school.

In addition, as part of the 2008 renovation schedule, the cafeteria was remodeled and updated. The completion of this work is scheduled for May. The renovation includes 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 projects pending:

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 site projects include the addition of classroom spaces that would include Science Lab classrooms and Art classrooms as a priority. The school will be updating facilities to meet Title IX requirements which include a Varsity Room for Girl's Athletics.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	90%	10%		H.V.A.C. unit was replaced in the boy's team room
Windows/Doors/Gates (interior and exterior)	80%	10%	10%	Doors that need replacement 102, 100 building entry, music building, principal's office and exterior locker room doors. Doors will be replaced when funding is available. Music building will be done in 2011.
Interior Surfaces (walls, floors, and ceilings)	80%	10%	10%	More painting and floor replacement will be done when funds are available.
Hazardous Materials (interior and exterior)	90%	10%		
Structural Damage	90%	10%		
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation		x		We have a pest control company spray annually
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed.
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Other / Athletic Fields	x			Soccer field was reseeded in summer 2010. Will be reseeded in 2011.
Overall Rating	x			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	91	90	100	1065
Without Full Credential	9	14	7	63
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	3	1
Total Teacher Misassignments	0	3	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96	4
All Schools in District	97	3
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	742
Counselor (Social/Behavioral or Career Development)		N/A

Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)	0.75	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell	2002	0	YES
English 2 – “The Language of Literature” Grade 10	McDougal Littell	2002	0	YES
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall	2000	0	YES
English 4 – “The Language of Literature World Literature”	McDougal Littell	2002	0	YES
MATH				
Algebra I – “Algebra 1”	McDougal Littell	2007	0	YES
Geometry – “Geometry”	McDougal Littell	2007	0	YES
Algebra II – “Algebra 2”	McDougal Littell	2007	0	YES
Math Analysis – “Precalculus With Limits”	Houghton Mifflin	2001	0	YES
SCIENCE				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt	2001,03,04	0	YES

Biology – “Biology: Web of Life; Holt Biology”	Holt	1998,99,2004	0	YES
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall	2000,02	0	YES
Physics – “Conceptual Physics”	Addison-Wesley	1992, 99, 02, 06	0	YES
SOCIAL SCIENCE				
World History – “Modern World History”	McDougal-Littell	2003	0	YES
US History – “The American Vision”	Glencoe/McGraw Hill	2006	0	YES
American Government – “Magruder’s American Government”	Prentice Hall	1997	0	YES
Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped		0	YES

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil

Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	7346	1849	5498	76150
District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-12%	-4%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	-3%	13%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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.

Andrew Hill In-House Suspension Program

Supports staff in maintaining a safe learning environment at the school site. Assigned students complete a course curriculum while in In-House Suspension. The Falcon In-House Suspension program operates during the school day on Tuesday, Wednesday, and Fridays. Students may also be referred to the After-School Detention program as assigned by Advisors.

Leadership: Conflict Mediation (Bullying)

Student peers facilitate sessions with students to resolve conflict on campus. The students are trained peer leaders who support the Safety Team in maintaining a safe campus climate. Students are enrolled in the Leadership class and receive elective credit for taking the course.

Theory of Knowledge

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

CAHSEE Math Preparation

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

Falcon Professional Development Series

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

Falcon New Teacher Series

A part of the Andrew Hill Professional Development program that supports teacher instruction. This series provides support for new teachers to the Andrew Hill campus. The instructional practices of this

series focus on the California Standards of the Teaching Profession for Classroom Management and Creating an Effective Classroom Environment.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615
Superintendent Salary	239188	204469
Percent of Budget for Teacher Salaries	39.6	N/A
Percent of Budget for Administrative Salaries	3.9	N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	35	38	39	44	47	48	46	50	52
Mathematics	17	18	20	23	26	27	43	46	48
Science	38	36	35	44	45	46	46	50	54
History-Social Science	27	32	31	34	39	39	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	27	37	40
All Students at the School	39	20	35	31
Male	31	19	32	33
Female	46	20	37	28
Black or African American	29	3	N/A	19
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	61	38	61	48
Filipino	55	24	56	29
Hispanic or Latino	25	9	17	21
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	44	22	29	42
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	38	21	33	31
English Learners	5	8	7	7
Students with Disabilities	5	1	0	8
Students Receiving Migrant Education Services	23	12	17	25

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	45.4	42.6	46	55.1	55.1	58.0	52.9	52.0	54.0
Mathematics	51.7	46.2	45	59.6	59.6	58.0	51.3	53.3	53.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	24	32	42	35	23
All Students at the School	54	22	25	55	29	16
Male	60	22	18	53	30	17
Female	48	21	31	56	29	15
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	31	24	45	21	41	38
Filipino	34.5	20.7	44.8	34.5	48.3	17.2
Hispanic or Latino	69	21	11	76	21	3
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	56	22	22	58	31	12
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53	23	24	56	27	17
English Learners	78	17	5	72	24	4
Students with Disabilities	94.7	5.3	0	90.9	9.1	0
Students Receiving Migrant Education Services	75	25	0	91.7	8.3	0

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.5	21.9	58.2

X. Accountability

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. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	3	4	3
Similar Schools	2	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	13	8	-3
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	27	5	14
Filipino	N/A	N/A	N/A
Hispanic or Latino	8	-1	-9
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	1	20	10
English Learners	3	-2	-12
Students with Disabilities	-7	8	-17

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	680	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	798	848	857
Filipino	N/A	786	812
Hispanic or Latino	605	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	N/A	786	801
Two or More Races	N/A	747	747

Socioeconomically Disadvantaged	667	687	669
English Learners	601	633	626
Students with Disabilities	395	453	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	60

XI. School Completion and Postsecondary Preparation

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	6.5	4.7	4.2	5.1	5.2	5.6	5.5	4.9	5.7
Graduation Rate	67.6	72.5	78.3	73.9	72.3	72.9	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met 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.

Group	Graduating Class of 2010		
	School	District	State
All Students	79	84	N/A
Black or African American	63	79	N/A
American Indian or Alaska Native	N/A	88	N/A
Asian	92	93	N/A
Filipino	81	91	N/A
Hispanic or Latino	73	73	N/A
Native Hawaiian/Pacific Islander	N/A	89	N/A
White	58	87	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	75	78	N/A
English Learners	47	52	N/A
Students with Disabilities	62	62	N/A

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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.
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Courses/Programs include:

Biotechnology	Intro to Biotech Intro to Biotech AP Biotechnology P-Chemistry A/P P-chemistry
Health & Human Services	P-Chemistry Chemistry in Communities Elements of Nursing Physiology Health Occupations Health & Careers (Elements/Nursing)
Multi Media	Multimedia 1 Digital Video & Multimedia Multimedia 2

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	288
Percent of pupils completing a CTE program and earning a high school diploma	16%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	96
Graduates Who Completed All Courses Required for UC/CSU Admission	30.3

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	1	N/A
All courses	7	14.2

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

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