

Andrew P. Hill High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

East Side Union High School District

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School Description

Andrew P. Hill High School was one of the first school's to open in the East Side Union High School District. 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.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	534
Gr. 10	521
Gr. 11	564
Gr. 12	521
Total	2,140

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	29.3
Filipino	2.9
Hispanic or Latino	60.2
Native Hawaiian/Pacific Islander	0.5
White	3.2
Two or More Races	0.7
Socioeconomically Disadvantaged	72.5
English Learners	21.3
Students with Disabilities	10.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Andrew P. Hill High School	12-13	13-14	14-15
Fully Credentialed	89	97	90
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	949
Without Full Credential	◆	◆	32
Teaching Outside Subject Area of Competence	◆	◆	5

Teacher Misassignments and Vacant Teacher Positions at this School

Andrew P. Hill High School	12-13	13-14	14-15
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.40	5.60
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9, McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10, McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits” Houghton Mifflin 2001</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001,03,04</p> <p>Biology – CK-12 ESUHSD Biology (self published), 2014</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000,02</p> <p>Physics - “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe/McGraw Hill 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

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

Age Of School Buildings

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

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

Modernization Projects

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

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

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

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

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

Measure E Approved Construction:

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

Construction of the 100 Building construction is currently in progress and includes the addition of a specialized classroom building that includes Art classrooms and the possibility of additional Science Lab classrooms. This project is scheduled to be completed by the end of 2014 in.

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bld S Science : Loose housing & fume hoods not functioning-Action/plan, site to place work order and M&O will schedule the repair.
Interior: Interior Surfaces	[X]	[]	[]	Bld 600 ROTC: linoleum must be repaired in office area and front entry way of main entrance-Action/plan, site to place work order and M&O will schedule the repair. Bld Administration: ceiling in APA office has holes that are not covered-Action/plan, site to place work order and M&O will schedule the repair. Bld C1 Portable: the Portable was converted into a drama theater several years ago-Action/Plan, site to address space utilization.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Bld B1-B7 Portable and Landscape/Hardscape: Cat infestation in front of portable and outside 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. Bld S Science: work areas not clean-Action/plan, site to address.
Electrical: Electrical	[X]	[]	[]	No items noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Bldg Administration: Women's' staff restroom has floor staining and toilet leaks periodically-Action/plan, site to place work order and M&O will schedule the repair.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No items noted
Structural: Structural Damage, Roofs	[X]	[]	[]	Exterior Lighting: Lights were cut outside of 200 and 300 hallway and subject to copper theft-Action/plan, Repairs have been made.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Bld 600 ROTC: Quad area in front of JROTC floods due to drainage issues-Action/plan, district is currently working with design professionals to address this issue. Landscape/Hardscape: Trees uprooted planter box-Action/plan, site to place work order and M&O will schedule the repair. Softball Complex East: Many gopher holes in outfield-Action/plan M&O is working with an exterminator to address.
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	45	46	46	52	52	53	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	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
HSS	30	38	40	43	43	45	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	1	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.4	27.7	46.3

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	46
Male	44
Female	48
Black or African American	
American Indian or Alaska Native	
Asian	72
Filipino	71
Hispanic or Latino	31
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	41
English Learners	5
Students with Disabilities	10
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	-2
English Learners	10	43	-44
Students with Disabilities	30	14	25

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Andrew P. Hill is committed to including parents in the decision making process at the school site. The Andrew Hill School Site Council is the main governance body on campus. The committee includes parents, community members, students, administration, certificated staff, and classified staff members. This body is responsible for allocating categorical funds at the school site which are aligned the school goals as identified in the Single 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 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. The contact person for this organization is the school Associate Principal, APED Gilbert Rodriguez, at (408)347-4130.

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

State Priority: School Climate

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

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

School Safety Plan

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 2013-2014 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 2013-2014 School Safety Plan are:

- 1) Reduce the number of referrals reporting incidents of Defiance, Insubordination, Harassment, and Intimidation 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 2013-2014 Andrew Hill High School Site 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 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

School	11-12	12-13	13-14
Suspensions Rate	9.0	6.7	6.2
Expulsions Rate	0.2	0.2	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	500

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	28.4	27	28	12	19	18	37	41	44	28	25	24
Math	27.1	28	27	18	16	23	28	28	29	30	36	30
Science	31.3	28	31	5	15	7	20	22	19	33	32	38
SS	28.9	27	28	8	18	16	18	24	24	26	34	31

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,658	\$1,333	\$5,324	\$75,002
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-7.0	-3.5
Percent Difference: School Site/ State			-3.8	4.8

Types of Services Funded at Andrew P. Hill High School

Falcon Wings Center

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

English Learner Classroom Support

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

Theory of Knowledge

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

CAHSEE Math Preparation

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

Falcon Professional Development Series

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

Falcon New Teacher Series

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

Professional Development provided for Teachers at Andrew P. Hill High School

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 weekly to focus on school wide goals, interdisciplinary teaching teams of professional learners, and department teams of professional learners. Our team format is grounded in a Community Responsive forum where teachers reflect on the needs of our school community within their individual classroom setting. Two weeks of collaboration time is dedicated to our PLC team feedback loop of instruction as outlined in our Teaching Excellence Network (TEN) format for discussion of student work and teacher practices.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School	53	21	25	49	28	24
Male	56	21	23	48	27	26
Female	51	21	28	50	28	22
Black or African American	79	14	7	64	29	7
American Indian or Alaska Native						
Asian	27	16	57	13	31	55
Filipino	29	50	21	43	43	14
Hispanic or Latino	66	22	12	64	25	11
Native Hawaiian/Pacific Islander						
White	41	29	29	47	27	27
Two or More Races						
Socioeconomically Disadvantaged	60	20	21	53	27	20
English Learners	97	2	1	86	12	2
Students with Disabilities	94	3	3	90	5	5
Students Receiving Migrant Education Services						

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

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

Andrew P. Hill High School	2011-12	2012-13	2013-14
English-Language Arts	45	48	47
Mathematics	48	53	51
East Side Union High School District	2011-12	2012-13	2013-14
English-Language Arts	54	56	50
Mathematics	61	63	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	76.24	82.21	84.56
Black or African American	60.00	79.72	75.90
American Indian or Alaska Native	0.00	62.96	77.82
Asian	89.70	92.55	92.94
Filipino	90.00	90.53	92.20
Hispanic or Latino	69.01	73.24	80.83
Native Hawaiian/Pacific Islander	33.33	86.67	84.06
White	64.71	88.08	90.15
Two or More Races	100.00	88.46	89.03
Socioeconomically Disadvantaged	72.86	75.66	82.58
English Learners	50.47	55.53	53.68
Students with Disabilities	51.61	59.46	60.31

Dropout Rate and Graduation Rate			
Andrew P. Hill High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	16.7	17.3	17.9
Graduation Rate	73.40	78.31	77.85
East Side Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	5	♦
Science		♦
Social Science	1	♦
All courses	10	0.6

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	74.10
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	32.21

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

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 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.