



Andrew P. Hill High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



East Side Union High School District

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District Governing Board

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District Administration

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Educational Services

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Associate Superintendent
Business Services

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School Description

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

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, 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 LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	485
Grade 10	489
Grade 11	477
Grade 12	462
Total Enrollment	1,913

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.4
Asian	37.1
Filipino	3.2
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.2
White	0.9
Socioeconomically Disadvantaged	74.1
English Learners	27.3
Students with Disabilities	9.1
Foster Youth	0.4

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			
Andrew P. Hill High School	16-17	17-18	18-19
With Full Credential	82.4	82.6	89.4
Without Full Credential	2.4	2.6	3
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	991.5
Without Full Credential	♦	♦	50.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Andrew P. Hill High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* 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 2018-19)

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000,02 Physics - “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06 and STEMscopes Physics in the Universe, Web-Based eTextbook and resources (pilot) A Hands on Introduction to Forensics Science, 2014 IB Biology - Oxford Press 2014 IB Chemistry- Oxford Press 2014 IB Physics - Oxford Press 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	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 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)

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. 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)		
Year and month in which data were collected: 6/22/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest - workorder submitted for coachroaches in Admin Building
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Tennis Courts - water fountain not working - workorder submitted
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Parking Lot - asphalt has holes - workorder submitted
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	43.0	63.0	59.0	48.0	50.0
Math	25.0	23.0	39.0	38.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	10.6	31.4	43.1

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	464	442	95.26	42.99
Male	244	230	94.26	39.13
Female	220	212	96.36	47.17
Black or African American	12	9	75.00	33.33
American Indian or Alaska Native	--	--	--	--
Asian	182	179	98.35	61.45
Filipino	13	13	100.00	61.54
Hispanic or Latino	248	233	93.95	29.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	281	269	95.73	38.29
English Learners	145	138	95.17	9.42
Students with Disabilities	48	38	79.17	5.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	464	442	95.26	23.08
Male	244	231	94.67	24.24
Female	220	211	95.91	21.8
Black or African American	12	10	83.33	30
American Indian or Alaska Native	--	--	--	--
Asian	182	179	98.35	43.02
Filipino	13	13	100	23.08
Hispanic or Latino	248	231	93.15	8.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	281	268	95.37	21.27
English Learners	145	135	93.1	7.41
Students with Disabilities	48	43	89.58	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2018-19)

Andrew P Hill has a Parent and Community Involvement Specialist, Mrs. Rita Luna and a Community Resource Specialist, Mrs. Mai Doan to actively support parents and all stakeholders within our school setting. Both Mrs. Luna and Mrs. Doan 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 two grade level parent information nights a year, for a total of eight meetings to review goals for preparing all students for college and career. Parents can find Mrs. Luna in the Principal's Office at (408)347-4294 and Mrs. Doan 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 Specialist, Mrs. Rita Luna for Spanish speakers and our Community Resource Specialist, Mai Doan 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

The 2018-2019 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 2018-2019 School Safety Plan are:

- 1) By January, 2019 100% of all staff will report incidents of bullying and harassment, observed or reported to them.
- 2) By January 2019, 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 2019 there will be a decrease in the number of incidents related to EC 48900 (k) (disrupted school activities or willfully defied valid authority) by 20%.

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

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

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.5	2.6	4.0
Expulsions Rate	0.1	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	4.0	3.7
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	382.6

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	24.0	24.0	22	26	32	47	44	55	4	2	3
Mathematics	24.0	20.0	25.0	13	11	17	16	12	42	6		9
Science	29.0	28.0	28.0	10	10	11	32	39	35	19	12	14
Social Science	27.0	27.0	26.0	10	16	14	46	44	32	12	9	19

* 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 provided for Teachers

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

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

The Andrew Hill Professional Development Committee created the Professional Development Plan for the 2017-18 school year that will focus on the Middle Years Program offered by the International Baccalaureate (IB) Program. After reviewing current IB Program data a decision was made to increase the number of possible IB students by focusing on the skills needed starting in ninth grade classes. Teachers and staff will participate in on-site and off-site workshop trainings throughout the academic year. A special Professional Development bell schedule will be used throughout the 2017-18 school year to provide additional two hour blocks of time for on-site trainings along with the weekly hour during Collaboration Thursdays. Professional Development will focus on establishing department specific rubrics to be used on common assignments that will be used by staff to identify possible strategies to improve student skill levels. The goal for 2017-18 is for each department to have used a four part Middle Years Program rubric on four assignments and to have calibrated their scoring by the end of the year. Additionally, each department will send at least one member to off-site Middle Years Program conferences this year and that number will increase each year after.

The 2018-19 school year professional development focus will continue to be on the Middle Years Program common unit lessons for each course in grades 9 and 10. Staff will spend professional development time creating the school wide expectations and process to ensure that all 10th graders complete the MYP Personal Project by Spring 2020. The same Professional Development bell schedule from 2017-18 that provides two hour blocks of time is going to be used at least 10 times in 2018-19. Professional Development plans for 2018-19 also include the integration of strategies for relationship centered school as the first steps in a multi-year plan.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$50,747
Mid-Range Teacher Salary	\$90,881	\$86,127
Highest Teacher Salary	\$112,154	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$146,943	\$150,286
Superintendent Salary	\$286,275	\$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	4.0	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.

Math Center

The Math Center is a space where all students are accepted and supported in developing their math skills. It is the goal of the Math Center to assist all students in mastering math skills for all math classes.

Tutoring Center

The Tutoring Center is a space where all students are accepted and supported in developing their academic skills after school. Students have access to chromebooks, printers, textbooks, school supplies, peer tutors and teachers in this Center.

College and Career Center

Students use the College and Career Center to access information for scholarships, academic and career opportunities post high school. After school students can work with CAL-SOAP college mentors to create and update possible post high school educational goals.

ELD Homework and Study Skills Center

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

Physical Education- Weight Training After School

Students use the weight room after school to provide additional opportunities for mental, emotional and physical health improvements. Some students can also complete make-up assignments for Physical Education class during this timeframe.

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,935	\$ 1,194	\$7,741	\$90,063
District	◆	◆	\$7,376	\$89,332
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			4.8	3.1
Percent Difference: School Site/ State			16.3	8.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Andrew P. Hill High School	2014-15	2015-16	2016-17
Dropout Rate	17.1	13.1	10.7
Graduation Rate	79.3	82.7	80.5
East Side Union High School District	2014-15	2015-16	2016-17
Dropout Rate	11.7	10.0	20.5
Graduation Rate	83.0	85.0	71.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	32.6

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	5	♦
Mathematics	3	♦
Science	0	♦
Social Science	2	♦
All courses	10	12.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	79.6	84.1	88.7
Black or African American	47.1	75.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	92.3	95.0	94.9
Filipino	92.3	92.2	93.5
Hispanic or Latino	74.2	76.3	86.5
Native Hawaiian/Pacific Islander	100.0	67.7	88.6
White	54.6	92.7	92.1
Two or More Races	100.0	89.2	91.2
Socioeconomically Disadvantaged	84.5	83.8	88.6
English Learners	64.2	62.3	56.7
Students with Disabilities	46.9	62.0	67.1
Foster Youth	33.3	59.3	74.1

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

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).

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.