

Hilltop Senior High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

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 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.

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|--|
| School Name | Hilltop Senior High |
| Street | 555 Claire Ave |
| City, State, Zip | Chula Vista, Ca, 91910-6105 |
| Phone Number | 619-476-4200 |
| Principal | Dr. Thomas Gray |
| E-mail Address | thomas.gray@sweetwaterschools.org |
| Web Site | www.sweetwaterschools.org |
| CDS Code | 37684113732849 |

| District Contact Information | |
|------------------------------|------------------------------------|
| District Name | Sweetwater Union High |
| Phone Number | (619) 691-5555 |
| Superintendent | Karen Janney, Ed.D. |
| E-mail Address | karen.janney@sweetwaterschools.org |
| Web Site | www.sweetwaterschools.org/ |

School Description and Mission Statement (School Year 2016-17)

Hilltop High School Mission Statement

At Hilltop High School our mission is to provide a safe, supportive, and academically driven community in which all students have equitable access to a quality education so they may achieve post-secondary and career goals, as well as become productive citizens.

School wide Learner Outcomes

1. Students will be motivated, helpful and self-disciplined learners who are engaged and focused, perseverant, goal oriented, and organized.
2. Students will be collaborative learners who are effective communicators, resourceful, open minded, active participants, contributors to discussions, and solution oriented.
3. Students will be creative problem solvers and effective communicators who pose critical questions, problem solve, use logical reasoning, and make strategic.

Hilltop High School is one of 12 comprehensive high schools in the Sweetwater Union High School District. The school received the recognition of the "California Distinguished School" (1996 and 2005). In its annual ranking of schools, U.S. News & World Report magazine Hilltop High School was placed among the top 12 percent of over 19,000 eligible schools in the U.S. and among the top 16 percent of California schools.

At the core of our success is the variety of programs available to students. The Foreign Language and Global Studies (FLAGS) magnet, Academies of Hospitality and Tourism (H&T) and Information Technology (IT) programs enable students to pursue education through specialized pathways.

The successful academic record at Hilltop High School is a result of various academic programs and support programs that are offered to students. For example, there is a large Accelerated, Honors and Advanced Placement (AP) Program in math, science, social studies, language arts, and foreign languages. Students receive academic and social support through a variety of programs such as Advancement Via Individual Determination (AVID), Structured English Immersion (SEI), math support, English support, and Read 180. Students with special needs are served through several options including the Learning Center and RSP Learning Center, an on-site alternative for at-risk students, and the Moderate-to-Severe (MOS) program which provides vocational, functional, and daily life skills for students with developmental delays and limitations.

Hilltop also offers a variety of enrichment programs such as Regional Occupation Program (ROP), Visual and Performing Arts courses, Photography, Drama, Band, and unique courses such as Guitar and Academic Decathlon. There is an active student organization (ASB) with over 40 clubs, of which total membership exceeds student enrollment. A full array of sports for boys and girls are offered with participation increasing each year to approximately 40% of the student population. Trained peer mediators in two Connect Crew classes are available to assist students as needed with academic and social issues.

In 2013-2014, Hilltop High School was one of several schools in our district that received a 21st Century After School Safety and Enrichment for Teens (ASSET) grant. The primary purpose of the 21st Century High School ASSET Program is to offer students a broad array of services, programs, and activities before and after school. These services, programs, and activities are designed to reinforce and complement the regular academic program of participating students. The ASSET grant makes it possible to offer a rich menu of after school academic and recreational activities. The program runs from 2:45 p.m. to 6:00 p.m., five days a week. The menu of services is updated weekly and shared with staff, students, and community members.

In fall of 2012, Hilltop High School was one of four schools in the district that became part of the Chula Vista Promise Neighborhood (CVPN) grant. The CVPN is a federally funded program that provides comprehensive approaches to changing the odds for our struggling, most at risk children. Coordinated by South Bay Community Services, CVPN brings together a collaboration of partners focused on family, education, health and community to inspire all children in the designated areas to achieve academic excellence and aspire to a college and career track.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 562 |
| Grade 10 | 535 |
| Grade 11 | 522 |
| Grade 12 | 581 |
| Total Enrollment | 2,200 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.2 |
| American Indian or Alaska Native | 0.1 |
| Asian | 0.6 |
| Filipino | 1.5 |
| Hispanic or Latino | 85.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 7.5 |
| Two or More Races | 3.5 |
| Socioeconomically Disadvantaged | 59.2 |
| English Learners | 12.3 |
| Students with Disabilities | 11.2 |
| Foster Youth | 0.1 |

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 83 | 85 | 95 | 1847 |
| Without Full Credential | 2 | 2 | 3 | 89 |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | 0 | 4 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 0 |

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 82.9 | 17.2 |
| All Schools in District | 87.5 | 12.5 |
| High-Poverty Schools in District | 86.9 | 13.1 |
| Low-Poverty Schools in District | 88.6 | 11.4 |

Note: 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 2016-17)

Year and month in which data were collected: December 2015

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts | Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |
| Mathematics | Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |
| Science | Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |
| History-Social Science | Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |
| Foreign Language | Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Health | Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |
| Visual and Performing Arts | Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | One set of lab equipment per lab station. | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts 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, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school has an administration building, 98 classrooms, a gym and a library. The main campus was built in 1958. Additions were constructed in 1958, 1960, 1961, 1968, 1971, 1987, 1992, 1999, 2000 and 2006. Six portable classrooms were constructed in 1987 and 1992. Twenty-two permanent classrooms have been constructed.

The school opened in 1959 with an administration building, 27 classrooms, a gym and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal 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.

For the 2015-16 school year, the district budgeted \$3,533,950 for the deferred maintenance program. This represents 1% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: August 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: August 2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 59 | 67 | 47 | 53 | 44 | 48 |
| Mathematics | 24 | 30 | 29 | 31 | 34 | 36 |

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 529 | 497 | 94.0 | 66.7 |
| Male | 11 | 271 | 255 | 94.1 | 60.5 |
| Female | 11 | 258 | 242 | 93.8 | 73.3 |
| Black or African American | 11 | -- | -- | -- | -- |
| Asian | 11 | -- | -- | -- | -- |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 455 | 429 | 94.3 | 65.7 |
| Native Hawaiian or Pacific Islander | 11 | -- | -- | -- | -- |
| White | 11 | 36 | 33 | 91.7 | 72.7 |
| Two or More Races | 11 | 23 | 20 | 87.0 | 75.0 |
| Socioeconomically Disadvantaged | 11 | 305 | 287 | 94.1 | 63.5 |
| English Learners | 11 | 49 | 48 | 98.0 | 17.4 |
| Students with Disabilities | 11 | 44 | 39 | 88.6 | 17.9 |
| Foster Youth | 11 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 528 | 496 | 93.9 | 30.3 |
| Male | 11 | 271 | 255 | 94.1 | 27.2 |
| Female | 11 | 257 | 241 | 93.8 | 33.6 |
| Black or African American | 11 | -- | -- | -- | -- |
| Asian | 11 | -- | -- | -- | -- |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 454 | 428 | 94.3 | 28.2 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Native Hawaiian or Pacific Islander | 11 | -- | -- | -- | -- |
| White | 11 | 36 | 33 | 91.7 | 46.9 |
| Two or More Races | 11 | 23 | 20 | 87.0 | 50.0 |
| Socioeconomically Disadvantaged | 11 | 305 | 287 | 94.1 | 29.2 |
| English Learners | 11 | 49 | 48 | 98.0 | 4.2 |
| Students with Disabilities | 11 | 44 | 39 | 88.6 | |
| Foster Youth | 11 | -- | -- | -- | -- |

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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 | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 59 | 58 | 53 | 63 | 53 | 49 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 530 | 511 | 96.4 | 53.0 |
| Male | 282 | 274 | 97.2 | 54.7 |
| Female | 248 | 237 | 95.6 | 51.1 |
| Hispanic or Latino | 459 | 444 | 96.7 | 50.7 |
| White | 41 | 39 | 95.1 | 71.8 |
| Two or More Races | 14 | 14 | 100.0 | 57.1 |
| Socioeconomically Disadvantaged | 310 | 296 | 95.5 | 49.0 |
| English Learners | 58 | 51 | 87.9 | 11.8 |
| Students with Disabilities | 61 | 59 | 96.7 | 33.9 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. In order to be aligned with the model, Hilltop High School offers three programs of study: Informational Technology, Hospitality and Tourism, and Engineering, which prepares students to continue to a four year college or enter the work force. Classes offered in these programs include multimedia, web design, video production, engineering (3 levels), and sales and marketing.

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 8 |
| % of pupils completing a CTE program and earning a high school diploma | 3% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 8% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.09 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 53.6 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 11.9 | 34.3 | 24.4 |

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.

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 (School Year 2016-17)

Parental involvement occurs through membership in school organizations such as School Site Council (SSC), English Language Advisory Council (ELAC), Lancer PTS Connection, and FLAGS parent group. Parents support student programs through fundraising, coordination and membership in booster organizations that support academic, extracurricular and athletic programs.

The Parent Center at Hilltop High School had a reopening in fall of 2014. This facility offers a comfortable, approachable place on school campus where parents and students have access to resources and computers. The Parent Center may also be utilized for community meetings, classes, and other group activities. The Chula Vista Promise Neighborhood (CVPN) has assigned staff members to support the Hilltop High School Parent center.

State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 4.20 | 5.40 | 3.60 | 6.40 | 7.50 | 6.20 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 87.69 | 86.84 | 90.58 | 83.16 | 82.46 | 84.62 | 80.44 | 80.95 | 82.27 |

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 87 | 82 | 86 |
| Black or African American | 71 | 81 | 78 |
| American Indian or Alaska Native | 100 | 94 | 78 |
| Asian | 100 | 94 | 93 |
| Filipino | 100 | 94 | 93 |
| Hispanic or Latino | 87 | 80 | 83 |
| Native Hawaiian/Pacific Islander | 100 | 93 | 85 |
| White | 92 | 81 | 91 |
| Two or More Races | 77 | 89 | 89 |
| Socioeconomically Disadvantaged | 55 | 51 | 66 |
| English Learners | 56 | 60 | 54 |
| Students with Disabilities | 35 | 38 | 78 |

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.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 4.8 | 4.5 | 5.0 | 5.7 | 5.7 | 4.6 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

Each year Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. Hilltop High School has a Safety Committee that meets and works on planning safety drills.

Key Elements of the Plan:

- Provide updated Safety Folder (to be distributed to all school staff)
- Train all staff on emergency procedures
- Continue Anti-Bullying Campaign and efforts
- Conduct emergency drills
- Identify strategies and programs that provide safety on campus

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.

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2008-2009 |
| Year in Program Improvement* | Year 4 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 19 |
| Percent of Schools Currently in Program Improvement | N/A | 82.6 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 22 | 62 | 18 | 34 | 21 | 64 | 14 | 37 | 21 | 64 | 14 | 37 |
| Mathematics | 21 | 50 | 13 | 40 | 17 | 30 | 6 | 13 | 17 | 30 | 6 | 13 |
| Science | 22 | 30 | 31 | 11 | 23 | 22 | 23 | 15 | 23 | 22 | 23 | 15 |
| Social Science | 21 | 66 | 19 | 36 | 21 | 58 | 13 | 39 | 21 | 58 | 13 | 39 |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 6.7 | 324.0 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | 1.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.0 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist | | N/A |
| Other | | N/A |

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5212.0 | \$518.0 | \$4694.0 | \$78759.0 |
| District | N/A | N/A | \$1742.0 | \$79,715 |
| Percent Difference: School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$5,677 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | | |

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

Types of Services Funded (Fiscal Year 2015-16)

- General Operations - services, materials, and support to the general education program
- Title I - federal funding to address academic needs of at risk students.
- LCAP - state funding to improve academic achievement of students
- 2016 SARC Input Form (Hilltop Senior High) 1/17/17
- ASSETS - Federal funds for extended learning opportunities for students
- Foreign Language & Global Studies - four-year magnet program focusing on comprehensive education with global emphasis
- Academy of Information Technology - three year program focusing on comprehensive education with extensive technological support
- Academy of Travel And Tourism - comprehensive educational program with community partnerships created to prepare students to understand and work in San Diego's tourism industry
- State Program for English Language Learners - designed to provide supplemental resources to help students develop English fluency, to promote students' positive self-image, cross-curricular understanding, and equal opportunity
- AVID - supports underachieving college bound students by providing college tutors and instruction in organizational strategies, note-taking, and writing
- SB813 - funding designated to allow counselors to meet with students and their parents to create each student's four- year personal learning plan (PLP)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,986 | \$46,184 |
| Mid-Range Teacher Salary | \$73,692 | \$75,179 |
| Highest Teacher Salary | \$96,471 | \$96,169 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$138,060 | \$124,243 |
| Average Principal Salary (High) | \$151,325 | \$137,939 |
| Superintendent Salary | \$235,000 | \$217,637 |
| Percent of Budget for Teacher Salaries | 38% | 35% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 5 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 7 | N/A |
| Mathematics | 5 | N/A |
| Science | 3 | N/A |
| Social Science | 12 | N/A |
| All courses | 32 | .4 |

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Professional development opportunities are provided for all staff members throughout the school year. School and district wide professional development occurs on one of the pre-school days and two other days during the school year. Teachers are provided regular opportunities throughout the year to meet in their Professional Learning Communities (PLCs) to align curriculum to common core academic standards, develop pacing guides, create and analyze Common Formative Assessments (CFAs), calibrate and examine student work, and determine interventions for students not meeting mastery of standards. Professional collaboration time provided includes Curriculum Camp during the summer break, district pullout days, and site level pullouts during the year. Faculty meetings and minimum days are used as a forum for sharing strategies in order to implement the Common Core standards, District Common Language: Academic Language Development strategies, Daily Learning Targets (DLT) and Checking for Understanding. Teacher representatives participate in full day district level cohort trainings as the vehicle for disseminating information on the implementation of Common Core State Standards and CPM curriculum.

The Professional Development has consisted of staff training on Common Core, Academic Language Development, and Student engagement strategies, Data Analysis, IPAD Training, analyzing disaggregated data, and establishing the focus for PLC work for the year. Curriculum and instruction have undergone significant changes in focus and implementation since the visit, especially because of Common Core implementation, the work of the PLCs, and the support of the district. The school wide focus has narrowed around what is referred to as the "District Common Language." This has entailed professional development for implementation of Daily Learning Targets, Academic Language Development, rigor and relevance, and Checking for Understanding. Staff has also received training on Kagan strategies as well as Infinite Campus the student information system and Illuminate a data program to assess student progress.

Starting in 2014-2015, in order to better support the site level common core implementation, the district allocated 4 periods for onsite curriculum specialists. The four curriculum specialists at Hilltop High School are teacher leaders from each core subject (Mathematics, English, Science, and Social Science). The curriculum specialists support teachers in implementation of common core standards and researched based instructional practices. All core teachers (English, Mathematics, Science, and History/Social Science) attend all-day trainings once a semester designed by the site curriculum specialist. Fundamentals teachers and English Language Development teachers also participate in these workshops.