

Hilltop Senior High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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	Lee Romero
E-mail Address	lee.romero@sweetwatershools.org
Web Site	www.hth.sweetwatershools.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 2017-18)

Hilltop High School's Mission Statement:

Hilltop High School will provide an academic, supportive, and collaborative culture that is safe and inclusive so that each student may become an advocate for his or her own success.

OUR BELIEFS

The Hilltop High School faculty and staff commit to the Hilltop High School mission statement based upon the following beliefs:

We believe in solution-oriented, effective collaboration between all stakeholders.

We believe in understanding each student's needs and providing support on their road to success.

We believe in promoting a positive and equitable school culture through inclusion, support, and involvement.

We believe in cultivating a drive for continuous learning through active engagement and growth opportunities.

We believe in community engagement that provides further opportunities for student success.

Hilltop High School is one of twelve comprehensive high schools in the Sweetwater Union High School District. Along with eleven middle schools, one continuation school, several alternative education programs, and five adult schools, Hilltop High School is part of the largest secondary school district in the nation. Hilltop High School was recognized by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for high achievement in student success as one of 1,866 public schools in California to receive the title of 2016 Honor Roll Star School, a part of a national effort to identify higher-performing schools and highlight successful practices that improve outcomes for students and includes measures of college readiness. In 2017 U.S. News & World Report ranked Hilltop High School number 1,930 of over 19,000 eligible schools in the U.S., and number 373 within California. This silver-ranking is based on our performance on state-required tests and how well we prepare students for college.

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, support, and enrichment programs offered to students including: Accelerated, Honors, Advanced Placement (AP), Advancement Via Individual Determination (AVID), Structured English Immersion (SEI), Designated Academic Language Development (ALD), Prep for Success, Career Technical Education (CTE), Visual and Performing Arts (VAPA) courses, and Academic Decathlon. 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 65 clubs. A full array of sports for boys and girls is offered with participation increasing each year to approximately 50% 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 2016-17)

Grade Level	Number of Students
Grade 9	520
Grade 10	552
Grade 11	511
Grade 12	560
Total Enrollment	2,143

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	0.7
Filipino	1.8
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.2
White	6.4
Two or More Races	4
Socioeconomically Disadvantaged	52.9
English Learners	13.7
Students with Disabilities	11.8
Foster Youth	0.3

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	85	95	81	1665
Without Full Credential	2	3	8	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	3

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 2017-18)

Year and month in which data were collected: August 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
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)

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

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	67	60	53	53	48	48
Mathematics (grades 3-8 and 11)	30	22	31	32	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	514	499	97.08	59.92
Male	277	268	96.75	55.6
Female	237	231	97.47	64.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	445	432	97.08	57.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	35	94.59	82.86
Two or More Races	17	17	100	58.82
Socioeconomically Disadvantaged	303	293	96.7	58.7
English Learners	79	75	94.94	28
Students with Disabilities	62	60	96.77	21.67
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	514	486	94.55	22.22
Male	277	261	94.22	20.31
Female	237	225	94.94	24.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	445	421	94.61	20.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	34	91.89	29.41
Two or More Races	17	16	94.12	37.5
Socioeconomically Disadvantaged	303	286	94.39	22.03
English Learners	79	72	91.14	5.56
Students with Disabilities	62	59	95.16	10.17
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58	53	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.01
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	56.76

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	31.2	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 State priority: Parental Involvement (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 2017-18)

Parental involvement occurs through membership in school organizations such as School Site Council (SSC), English Language Advisory Council (ELAC), PTSO/ FLAGS parent group, Coffee with the Principal, and parent workshops such as Building Student Success Night. Building Student Success Night is an opportunity for parents and student to learn ways to improve grades, interventions available, as well as people on campus who can help. We also offered Mental Health Certification Workshops in Spanish and Youth Mental Health Certifications in English which provided parents with the tools to recognize risk factors, warning signs, and specific symptoms of mental illness such as anxiety, depression, substance use, schizophrenia, and bipolar disorder. It also provided parents with the tools to create a 5-step action plan to support people who are experiencing an emotional crisis.

Parents support student programs through fundraising, coordination and membership in booster organizations that support academic, extracurricular and athletic programs.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.4	3.6	3.5	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	86.84	90.58	86.57	82.46	84.62	82.79	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	82.79	83.04	87.11
Black or African American	90	83.41	79.19
American Indian or Alaska Native	0	45.45	80.17
Asian	100	94.25	94.42
Filipino	100	94.23	93.76
Hispanic or Latino	82.47	81.14	84.58
Native Hawaiian/Pacific Islander	50	88.46	86.57
White	88.89	86.41	90.99
Two or More Races	66.67	88	90.59
Socioeconomically Disadvantaged	80.47	79.52	85.45
English Learners	60.32	62.12	55.44
Students with Disabilities	55.41	52.38	63.9
Foster Youth	0	61.11	68.19

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.5	5.0	4.3	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	76

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	21	64	14	37	22	61	20	32	23	49	22	32
Mathematics	17	30	6	13	15	40	9	9	15	39	12	5
Science	23	22	23	15	24	23	25	17	22	26	35	5
Social Science	21	58	13	39	21	52	31	27	22	44	27	27

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 2016-17)

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 2015-16)

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	\$83,046
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$82,770
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 2016-17)

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

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	20	32.9

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)

Hilltop High School has restructured the use of site-level curriculum specialists to include: two teachers (with two resource periods each) intended to focus on PLC curriculum needs and the implementation of schoolwide literacy skills, one teacher (with one resource period) to focus on supporting the implementation of NGSS within all science PLCs and curriculum, and one teacher (Blended Learning Specialist) with two resource periods to focus on the implementation of technology within curriculum and PLCs. The primary areas of focus for staff development are "First Best Lesson", student engagement strategies, schoolwide literacy focus, and increased technology integration.

First Best Lesson

One of SUHSD's focuses for 2017-2018 is on design and delivery of the "First Best Lesson", or effective first instruction. Effective first instruction includes the use of data, technology, student engagement, and best practices in lesson design with the goal of student mastery. In order to promote effective first instruction, Hilltop High School has provided professional development for teachers on: PLC process, Kagan student engagement strategies, AVID schoolwide literacy strategies, and the implementation of technology in curriculum.

Student Engagement Strategies

Kagan strategies focus on cooperative learning in order to increase student engagement. In 2015, the entire staff at Hilltop High School attended Kagan Day One training on student engagement strategies. Kagan provided follow-up “coaching” assistance for teachers who were implementing these strategies. In 2016-2017, 38 teachers volunteered to attend Kagan training Day Two training. Additionally, there were share-outs at faculty meetings of strategies teachers were using in their classroom and PLCs were encouraged to share Kagan student engagement strategies with each other. In the fall of 2017, Hilltop High School offered a professional development rotation for teachers during the pre-service days as a refresher course for Kagan strategies. During Schoolwide Learning Walks, Kagan student engagement strategies are one of the focus areas and data is collected regarding teacher usage. In an August 2017 Schoolwide Learning Walk student engagement strategies were observed in 26% of the classrooms observed and in October they were observed in 57% of the classes. This demonstrates the need for ongoing professional development and PLC collaboration around lesson design promoting student engagement through collaborative learning.

Schoolwide Literacy Focus

In fall of 2017, a schoolwide literacy team was formed consisting of three teachers: two curriculum specialists and our AVID coordinator. The goal of this team is to support all content area teachers with implementation of literacy strategies throughout their curriculum. The site literacy team looked at school data (SBAC, SAT and ACT scores) and saw a need in the area of critical reading. Since part of our AVID site plan is to implement AVID literacy strategies site-wide, it was fitting that the need be addressed using AVID techniques. The site literacy team has hosted two sessions of professional (two pre-service days) focusing on the critical reading process, including: establishing a purpose for reading, marking the text, writing in the margins, and creating reading prompts. Literacy strategies are another area of focus during Schoolwide Learning Walks. In August of 2017, literacy strategies were observed in 40% of classroom observations and in October they were observed in 36% of classrooms. Professional development on schoolwide literacy strategies will continue during PLC meetings, pullout days, and staff development days.

Increased Technology Integration

The school technology plan is revised annually to update the goals and activities to ensure increased technology use by both teachers and students. The district has allocated three periods for a Blended Learning Specialist to support the work of teachers with technology integration. The Blended Learning Specialist supports both PLCs during Pro-Hour and individual teachers during the release periods. Using a tiered approach, the Blended Learning Specialist has planned professional development to support teachers’ use of Google Classroom learning management system and shared samples of Google Classrooms created by peers.