

Hilltop High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Hilltop High School
Street	555 Claire Ave.
City, State, Zip	Chula Vista, CA 91910-6105
Phone Number	619-476-4200
Principal	William Walsh
Email Address	william.walsh@sweetwaterschools.org
School Website	hth.sweetwaterschools.org
County-District-School (CDS) Code	37684113732849

2023-24 District Contact Information

District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org

2023-24 School Description and Mission Statement

Mission:

Hilltop High School will provide an academic, supportive, and collaborative culture that is safe and inclusive for all so that each student may become an active advocate of their own success.

Hilltop High Vision Statement:

Hilltop High School is committed to providing each student

- An inclusive environment which fosters empathy, physical health, and emotional well-being
- Rigorous instruction
- Skills to succeed throughout high school and beyond

Schoolwide Learner Outcomes

Hilltop High School Graduates will be well-rounded individuals are:

- Prepared for post-secondary life: college and career
- Socially responsible and engaged
- Life-long learners and problem solvers

Hilltop High School, home of the Lancers, is located in the heart of Chula Vista, a city of over 270,000 people. The high school is located south of the greater San Diego area and eight miles north of the international border with Mexico. The City of Chula Vista has experienced a dramatic population increase of 25% between 2000 and 2005, which has tapered off to a 3.5% increase since the 2010 census. Chula Vista has seen significant population growth because of its thriving economy and the support that is offered for small businesses. The city's median income is \$66,110. Currently, 27.9% of the population is under age 18, and the median age is 34.6 years old. The City of Chula Vista is roughly divided into the east and west sections. Hilltop High School, located in the older part of the city just west of the 805 freeway, features well-established neighborhoods, consisting of a mix of single-family homes and apartments. Public and district bus transportation and freeway proximity provide students access to the school; the surrounding residential area protects it from industry and main-street intrusion, thereby creating a safe and secure campus.

Hilltop High School currently has 1823 students on the main campus. A number of Hilltop High School's students transfer from other schools in the district to participate in the Foreign Language and Global Studies (FLAGS) program, the Academy of

2023-24 School Description and Mission Statement

Hospitality and Tourism (HT), and the Academy of Information Technology (IT).

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), Career Technical Education (CTE), Visual and Performing Arts (VAPA) courses. There is an active student organization (ASB) with over 40 clubs. A full array of sports 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 as well as a Prep for Success class for incoming ninth graders who struggle academically .

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	441
Grade 10	463
Grade 11	433
Grade 12	452
Total Enrollment	1823

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	.5
Asian	3.0
Black or African American	1.9
Filipino	1.6%
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	2.7%
White	14.9
English Learners	16.8
Foster Youth	.2
Homeless	.2
Socioeconomically Disadvantaged	73.2%
Students with Disabilities	17.3

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.50	75.66	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.13	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.58	57.40	3.48	12115.80	4.41
Unknown	18.20	23.62	443.50	26.88	18854.30	6.86
Total Teaching Positions	77.30	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.20	85.01	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.07	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	1.99	56.80	3.36	11953.10	4.28
Unknown	10.30	12.92	151.70	8.98	15831.90	5.67
Total Teaching Positions	80.30	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	1.60
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.40	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books 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
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks 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

School Facility Conditions and Planned Improvements

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.

Deferred Maintenance Projects

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

Year and month of the most recent FIT report

12/05/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			broken vct floor needs repair - WO 60106; heater is not working - WO 59004, A/C panel is off - WO 60109, HVAC not working - WO 60111
Interior: Interior Surfaces		X		Replace missing "Cafeteria" Sign on exterior - WO 60077; replace indow carved with graffiti - WO 60078; repair blinds - WO 44251; repair platform with screen protector - WO 60079; Replace sign outside boiler room - WO 60080, Replace Carpet - WO 146; paint front door - WO 60081; repair hole in door behind storage - WO 60082; Cover exposed wires - WO 60083, Repair hole on north wall - WO 60085, Light missing cover - WO 53174, Paint coming off south wall - WO 60091, Replace sign outside door - WO 60097; Flooring needs replacement - WO 60096,VCT Floor is too old, some areas with rust - WO 60098, Light missing cover - WO 60100; Carpet needs replacement - WO 60158; wood frame/wall broken - WO 60101,

School Facility Conditions and Planned Improvements

			Remove/Replace carpet - WO 11276, Poor air quality - WO 58698; Rain gutter is loose outside - WO 60102, Room number sign missing - WO 58986, Window blinds do not work - WO 60112
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Rodent Infestation - WO 60086, Termites present in classroom - 55672; replace VCT flooring - WO 60105; Wall paper needs repair - WO 60153
Electrical	X		Replace light cover - WO 60088, Outlets by sink do not work, breaker pops - WO 54949; replace exterior light bulbs - WO 60133, Replace exterior light bulbs, GFI outlet does not reset - WO 54046, Repair Elevator - WO 55838
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Boys partition door missing - WO 58701; Girls floor has cracks needing repair - WO 60095, North wall sink left is leaking - WO 60110, Boys restroom missing sign - WO 60116, remove graffiti carved on partition walls - WO 60118; paint walls to cover graffiti - WO 60119; staff restroom missing exterior sign - WO 60137
Safety: Fire Safety, Hazardous Materials	X		mold on walls - WO 60130
Structural: Structural Damage, Roofs	X		Loose rain gutter on east outside wall - WO 55698; replace exterior light bulbs - WO 60128, Repair Rain Gutter,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	repair pot holes south parking lot - WO 38925; part wall under sink in Nurse's restroom - WO 59840; Paint stairs and stop sign in front of office - WO 60075; Paint exterior doors - WO 60076, Door does not close properly - WO 60071, Workroom door does not close properly - WO 60087, Palm tree base need repair - WO 49197, remove electrical post in middle of room - WO 60115, Patch Asphalt in front of Gym and outside of boys PE - WO 57098; replace broken glass next to coaches office - WO 60120, Longbed cart not holding charge - WO 54293; broken window on north wall - WO 60124, Gopher holes need to be addressed - WO 58774, Repair broken cement on bleachers - WO 60089, Patch concrete under tennis courts - WO 53335

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	55	50	48	47	46
Mathematics (grades 3-8 and 11)	22	22	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	460	449	97.61	2.39	55.13
Female	227	224	98.68	1.32	64.57
Male	233	225	96.57	3.43	45.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	346	340	98.27	1.73	52.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	66.67
White	72	70	97.22	2.78	60.00
English Learners	70	70	100.00	0.00	11.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	354	343	96.89	3.11	54.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	60	90.91	9.09	26.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	460	452	98.26	1.74	22.12
Female	227	225	99.12	0.88	24.00
Male	233	227	97.42	2.58	20.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	346	341	98.55	1.45	20.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	72	71	98.61	1.39	23.94
English Learners	70	69	98.57	1.43	2.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	354	346	97.74	2.26	21.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	60	90.91	9.09	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.22	20.62	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	901	876	97.23	2.77	20.66
Female	434	423	97.47	2.53	20.80
Male	467	453	97.00	3.00	20.53
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	18.18
Black or African American	--	--	--	--	--
Filipino	18	17	94.44	5.56	41.18
Hispanic or Latino	701	679	96.86	3.14	18.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	34.62
White	121	120	99.17	0.83	25.83
English Learners	141	137	97.16	2.84	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	665	645	96.99	3.01	19.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	104	82.54	17.46	4.81

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Hilltop High School offers programs in five industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts), Engineering and Architecture (Architectural Design), Health Science and Medical Technology (Patient Care), Hospitality, Tourism, and Recreation (Hospitality, Tourism, and Recreation) and Information and Communication Technologies (Information and Support Services). In addition, there are two California Partnership Academies – Academy of Information Technology and Hospitality and Tourism which are part of the five mentioned industry sectors. The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education and establishes business partnerships.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	562
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.6
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	48.92

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	69%	67%	38%	56%	62%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement occurs through membership in school organizations such as School Site Council (SSC), English Language Advisory Council (ELAC), Coffee with the Principal, and parent workshops to build parenting skills. Topics focus on the challenges facing parents today, like drugs, gangs, communication, human trafficking, self-esteem, violence, and discipline. This year, 2023-2024, we established a PTSO. In addition, we work with district and community agencies that provide workshops for parents.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.6	4.5	2.1	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	92.9	92.8	95.1	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	425	404	95.1
Female	197	188	95.4
Male	228	216	94.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	339	319	94.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	13	92.9
White	48	48	100.0
English Learners	81	75	92.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	335	318	94.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	59	47	79.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2019	1959	473	24.1
Female	1004	969	234	24.1
Male	1015	990	239	24.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	19	19	6	31.6
Asian	27	26	4	15.4
Black or African American	38	38	13	34.2
Filipino	32	31	3	9.7
Hispanic or Latino	1549	1503	370	24.6
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	55	52	11	21.2
White	287	278	62	22.3
English Learners	383	372	107	28.8
Foster Youth	1	1	0	0.0
Homeless	17	15	9	60.0
Socioeconomically Disadvantaged	1541	1511	379	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	347	333	110	33.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.98	3.42	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.05	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.42	0.05
Female	1.1	0.1
Male	5.71	0
Non-Binary		
American Indian or Alaska Native	10.53	0
Asian	0	0
Black or African American	5.26	0
Filipino	6.25	0
Hispanic or Latino	3.36	0.06
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.64	0
White	3.14	0
English Learners	4.96	0.26
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.24	0.06
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.92	0

2023-24 School Safety Plan

Each year, Hilltop High School reviews and updates their Comprehensive School Safety Plan. Professional staff development along with trainings are completed regularly throughout the school year. Disaster and evacuation drills are also scheduled periodically throughout the school year. Plan is updated yearly, public input is gathered, and the plan is approved by the SUHSD Board in February.

Key Elements of the Plan:

- Update and review Site Safety Folder
- Train all staff on emergency procedures during faculty meetings, PD days, and pre-service days
- Conduct all safety drills for first and second semester
- Identify strategies and programs that provide safety on campus
- Work in close cooperation with district and local law enforcement

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	18	19	35
Mathematics	30	14	20	30
Science	28	5	34	7
Social Science	31	11	20	36

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	18	25	30
Mathematics	29	13	18	34
Science	27	8	31	11
Social Science	31	11	20	39

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	20	22	32
Mathematics	29	12	19	31
Science	27	11	27	10
Social Science	30	13	17	39

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	360

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	5
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7003.71	556.04	6447.67	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-40.8	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-26.8	-5.1

Fiscal Year 2022-23 Types of Services Funded

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 Hospitality 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

ESSER - funding designated to address the ongoing impacts of the COVID 19 pandemic

Special Education - funding designated to support students with special needs as outline in the student's Individualized Education Program (IEP)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	36.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	7
Fine and Performing Arts	1
Foreign Language	6
Mathematics	5
Science	7
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	43

Professional Development

Resource Teachers and Admin will provide professional development to Professional Learning Communities (PLC's) to strengthen PLCs in effective first instruction by supporting:

- SEI Strategies - QTEL/WestEd PD with individual coaching cycles
- SpEd Strategies
- SEL Strategies
- AVID School-wide Strategies

College Board PD - AP by the Sea

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	5