

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Hillview Continuation High School	District Name	Tustin Unified School District
Street	15400 Lansdowne	Phone Number	(714) 730-7301
City, State, Zip	Tustin, Ca 92782	Web Site	www.tustin.k12.ca.us
Phone Number	(714) 730-7356	Superintendent	Gregory A. Franklin, Ed.D.
Principal	Tim O'Donoghue	E-mail Address	gfranklin@tustin.k12.ca.us
E-mail Address	todonoghue@tustin.k12.ca.us	CDS Code	30-73643-3032919

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The mission of Hillview High School is to produce graduates who are academically, socially, and emotionally prepared to contribute to an ever-changing society.

The result of the process is that Hillview High School is committed to implement specific Essential Schoolwide Learning Results, which are based on identified critical areas of needs. The ESLR's are integrated into the curriculum and daily operation of Hillview High School. Each Hillview High School student will be prepared to:

1. Demonstrate the ability to use math skills in real world applications
2. Demonstrate effective communication skills
3. Demonstrate the ability to set short and long term goals
4. Demonstrate proficiency in current and emerging technological applications
5. Demonstrate personal responsibility
6. Demonstrate proficiency in Basic Language Arts skills

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are strongly encouraged to be involved in their student's school experience to help ensure they earn their high school diploma. Each parent meets with the principal when enrolling. Parents have the opportunity to meet with staff about student progress at Back to School Night and two Report Card Nights. Parents can also be part of the school site council and be part of ELAC. The principal and counselor are always willing to assist parents and students.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 10	3
Grade 11	68
Grade 12	118
Total Enrollment	189

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.6	White	12.7
American Indian or Alaska Native	0	Two or More Races	0.5
Asian	1.6	Socioeconomically Disadvantaged	74.6
Filipino	1.1	English Learners	57.7
Hispanic or Latino	81.5	Students with Disabilities	6.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	23.2	3	9	0	25.1	2	7		26.3	2	5	2
Mathematics	19.7	6	3	0	26	2	3		27.2	0	5	0
Science	20.1	5	2	0	20.6	4	3		20.7	5	2	0
Social Science	24.5	2	8	0	31.8		4	2	29.3	1	5	2

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Hillview prides itself on an extremely safe campus. In fact, the Orange County Sheriff's department who patrol this area, have commented on numerous occasions that Hillview is the campus they have to visit least frequently during the year. All incoming students meet with the principal to be briefed on the discipline policies and expectations. If behavior becomes a problem parent contact will be made to help find a solution to the poor behavior that is preventing learning. The principal and campus supervisors are constantly outside with students before and after school along with all passing periods and break time. Hillview has a school resource officer through the Orange County Sheriff's Department that is shared with Foothill HS and Hewes. In a recent survey, 96% of the students responded that they feel safe at school. The school safety plan was reviewed, updated, and approved by the School Site Council on November 10, 2011. The safety plan was covered with the staff on September 7, 2011. Safety Plan includes but is not limited to disaster procedures, child abuse reporting, dress code, school discipline, safety goals along with the ingress and egress. Each month a drill (fire, earthquake, or intruder on campus) is held and feedback is given at monthly staff meetings.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	14.45	13.23	11.11	4.62	4.38	4.87
Expulsions	0	0.53	0	0.18	0.19	0.15

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 13, 2011

Hillview's school facilities are in excellent shape since it is a brand new school and thanks to the efforts on the TUSD Maintenance Department. The principal, teachers and custodian are constantly evaluating the facility for any safety issues and trying improve the appearance of the school. In May of 2011 district staff and the developer held a final walk through and it was determined that everything was in excellent shape. The facility inspection upon which this report was generated was completed on December 13, 2011.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	Hillview does not have or has not had gas leaks.
Interior: Interior Surfaces	[X]	[]	[]	[]	The interior surfaces of the school are in good shape.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	The custodial staff does and excellent job of keeping the campus in good shape.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[X]	[]	[]	[]	The electrical systems are in excellent shape. The principal works closely with TUSD maintenance department as we need additional electrical power for computers or other items.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	Hillview's bathrooms are in excellent shape and are clean and well maintained.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	The OC Fire Authority has inspected the campus and found it to be safe.
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	There is no structural damage at Hillview.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	All are well maintained.
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	9	10	9	735
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	7	6	6	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	6	6
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	99.85	0.15

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	177
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	.1	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	.1	---
Resource Specialist (non-teaching)	0	---
Other	.4	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Hillview High School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	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 are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Elements of Literature (2000) and Elements of Writing (1998) are the adopted textbooks for high school Reading/Language Arts. Supplemental Materials Hampton Brown High Point (2002) is used as a supplemental text for English Language Learners.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall California Algebra I (2008), McDougal Littell California Geometry (2007) and California Algebra 2 (2007), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999) are the adopted textbooks for high school Mathematics.</p> <p>Supplemental Materials</p>	Yes	0%
Science	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe/McGraw Hill Earth Science California (2007), Marine Biology (2007) Biology – California Edition (2007), Biology – California Edition (2006), Pearson/Prentice Hall Chemistry – California Edition (2007), Chemistry: The Central Science AP Edition (2009), Conceptual Physics (2009), Physical Science: Concepts in Action (2009), Pearson Benjamin Cummings Biology” Concepts and Connections 5th Edition (2006), Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics (2007), Cengage Physics for Scientists and Engineers (1997) and College Physics (1999), and J.W. Wiley Environmental Science 6th Edition (2007) are the adopted textbooks for high school science courses.</p> <p>Supplemental Materials</p>	Yes	0%
History-Social Science	<p>Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe World Geography (2005) and Economics: Principals and Practices (2005); Houghton Mifflin The Earth and Its People 3rd Edition (2005), The American Pageant 13th Edition (2006), and American Government 10th Edition (2006); Prentice Hall World History: Modern World (2007) and Magruder’s American Government (2006); Thomson Western Civilization 6th Edition (2006) and Principals for Economics 4th Edition (2007); Worth Psychology 8th Edition (2007); and Holt, Rinehart and Winston Psychology: Principles in Practice (2007) and Sociology: The Study of Human Relationships (2008) are the adopted textbooks for high school History-Social Science.</p> <p>Supplemental Materials</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Cseng and Tsui Integrated Chinese Level 1 Part I Traditional Character Text – 1st Edition (1999); Prentice Hall Ecce Romani (2000); Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997); McDougal Littell Images Un (1999); and Holt, Rinehart and Winston Litteratures En Contexte (1994) are the adopted textbooks for high school Foreign Language. Supplemental Materials	Yes	0%
Health	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in high school. Supplemental Materials	Yes	0%
Visual and Performing Arts	Supplemental Materials		
Science Laboratory Equipment (grades 9-12)	Science teachers have laboratory materials in their room.		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,074	\$1,076	\$7,998	\$77,043
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	84.79%	5.32%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	46.62%	13.00%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

All schools in the TUSD receive funding from the the state of California to operate schools. That money is distributed from the district office. Hillview receives EIA categorical funds to assist students who need additional support with grade level work and passing the High School Exit Exam. Hillview is fortunate to work work with ROP to provide 4 classes to assist students.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	12	13	6	64	66	68	49	52	54
Mathematics	8	7	9	58	60	64	46	48	50
Science	25	36	0	66	70	75	50	54	57
History-Social Science	18	13	15	55	59	63	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	68	64	75	63
All Student at the School	6	9	0	15
Male	6	8	0	19
Female	4	12	0	6
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino				
Hispanic or Latino	4	11	0	15
Native Hawaiian/Pacific Islander	0	0	0	0
White	0	0	0	23
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	5	10	0	13
English Learners	0	18	0	14
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	25	18		65	66	74	52	54	59
Mathematics	24	27		66	67	70	53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	26	49	30	40	29
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	92	-79	30
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	57	596	17,141	857	4,683,676	778
Black or African American	0		374	771	317,856	696
American Indian or Alaska Native	0		36	871	33,774	733
Asian	1		2,775	958	398,869	898
Filipino	0		334	907	123,245	859
Hispanic or Latino	49	601	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	0		84	815	26,953	764
White	6		5,611	912	1,258,831	845
Two or More Races	1		246	922	76,766	836
Socioeconomically Disadvantaged	44	615	6,771	769	2,731,843	726
English Learners	36	590	5,506	761	1,521,844	707
Students with Disabilities	4		1,649	689	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	27.6

XI. School Completion and Postsecondary Preparation**Admission Requirements for California's Public Universities****University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	4.3	3.5	7.4	0.9	0.9	0.9	4.9	5.7	4.6
Graduation Rate	95.6	95.88	97.04	95.6	95.88	97.04	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	97.5	99.0	N/D
Black or African American	100	100	N/D
American Indian or Alaska Native	N/D	100	N/D
Asian	100	99.0	N/D
Filipino	N/D	100	N/D
Hispanic or Latino	97.0	98.8	N/D
Native Hawaiian/Pacific Islander	N/D	100	N/D
White	100	99.3	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	98.2	98.6	N/D
English Learners	97.0	98.5	N/D
Students with Disabilities	100	100	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Hillview provides ROP classes in Computer Graphics, Micro Soft Office, Marketing and Entrepreneurship. Several guest speakers from a wide variety of careers talk with our students throughout the year. Also the community college counselors work closely with our students and staff to educate students about career technical programs and college. A big push is made about the "certificate programs" that are offered the local community colleges. Each year Hillview hosts a career fair that exposes students to several types of jobs.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	86.3
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers in the Tustin Unified School are lucky to have an excellent Professional Development program allowing staff refine teaching skills as well as staying up on current trends in education. First and second year teachers participate in the BTSA program to provide additional support. Twice each month the Hillview staff meets in a two hour staff meeting to discuss successful teaching strategies. Teachers are also given release days to observe other teachers to gain new ideas for their classroom.