

Hillview Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Hillview Continuation High School
Street	1701 San Juan St.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7356
Principal	Erick Fineberg
Email Address	efineberg@tustin.k12.ca.us
School Website	https://hillview.tustin.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	30-73643-3032919

2025-26 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website	https://www.tustin.k12.ca.us

2025-26 School Description and Mission Statement

Hillview High School is a continuation high school within the Tustin Unified School District that provides an alternative, student-centered pathway to graduation for credit-deficient students in grades 10–12. Hillview’s mission is to empower students to graduate with the academic, social-emotional, and career-ready skills needed for postsecondary success. The school offers a structured yet flexible instructional model that emphasizes strong relationships, individualized support, and high expectations. A unique feature of Hillview is its daily Career Planning class, which supports credit monitoring, goal setting, and postsecondary planning while strengthening student–teacher connections and ensuring students remain on track toward graduation.

For the 2025–26 school year, Hillview’s goals, as outlined in the Single School Plan for Student Achievement (SPSA), focus on

2025-26 School Description and Mission Statement

increasing student credit completion, improving attendance, strengthening English language development, and closing achievement gaps for English Learners, socio-economically disadvantaged students, foster youth, and students with disabilities. Schoolwide programs include targeted academic interventions in English and mathematics, embedded tutorial support, online and independent study credit recovery options, and comprehensive counseling services. College and career readiness is supported through Regional Occupational Program (ROP) courses, dual enrollment opportunities, career exploration activities, and individualized postsecondary planning.

Progress toward school goals is monitored regularly through multiple indicators, including credit accrual data, attendance rates, course completion, graduation progress, and English Learner reclassification data. These indicators are reviewed on an ongoing basis through data meetings, counseling check-ins, and administrative reviews to ensure timely interventions and continuous improvement. Supported by Title I funding and strong community partnerships, Hillview High School remains committed to providing an equitable, supportive learning environment that prepares all students for graduation, postsecondary education, and meaningful career opportunities.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	18
Grade 11	46
Grade 12	78
Total Enrollment	142

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
Asian	2.1
Black or African American	2.1
Filipino	1.4
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.4
White	4.9
English Learners	50
Foster Youth	1.4
Homeless	7.7
Socioeconomically Disadvantaged	92.3
Students with Disabilities	12

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.

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)	7	64.55	705.9	84.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	35.45	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	0	0	106.8	12.72	15831.9	5.67
Total Teaching Positions	10.8	100	840.2	100	279044.8	100

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.

2022-23 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)	6.2	58.97	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.3	40.94	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	0	0	76.4	9.15	14303.8	5.15
Total Teaching Positions	10.6	100	836.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	5.2	45.02	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.4	54.98	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	0	0	90.4	10.92	13705.8	4.91
Total Teaching Positions	11.6	100	828.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.80	4.3	6.4
Total Out-of-Field Teachers	3.80	4.3	6.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 29, 2025, the Tustin Unified School District Board of Education verified by resolution that each student at this 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 of California.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000)</p> <p>Bedford / St. Martins: The Language of Composition, 2nd edition (2008)</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017),</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017)</p> <p>Houghton Mifflin Harcourt: English3D: Course C, Issues (2014)</p> <p>Houghton Mifflin Harcourt: English3D: Course C, Language & Writing Portfolio (2014)</p> <p>Tustin Unified District created materials for ELD/ELDAS - Foundational Skills and Language Support Units of Study (2022)</p>	0%

Mathematics	<p>Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018) Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016) Cengage: Single Variable Calculus- Early Transcendentals, 8th Edition (eText) (2016) YouCubed/Stanford University: Explorations in Data Science (digital resource) (2019) Oxford University Press: Mathematics - Analysis and Approaches, Standard and Higher Level (2019) Bedford, Freeman & Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019) Bedford, Freeman & Worth: Practice of Statistics, 7th Edition (eText) (2024)</p> <p>Tustin Unified District created Units of Study: Algebra 1 (2024), Algebra 2 (2024), Business Statistics & Data Trends (2023), Computer Science (2023), Geometry (2024)</p>	0%
Science	<p>Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018) Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008) PLTW (Project Lead the Way): Biomedical Innovations, Principles of Bio Medicine, Research & Development, and Human Body Systems (digital resources) (2023) Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018) Bedford Freeman Worth: Environmental Science for AP, 4th Edition (2023) Prentice Hall: Forensic Science: An Introduction (2008) Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006) McGraw-Hill: Marine Biology, 6th Edition (2006) Cengage Publishing: College Physics, AP Edition, 12th Edition (2024)</p> <p>Tustin Unified District developed Units of Study NGSS; Biology (2020), Chemistry, Chemistry Honors, Chemistry & Engineering Design (2020), Physics and Physics and Engineering (2020). Consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>	0%
History-Social Science	<p>TCI: Government Alive! Power, Politics and You (eText) (2019) Pearson: American Government: Roots and Reform, AP Edition, 15th Edition (2026) TCI: Econ Alive! The Power to Choose (eText) (2020) Bedford Freeman Worth: Krugman's Economics AP Course, 4th Edition (2023) Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014) Houghton Mifflin Harcourt: Psychology (eText) (2018) Bedford, Freeman & Worth: Myers' Psychology for the AP Course, 4th edition (eText) (2024) Houghton Mifflin Harcourt: Sociology: (eText) (2018) TCI: History Alive! Pursuing American Ideals (eText) (2019) Cengage: The American Pageant, 18th Edition (eText) (2025)</p>	0%

	<p>TCI: History Alive! World Connections (eText) (2020) Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)</p> <p>Tustin Unified District developed Units of Study - Marketing & Advertising (2023)</p>	
Foreign Language	<p>CHINESE Cheng and Tsui: Integrated Chinese Level 2, Part 1 - Textbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 1 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Textbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010)</p> <p>FRENCH Glencoe/McGraw-Hill: Tresors du Temps (1997) Prentice Hall: Allons Au-Dela! (2012) Pearson Education: AP French, Preparing for the Language and Culture Examination (2012)</p> <p>LATIN Scott Foresman & Co.: Ecce Romani 1, 3rd edition (2000) Scott Foresman & Co.: Ecce Romani 2, 3rd edition (2000) Scott Foresman & Co.: Ecce Romani 3, 3rd edition (2000) Harper Collins: Wheelock's Latin 6th edition (2000)</p> <p>SPANISH Prentice Hall: Abriendo Paso Gramatica (2007), Prentice Hall: Abriendo Paso Temas y Lecturas (2014), Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014) Prentice Hall: AP Spanish: Preparing for the Language and Culture Examination (2014) McDougal Little: Tu Mundo: La Ciberedicion (2002) Pearson/Prentice Hall: Sendas Literarias, Level 2 (2001) Heath, D.C.: Nuestro Mundo (2002)</p> <p>Tustin Unified District created Supplemental Units of Study; Chinese, French, Spanish level 1 (2022), Chinese, French, Spanish levels 2-3 (2024)</p>	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	0%
Visual and Performing Arts	Supplemental Materials provided as needed	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials provided as needed	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

The Tustin Unified School 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

School Facility Conditions and Planned Improvements

(OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures 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.

Hillview's school facilities are in good shape thanks to the strong efforts by the site custodial team and the TUSD maintenance department. The principal, teachers, and custodians are constantly evaluating the facility for any safety issues and trying to improve the appearance of the school. These facilities are used by Hillview and the Special Education Adult Transition Program. In the summer of 2019 extensive work was done to the site to meet the needs of high school students. During the 2020/2021 school year, a solar panel was installed on the field, which also serves as a shade structure for students during snack and lunch time.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	11	9	61	62	47	48
Mathematics (grades 3-8 and 11)	0	2	52	53	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	59	55	93.22	6.78	9.09
Female	26	25	96.15	3.85	4.00
Male	33	30	90.91	9.09	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	47	92.16	7.84	4.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	25	92.59	7.41	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	52	92.86	7.14	9.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	59	55	93.22	6.78	1.85
Female	26	25	96.15	3.85	0.00
Male	33	30	90.91	9.09	3.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	51	47	92.16	7.84	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	25	92.59	7.41	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	52	92.86	7.14	1.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	2.41	3.39	47.17	47.64	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	133	96.38	3.62	3.03
Female	60	57	95.00	5.00	1.75
Male	78	76	97.44	2.56	4.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	117	96.69	3.31	0.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	66	64	96.97	3.03	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	113	96.58	3.42	2.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	15	83.33	16.67	7.14

2024-25 Career Technical Education Programs

Hillview offers Regional Occupational Program (ROP) classes in Computer Graphics, Photography, Culinary Arts, Automotive, and Marketing and Entrepreneurship. Several guest speakers from a wide variety of careers engage with our students, sharing insights and experiences. Additionally, community college counselors work closely with our students and staff to inform them about career technical programs and college opportunities. A significant emphasis is placed on the certificate programs available at local community colleges. Every senior visits Irvine Valley College (IVC), Orange Coast College (OCC), Santa Ana College (SAC), and Santiago Community College (SCC) to experience college life firsthand. Each year, Hillview hosts a career fair that introduces students to a variety of job opportunities. The District also hosts a College/ Career Fair each November, with a special focus on Technical education.

Hillview works closely with Hope Builders, an organization that supports at-risk graduates ages 18-28 by providing training in construction, medical assistant, and child development fields. We are in our third year of a partnership with Irvine Valley College, which creates a pathway for students to earn a business certificate. Community volunteers meet individually with every senior and help them register for college. Hillview students have the opportunity to job shadow out in the community. Hillview also entered a team in the annual Electric Vehicle (EV) competition. Through collaboration with Tustin High School's Ed Tech program, Hillview students work to build an EV that they will race in a competition in April. The students are responsible for the complete build which requires them to learn all of the components from welding to wiring needed to build and EV.

2024-25 Career Technical Education Programs

For more information about Tustin Unified college and career readiness programs, please visit: <https://www.tustin.k12.ca.us/departments/administrative-services/college-and-career-readiness>

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	57.75
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	n/a	n/a	n/a	n/a	n/a

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.

2025-26 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success, and one of our goals is to increase parental involvement in our schools continuously. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

Parents are strongly encouraged to be involved in their students' 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 required school-wide Parent Conference days. Parents can also be part of the School Site Council and English Language Advisory Council-ELAC. Additionally, parents complete an annual parent survey and are encouraged to meet with school staff regarding college financial aid and college admission meetings. Parents can also participate in district-level advisory committees, such as DELAC and the Superintendent's Parent Advisory Group. Additionally, a Community Specialist came on board in December of 2025 to strengthen the connection between school, parents, students, and the community. The principal, community specialist, and counselor are always willing to assist parents and students.

Parents can contact the Community Specialist, Sidra Ismail, Principal, Erick Fineberg, or school counselors, Nubia Barcelo/Sara Thede, at 714 730-7356 for more information and/or questions.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4.4	4.5	1.2	1.3	1.1	1	8.2	8.9	8
Graduation Rate	86.8	81.8	85.9	95.7	95.5	96	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	85	73	85.9
Female	33	29	87.9
Male	52	44	84.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	74	66	89.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	49	42	85.7
Foster Youth	--	--	--
Homeless	21	21	100.0
Socioeconomically Disadvantaged	80	70	87.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	9	75.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	218	209	141	67.5
Female	91	88	62	70.5
Male	127	121	79	65.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	192	184	122	66.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	103	99	69	69.7
Foster Youth	--	--	--	--
Homeless	18	17	14	82.4
Socioeconomically Disadvantaged	206	197	136	69.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	23	82.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.42	1.67	3.67	2.33	1.74	1.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.42	0.46	0.01	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.67	0.46
Female	2.20	1.10
Male	4.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.17	0.52
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.88	0.49
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 12/10/2025

Date Updated and Approved by SSC: 12/10/2025

Date Discussed by Staff: 08/11/2025

Our School Safety Plan includes comprehensive measures designed to promote a secure and orderly learning environment. Key components of the plan include child abuse reporting procedures; routine and emergency disaster procedures; suspension, expulsion, and mandatory expulsion recommendations; procedures for notifying teachers of dangerous pupils; discrimination and harassment policies; provisions for any school-wide dress code; procedures for safe ingress and egress; standards for maintaining a safe and orderly environment; school discipline rules and dress code expectations; hate crime reporting protocols; and clearly defined school safety goals and objectives, which include an Instructional Continuity Plan.

At Hillview High School, we also maintain a School Safety Committee that annually reviews and updates the School Safety Plan and coordinates annual safety drills for all students and staff. The committee includes administrators, certificated and classified staff, and may also include parent or student representatives. During the 2023–24 school year, all TUSD schools participated in Stop the Bleed training, which prepares school sites to respond to a bleeding emergency before professional help arrives. In the 2025–26 school year, we conducted a review of Stop the Bleed procedures and completed annual health and safety trainings. Staff also received Narcan training, which teaches participants to recognise the signs of an opioid overdose and administer the reversal medication Narcan.

Additionally, in collaboration with our Student Services Department, we continuously practice emergency response procedures for fire, earthquake, lockdown, and shelter-in-place scenarios. These drills ensure that district-wide expectations for school safety are being met and safety teams are familiar with their roles and responsibilities, and with the location and use of emergency supplies and equipment.

A Tustin Police Department/OC Sheriff School Resource Officer works in partnership with our school and Tustin Unified School District to provide a safe school campus. School Resource Officers are sworn Police Officers assigned to school sites to act as a resource for students, parents and school administration. Through enforcement of the law and education on many topics, the School Resource Officer is a direct link between the Tustin/Irvine youth community and the local Police Department.

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	16	13	1	0
Mathematics	24	2	5	0
Science	25	1	5	0
Social Science	16	10	3	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	10	1	
Mathematics	18	5	2	
Science	25	1	4	
Social Science	17	9	3	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	12	1	
Mathematics	16	6	1	
Science	16	5	1	
Social Science	11	13	1	

2024-25 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	88.5

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$24,438	\$6,121	\$18,317	\$121,542
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	52.6	8.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	48.7	19.1

Fiscal Year 2024-25 Types of Services Funded

In addition to the base per-pupil funding, Hillview High School receives funding for categorical programs focused on ELL and At-risk students that are available at our school site in addition to base funding to support all students. These program funds include LCFF-EL, and Schoolwide Title I Program funds. The Tustin Public Schools Foundation also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. Through the School Plan for Student Achievement (SPSA) we annually identify student needs and address specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The categorical funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior, social-emotional learning, absenteeism, professional development, instructional materials, technology resources, and additional personnel to support all students in accessing academic standards.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using

Fiscal Year 2024-25 Types of Services Funded

ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Hillview has allocated LCFF-ELL and Title I funds to assist EL and at-risk students who need additional support with grade-level work to earn the 230 credits needed to graduate. The majority of site categorical funding is used to provide additional classes in English Support and Senior Study Skills classes to support struggling students and Tier 3 after-school tutoring and credit recovery support. Also, Hillview benefits from the Community Schools Grant, which funds a community specialist to help support the most at risk students in the areas of grades, credits earned, attendance, connection to school, behavior, and any other issue that may be impeding learning or graduation.

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and during release time throughout the school year. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

Professional development at Hillview High School is intentionally aligned to the school's Single School Plan for Student Achievement (SPSA) and is driven by analysis of student achievement, attendance, credit accrual, English Learner progress, and school climate data. For the 2025–26 school year, major areas of focus include strengthening instruction in English Language Arts and mathematics, improving supports for English Learners and long-term English Learners, implementing effective Tier 2 and Tier 3 interventions, and enhancing strategies that support student engagement and social-emotional learning. These focus areas were selected in response to California Dashboard data indicating continued needs in academic performance, English Learner progress, and overall graduation outcomes, as well as Hillview's identification as an Equity Multiplier and Targeted Support and Improvement (TSI) school.

Professional development is delivered through a variety of methods, including after-school workshops, collaboration during staff meetings, targeted training sessions, conference attendance, and individualized support from the Community Specialist, instructional coaches, and counseling staff. Teachers are supported during implementation through ongoing coaching, classroom observations, and regular review of student performance data such as credits earned, attendance, and assessment results. Administrative check-ins, data meetings, and collaborative planning time allow staff to reflect on instructional practices, monitor progress, and adjust supports as needed. This ongoing, data-informed approach to professional development ensures that teachers are equipped to meet the complex academic and social-emotional needs of Hillview's students while maintaining a focus on continuous improvement and equitable outcomes.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	11