Hilltop Drive Elementary School

30 Murray Street • Chula Vista, CA 91910 • (619) 422-8323 • Grades K-6
Mr. Bill Willis, Principal
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Hilltop Drive School is one of 49 schools in the Chula Vista Elementary School District, including charters. The school was built in 1943. The entire school was modernized in the summer of 2015 thanks to voter approval of Proposition E. In addition to beautification and improvements in infrastructure, the school now meets American with Disability Act (ADA) standards. All classrooms have access to wireless internet; each classroom has a smart TV. The office building was redesigned to create a front office hallway for ingress and egress. Office building bathrooms were redesigned. Parents no longer enter campus through the Attendance/Health Office. The physical plant consists of an office building with two classrooms, a cafeteria/auditorium building, and four finger-like wings containing classrooms and a library/media center. There are three additional classrooms east of the auditorium. The library is well-stocked with books and materials for all students in grades K-6. The media center has thirty computers for student use before, during, and after school. School buildings and classrooms are clean, well-maintained and attractive, free of physical hazards, and designed to prevent criminal activity. Classrooms have sufficient space for students and teacher. Teachers provide safe, supportive learning environments for their students. Classrooms are evaluated annually using a Hilltop Physical Environment rubric. Students have access to current state-adopted textbooks and other materials. Classroom rules and consequences are posted and reviewed regularly with students. Classroom interruptions and disruptions are minimized in order to maximize instructional time. Messages are delivered to staff members through staff mailboxes, voice mail, and e-mail. Each classroom has a telephone for communication with the office, parents, and in case of emergency. The school also has a school-wide intercom system. Two-way radios are available for office staff, noon duty workers, Special Day Class teachers, and each grade level team lead, as well as campus Resource Teacher.

Hilltop has an expansive playground area with a large grass soccer field, two baseball backstops, and a large asphalt area surrounded by shrubs and trees. There are two play structures, basketball courts, a ball wall, tetherball poles, four-square, hopscotch, and other games. Plenty of playground balls are available. Garden boxes have been installed in a gated garden area at the southwest corner of the school. Hilltop Drive is an important part of the community. After-school, evening, and weekend use of school facilities by community groups and organizations is encouraged. The STRETCH (Safe Time for Recreation and Tutoring for Children) after school program, co-funded by the District and YMCA, provides safe, supervised after school recreation and tutoring at no cost to families until 6:00 each night. In July 2013, a Child Development Associates (CDA) preschool was constructed at the south end of the Hilltop campus. The preschool is an attractive facility that blends well with the existing structures. Though housed on our premises, the Hilltop CDA preschool is not owned or run by the District.

Students, parents and staff value the diversity and cultural richness of our school and community. We currently have 535 students, 16 of whom are in our Primary and Upper Grade Special Day Classes. Our student population included Hispanic or Latino (84%), White (10%), African-American (1%), Filipino (1%), and two or more ethnicity (3%). Twenty-eight percent of Hilltop students are English Language Learners. The mobility rate was 11%, for the 17-18 academic year. The ADA for 17-18 academic year was 96.1%. At Hilltop Drive School, every student, staff member, and parent is valued as an individual of great worth. Staff members, students, and parents are all important members of the school family. The Hilltop Drive School staff sets and maintains high expectations for student academic achievement and behavior. The staff believes that all students can learn and shares responsibility for student well-being and success.

Our Welcome Pillar is an important component of our school climate. All staff members are committed to ensuring that every student, parent, guest, and staff member at Hilltop feels noticed, welcomed, and valued. The staff practices and reviews this commitment. Visitors frequently comment on the warm, friendly atmosphere at Hilltop.

Hilltop Drive has 23 teachers, including one Primary Special Day Class teacher, one Upper Grade Special Day Class teacher, and one Resource Teacher, who is shared with another school. Part-time certificated staff includes a Music Teacher 5days per week, a Speech and Language Pathologist Speech five days per week, a School Psychologist 2.5 days a week, and a School Nurse two days a week. Classified staff includes six Special Education Instructional Assistants and two one-on-one Student Assistants. Part-time classified staff members are a Second Language Instructional Assistant for five hours per day and a Library Technology Technician for 19.5 hours per week. A behavior support Instructional Assistant (formerly KIDCO) works with identified students to foster social development, which supports increased school success. There is also a part-time Computer Support staff member.

Vision, Mission, and Goals

Our theme is "Sowing the "Cs" of Success: Communication, Collaboration, Creativity, and Critical Thinking around CA State Standards."

Hilltop Drive Elementary School is committed to providing a safe, supportive learning environment. We are committed to working with families and our community to meet the academic, social, and emotional needs of our diverse student population. We motivate students to achieve their maximum potential, to value lifelong learning, and to be tolerant of and kind to others. Teachers collaborate to provide a CA State Standards- and student-based school curriculum. We hold ourselves accountable for increasing the academic achievement of all students. Our academic focus is on increasing the reading proficiency of all students. Our goal is that all students read at or above grade level by the end of third grade. Our guiding question is, "Are students listening, speaking, READING, writing, and THINKING more and better each day?" The Hilltop staff is dedicated to preparing students to become respectful, responsible, independent learners equipped with the critical thinking skills needed to be college and career ready, successful 21st Century citizens.

Values
Hilltop Drive School is committed to modeling, teaching, and expecting the following values:
- Kindness
- Honesty
- Integrity
- Respect
- Responsibility
- Accountability

Hilltop Drive School uses current materials, strategies, and educational resources that will support students to become independent learners prepared for future academic success. Students in grades 3-6 have a personal laptop for classroom use. All primary classrooms have 4-5 computers, access to laptops, and visit the computer lab regularly. We strive to integrate technology throughout the curriculum.

About the SARC
By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	69
Grade 2	71
Grade 3	74
Grade 4	81
Grade 5	76
Grade 6	91
Total Enrollment	527

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
Filipino	1.9
Hispanic or Latino	81.6
White	10.1
Two or More Races	3.4
Socioeconomically Disadvantaged	71.3
English Learners	25.8
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Hilltop Drive Elementary School	17-18	18-19	19-20
With Full Credential	25	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence		NA	

Teacher Credentials for Chula Vista Elementary School District	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Hilltop Drive Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin/Harcourt Adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in 1947 and has a long established history of community support. The administration building houses the front office, health room, Principal's office, collaboration room, work room, staff lounge, and two classrooms. Five separate wings each house four to five self-contained classrooms. Two classrooms are used as a library/media center. Three additional classrooms have been added next to the cafeteria. Our cafeteria/auditorium is used as a multipurpose room, and houses a before and after school YMCA day-care as well as an after school STRETCH program. Student safety and well-being are promoted through emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, a KIDCO program, the School Safety Patrol, and a No Place for Hate partnership.

A large playground area includes blacktop games, two play structures, an expansive soccer field, and two kickball fields.

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Hilltop custodial staff performs basic cleaning operations daily. Restrooms and classrooms are cleaned on a daily basis and maintenance is performed during school breaks.

School Site Council has agreed that the doors to student restrooms should remain open during school hours. This is conducive to student safety, appropriate behavior, and maintaining restroom cleanliness.

In July, 2013, a Preschool facility was added to the Southwest area of the Hilltop grounds. A chain link fence separates the Preschool from the Hilltop Elementary campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	700 WOMEN'S RR: Ceiling vent is too noisy
Interior: Interior Surfaces	Fair	CR 404: Broken ceiling tile CR 504: Sink faucet too much pressure; ceiling tile loose CR 801: 2 warped ceiling tiles; water fountain too much pressure CR 802: fountain low; dirty vent; countertop formica broken piece CR 803 Library: Dirty ceiling vents; warped ceiling tile CR 804 Library: Dirty vent; Window cleaner and rubbing alcohol under sink Multipurpose: Stairway to stage is blocked; stains on floor tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 302: Heater vent dirty CR 403: Spot on carpet CR 802: fountain low; dirty vent; countertop formica broken piece CR301: Stain on rug; vent dirty; stained ceiling tile Multipurpose: Stairway to stage is blocked; stains on floor tile

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	700 OFFICE: Electrical box doesn't close CR 402: When they turn t.v. it make a noise CR 501: Telephone outlet not working; sink has too much water pressure CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip CR 604: spider webs - exterior; sink low pressure, outlet by door doesn't work; air fresheners
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	CR 303: fountain high; spray bottles under sink CR 501: Telephone outlet not working; sink has too much water pressure CR 502: Sink fountain top loose CR 504: Sink faucet too much pressure; ceiling tile loose CR 601: Faucet pressure low CR 602: Faucet pressure low CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip CR 604: spider webs - exterior; sink low pressure, outlet by door doesn't work; air fresheners CR 801: 2 warped ceiling tiles; water fountain too much pressure CR 802: fountain low; dirty vent; countertop formica broken piece Kinder playground: Play toy a little rusty; outside drinking fountain low pressure Play Ground: Paint peeling on play structure; North fountain high; benches on field need paint; South soocer goal- Eastside fence has large opening and sharp cut links; North soccer goal - large opening on East side
Safety: Fire Safety, Hazardous Materials	Good	CR 303: fountain high; spray bottles under sink CR 604: spider webs - exterior; sink low pressure, outlet by door doesn't work; air fresheners CR 804 Library: Dirty vent; Window cleaner and rubbing alcohol under sink
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Admin: (15) - Door doesn't close flush. CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip Kinder playground: Play toy a little rusty; outside drinking fountain low pressure Lounge: Door to copy room gets stuck Play Ground: Paint peeling on play structure; North fountain high; benches on field need paint; South soocer goal- Eastside fence has large opening and sharp cut links; North soccer goal - large opening on East side
Overall Rating	**Good**	Met with Principal, who spoke to custodial staff regarding repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	56	65	64	50	50
Math	45	39	51	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.2	23.1	17.9

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	321	98.17	56.39
Male	171	169	98.83	53.85
Female	156	152	97.44	59.21
Black or African American	11	9	81.82	55.56
Filipino	--	--	--	--
Hispanic or Latino	271	269	99.26	52.42
White	31	30	96.77	73.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	252	97.67	51.59
English Learners	117	115	98.29	39.13
Students with Disabilities	51	51	100.00	11.76
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	327	323	98.78	39.01
Male	171	170	99.42	37.65
Female	156	153	98.08	40.52
Black or African American	11	9	81.82	33.33
Filipino	--	--	--	--
Hispanic or Latino	271	271	100.00	35.06
White	31	30	96.77	56.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	254	98.45	35.83
English Learners	117	117	100.00	23.93
Students with Disabilities	51	51	100.00	3.92
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Contact person: Bill Willis, Principal
Phone Number: (619) 422-8323
Hilltop Drive School prides itself on parent and community participation and involvement. Parents and other adult volunteers are visible in the office, workroom, and many classrooms. Parents are encouraged to participate in their child's education in a number of ways.

PTA: Our active Parent-Teacher Association provides support and enrichment for school programs. The PTA Board has eight members in leadership roles, and is always looking for new faces to join the PTA. The Hilltop PTA plans many family events, such as a Family Camp-out, Fall Festival, and Family Dinner Night to encourage parent and family participation and involvement.
SSC: School Site Council creates the Single Site Plan for School Achievement, which includes academic goals and actions for achieving those goals. Our SSC makes decisions regarding our school programs and monitors categorical budgets to ensure that spending is aligned with the school plan.
ELAC: The English Learner Advisory Committee grows each year. ELAC meets once a month to make recommendations about programs, support, and budget for English Learners.

Parents are always welcome and are encouraged to volunteer in classrooms, the school office or library, on the playground during recess or lunch, or to work on special projects from home. Family Reading and Family Science nights provide opportunities to practice academic games and activities which can later be enjoyed at home.

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.

School Safety Plan
Staff members, students, and parents share responsibility for ensuring that Hilltop Drive School is a safe, orderly learning environment. Staff members maintain and communicate high expectations for student behavior and academics. The Knights' Code of Honor spells out clear behavioral expectations. Hilltop is also a ''No Place for Hate''• school. Expectations and procedures are taught at the beginning of each year and frequently reviewed. School rules and procedures are included in Staff and Parent Handbooks. Behavioral expectations are also shared through the weekly school-to-home communication, FYI. Home communication is translated into Spanish whenever possible. The bilingual School Secretary enhances communication with our Spanish-speaking community. Behavioral expectations are enforced fairly and consistently. Staff members use a problem solving process to deal with student behavior issues. Progressive consequences are assigned. Parents are notified about behavior issues through discipline referrals or phone calls home. Appropriate documentation is maintained. Classroom conditions provide a safe, orderly learning environment and promote positive interactions between and among staff members and students. Classroom rules and consequences are posted and reviewed regularly with students. Classroom teachers and support personnel provide playground supervision. Student safety is the first priority of playground supervisors. Supervisors are instructed on the Hilltop Knights Code of Honor, the safe and proper use of playground equipment, and a standard problem-solving protocol. Two classroom teachers supervise each morning recess. A full-time KIDCO staff member provides social skills support to primary classes, small groups, and individual students in need. The STRETCH program (Safe Time for Recreation and Tutoring for Children) provides safe, supervised after-school recreation and tutoring until 6:00 p.m. each day. Student safety and well-being are also promoted through emergency and earthquake preparedness drills, bus evacuation drills, drug and alcohol abuse prevention education, and the School Safety Patrol. Our School Safety Plan is revised each year and reviewed with our staff during the year. The School Safety Plan was most recently reviewed and revised in the Fall of 2019. It is a living plan that we continuously revisit. Fire drills, earthquake/disaster drills, lock-down drills are held on a regular basis to ensure that all staff members and students practice steps to take in case of emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other	2.6

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24		3		18	4		
1	24		3		22		3		22		3	
2	23		3		25		3		23		3	
3	21	1	2		23		3		24		3	
4	26		3		24		3		25		3	
5	30		3		31		2		25		3	
6	27	1	3		30		4		25	1	3	
Other**	13	1			15	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Professional development is planned based on an analysis of student performance. Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

For the 2017-2018 academic year, professional development continued to be focused on three strategic learning goals which were developed in alignment with the district's instructional focus. 1) The use of Higher Order Thinking Skill questions to engage learners, 2) Developing and utilizing models, academic vocabulary, and problem solving strategies to support mastery of vertically aligned grade level standards in Math - Including the use of CGI, 3) Unpacking 1 collaborative ELD standard to promote relevant and meaningful English Language - Including GLAD strategies for the classroom.
For the 2018-19 academic year, professional development focused on improvement to the Math instructional block. Denise Finney along with District GLAD support worked closely with Mr. Willis to bring teachers PD. Topics included: Math Instructional Block; 3 Reads, Number Talks, Equal Share; GLAD strategies incorporated in ELA and Math with focus on designated ELD and how the math frameworks support our ELL population; Implementation of a SEL program (Sanford Harmony).

For 2019-2020: Professional Development focused on math instruction, GLAD strategies, Learning Intentions and Success Criteria, SEL/Trauma Informed Care/MTSS/PBIS

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,193.04	$4,226.02	$6,967.02	$70,772.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-8.9
School Site/ State	-49.5	-13.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Site Control funds support a computer technician, who maintains laptops for every KG-6th grade student including Imagine Learning English, SmartyAnts, Accelerated Reader, and Achieve 3000. This year, a part-time teacher and a part-time instructional aide work with classroom teachers to provide small group reading intervention for all first and second graders as well as 3rd-6th graders who are reading far below grade level. Release time is provided for grade level teams to collaborate around planning, assessment, and instruction. During this time, students receive instruction in Visual and Performing Arts (VAPA) and PE. Hilltop has a music teacher who coordinates a school choir, school band, and school-wide student performances in addition to weekly music lessons for all students. Extended day programs include additional intervention for students reading far below grade level as well as coding and journalism clubs for GATE students. Family reading, math, and science nights engage students and parents in hands-on learning and assist parents to support their children's learning. Categorical monies support the purchase of student laptops, books for the school and classroom libraries, which are of various text, high interest/low difficulty text, books on tape, and other instructional materials to support and enhance the instructional program.

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).

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.