

Hilltop Drive Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Hilltop Drive Elementary School
Street	30 Murray Drive
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 422-8323
Principal	charles grisier
Email Address	charles.grisier@cvesd.org
School Website	https://hilltopdrive.cvesd.org/
County-District-School (CDS) Code	California

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

School Description

Hilltop Drive School is one of 50 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. 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.

2023-24 School Description and Mission Statement

Students, parents and staff value the diversity and cultural richness of our school and community. We currently have 504 students, 29 of whom are in our Primary and Upper Grade Special Day Classes. Our student population included Hispanic or Latino (84%), White (9%), Asian (4%), African-American (1%), and two or more ethnicity (2%). Twenty-five percent of Hilltop students are English Language Learners. 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.

Hilltop Drive has 23 teachers, including one Primary M/M Special Day Class teacher, one middle grades M/M Special Day Class teacher, M/M Upper Grade Special Day Class teacher, and one Counselor, who is shared with another school. In addition, we have 1 full time School Psychologist and 2 Speech and Language Pathologists, Part-time certificated staff includes an art Teacher 3 days per week, and LVN's 5days a week. Classified staff includes six Special Education Instructional Assistants and one-on-one Student Assistant. 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.

Vision, Mission, and Goals

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 Elementary focuses on an MTSS/PBIS approach. Students and staff are PROUD:

Polite
Respectful
Orderly
United
Dependable

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 K-6 have a personal laptop for classroom use. We strive to integrate technology throughout the curriculum.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	65
Grade 1	63
Grade 2	66
Grade 3	81
Grade 4	71
Grade 5	81
Grade 6	82
Total Enrollment	509

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47%
Male	53%
Asian	0.6%
Black or African American	0.8%
Filipino	1.8%
Hispanic or Latino	84.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.5%
White	7.3%
English Learners	24%
Foster Youth	0.2%
Homeless	1.6%
Socioeconomically Disadvantaged	62.7%
Students with Disabilities	15.3%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	88.42	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.79	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	2.00	8.84	106.00	7.66	18854.30	6.86
Total Teaching Positions	22.60	100.00	1383.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	92.00	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.90	2.36	11953.10	4.28
Unknown	2.00	8.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	25.00	100.00	1440.10	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.00

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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

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

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

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

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.

A new Science Curriculum went through the Adoption process for the District last year and are implementing the program in 2023-24.

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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, campus-wide PBIS/MTSS approach, a KIDCO program, and the School Safety Patrol.

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.

Year and month of the most recent FIT report

12/6/2023

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			CR 802 Library/Media Center: Hole in the wall // Motion sensor tilted from ceiling tile (falling) Health Office: Strobe ceiling tile cracked // VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. Kitchen Storage: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. Kitchen: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. // Cracked vinyl tiles by the drain and around the toilet Storage RM Kinder: Door with crayon marks on the exterior side
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			400 Girls RR: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 400 Staff RR: * Storage closet full (custodial Items in main RR area) it is recommended that this items are moved to another area

School Facility Conditions and Planned Improvements

			<p>CR 603: Dirty sink (grease and food remains) // chipped counter top by sink</p> <p>Multipurpose Rm: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>Workroom: Motion Sensor ceiling tile with holes // Ceiling clearance</p> <p>Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings.</p> <p>Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus.</p> <p>CFC Section 315.3.1</p> <p>// Tackboard dirty from sharpener shavings dust</p>
Electrical		X	<p>700 OFFICE: Electrical box doesn't close, door not closing fully // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1</p> <p>700 WOMEN'S RR: Ceiling vent is not working & very dirty // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)</p> <p>CR 401: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3</p> <p>CR 402: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3</p> <p>CR 601: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.</p>

School Facility Conditions and Planned Improvements

				<p>Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 602: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.</p> <p>Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 604: Movement sensor loose from tile (tilted) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.</p> <p>Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.</p> <p>Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 702: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.</p> <p>Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 802 Library/Media Center: Hole in the wall // Motion sensor tilted from ceiling tile (falling) Electrical Rm Kinder: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1.</p> <p>Maintain 36" clearance around electrical panels. 2. Remove all combustible items from</p>
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School Facility Conditions and Planned Improvements

			Electrical room. CFC Section 604.3 KCR 101: Cracked Acrylic lamp cover Hallway bathrooms // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		CR 603: Dirty sink (grease and food remains) // chipped counter top by sink Kinder playground: Water fountain dusty and dirty Kitchen: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. // Cracked vinyl tiles by the drain and around the toilet
Safety: Fire Safety, Hazardous Materials	X		700 OFFICE: Electrical box doesn't close, door not closing fully // Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 Administration/ Main Office: Unapproved Devices – appliances shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. 1. Ensure all power strips UL approved surge protectors. 2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall. CFC 604.1.1 * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) CR 303: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all

			<p>classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 403: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 703: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See</p>
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		<p>https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 801: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 804: Paint peeling from door after removal of decals// Shade covers inside the Lamp (looks like vinyl film) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</p>
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School Facility Conditions and Planned Improvements

			fabrics/Title 19 Div. 1, Section 3.08 Health Office: Strobe ceiling tile cracked // VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>CR 404: * 2 Metal "nuts" glued to door (inside) sharp edges - Please remove // Weatherstrip seal missing or broken in both doors CR 803 Library/Media Center: door not closing fully CR 804: Paint peeling from door after removal of decals// Shade covers inside the Lamp (looks like vinyl film) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.</p> <p>1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3.</p> <p>Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.</p> <p>Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 Kinder playtoy: Powder coat peeling from structure // Synthetic Turf feels granulated</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	50	54	53	47	46
Mathematics (grades 3-8 and 11)	41	40	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	313	99.37	0.63	49.52
Female	151	151	100.00	0.00	51.66
Male	164	162	98.78	1.22	47.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	264	99.25	0.75	47.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	57.14
White	24	24	100.00	0.00	54.17
English Learners	66	65	98.48	1.52	16.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	192	99.48	0.52	42.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	58	100.00	0.00	22.41

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	314	99.68	0.32	39.81
Female	151	151	100.00	0.00	39.07
Male	164	163	99.39	0.61	40.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	266	265	99.62	0.38	38.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	24	24	100.00	0.00	33.33
English Learners	66	66	100.00	0.00	19.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	193	100.00	0.00	32.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	58	100.00	0.00	20.69

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.16	42.31	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	79	100.00	0.00	43.04
Female	35	35	100.00	0.00	37.14
Male	44	44	100.00	0.00	47.73
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	73	100.00	0.00	43.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	37.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	87.18%	94.87%	84.62%	94.87%	87.18%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement
<p>Contact person: Dr. Charles Grisier 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.</p> <p>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.</p> <p>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 Read is a monthly event where parents/families come and read with students for 20 minutes.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	548	537	158	29.4
Female	254	252	75	29.8
Male	294	285	83	29.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	2	66.7
Black or African American	5	5	1	20.0
Filipino	10	10	3	30.0
Hispanic or Latino	458	449	138	30.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	26	24	4	16.7
White	41	41	10	24.4
English Learners	137	132	48	36.4
Foster Youth	1	1	1	100.0
Homeless	14	13	7	53.8
Socioeconomically Disadvantaged	359	350	127	36.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	97	34	35.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.47	0.91	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.91	0
Female	1.57	0
Male	0.34	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.73	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.84	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.03	0

2023-24 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. 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, The Family Update. Home communication is translated into Spanish whenever possible. The bilingual School Secretary and AHS 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. Three 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 2023. 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. The Board of Education approval date for the CSSP is January 17, 2024.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3		
1	24		3	
2	23		3	
3	25		3	
4	24		3	
5	19	2	2	
6	25	1	2	
Other	13	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	21	1	2	
2	19	1	3	
3	18	1	3	
4	24	1	2	
5	24		3	
6	26		3	
Other	11	2		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	0
1	20	1	2	0
2	21	1	2	0
3	20	4	0	0
4	21	1	2	0
5	26	1	2	0
6	26	0	3	0
Other	15	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,848.40	5,070.55	8,777.85	86,595
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-1.0	1.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	28.4	-0.8

Fiscal Year 2022-23 Types of Services Funded

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. 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, and other instructional materials to support and enhance the instructional program. The school funds a part-time intervention teacher, part time art teacher, additional librarian hours, additional noon duty supervision, Kidco counseling program, Structured Recess program, a

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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 Plan for Student Achievement (SPSA).

For 2019-2020: Professional Development focused on math instruction, GLAD strategies, Learning Intentions and Success Criteria, SEL/Trauma Informed Care/MTSS/PBIS, Teaching with Poverty in Mind
For 2020-2021: Professional Development focused on areas surround Social Justice: Identity, LGBTQ Youth, Systems of Oppression, Microaggressions, Privilege, Race, iReady. These were provided virtually due to COVID-19.
For 2021-2022: Professional Development focused on Equity, Designated ELD, LGBTQ+ Youth
For 2022-2023: LGBTQ+ Youth; Learning Intentions/Success Criteria; Vocabulary Instruction; DELD
For 2023-2024: Collaborative Conversations

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	25