



Hilltop Drive Elementary School

30 Murray Street • Chula Vista, CA 91910 • (619) 422-8323 • Grades K-6

Mr. Bill Willis, Principal

Billy.Willis@cvesd.org

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

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Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Hilltop Drive School is one of 46 schools in the Chula Vista Elementary School District. 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 564 students, 30 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 ethnicities (3%). Twenty-eight percent of Hilltop students are English Language Learners. The mobility rate was 13%, for the 16-2017 academic year. The ADA for 2016-2017 academic year was 96.2%

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 24 teachers, including one Primary Special Day Class teacher, one Upper Grade Special Day Class teacher, and one Resource Teacher. Part-time certificated staff includes a Music Teacher 5 days per week, a Speech and Language Pathologist Speech three days per week, a School Psychologist 2.5 days a week, and a School Nurse three 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 4-6 have a personal laptop for classroom use. All primary classrooms have 4-5 computers 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	77
Grade 2	75
Grade 3	65
Grade 4	83
Grade 5	97
Grade 6	97
Total Enrollment	563

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	0.2
Filipino	1.4
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0
White	10.3
Two or More Races	2.5
Socioeconomically Disadvantaged	66.8
English Learners	27.5
Students with Disabilities	13.1
Foster Youth	0.4

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			
Hilltop Drive Elementary School	15-16	16-17	17-18
With Full Credential	23	23	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hilltop Drive Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: November 2017	
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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

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: 11/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip
Interior: Interior Surfaces	X			CR 302: teacher cabinet difficult to open; large hole in wall over sink (old speaker location) CR301: teacher cabinet difficult to open; large hole in wall over sink (old speaker location)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 501: Spray bottle under sink CR 502: Spray bottle & germ-x under sink. CR 503: Weather Strip CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip CR 604: spider webs - exterior; windex spray bottle CR 701: spider webs - exterior; unlabeled spray bottle CR 704: Spray bottle undersink Play Ground: North green ball game ; paint peeling on play structure; spider webs and bird droppings; North fountain high; benches on field need paint; South soccer goal- Eastside fence has large opening and sharp cut links; North soccer goal - large opening on East side
Electrical: Electrical	X			CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/20/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				CR 303: fountain high; spray bottles under sink CR 501: Spray bottle under sink CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip CR 702: (9) - Low pressure fountain CR 703: (9) - Low pressure fountain CR 802: fountain low Play Ground: North green ball game ; paint peeling on play structure; spider webs and bird droppings; North fountain high; benches on field need paint; South soccer goal- Eastside fence has large opening and sharp cut links; North soccer goal - large opening on East side
Safety: Fire Safety, Hazardous Materials	X				700 OFFICE: Spray bottle under sink CR 303: fountain high; spray bottles under sink CR 501: Spray bottle under sink CR 502: Spray bottle & germ-x under sink. CR 604: spider webs - exterior; windex spray bottle CR 701: spider webs - exterior; unlabeled spray bottle CR 704: Spray bottle undersink
Structural: Structural Damage, Roofs	X				CR 503: Weather Strip
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Admin: (15) - Doesn't close flush. CR 503: Weather Strip CR 603: air vent dirty; spider webs - exterior; one bulb out; fountain handle comes off. (15) - Weather Strip Play Ground: North green ball game ; paint peeling on play structure; spider webs and bird droppings; North fountain high; benches on field need paint; South soccer goal- Eastside fence has large opening and sharp cut links; North soccer goal - large opening on East side
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding repair issues and work orders submitted for maintenance and repairs
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	65	65	62	62	48	48
Math	56	55	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	70	64	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.2	25.5	43.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	97	95	97.9	64.2
Male	50	49	98.0	67.4
Female	47	46	97.9	60.9
Hispanic or Latino	86	85	98.8	61.2
Socioeconomically Disadvantaged	67	65	97.0	63.1
Students with Disabilities	15	15	100.0	26.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 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	343	340	99.13	64.71
Male	179	178	99.44	56.74
Female	164	162	98.78	73.46
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	289	286	98.96	63.29
White	32	32	100	68.75
Two or More Races	11	11	100	90.91
Socioeconomically Disadvantaged	248	245	98.79	60.82
English Learners	105	103	98.1	54.37
Students with Disabilities	51	50	98.04	10
Foster Youth	--	--	--	--

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 2016-17 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	344	342	99.42	54.97
Male	179	178	99.44	52.25
Female	165	164	99.39	57.93
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	290	288	99.31	52.08
White	32	32	100	68.75
Two or More Races	11	11	100	81.82
Socioeconomically Disadvantaged	249	247	99.2	49.8
English Learners	105	104	99.05	45.19
Students with Disabilities	50	49	98	10.2
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 fourteen-member 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 2017. 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.45
Psychologist	0.50
Social Worker	0.05
Nurse	0.60
Speech/Language/Hearing Specialist	0.70
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	23		1		3	3	3			
1	20	22	24	2			1	3	3			
2	24	21	23		1		3	2	3			
3	23	23	21			1	4	3	2			
4	29	29	26				3	3	3			
5	27	31	30				3	3	3			
6	25	25	27	1	1	1	3	3	3			
Other	12		13	1		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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.

Hilltop has had an on-site District Resource Teacher since January, 2015. Ms. Craven works with the principal to provide professional development during staff meetings and during weekly grade level collaboration. She also provides demonstration lessons and coaching and supports teachers by developing assessments, creating teaching materials, and procuring additional resources.

The academic focus for 2015-16 was reading. Professional development focused on the elements of a comprehensive reading program, including independent reading, conferring, read aloud, and guided reading.

District Resource Teachers also provide Professional Development and support in Language Arts and Math. Each grade level receives at least 1.5 hours of collaboration time each week for analyzing data, including looking at student work; and planning curriculum and instruction.

For the 2016-17 academic year, professional development was 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, 3) Unpacking 1 collaborative ELD standard to promote relevant and meaningful English Language Development.

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,193.04	\$4,226.02	\$6,967.02	\$70,772.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-3.4	5.9
Percent Difference: School Site/ State			19.0	1.3

* Cells with ♦ do not require data.

Types of Services Funded

Site Control funds support a computer technician, who maintains laptops for every 4th-6th grade student including Imagine Learning English, Reading Eggs, 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 SIPPS lessons (phonics and phonemic awareness) 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, with a focus on expository 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 <http://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.