

Hilltop Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Hilltop Middle School
Street	44 East J Street
City, State, Zip	Chula Vista, CA, 91910-6115
Phone Number	619-498-2700
Principal	Griselda Delgado
E-mail Address	griselda.delgado@sweetwaterschools.org
Web Site	www.htm.sweetwaterschools.org
CDS Code	37684116062004

District Contact Information	
District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org

School Description and Mission Statement (School Year 2016-17)

Hilltop Middle School is a two-year middle school serving grades 7 - 8. Hilltop opened in 1959 and became a middle school in September 1993. Named a California Distinguished School in 2001 and named California Gold Ribbon School along with the Title I Academic Achievement Award in 2015, it received the Classroom of the Future award in 2016. Hilltop Middle School now serves just under 1,000 students in a variety of programs including our award winning FLAGS (Foreign Language and Global Studies) magnet program where students from across the district can attend. We have also vastly incorporated the ARTS in our curriculum like orchestra, band, and a before-/after-school program that offers sports, theater arts, culinary arts, and STEM classes. We also offer AVID and our new Career Technical Education Pathways which include Engineering and Computer Science which provides opportunities for students to explore technology in diverse ways to spark their curiosity for future careers. We have the largest and most comprehensive Special Education program in the district, along with the Accelerated Reader program four days a week. Our academic programs also offer English Language Development classes for students who are learning English and we also offer before/after/summer school credit recovery for students who need more time to learn. The Academic Enrichment Center (AEC) and Falcon Scholars offer daily classwork and homework recovery where students get help from college tutors. In our Saturday Academy, teachers and students get extra time to re-teach, re-learn, or enhance weekly lessons for mastery. Hilltop Middle staff also has adopted a Restorative Practices model with each other and with students to be a more inclusive and understanding community. Minimum days each Friday allow teachers time to collaborate in Professional Learning Communities in order to create and implement interdisciplinary lessons, review data, and provide interventions and/or enrichment for every student.

The mission of Hilltop Middle School, a learning community of collaborative teams with a tradition of high expectations, is to ensure an educational environment that maximizes academic achievement of each student through a system of learning distinguished by: (a) programs that encourage the development of the physical, intellectual, and social attributes unique to early adolescence; (b) a comprehensive network of student support that involves staff, students, parents, and caregivers; (c) staff collaboration to address the educational needs of every student; (d) a culture of mutual respect, high expectations, integrity, and trust among all students and staff; (e) celebrations of individual and school-wide achievements; (f) supportive before- and after-school and extra-curricular programs; and (f) strong partnerships with families, caregivers, and the community.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	480
Grade 8	545
Total Enrollment	1,025

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	2.7
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.1
White	7.1
Two or More Races	3.5
Socioeconomically Disadvantaged	66.7
English Learners	22.1
Students with Disabilities	15.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	45	43	53	1847
Without Full Credential	6	0	3	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	3	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	82.1	17.9
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Middle School Math textbooks in 2014: Core Connections: Student: Course 2 and Core Connections: Student: Course 3 for 7th Grade and 8th Grade, respectively. Additionally, Core Connections: Student: Integrated 1 was adopted in 2015 for Compacted Math course. Hilltop Middle School students have since been assigned these textbooks utilized for learning.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standards-based. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school has an administration building, an adaptive room, 51 classrooms, 2 computer labs, and a library. The main campus was built in 1959. Additions were constructed in 1960, 1971 and 1987. Four portable classrooms were constructed in 1987. Ten permanent classrooms have been constructed. The school opened in 1959 with an adaptive building, an administration building, 35 classrooms, a gym and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X		X	Roof and structure of 300 to be fixed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	37	44	47	53	44	48
Mathematics	25	25	29	31	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	499	474	95.0	36.2
	8	537	528	98.3	50.8
Male	7	267	253	94.8	30.9
	8	255	250	98.0	44.5
Female	7	232	221	95.3	42.3
	8	282	278	98.6	56.3
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	13	13	100.0	53.9
	8	13	13	100.0	92.3
Hispanic or Latino	7	420	401	95.5	34.6
	8	459	450	98.0	47.3
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	7	38	33	86.8	51.5
	8	37	37	100.0	73.0
Two or More Races	7	20	19	95.0	47.4
	8	16	16	100.0	43.8
Socioeconomically Disadvantaged	7	321	308	96.0	30.7
	8	354	348	98.3	44.8
English Learners	7	104	93	89.4	4.3
	8	93	87	93.5	6.0
Students with Disabilities	7	75	73	97.3	6.9
	8	74	73	98.7	19.2
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	498	481	96.6	24.1
	8	536	532	99.3	25.6
Male	7	267	257	96.3	22.8
	8	255	254	99.6	22.1
Female	7	231	224	97.0	25.6
	8	281	278	98.9	28.8
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	13	13	100.0	46.1
	8	13	13	100.0	69.2
Hispanic or Latino	7	419	408	97.4	22.0
	8	458	454	99.1	23.6
Native Hawaiian or Pacific Islander	8	--	--	--	--
White	7	38	34	89.5	41.2
	8	37	37	100.0	43.2
Two or More Races	7	20	19	95.0	31.6
	8	16	16	100.0	6.3
Socioeconomically Disadvantaged	7	320	312	97.5	18.3
	8	354	352	99.4	20.8
English Learners	7	103	99	96.1	3.1
	8	92	90	97.8	
Students with Disabilities	7	75	72	96.0	5.6
	8	74	74	100.0	4.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 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.

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

CAASPP 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	58	46	63	53	49	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	537	519	96.7	46.4
Male	255	246	96.5	47.2
Female	282	273	96.8	45.8
Filipino	13	13	100.0	76.9
Hispanic or Latino	459	442	96.3	43.4
White	37	36	97.3	66.7
Two or More Races	16	16	100.0	50.0
Socioeconomically Disadvantaged	354	340	96.1	42.1
English Learners	92	84	91.3	9.5
Students with Disabilities	74	70	94.6	38.6

Note: 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.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.2	21.6	21.6

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Hilltop Middle School parents value improving themselves as parents so they can serve their child more effectively. Because of this, Hilltop Middle School provides various opportunities for parents to participate in parenting workshops and volunteer on our school campus. There is a dedicated Parent Center welcoming parents who need the use of computers or the Internet. We partner with South Bay Community Services through their Promise Neighborhood grant which provides parents with free Manpower classes to acquire skills to get a job and assistance with housing food, and counseling. Parents also participate every month at our Coffee with the Principal where they give the Principal suggestions and bring questions to share. Hilltop Middle had over 70 parents complete the Parent Institute for Quality Education (PIQE) certification where they learned about how to support their student so they can be first time college-going students. Our English Learners Advisory Committee (ELAC) and our School Site Council (SSC) has parents serving as volunteers and are a critical component in monitoring the funds designated to our English Learners (ELs), foster/homeless youth, and socioeconomically disadvantaged families. Parents are part of the decision-making process of what services are critical to assure that these targeted students will succeed in school.

The magnet FLAGS parent board is an official 501c3 who are elected to serve on the board to represent all parents in managing the budget for the FLAGS program. They are an integral support to the FLAGS program, have monthly board meetings, fundraise, and motivate other parents to participate in a variety of activities with their students. The FLAGS board work in collaboration with the FLAGS teachers to organize field trips, community service, and the annual Multicultural Faire. The PTSO (Parent Teacher Student Organization) meets monthly and fundraises to support student and staff needs along with advocating for what the school needs to better service the learning of students. PTSO also host the annual 8th Grade Promotion dance which is organized by parents and students.

All parents who participate in an a committee can also be eligible to participate in parent conferences and workshops like the California Association for Bilingual Education (CABE) annual conference in San Francisco, Los Angeles, or Sacramento and/or local mini-conferences that help parents understand the educational system in our community. Parents also attend the annual Compact for Success visit to San Diego State University for 7th grade students and can volunteer to help out in our after-school program.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.1	8.8	6.0	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15, 2016. Staff orientation and training must be completed by October 30, 2016 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Comply with 2 in 1 safety drills
- Identify strategies and programs that provide safety on campus
- Train all staff on emergency procedures during 3-day in-service or during the school year’s first staff meeting
- Assessment of current crime in school
- Develop Site Safety Binder

Sweetwater Union High School District

Security Mission Statement

The Five Columns of School Security

- PHYSICAL SECURITY is enhanced with efficient use of available resources in order to maximize return on investment.
- A positive and welcoming CLIMATE characterized by inclusiveness, sensitivity, tolerance, respect, and discipline promotes psychological, emotional, cultural and intellectual safety. Healthy norms are established and reinforced.
- Flexible routine and emergency PROCEDURES are well-rehearsed with a vigilant and self-reliant attitude.
- Strong cooperative PARTNERSHIPS with local law enforcement professionals help maintain physical and climate security.
- Cooperative relationships with local COMMUNITY of families and local agencies help provide a network of support and trust.

GENERAL INFORMATION

Our school site, Hilltop Middle School, including all staff members, will have the opportunity to practice the procedures outlined in this plan. Monthly, semester, and annual drills will be conducted to ensure that all staff members feel comfortable with the emergency response procedures.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	17	8	25	26	16	10	22	32	7	12	14
Mathematics	30	11	8	24	29	7	9	22	30	11	9	16
Science	27	8	23	12	27	8	29	5	30	10	20	8
Social Science	30	8	6	25	30	7	9	22	29	8	12	15

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	378.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A	169.5	
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

General Operations - services, materials, and support to the general education program

Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Hilltop Middle School follows the Professional Development structure established by Sweetwater's Department of Curriculum, Instruction, and Professional Development for the purpose of district-wide consistency, focus, and support. The district-funded positions of Curriculum Specialists in English Language Arts, History/Social Science, Math, Science, and a Blended Learning Specialist ensures that Hilltop Middle has its own site resource teacher who can mentor and support colleagues, as well as facilitate district-site alignment and communication. For the 2015-2016 school year, Site Curriculum Specialists attended three district-wide Cohorts and facilitated three Zone 4B trainings for their colleagues. The Cohorts and the Zones followed a Written-Taught-Tested model for all content areas. In the Written curriculum section, the topics included ELA/ELD Framework, Math Framework, New Generation Science Standards (NGSS) Framework, Instructional Guides, Understanding by Design, and lesson planning with planned/just-in-time scaffolds. In the Taught curriculum section, the topics included Growth Mindset, student engagement, Structured Student Interaction, feedback, writing across curriculum and for various purposes, Universal Design for Learning (UDL) and programs such as, Achieve3000, LiteracyTA, Shmoop, and ERWC (Expository Reading and Writing Course). In the Tested curriculum section, analysis of SBAC results and calibration of district-wide Performance Tasks, as well as discussion of the applications to instruction of formative and summative assessments were explored.

The site Blended Learning Specialist and Librarian participated in the Educational Technology (EdTech) trainings for iPad applications, Google applications, Microsoft 360, and other technology workshops. The Blended Learning Specialist and Librarian were integral to supporting the technology implementation in the classrooms. English Language Development (ELD) and Sheltered English Instruction (SEI) teachers participated in trainings to develop and improve upon pedagogy and practices in effectively teaching English Learners (ELs).

For the 2015-16 school year, Hilltop Middle staff participated in Professional Learning Communities (PLCs) and PLC/department pull-out days to collaboratively plan units of study, share best practices, and analyze assessment results. Teacher-leaders also facilitated workshops on technology and learning disabilities to benefit all students.