

# Hilltop Middle 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Hilltop Middle School
<b>Street</b>	44 East J Street
<b>City, State, Zip</b>	Chula Vista, CA, 91910-6115
<b>Phone Number</b>	619-498-2700
<b>Principal</b>	Easter Finley
<b>Email Address</b>	easter.finley@sweetwaterschools.org
<b>School Website</b>	<a href="http://htm.sweetwaterschools.org/">http://htm.sweetwaterschools.org/</a>
<b>County-District-School (CDS) Code</b>	37684116062004

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High School District
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Moises Aguirre, Ed.D.
<b>Email Address</b>	moises.aguirre@sweetwaterschools.org
<b>District Website</b>	<a href="http://www.Sweetwaterschools.org">www.Sweetwaterschools.org</a>

## 2023-24 School Description and Mission Statement

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 over 800 students in a variety of programs. We have also vastly incorporated the ARTS in our curricula like orchestra, band, guitar and a before-/after-school program that offers sports, theater arts, culinary arts, and STEM classes. We offer a Foreign Language and Global Studies (FLAGS) program where students take a foreign language and study cultures from around the world. We are building a schoolwide emphasis on STEAM with our new STEAM-Career Technical Education Pathways which include Engineering, Robotics 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. Our academic programs also offer English Language Development classes for students who are learning English. Falcon Scholars offer daily classwork and homework recovery where students get help from college tutors and teachers. In our Saturday Academy, teachers and students get extra time to re-teach, re-learn, or enhance weekly lessons for mastery. Hilltop Middle staff has adopted a Restorative Practices model with each other and with students to be a more inclusive and understanding our community. All staff members will be taking the Gallup StrengthsFinder and using a strengths based lens for collaborating.

This work will further support our Restorative Practices. A pilot program will be used to identify student strengths and interests to increase engagement and improve social, intellectual, and emotional connections. Minimum days each Friday allow teachers time to collaborate with Professional Learning Communities in order to create and implement interdisciplinary lessons, review student data, and provide interventions and/or enrichment for each student. Teachers at Hilltop Middle School are focusing on the First Best Instruction initiative put forward by our district. Specifically, teachers focus on Student Engagement and Checking For Understanding.

The mission of Hilltop Middle School is the following: Hilltop Middle School, in partnership with our community, commits to INSPIRE, GUIDE, and EMPOWER all students to THRIVE in a healthy environment that fosters a culture of learning.

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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	458
Grade 8	411
Total Enrollment	869

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45%
Male	55%
American Indian or Alaska Native	0.2%
Asian	0.7%
Black or African American	1.6%
Filipino	1.8%
Hispanic or Latino	78.7%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.4%
White	13.9%
English Learners	22%
Foster Youth	0.1%
Homeless	0.9%
Migrant	0.1%
Socioeconomically Disadvantaged	71.2%
Students with Disabilities	16%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.10	59.04	1140.10	69.11	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.50	0.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.28	57.40	3.48	12115.80	4.41
<b>Unknown</b>	15.90	40.65	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	39.10	100.00	1649.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.90	83.11	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.75	56.80	3.36	11953.10	4.28
<b>Unknown</b>	6.00	16.12	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	37.20	100.00	1689.00	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	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

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	0.20
Local Assignment Options	0.10	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.10</b>	<b>0.20</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1	2.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.6	2.2

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

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0.0

	consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>		
<b>Mathematics</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>History-Social Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0

## School Facility Conditions and Planned Improvements

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.

### Year and month of the most recent FIT report

05/28/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	WO: 40587 Floor is still deficient, WO 40590 All rooms interior and exterior in need of painting, except 401, WO room used as storage. Doors have considerable termite damage, work order has been submitted, WO:40590 All rooms in need of interior and exterior painting, WO 40591 asphalt is in need of repair, WO 40590 Room needs paint job, Surrounding asphalt deficient. Ficus planters permanent damage. WO 67068, WO 40590 Room and Exterior needs paint job. WO 40583 Stucco work needed as well. WO 40588 carpet needs replacement, WO: 40669 Interior wall has cracks in it, WO: 40670 Carpet needs to be removed and replaced with appropriate tile,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			WO 40590 All rooms interior and exterior in need of painting, WO 40591 asphalt is in need of repair, safety issue. WO 40585 window must be abated,
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs			X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Stucco cracked behind 107 (exerior), WO: 40586 Considerably sized crack on southside of floor. Gradually widening, Considerable wall cracks (South wall) WO 61994, WO:40590 entire building needs to be painted interior and exterior

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43	39	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	19	19	26	26	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
<b>All Students</b>	855	814	95.20	4.80	39.43
<b>Female</b>	384	356	92.71	7.29	47.61
<b>Male</b>	471	458	97.24	2.76	33.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	15	100.00	0.00	26.67
<b>Filipino</b>	17	16	94.12	5.88	62.50
<b>Hispanic or Latino</b>	675	640	94.81	5.19	36.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	50.00
<b>White</b>	117	114	97.44	2.56	53.98
<b>English Learners</b>	173	163	94.22	5.78	2.47
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	644	615	95.50	4.50	34.04
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	134	125	93.28	6.72	8.00

## 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
<b>All Students</b>	856	811	94.74	5.26	19.26
<b>Female</b>	384	360	93.75	6.25	17.78
<b>Male</b>	472	451	95.55	4.45	20.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	14	93.33	6.67	0.00
<b>Filipino</b>	17	17	100.00	0.00	35.29
<b>Hispanic or Latino</b>	676	637	94.23	5.77	16.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	42.86
<b>White</b>	117	114	97.44	2.56	27.19
<b>English Learners</b>	174	158	90.80	9.20	1.90
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	645	608	94.26	5.74	15.46
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	134	126	94.03	5.97	1.59

## 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)	19.36	19.13	25.00	25.05	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	412	396	96.12	3.88	18.94
Female	192	182	94.79	5.21	19.78
Male	220	214	97.27	2.73	18.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	325	312	96.00	4.00	17.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	59	57	96.61	3.39	29.82
English Learners	91	90	98.90	1.10	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	355	343	96.62	3.38	18.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	3.28

## 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 7	96%	77%	77%	78%	78%

## 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

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. We have a Parent Center welcoming all parents who need the use of computers or the Internet or simply to meet. We have a categorical team which consists of a Curriculum and Instruction coordinator, Student Program Facilitator and a School Tester who monitor various resources that assist our ELLs/SES/HF students. Parents also participate every month in our Coffee with the Principal where they give the Principal suggestions and bring questions to share. 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. We offer ongoing training for our parents in our Falcon Parent Institute workshops where parents inform us of the types of training they would like to have, and the staff delivers that training.

The FLAGS School Connected Organization is made up of FLAGS parent elected to serve on a board to represent FLAGS parents in managing the budget for the FLAGS program. The FLAGS SCO works in collaboration with the FLAGS teachers to organize field trips, community service, and the annual Multicultural Fair. We did not have any parents volunteer to lead our PTSO but will look to recruit parents for the 2023-2024 school year.

All parents who participate in a committee can also be eligible to participate in parent conferences and workshops like the California Association for Bilingual Education (CABE) mini-conferences that help parents understand the educational system in our community.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	940	912	188	20.6
Female	425	412	97	23.5
Male	515	500	91	18.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	6	6	0	0.0
Black or African American	17	16	2	12.5
Filipino	17	17	2	11.8
Hispanic or Latino	742	721	151	20.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	24	22	3	13.6
White	131	127	29	22.8
English Learners	214	209	42	20.1
Foster Youth	2	2	0	0.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	703	688	156	22.7
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	155	146	44	30.1

### 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	0.21	9.59	14.79	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.32	0.00	0.07	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.79	0.32
Female	9.18	0
Male	19.42	0.58
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	29.41	0
Filipino	5.88	0
Hispanic or Latino	14.69	0.4
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	16.03	0
English Learners	16.82	0.47
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	15.36	0.28
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.19	0

## 2023-24 School Safety Plan

Each year, Sweetwater Union High School District schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 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
- School's Climate and Culture is assessed by analyzing CORE survey
- Develop Site Safety Binder
- Participate in District Safety Active Shooter training.

### 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.

## 2023-24 School Safety Plan

- 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.

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	39	8	11	15
Mathematics	37	9	13	13
Science	29	5	20	7
Social Science	31	4	7	18

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	11	12
Mathematics	28	6	11	13
Science	28	5	17	8
Social Science	28	6	11	13



## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	10	13
Mathematics	29	7	6	17
Science	29	4	20	6
Social Science	30	5	10	14

## 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	362.08

## 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)	2.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

## 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
<b>School Site</b>	7428.14	363.17	7064.97	87,617.00
<b>District</b>	N/A	N/A	9754.53	\$91,566
<b>Percent Difference - School Site and District</b>	N/A	N/A	-32.0	-1.1
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	-17.8	-5.1

## Fiscal Year 2022-23 Types of Services Funded

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

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

LCAP Funds to support intervention

Title I funding to support students addressing achievement gaps for targeted subgroups.

SCO funds to support FLAGS Team

Title III funding to support English Language Learners

## 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,003	\$57,234
<b>Mid-Range Teacher Salary</b>	\$82,293	\$95,467
<b>Highest Teacher Salary</b>	\$107,730	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$157,167	\$153,476
<b>Average Principal Salary (High)</b>	\$167,100	\$173,198
<b>Superintendent Salary</b>	\$260,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.97%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	4%	4.46%

## Professional Development

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 or Instructional Coaches in English Language Arts, and Math, ensures that Hilltop Middle has its own site resource teachers who can mentor and support colleagues, as well as facilitate district-site alignment and communication.

For the 2022-2023 school year HTM have continued to receive Professional Development through multiple avenues. There is built in time in HTM weekly schedule for PLC's to meet and share best practices including common pacing, common assessments, and DLT's. Teachers continued to receive Professional Development during pre-service days focusing on Social Emotional Learning and the change process. Teachers also had multiple oportunities to receive Professional Development during day-long pull-outs for the Site Leadership Team, Departments and during faculty meetings.

For the 2021-2022 school year HTM have received Professional Development through multiple avenues. Teachers received Professional Development during the Pre-Service days. Monthly Faculty Meetings are used to provide ongoing Professional Development to our teachers on our three goals: 1) Social Emotional Learning 2) Student Engagement 3) Checking For Understanding. Weekly PLCs provide opportunities for teachers to share best practices, plan collaboratively and analyze data. Last, Teachers leaders have volunteered during our Pre-Service day to share best practices on our three goals mentioned before.

For the 2020-21 school year HTM has held PLC/SLC professional Development every Friday of the school calendar. Due to the COVID 19 Global Pandemic HTM has added 3 all day Professional development days for staff to focus on distance learning. These full day trainings included support from virtual learning consultants as well as District resource personnel. In order to support teachers with online virtual instruction HTM leveraged Title I funding to add two "Online Support Coaches" who assist both students and staff with improving virtual instruction and learning. In a continuing effort to support teachers with virtual learning during the pandemic, HTM has a standing Monday virtual Staff meeting known as "Ask the Admin".

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	44	44	46