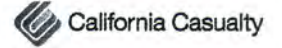




**California Department of Education  
2015 California Gold Ribbon Schools Program  
Middle and High School Application: Part A**



**Exemplary Education Programs ~ [Optional—additional application(s) required.]**

Arts Education  Yes; Career Technical Education  Yes; Physical Activity & Nutrition  Yes

37684116062004  
County-District-School (CDS) Code – 14 Digits

San Diego  
County Name

Sweetwater Union High School District  
District Name

Hilltop Middle School  
School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

44 E J Street  
Mailing Address

Chula Vista 91910  
City and Zip Code

6194982700  
Area Code and Phone Number      Ext.

6195853576  
Area Code and Fax Number

griselda.delgado@sweetwaterschools.org  
Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Dr. Tim Glover  
District Superintendent's Name

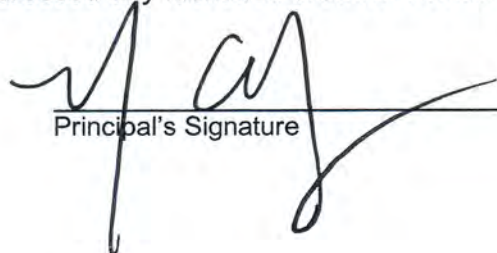
timothy.glover@sweetwaterschools.org  
District Superintendent's e-mail



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Griselda Delgado  
Principal's Name

  
Principal's Signature      1/20/15  
Date

### School Information

1. Current school enrollment: 1135
2. Which category best describes where your school is located?  
 Urban       Suburban       Rural
3. Does your school receive Title I funding?       Yes       No  
 If yes, indicate type of services:       School-wide       Targeted Assistance
4. What is your school calendar?       Traditional       Year-round       Modified
5. Is your school a charter school?       Yes       No
6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	<u>3</u>	<u>      </u>
Classroom teachers	<u>45</u>	<u>5</u>
Counselors	<u>3</u>	<u>      </u>
Credentialed librarians	<u>1</u>	<u>      </u>
Nurses	<u>1</u>	<u>      </u>
Psychologists	<u>      </u>	<u>1</u>
Technology/media specialists or technicians	<u>1</u>	<u>      </u>
Paraprofessionals	<u>7</u>	<u>12</u>
Campus resource officers	<u>2</u>	<u>      </u>
Other staff ( <i>specify</i> ) <u>Speech Therapist, Classified</u>	<u>12</u>	<u>3</u>
Total staff	<u>75</u>	<u>21</u>

## Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego  
County

Sweetwater Union High School District  
District

Hilltop Middle School  
School

44 E J Street  
Street Address

Chula Vista 91910  
City and Zip Code

Griselda Delgado  
Principal

6194982700  
Area Code and Phone Number      Ext.

San Diego Airport  
3225 North Harbor Drive  
San Diego, CA 92101  
Name and Location of the Nearest Airport

805 North  
Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Get on I-5 S from Airport Terminal Rd and N Harbor Dr  
Head northwest on Airport Terminal Rd (0.2 mi)  
Keep left to stay on Airport Terminal Rd (0.2 mi)  
Take the ramp to I-5/Downtown (0.5 mi)  
Merge onto N Harbor Dr (1.1 mi)  
Turn left onto W Grape St (0.4 mi)  
Take the Interstate 5 S ramp

Take the CA-94 E/Martin Luther King Jr Fwy exit (0.7 mi)  
Keep left, follow signs for CA-94/M L King Jr Fwy (0.2 mi)  
Continue onto CA-94 E/Martin Luther King Jr Fwy (2.1 mi)  
Take the exit onto I-805 S (6.4 mi)  
Take the H St W exit  
Merge onto E H St (0.4 mi)  
Turn left onto Hilltop Dr (0.5 mi)  
Turn left onto E J St (destination will be on the right)

## School Overview

Hilltop Middle School, a California Distinguished School (2001), opened its doors in 1959 as a junior high school with 600 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students. Today, with an enrollment of 1,135 students, Hilltop Middle School serves a wide variety of students, many of whom live outside the immediate neighborhood.

Home to a voluntary integration program, Foreign Language and Global Studies (F.L.A.G.S.), with its curricular emphasis on world awareness and multiculturalism, Hilltop Middle attracts over 300 students from outside our school's boundaries. Enrollment in FLAGS requires strong parental involvement and presents a unique opportunity to begin a foreign language (Spanish, French, Mandarin-Chinese, or Italian) in the seventh grade.

About 69% of our students qualify for the federal free and reduced lunch program because of the financial hardship their families face. As a result, Hilltop Middle receives supplemental state and federal funding to assist students in meeting grade level standards particularly in English Language Arts and Mathematics. Our Title 1 budget provides support staff, services, materials, and extended-day programs to ensure that we are meeting the needs of our educationally disadvantaged students.

Activities that strengthen partnerships with the community, other schools, and parent organizations such as Parent Teacher Student Organization (PTSO), English Language Advisory Committee (ELAC), and FLAGS are a priority at Hilltop Middle. During the month of August, we welcome parents at our evening Open House. During the summer, our ASB students provide orientation for our incoming seventh graders and new eighth graders. In addition, we maintain an active parent center, an articulation with our feeder elementary and destination high schools, and continue our district's partnership with SDSU through the Compact for Success

Hilltop Middle has a traditional six-period day (55 minutes per period) on Mondays through Thursdays, with two grade-level lunches to accommodate a 30 minute reading period in Accelerated Reader. On Fridays, students have one combined lunch period and are released early. This release time allows teachers to meet in teams and Professional Learning Communities (PLC) to analyze student achievement data and collaborate on enrichment and intervention systems. Teachers collaboratively develop pacing guides and common formative assessments to ensure students are fully supported in mastering content standards. In addition, because our District has adopted a 1-1 iPad program, teachers share best practices regarding use of technology in the classroom.

Support for students starts and continues beyond the school day through Hilltop's Club FUSE (Falcons United for Success in Education), and through after-school interventions. These programs work in collaboration with the YMCA Youth and Family Services, South Bay Community Services and South Bay YMCA. The purpose of Club FUSE is to create a positive culture and foster student connection in order to support student attendance and achievement. Club FUSE offers clubs, sports and field trips as incentives for students. Also after school are academic interventions, where students are assigned and exited based on 6-week grades, teacher recommendation, and assessment data.

Families bring their students to Hilltop Middle School due to our dedication to our students. This dedication affords us the possibility of creating innovative programs that pique student interest. Our enrichment and intervention programs ensure that all students are successfully prepared for the challenges ahead.



California Department of Education  
 2015 California Gold Ribbon Schools Program  
 Middle and High School Application: Part B



Hilltop Middle School

### Model Program Summary

1. Name of Model Program:

Foreign Language and Global Studies (FLAGS)

2. How long has this Model Program been in place?

- Less than 2 years     2-4 years     5-8 years     8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

(Continued on next page)

Hilltop Middle School

- Native Hawaiian or Pacific Islander
- White
- Two or More Races

## Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- English-Language Arts – Students Not Yet Proficient
- English-Language Arts – Advanced Learners
- Mathematics – Students Not Yet Proficient
- Mathematics – Advanced Learners
- Other Core Subject Areas – Students Not Yet Proficient
- Other Core Subject Areas – Advanced Learners
- Other (*specify*)

5. What strategies are used to implement the Model Program? (*Check all that apply.*)

## Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*) Enrichment

## 6. Is this model program initiated by your district and implemented district-wide?

Brief answer:

## Model Program Narrative

### 1. Description of the Model

Our Foreign Language and Global Studies (FLAGS) Program was started in 1988-1989 as a magnet program to attract diverse populations of students to Hilltop Middle School. In addition, the program was adopted in response to the need for a more global citizen. The program goal is to provide a global education through teacher collaboration, increased parent involvement, and an enriched curriculum. Student outcomes not only involve standards mastery and problem-solving skills, but also a respect for diversity and a deeper awareness of the world through a global perspective. The design of the FLAGS program is a smaller community within a larger school, which provides cohesion and consistency for the student. Today, the students in the FLAGS program represent approximately 20% of Hilltop Middle School and are drawn from all parts of the Sweetwater Union High School District. FLAGS students participate in, and excel at school-wide enrichment activities from academics, sports, band, to the ASB (Associated Student Body).

To begin the FLAGS program, teachers volunteered to be a part of the commitment to an enriched program that emphasized interdisciplinary collaboration and increased parental involvement. Participation in the FLAGS program continues to be on a volunteer-basis. These teachers commit to monthly meetings as a team, as well as vertical meetings with the high school FLAGS program. An administrator and counselor were also committed to supporting the needs of the program. The administrator would ensure that the program continued to align with District and State goals. A counselor was provided to focus on support for students' emotional and academic needs while in a rigorous program, and to also help parents in providing a supportive home environment for their student. Parents of students that apply to the program are required to sign a Parent Contract, which outline activities that parents will support. While the District continues to provide a discretionary budget for the program, financial resources also come from fundraising done by parents and students.

The FLAGS program requires a strong commitment from teachers and administrators with regards to professional development. Teachers agree to meet with interdisciplinary grade-level teams in order to plan an enriched curriculum. Enrichment involves interdisciplinary project-based learning, field trips, community service, and fundraising activities. The activities not only involve standards mastery, but are always focused real-world connections in order to continue building the global citizen. For example, in the math classes, students completed projects where they analyzed batting averages of MLB players in order to learn statistics. In addition, teachers take an active role in school-wide leadership positions, ensuring that the program is in harmony with wider school needs and concerns.

For students, the FLAGS program promotes high achievement and a global perspective. The FLAGS program is an academic program designed to challenge students to expand their awareness of our global community. The program offers second and third language acquisition, global responsibility, integration of math and science, and intensive reading, writing and thinking skills through social studies and language arts. FLAGS is a teamed program of students, teachers and parents. By the end of each year, all FLAGS students are: effective communicators, mathematically adept, critical and creative thinkers, global/civic minded, technologically adept, and demonstrate fluency in a world language.

For parents, the FLAGS program promotes involvement in students' education and success. FLAGS parents are expected to contribute their time to the program in one way or another. FLAGS parents meet monthly to plan upcoming events, listen to teacher and student presentations, and have open discussions about issues that concern their children's needs.

The parent group sponsors the following programs and events: Hunger Luncheon, Math Field Day, Cultural Experiences (Day of the Day, Cinco de Mayo, 16 de Septiembre, National French Contest, Chinese Delegation visit), Portfolio Presentation Night, French Club, Spanish Club, Annual Talent Show, Medieval Times Field Trip, Europe Trip, Science in Rice Canyon, National History Day, Science Night/Fair, Museum of Tolerance field trip, and the Multicultural Fair. By requiring an increased parent involvement, the FLAGS program is able to demonstrate its importance to student success and high achievement.

All FLAGS curriculum is based off SBE-adopted academic content and performance standards. All FLAGS teachers continue to attend the required curricular professional development provided at the District Level in relation to CCSS. Teachers attend grade-level, course-alike Professional Learning Communities (PLCs) to discuss differentiation for subgroup populations, analyze data, and develop best practices.

The FLAGS program is aligned to the A-G requirements of our LCAP. Through successful participation in the FLAGS program at the middle school level, students will be placed in Honors/Accelerated classes at the high school level as well. In addition, a requirement of the FLAGS program is 2 years with a foreign language. At Hilltop Middle, students can choose between Spanish, French, Mandarin-Chinese, and Italian. Students can continue with this language study at the high school in order to meet A-G requirements.

## 2. Implementation & Monitoring of the Model

Parents are an integral stakeholder in implementing the FLAGS program. Parents attend monthly meetings to learn curriculum, volunteer for activities/events, and discuss concerns with teachers and staff. Typically, 40-45% of parents of students in the program attend these meetings. At each meeting, there is an opportunity for parent feedback. Teachers alternate in their attendance at the meetings in order to ensure that all parents' concerns are addressed. The FLAGS program is also governed by a parent Board that works with a program Coordinator. During monthly meetings, this Board identifies fundraising activities, and then determines the best use of funds. Oftentimes, resources are used for student transportation on educational field trips such as The Museum of Tolerance, Medieval Times, and art museums. These field trips are discussed with teachers to ensure they are tied to curriculum as well. These funds are also allocated to support access to technology for students and staff. The FLAGS program piloted a 1-1 iPad initiative that was then adopted District-wide. Parent support is imperative to this program's success.

The FLAGS program is well-known through the District. In January, the program begins the recruitment process by visiting our feeder elementary schools with flyers. In addition, the ASB promotes the FLAGS program during 6<sup>th</sup> grade visits. Informational meetings are held for parents, where applications are also accepted. This openness in communicating about the program and its goals are what help to diversify Hilltop Middle's population.

The FLAGS program is also well-known at the school. All students and staff are invited to participate in the Multicultural Fair. This Fair celebrates diverse cultures through informational booths, performances, food, art and a display of student work. In addition, the FLAGS teachers have helped non-FLAGS teachers to incorporate field trips so that all students can access enriched curriculum. For example, for the last 3 years, all 8<sup>th</sup> grade classes work through the Modern Day Slavery unit originally created by FLAGS teachers. In addition, the FLAGS teachers have helped to expand the Museum of Tolerance field trip to include provide enrichment opportunities to high achieving non-FLAGS students. Also, this year, all 7<sup>th</sup> grade World Cultures students will be participating in a Socratic Seminar. The



enrichment of the FLAGS program is discussed by teachers during PLCs so all students are afforded opportunities for advanced learning.

In order to assess the effectiveness of the program, teachers and Administration participate in an end-of-the-year discussion. During this meeting, program activities, events and outcomes are discussed with regards to the following year. Any changes that need to be made to the program are discussed and approved. In addition, parents and students provide feedback regarding the program during the monthly FLAGS meetings.

### 3. Results of the Model

In order to evaluate how the program has affected student learning, students, families and teachers are required to participate in Portfolio Night. During this evening event each May, students present their academic achievements in small groups. Parents and students score each presentation, and affect the student's overall grade for the project. Teachers, including non-FLAGS teachers, participate in facilitating the presentations. For Portfolio Night, students review their assignments from the year, and choose to present those that best reflect their work as a FLAGS student. This work not only shows standards mastery in core subject areas and/or foreign language study, but also reflects their interests and achievements from throughout the year. Another method for evaluating student learning is this year, FLAGS students taking French as a foreign language will be participating in the National French Contest, which will assess their language skills in relation to other students in the nation.

The FLAGS program has yielded many positive results for student outcomes. The ASB Director will recruit students from the FLAGS program to participate in a leadership role for the student body. FLAGS students often volunteer for leadership opportunities with the ASB, as well as with School Site Council. Typically, 90% of the student volunteers for School Site Council come from the FLAGS program. They help to run a Genius Bar Club at the middle school level, where they help all students with basic iPad functions. Not only do FLAGS students become leaders, but they also develop the empathy needed to support their peers.

Finally, students participating in the FLAGS program benefit academically from the smaller community and increased parental support. FLAGS classes typically score 10% higher on District Quarterlies and Final Exams. The D/F rate of FLAGS students for semester 1 of the 2014-2015 school year is 9%, compared to a school-wide D/F rate of 14.7%. FLAGS teachers continually collaborate in order to promote high achievement among the students. Successfully, the Valedictorian and Salutatorian of the 2014 graduating class at Hilltop High School were FLAGS students at both the middle and high school levels.

The results of the FLAGS program are mainly used in how to continue to bring diverse populations of students to Hilltop Middle School. As more charter schools open and attract our families, the FLAGS program continues to draw positive attention to our school and increase our enrollment. Of the 1,135 students at Hilltop Middle, 349 are enrolled in the FLAGS program. Of those students, 200 (57%) submitted transfer paperwork in order to attend Hilltop Middle School. These transfers not only came from within the Sweetwater District, but also from the San Diego Unified, San Ysidro Elementary, and Spring Valley school districts. The Hilltop Middle FLAGS program continues to provide enrichment, acceleration, leadership opportunities and a global education that draws students from around the county.