

# Hillcrest Elementary School

795 Pepper Street • Monterey Park, CA 91755 • (626) 307-3371 • Grades K-6

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Garvey School District

2730 North Del Mar Avenue  
Rosemead, CA 91770  
(626) 307-3400  
www.garvey.k12.ca.us

### District Governing Board

Henry Lo  
Maureen Chin  
Ronald Trabanino  
Bob Breusch  
Keilley Meng

### District Administration

Anita Chu  
**Superintendent**  
Genaro Alarcon  
**Assistant Superintendent**  
**Human Resources**

Carol Mehochko  
**Director II**  
**Learning Support Services**

Rene Hernandez  
**Director II**  
**Student Support Services**

Grace Garner  
**Chief Business Officer**

### School Description

The dedicated teachers, support staff, parents and community members believe our students should have a balanced approach and opportunities to engage in learning through a 'best practice' and quality first instructional strategy approach. Our stakeholders (parents, teachers, support staff, and community members) work cohesively to address the needs of all students. In support of this effort, the Hillcrest Mission statement was created and institutionalized through an ongoing community-wide collaborative effort. Hillcrest Elementary School serves approximately 400 students in eight grade levels from Transitional Kindergarten through sixth grade. The majority of these students come from the cities of Monterey Park, South San Gabriel and Rosemead. Our school population is approximately 54% Asian and 36% Hispanic. Approximately 55% of our students receive free/reduced priced lunch. All students receive breakfast free of charge. Approximately 35% of the population are identified as English Learners (EL). There are many programs and services to help students who do not speak, read, write, or understand English well. The overall goal of these programs is to improve the English language skills of students. We have established partnerships that have helped us achieve our goals. These include partnering with CSULA, NuVision Financial Credit Union, and the Panda Corporation. Hillcrest School has a skilled and dedicated staff that works long hours before and after school, engages in extensive professional development trainings, planning and collaboration efforts, uses differentiated instructional strategies and materials, emphasizes academic and social growth success while encouraging a strong home-school communication link.

### Mission Statement:

The Hillcrest Elementary School Community works as a team to: build academic and technological skills; develop social skills and good citizenship; create a positive school culture; promote staff development and parent education in order that all of our children will work toward their maximum potential.

### School Vision Statement:

Provide every student with a premier education that instills the desire for life-long learning and develops tomorrow's responsible leaders.

Hillcrest Elementary School is proud to have been selected as a "California Distinguished School 2006 and 2012, and Title I Academic Achieving school in 2003 and a "Title I Academic Achievement Award School 2007". While working in a culturally and linguistically diverse community, Hillcrest stands as a unifying environment for all. Student achievement at Hillcrest is high and continues to strive to improve each year for all students including all numerically significant subgroups (15% of the population constitutes a significant subgroup). The API has grown from 722 in 1999 to 800 in 2013. The achievement gap between our two significant subgroups (Asian and Hispanic) continues to narrow. This growth can be attributed in large part to: standards-based and data-driven instructional programs and instructional materials; ongoing staff professional development; collaborative (Professional Learning Communities, PLC) standards-based lesson study, lesson development, and Standards-Based Units of Study; effective Response to Instruction and Intervention (RtII) plan; active parental support; character building programs including: The Leader in Me; Safe School Ambassador; Positive Behavior Intervention and Support (PBIS), and; outstanding student effort. Our clear goal is to meet the needs of individual students, working closely with families in efforts to educate regarding: curricular objectives; expectations, and; specific strategies that are helpful at home.

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	59
Grade 2	59
Grade 3	43
Grade 4	51
Grade 5	53
Grade 6	67
<b>Total Enrollment</b>	<b>401</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	47.1
Filipino	3.5
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0
White	4
Two or More Races	2.2
Socioeconomically Disadvantaged	61.6
English Learners	35.7
Students with Disabilities	6
Foster Youth	1.2

## 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			
Hillcrest Elementary School	14-15	15-16	16-17
With Full Credential	19	18	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Garvey School District	14-15	15-16	16-17
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hillcrest Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.7	0.3
High-Poverty Schools	99.7	0.3
Low-Poverty Schools	0.0	0.0

\* 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)

All textbooks and instructional materials used at Hillcrest are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. In addition to the adopted textbooks and materials, several supplemental instructional materials are employed, including: I-Ready online software; Ready Common Core in reading and math; Classical Roots (Greek & Latin), Excel Math, and; Go Math.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan McGraw-Hill Treasures Grades K - 6 Student Edition MacMillan McGraw-Hill Treasures Grades K - 6 Student Workbook  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin - Go Math 2015 Grades K-6 Student Edition Houghton Mifflin - Go Math 2015 Grades K-6 Student Workbooks  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS- Full Option Science System Grades K-5 CPO - Grade 6  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman - Social Studies Grades K - 5 Holt - Ancient Civilization Grade 6  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Based on recent site inspection on 6/30/2016, school grounds, classrooms, offices, cafeteria, library and restrooms were all found in good condition. No repairs are needed. On going maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/30/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	44	54	49	57	44	48
Math	46	52	47	51	34	36

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	64	58	71	71	60	62	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.4	21.6	23.5

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	52	48	92.3	70.8
Male	27	24	88.9	70.8
Female	25	24	96.0	70.8
Asian	33	30	90.9	76.7
Hispanic or Latino	14	13	92.9	46.2
Socioeconomically Disadvantaged	28	25	89.3	64.0
English Learners	20	17	85.0	52.9

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

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	45	42	93.3	40.5
	<b>4</b>	54	53	98.2	45.3
	<b>5</b>	52	49	94.2	59.2
	<b>6</b>	73	69	94.5	66.7
<b>Male</b>	<b>3</b>	26	24	92.3	41.7
	<b>4</b>	28	28	100.0	42.9
	<b>5</b>	27	25	92.6	48.0
	<b>6</b>	37	34	91.9	58.8
<b>Female</b>	<b>3</b>	19	18	94.7	38.9
	<b>4</b>	26	25	96.2	48.0
	<b>5</b>	25	24	96.0	70.8
	<b>6</b>	36	35	97.2	74.3
<b>Black or African American</b>	<b>5</b>	--	--	--	--
<b>Asian</b>	<b>3</b>	20	20	100.0	45.0
	<b>4</b>	25	24	96.0	50.0
	<b>5</b>	33	30	90.9	70.0
	<b>6</b>	37	36	97.3	75.0
<b>Filipino</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	21	18	85.7	27.8
	<b>4</b>	21	21	100.0	33.3
	<b>5</b>	14	14	100.0	35.7
	<b>6</b>	29	27	93.1	55.6
<b>White</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Two or More Races</b>	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	27	27	100.0	22.2
	<b>4</b>	37	36	97.3	38.9
	<b>5</b>	28	26	92.9	50.0
	<b>6</b>	39	37	94.9	59.5

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	21	19	90.5	10.5
	4	19	19	100.0	31.6
	5	20	17	85.0	29.4
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	46	43	93.5	51.2
	4	53	53	100.0	41.5
	5	52	51	98.1	51.0
	6	73	70	95.9	60.0
Male	3	27	25	92.6	52.0
	4	27	27	100.0	40.7
	5	27	27	100.0	51.9
	6	37	35	94.6	60.0
Female	3	19	18	94.7	50.0
	4	26	26	100.0	42.3
	5	25	24	96.0	50.0
	6	36	35	97.2	60.0
Black or African American	5	--	--	--	--
Asian	3	20	20	100.0	70.0
	4	25	25	100.0	48.0
	5	33	32	97.0	62.5
	6	37	37	100.0	73.0

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Filipino</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>	21	18	85.7	22.2
	<b>4</b>	21	21	100.0	28.6
	<b>5</b>	14	14	100.0	21.4
	<b>6</b>	29	27	93.1	40.7
<b>White</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Two or More Races</b>	<b>3</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	28	28	100.0	35.7
	<b>4</b>	36	36	100.0	33.3
	<b>5</b>	28	28	100.0	35.7
	<b>6</b>	39	38	97.4	55.3
<b>English Learners</b>	<b>3</b>	21	19	90.5	42.1
	<b>4</b>	19	19	100.0	31.6
	<b>5</b>	20	19	95.0	31.6
	<b>6</b>	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--
	<b>4</b>	--	--	--	--
	<b>5</b>	--	--	--	--
	<b>6</b>	--	--	--	--

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the 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)

During the 2015-2016 school year, parents participated in School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Safety, and, Common Core committees/programs to learn about school policy, programs and to provide advice for school improvement. Parents and guardians assist teachers as volunteers in the classroom, library, teacher supply room, sports directors, performance choreographers, computer labs, and many other areas of need. We reach out to all families to provide information regarding opportunities for parent involvement. The District also has a district home school community coordinator who organizes regularly scheduled parent involvement activities at the Parent Education Center. Please contact the school office if you require further assistance.

### 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.

### School Safety Plan

Extensive efforts are being made to control outside access to the school site offices and classrooms while school is in session. Visitors to Hillcrest Elementary School campus check in at the school office and receive an identification tag to be worn while at the site. All district employees wear personal name tags at all times. The Hillcrest School campus was built 56 years ago when design considerations did not include the security levels needed today. Additional fencing and fire safe exterior doors with security windows have been installed.

The Hillcrest Elementary School site conducts regularly scheduled fire, lockdown, earthquake and evacuation and disaster drills to help prepare students and staff for emergencies. The disaster preparedness plan was designed to prepare students, employees, as well as parents, for the appropriate response in the event of a disaster. The utility site plan lists the location of shut-off valves for gas, water, and electrical utilities in event of an emergency and an evacuation route.

The district purchased one 40 foot storage container to house emergency supplies. The district employs a trained locksmith to maintain locks and monitors all security keys. The district installed alarms at all sites and contracts with an alarm company to monitor any activity after hours. The Monterey Park Police Department is notified when needed. The Monterey Park Fire Department visits the site annually to check structures for safety compliance. An approved agency recharges all fire extinguishers annually. District staff documents all potentially dangerous chemicals and substances and stores them according to State and Federal standards. The district continually receives mandate instructions from governmental agencies for health related issues and conditions and disseminates information to the site. Last Updated 2/1/15, Last Reviewed with Staff: 3/1/15

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	0.0	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.3	0.8	1.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	70.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.33
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0
Other	.20
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	24	24				3	3	3			
1	21	21	21	1	1	1	1	1	1			
2	22	25	25				2	1	1			
3	21	20	20	1	1	1	2	3	3			
4	33	34	34				1			1	1	1
5	35	33	33					1	1	2	2	2
6	23	33	33	1			2	1	1		1	1
Other	11	10	10	1	1	1						

## Professional Development provided for Teachers

Learning Support Services Department provided numerous opportunities for professional development throughout the 2015- 2016 school year. Transitional Kindergarten through eighth grade teachers participated in monthly District-wide Collaboration Meetings to address key areas identified in the District-wide Professional Development Plan. Topics included: Common Core implementation and strategies to meet the rigors demanded in the new standards, revisions to the ELA curriculum guides, core English Language Development, Balanced Literacy, English 3D, collaborative grade level lesson planning, and Using Technology in the Classroom. Each school identified areas based on student achievement data and focused teacher professional development in providing effective quality-first instruction in these key areas.

Hillcrest was engaged in the following professional development activities during the 2015-2016 school year: Book studies included: -- Balanced Literacy and Literacy centers for grades TK - 6th grades; Blooms Taxonomy of Higher Level Thinking Skills; Web's Depth of Knowledge strategies; Michael Lujan's Master Instructional Strategies; Project Based Learning (PBL) for upper grades; Development of collaborative standards-based lesson plans emphasizing measurable, targeted and student friendly learning objectives in Professional Learning Communities (PLC) that included Specific, Measurable, Attainable, Realistic and Timely (SMART) goals; Collaborative development and implementation of English Language Arts Curriculum Guide for all grade levels; District Benchmark assessment data review, formative assessment analysis was conducted on a regular basis for instructional decisions to improve quality-first instruction to improve student academic performance. Continued training with the English Language Arts adoption (California Treasures Reading Program) for all teachers was conducted. An English Language Learner Interventionist provided direct instruction for long-term English Learners that is "above and beyond" the core classroom ELD instruction. Teachers and para-professionals are trained in the administration of an effective Response to Instruction and Intervention (RtII) for non-proficient students. The School Leadership Team, grade level and full staff meetings were devoted to improving PLC work. Teachers were trained in methods to share instruction, curricular services and assessment information with parents during School Advisory Committee, English Language Advisory Committee, School Site Council meetings and Parent Data Days during scheduled meetings. Training of parent/community members with appropriate advisory input for the development and monitoring of the Single Plan for Student Achievement (SPSA) was provided. Hillcrest's academic coach conducted regularly scheduled teacher trainings focusing on: lesson development and lesson delivery, Balanced Literacy development, Close Reading strategy to help student gain greater access to the Common Core Standards coupled with reflective feedback among classroom teachers.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,710	\$44,507
Mid-Range Teacher Salary	\$74,446	\$68,910
Highest Teacher Salary	\$90,326	\$88,330
Average Principal Salary (ES)	\$104,071	\$111,481
Average Principal Salary (MS)	\$104,142	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$170,000	\$169,821
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core programs for all students that are supported by the district adopted curricular materials; and 2) supplemental services for identified students that are funded by programs such as special education, Gifted and Talented Education (GATE), and other categorical programs, including programs for below grade level students, English Learners and Migrant Education students.

### 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,687	\$578	\$4,109	\$67,079
District	♦	♦	\$4,597	\$78,680
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-10.6	-12.6
Percent Difference: School Site/ State			-23.2	-8.1

\* Cells with ♦ do not require data.