

Hillcrest Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Garvey School District

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District Governing Board

Henry Lo
Keilley Meng
Vinh Ngo
John Nunez
Ronald Trabanino

District Administration

Anita Chu
Superintendent
Anna Molinar
Assistant Superintendent
Human Resources

Dr. Tiffany Rudek
Assistant Superintendent
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 seven grade levels from 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 in 2006 and 2012, and Title I Academic Achieving school in 2003 and a "Title I Academic Achievement Award School in 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	49
Grade 2	41
Grade 3	62
Grade 4	58
Grade 5	45
Grade 6	56
Total Enrollment	378

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	47.1
Filipino	3.2
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.0
White	3.4
Socioeconomically Disadvantaged	69.0
English Learners	34.1
Students with Disabilities	8.7
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Hillcrest Elementary School	16-17	17-18	18-19
With Full Credential	17	16	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Garvey School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Hillcrest Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company - Benchmark Advanced TK-6 Benchmark Education Company - Benchmark Adelante K-6k 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	Delta Education - FOSS Next Generation Elementary K-5 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on recent site inspection by M & O supervisor and principal (9/2018) 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: 01/11/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

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. 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); 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

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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	49.0	56.0	56.0	48.0	50.0
Math	45.0	50.0	52.0	54.0	37.0	38.0

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

Note: 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.1	28.3	4.3

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	219	96.48	49.32
Male	123	122	99.19	50.00
Female	104	97	93.27	48.45
American Indian or Alaska Native	--	--	--	--
Asian	106	99	93.40	62.63
Filipino	--	--	--	--
Hispanic or Latino	97	97	100.00	34.02
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	156	95.71	41.03
English Learners	111	103	92.79	45.63
Students with Disabilities	27	27	100.00	11.11
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	226	99.56	50.44
Male	123	123	100	55.28
Female	104	103	99.04	44.66
American Indian or Alaska Native	--	--	--	--
Asian	106	106	100	68.87
Filipino	--	--	--	--
Hispanic or Latino	97	97	100	31.96
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	162	99.39	41.36
English Learners	111	110	99.1	52.73
Students with Disabilities	27	27	100	7.41
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

During the 2017-18 school year, parents participated in School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Safety, and SMART Schools Parent Academy. 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. Hillcrest has two bilingual/bi-literate (Mandarin/Spanish) 5-hour home school coordinators who organize regularly scheduled parent involvement activities and our English Learner Advisory Committee and School Site Council at school.

State Priority: School Climate

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

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

School Safety Plan

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 57 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 10/2018, Last Reviewed with Staff: 10/2018; Reviewed in a public forum: 10/19/18; Approved by SSC: 11/7/18;

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	1.5	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.2	1.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	22		1	1	3	2	2			
1	23	26	25				2	2	2			
2	24	26	21			1	3	2	1			
3	22	24	21			2	2	3	1			
4	26	35	29				2		2		1	
5	27	32	31				2	2	1			
6	34	21	24		1	1	1	2	1	1		1

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

Professional Development provided for Teachers

Learning Support Services Department provided numerous opportunities for professional development throughout the 2017-18 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 2017-18 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 School 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,285	\$48,064
Mid-Range Teacher Salary	\$80,267	\$75,417
Highest Teacher Salary	\$100,165	\$94,006
Average Principal Salary (ES)	\$115,244	\$119,037
Average Principal Salary (MS)	\$121,984	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$187,560	\$183,692
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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 <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).

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 2016-17 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	\$83,860
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-10.6	-12.6
Percent Difference: School Site/ State			-23.2	-8.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.