



# Hillcrest Elementary School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Garvey School District

2730 North Del Mar Avenue

Rosemead, CA 91770

(626) 307-3400

[www.garvey.k12.ca.us](http://www.garvey.k12.ca.us)

### District Governing Board

Henry Lo

Keilley Meng

Vinh T. Ngo

John H. Nunez

Ronald Trabanino

### District Administration

Anita Chu

**Superintendent**

Anna Molinar

**Assistant Superintendent**

**Human Resources**

Grace Garner

**Chief Business Officer**

Dr. Tiffany Rudek

**Assistant Superintendent, Learning**

**Support Services**

Rene Hernandez

**Assistant Superintendent, Student**

**Support Services**

### 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 49% Asian and 41% Hispanic. Approximately 63% of our students receive free/reduced priced lunch. All students receive breakfast free of charge. Approximately 32% 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. 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. Furthermore, in 2018-19, we began our Mandarin Dual Language Program in Kindergarten and have since expanded to include 1st grade during the 2019-20 school year. Our program is unique in that we also provide an hour of Spanish to our Kindergarteners and first graders during our after school program, through a partnership with Woodcraft Rangers.

### 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; 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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	48
Grade 2	51
Grade 3	45
Grade 4	60
Grade 5	59
Grade 6	49
<b>Total Enrollment</b>	<b>383</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	48.8
Filipino	3.4
Hispanic or Latino	40.7
White	2.6
Two or More Races	1.6
Socioeconomically Disadvantaged	63.7
English Learners	31.9
Students with Disabilities	8.9
Foster Youth	0.8
Homeless	0.3

## 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 for Hillcrest Elementary	17-18	18-19	19-20
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Garvey School District	17-18	18-19	19-20
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Hillcrest Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2

\* 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 2019-20)**

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6)</p> <p>Better Chinese, Better Immersion (for Chinese Dual Language Plus Program, K-1) Student Textbook and Work-text</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (TK-6)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5)</p> <p>Holt, Rinehart, Winston &amp; Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>For our Dual Language Immersion program in K &amp; 1st: iChinese &amp; Better Immersion</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing 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: 01/02/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	48	56	59	50	50
Math	50	49	54	58	38	39

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 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.4	22.0	10.2

Note: 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. Pupil outcomes in the subject areas of physical education.

**School Year 2018-19 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	216	211	97.69	48.34
Male	117	113	96.58	43.36
Female	99	98	98.99	54.08
American Indian or Alaska Native	--	--	--	--
Asian	94	93	98.94	58.06
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	36.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	150	146	97.33	39.73
English Learners	99	97	97.98	50.52
Students with Disabilities	28	28	100.00	21.43
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 2018-19 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	216	213	98.61	49.30
Male	117	114	97.44	50.00
Female	99	99	100.00	48.48
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100.00	67.02
Filipino	--	--	--	--
Hispanic or Latino	96	94	97.92	29.79
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	150	147	98.00	42.18
English Learners	99	99	100.00	58.59
Students with Disabilities	28	28	100.00	7.14
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 2019-20)

During the 2018-19 school year, parents participated in School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), 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.

Parents, guardians and community members are an integral part of the support system for Garvey School District students and have a multitude of ways in which they can get involved to contribute to students' educational experience. Maintaining constant communication with their child's teacher(s), attending Parent/Teacher conferences, participating in Back-To-School Night and Open House, staying informed through notices, memos, phone calls, newsletters are other examples of involvement.

In accordance with Title 1 regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved students academic achievement and the means by which the school and parents will build and engage in a partnership to help the children achieve the State's high standards.

There are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and district level committees as well.

The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and the school staff on programs and services for English Learners and the School Site Council on the development of the School Plan for Student Achievement. Representatives from this group attend monthly DAC/DELAC meetings facilitated by Learning Support Services.

The SSC (School Site Council) is made up of a team which includes the principal, teachers, other school personnel, parents, students, and community members who are elected that develop the mission and goals for the improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets once a month.

In addition, parents can take advantage of the numerous parent workshops that are provided by Learning Support Services, held at the District Parent Center (IPO) on topics ranging from parenting, academic achievement, children's social emotional needs, to school funding. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, and school functions and events. We appreciate your support and partnership.

### 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 67 years ago in 1953, 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 10/2019, Last Reviewed with Staff: 10/2019; Reviewed in a public forum: 9/20/19; Approved by SSC: 10/23/19.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.5	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	766.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.3
Other	

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	2		22	1	2		24		3	
1	26		2		25		2		24		2	
2	26		2		21	1	1		26		2	
3	24		3		21	2	1		23		2	
4	35			1	29		2		30		2	
5	32		2		31		1		31		1	
6	21	1	2		24	1	1	1	35			2
Other**									9	1		

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

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Learning Support Services Department provided numerous opportunities for professional development throughout the 2018-19 school year. Kindergarten through sixth 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 2018-19 school year: Book studies included: -- Balanced Literacy and Literacy centers for grades K - 6th grades; Blooms Taxonomy of Higher Level Thinking Skills; Web's Depth of Knowledge 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 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. Training of parent/community members with appropriate advisory input for the development and monitoring of the School Plan for Student Achievement (SPSA) was provided. Garvey School District's Teachers on Special Assignment 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.

Garvey District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Mission and Vision. District teachers and support staff participate in Professional Development Days that are driven by student achievement data, staff learning needs and research-based best practices. Four District-wide days of professional learning and collaboration for 2018-2019 are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-Income Pupils. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. Additionally, the drive effective instructional intervention to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA). The District's Teachers on Special Assignment (TOSAs) facilitate trainings, model best practices, and conduct sessions on lesson design and delivery of District focus areas, and other site and District instructional initiatives. A team of TOSAs and veteran teachers serve as the District's teacher support program mentors for Garvey's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. Garvey administrators, teachers and TOSAs also engage in regular Professional Learning Community (PLCs) opportunities to grow and learn collaboratively with peers.

## FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,635	\$49,378
Mid-Range Teacher Salary	\$81,786	\$77,190
Highest Teacher Salary	\$102,081	\$96,607
Average Principal Salary (ES)	\$117,548	\$122,074
Average Principal Salary (MS)	\$124,423	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$191,311	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	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/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,687	\$578	\$4,109	\$67,079
District	N/A	N/A	\$4,597	\$85,086.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.6	-12.6
School Site/ State	-23.2	-8.1

Note: Cells with N/A values 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.

**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.