Hillcrest High School

11800 Indiana Ave., Riverside CA • Riverside, CA 92503 • (951) 358-1755 • Grades 9-12
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https://www.alvordschools.org/hillcrest

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Alvord Unified School District
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School Description

Hillcrest High School is located in the southern region of Riverside and serves students in grades nine through twelve following a traditional calendar.

Hillcrest is a comprehensive STEM high school with a laser focus on excellence in all areas. Our student-centered school culture is based on the Alvord Unified School District promise of "All students will realize their unlimited potential." We are committed to our Trojan PRIDE values of PERSEVERANCE, RESPONSIBILITY, INNOVATION, DIVERSITY and EXCELLENCE, and we strive to ensure every student succeeds in our supportive and collaborative learning environment. We offer an extensive catalogue of academic courses to prepare our students for college and career readiness, including Advanced Placement courses in English, history, math, science, social sciences, foreign language, computer science and art. In addition, courses in Integrated Math with Robotics and Computing, Computer Science, Engineering, Digital Imaging and Computer Aided Drafting and Design foster a STEM environment that strives to prepare our students for careers in STEM-related fields. ASB, Renaissance and VAPA offerings in drama, art, instrumental music and choral music offer opportunities for involvement for all students. Our championship athletic programs and wide variety of clubs and activities offer a connection to school for all students.

Hillcrest Trojans embrace a growth mindset which enriches our objective for student excellence and for all students to graduate college and career ready.

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:
- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

In addition, all schools strive to attain the Alvord vision that all students will realize their unlimited potential.

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	492
Grade 10	420
Grade 11	409
Grade 12	394
Total Enrollment	1,715

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	0.2
Asian	6
Filipino	3.1
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	0.3
White	17.3
Two or More Races	2.2
Socioeconomically Disadvantaged	64.8
English Learners	13.8
Students with Disabilities	7.6
Foster Youth	0.7
Homeless	2

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 High School	18-19	19-20	20-21
With Full Credential	68	72	77
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	6	2	0

Teacher Credentials for Alvord Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hillcrest High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3

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 2020-21)

On September 24, 2020, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials
Year and month in which data were collected: September 24, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016 Bedford, Everything's an Argument with Readings 2006 Bedford/St. Martin's, 50 Essays a Portable Anthology 2004 Bedford/St. Martin's, Making Sense: A New Rhetorical Reader 2016 Cengage Learning, Perrines' literature structure, sound & sense 2012　CSU, CSU Expository Reading & Writing Course 2002 McDougal Littell, The Language of Literature 2012 McGraw Hill, College Writing Skills with Readings 2016　Scott Foresman, Literature: An Introduction to Fiction, Poetry, and Drama English Language Development: McDougal Littell, StudySync / Adopted in 2019 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	2017 Bedford, Calculus Cengage, Financial Algebra with Financial Applications 2008 Glencoe/McGraw-Hill, Mathematics with Business Applications 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Algebra 2 2008 McDougal Littell, Geometry 2008 Pearson Prentice Hall, PreCalculus 2008 Pearson/Addison Wesley, Stats Modeling the World 2008 Thomson, Trigonometry 2015　UC Davis Stem Center, Learning Computer Programming 2015　UC Davis Stem Center, Learning Mathematical Concepts 2015　UC Davis Stem Center, Learning Robot Programming 2008 W. H. Freeman, Practice of Statistics **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	2007 Glencoe, Glencoe Physics 2007 Glencoe/McGraw-Hill, Chemistry Matter and Change 2007 Holt, Earth Science 2007 McDougal Littell, Biology 2007 Pearson, Chemistry: The Central Science 2017 Pearson, Conceptual Physics 2007 Pearson, Environment: The Science Behind the Stories 2007 Pearson, Physics: Principles with Applications 2007 Pearson Prentice Hall, Biology, AP Edition 2007 Pearson Prentice Hall, Essentials of Human Anatomy & Physiology 2007 Thomson, Oceanography Science Laboratory Equipment **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	2017 Cengage Learning, American Pageant 2017 Cengage Learning, Western Civilization Since 1300 (AP Edition) 2006 Freeman, Psychology 2005 Glencoe/McGraw-Hill, Economics: Principles and Practices 2006 Holt, Holt Sociology 2006 Holt, Rinehart and Winston, World Geography Today 2006 Houghton Mifflin, American Government: Institutions & Policies 2003 Houghton Mifflin, History of Western Society: Since 1300 2006 McGraw Hill, Economics 2005 McGraw Hill, History of the Modern World 2006 Pearson Prentice Hall, Magruder's American Government 2006 Pearson Prentice Hall, United States History - The Modern America 2006 Pearson Prentice Hall, World History: The Modern World Pearson, O'Conner: American Government Roots & Reform 2006 Thomson, Introduction to Psychology **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	2003 Glencoe, Bon Voyage French 1, French 2, French 3-4 2003 Glencoe, Tresors DuTemps French 3 2007 Holt, Nuevas Vistas - Curso de Introduction 2006 2003 Holt, Nuevas Vistas Dos 2003 Holt, Nuevas Vistas Uno 2015 Houghton Mifflin, Abriendo Puertas: Ampliando Perspectivas 2002 McDougal Littell, En Espanol 1, 2 & 3 2003 Prentice Hall, Abriendo paso: Gramatica 2003 Prentice Hall, Abriendo paso: Lectura 2015 Vista Higher Learning, Temas 2015 Sign Media, Inc., Master ASL!: Level One 2015 Dawn Sign Press, Signing Naturally Units 7-12 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	2005 Glencoe, Glencoe Health **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	**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)

Hillcrest High School, built in 2010, has 55 permanent classrooms, five sets of restrooms, six computer labs, nine science labs, one gymnasium, one library, one baseball field, one multipurpose/cafeteria room, one softball field, one swimming pool, five tennis courts and one track field. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with day and evening custodians who work with administration to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include to 1) replaster the pool and 2) install new scoreboards for the softball and baseball fields.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 17, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Chipped or missing formica (Admin Lobby, Workroom 436, CR 630); Floor tiles missing (Gym Lobby, Storage Room 340); Holes in wall (Wrestling Room 214, Boy's Team Room 325, Weight Room 343, Storage Room 344); Flooring is peeling (Girl's Locker Room 308, Boy's Locker Room 322); Floor tiles broken (Workroom 334, Coach's Office 309); Water stained ceiling tiles (CR 535); Water stains on wall (CR513); Torn carpet (CR 512)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high (Office Storage Room, Band Room 339, Workroom 436, Workroom 468); Cockroaches present (MPR Lobby Restroom; Ants present (Coaches Office 309); Black widow present (Data Room 347)
Electrical: Electrical	Good	Light diffuser loose (Registrar 1107); Can light out, two white board lights out, shelving lights out (Library 110); Light fixture broken (CR 404); Outlet cover loose (CR 431); Data wires have no conduit (CR 605)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Urinals leaking at fitting, toilet support bolt broken (Men's Office Staff Restroom); Restroom out of order (Cot Room 1115); Drinking fountain has high flow (Main Office Lounge Area Hallway, Gym Lobby, Girl's Locker Room 308, CR 531); Drinking fountain has low flow (Kitchen1150); Drinking fountain button missing (Workroom 468); Toilet seat is broken or loose (Girl's Restroom Main Office, Girl's Restroom 400 First Floor); Shower's leaking (Girls Locker Room 308, Boy's Locker Room 322, Girl's Aquatics Locker Room, Boy's Aquatics Locker Room)
Safety: Fire Safety, Hazardous Materials	Good	Plug-in air freshener (Women's Staff Restroom); Paint peeling on interior wall (Cot Room 1115, Office 1128, CR 518); Pesticides present (Training Room 314)
Structural: Structural Damage, Roofs	Good	Plaster chipping on exterior wall (Office 302); Gutter spout missing (CR 401, CR 509, CR 514)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door handles loose (Boys Locker Room 322); Threshold missing (CR 465, CR 467, CR 474, CR 475, CR 476, CR 477, CR 478, CR 512)
Overall Rating	**Good**	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	42	N/A	50	N/A
Math	36	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

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.

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	5	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through email, flyers, the school website, and automated telephone messages. Contact any school office staff member at (951) 358-1755 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:
PTSA Volunteer Opportunities
Booster Club Activities
Sports & Club Activities

School Advisory Groups & Committees:
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Wellness Committee

School Events:
Sports Events
Science Fair
Pep Rallies
Talent Shows
Banquets
Parent Teacher Conferences
8th Grade Open House
Trojan University
Drama productions
Choir concerts
Band concerts
Pep squad showcase
9th Grade Orientation
College Signing Day
Senior Awards Night

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 (School Year 2020-2021)
The Comprehensive School Safety Plan was discussed with staff in August of 2020. The plan was evaluated and amended in December, 2020 and approved by the School Site Council in January, 2021. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	0.9	2.8	2.6	3.5	3.5
Expulsions	0.1	0.1	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	428.8

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.9

*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 (Secondary)

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	23	38	15	22	29	29	21	24	23	26	26
Mathematics	26	14	35	16	24	21	24	20	26	11	50	3
Science	24	13	24	18	24	13	24	13	26	10	19	21
Social Science	24	18	18	24	23	20	27	12	25	17	15	24

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2017-20, Hillcrest High School's professional development focused on our WASC goals:
1. Develop school and department-wide common instructional strategies to ensure appropriate rigor and DOK met for all standards, including higher level questioning and aligning rigor.
2. Develop systematic data analysis to ensure informed instructional decisions.
3. Highly functioning collaborative teams to collaboratively plan, analyze data, develop informed intervention for achievement of all students.
4. Increase student performance with creation of timely, multi-tiered interventions

Alvord Unified School District provided professional development for teachers and support staff in 2019-20 on various topics related to state mandated assessments (SBAC, ELPAC), special education assessments, interim assessments, formative assessments (PELI, DIBELS), student data chats, Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:
2018-19: 20
2019-20: 20
2020-21: 20

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,662	$52,484
Mid-Range Teacher Salary	$87,101	$81,939
Highest Teacher Salary	$116,826	$102,383
Average Principal Salary (ES)	$128,756	$129,392
Average Principal Salary (MS)	$138,549	$136,831
Average Principal Salary (HS)	$141,598	$147,493
Superintendent Salary	$260,000	$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37.0	34.0
Administrative Salaries	4.0	5.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,312.86	$827.31	$7,485.54	$86,566
District	N/A	N/A	$7,307.85	$97,548
State	N/A	N/A	$7,750	$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.4	-11.9
School Site/ State	-3.5	2.3

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

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Hillcrest High School received the following supplemental state and federal funds in 2019-20:
State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.
Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Hillcrest High School	2016-17	2017-18	2018-19
Dropout Rate	0.9	2.1	2.3
Graduation Rate	97.8	95.4	96.9

Rate for Alvord Unified School District	2016-17	2017-18	2018-19
Dropout Rate	4.7	5.2	4.7
Graduation Rate	90.1	89.8	91.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	431
% of pupils completing a CTE program and earning a high school diploma	34.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	81.8

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	47.44

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	9	N/A
All courses	28	22.9

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

In 2019-20, Hillcrest High School students had opportunities to engage in Regional Occupation Programs, Career Pathways, and Project Lead the Way.

Career technical education (CTE) courses and pathways prepare students for entry-level employment, upgrading work skills, or for entry to higher levels of education. In addition, the courses incorporate state adopted academic standards and satisfy the graduation requirements. Furthermore, the district has embarked in a process to align CTE courses with the A-G entrance requirements for the University of California and California State University systems. Last school year, Hillcrest High School offered the listed CTE programs as electives:

- ROP Digital Imaging
- ROP Retail
- ROP Store
- Introduction to Engineering
- Principles of Engineering
- Digital Electronics
- AP Computer Science

A variety of measures is used to determine the effectiveness of the CTE programs including end-of-course exams, completion of course-required projects, and placement of program completers in postsecondary education.

To ensure that all students have equitable access and successful outcomes in career technical programs, students meet annually with a counselor to discuss their high school academic plan, career objectives, and progress towards meeting graduation requirements.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains

reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.