

Hollencrest Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Hollencrest Middle School
Street	2101 East Merced Avenue
City, State, Zip	West Covina, CA 91791
Phone Number	(626) 931-1760
Principal	Devon Rose
E-mail Address	devon.rose@wcusd.org
Web Site	http://hms.wcusd.org/
CDS Code	19-65094-6023477

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2018-19)

Hollencrest Middle School is located just south of U.S. Interstate 10 between Hollenbeck and Azusa Avenue. This quaint campus houses approximately 830 students in grades six through eight. Many of the students in the Hollencrest community are second and third generation West Covina residents.

The mission of Hollencrest Middle School is to offer the best possible comprehensive middle school experience that maximizes each student's potential by developing individuals with the ability to reason, speak, read, and write effectively. Working together with parents, we promote in our students a strong sense of responsibility and self-esteem as we equip them with the ability to succeed socially, physically and intellectually. We prepare students to function in a technologically advanced society preparing them for the challenges of high school, life long learning, and responsible citizenship.

The vision of HMS is to be a campus where teachers collaborate together to provide a challenging and motivating curriculum in a structured environment with the goal of raising student achievement for all. Instructional practices are aligned with state standards as well as support district and site initiatives and goals. All students are provided multiple opportunities to think critically, be creative, collaborate and community in various forms. Students are also expected to employ literacy skills and write in all subject areas. In addition, HMS fosters a climate that builds, models, provides for and supports a respectful relationship between student, parent, staff and the West Covina community.

In 2007, HMS was awarded the California Distinguished School and was recognized as a high achieving Title I School Award. In 2011, HMS was once again awarded the California Distinguished School. In 2015, HMS was recognized with the California Gold Ribbon Awards and Title I School Award. This distinct recognition points to the efforts and dedication of the HMS staff, parents and students to overall school excellence.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Counselors have welcome meetings with foster youth and include all six of the student's teachers to ensure they have all the necessary resources to be successful at Hollencrest. Moreover, they monitor their academic progress and recommend for intervention as needed to help address any achievement gaps.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	286
Grade 7	250
Grade 8	281
Total Enrollment	817

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.2
Asian	10.2
Filipino	3.7
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0.6
White	6.1
Socioeconomically Disadvantaged	65.0
English Learners	5.8
Students with Disabilities	9.7
Foster Youth	0.6

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	31	33	33	424
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe, Literature: California Treasures (2010) <ul style="list-style-type: none"> Not selected from the 2015 list of standards-based materials adopted by the State Board of Education. New materials from the list have not been evaluated and piloted. Instructional staff adapts materials in alignment with 2010 standards and framework. 	No	0%
Mathematics	McGraw-Hill, California Math (2015) CPM Educational Programs, Core Connections (2015)	Yes	0%
Science	Prentice Hall, Focus on Science (2008)	Yes	0%
History-Social Science	Glencoe, Discovering our Past (2007) <ul style="list-style-type: none"> Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. New materials from the list have not been evaluated and piloted. Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hollencrest maintains a clean and safe campus and addresses any areas of concern in an efficient manner. The custodial staff communicates with administration daily about the cleanliness of campus, as well as about any facility issues that need to be addressed. District support in regards to building and facility safety is a priority. There are no major issues to report at this time.

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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	51.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	44.0	47.0	38.0	38.0	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 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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	821	812	98.90	51.23
Male	431	427	99.07	43.09
Female	390	385	98.72	60.26
Black or African American	28	28	100.00	46.43
American Indian or Alaska Native	--	--	--	--
Asian	85	82	96.47	75.61
Filipino	29	29	100.00	75.86
Hispanic or Latino	611	605	99.02	45.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	48	100.00	54.17
Two or More Races	14	14	100.00	78.57
Socioeconomically Disadvantaged	541	535	98.89	47.10
English Learners	113	109	96.46	32.11
Students with Disabilities	87	84	96.55	7.14
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	821	816	99.39	47.18
Male	431	429	99.54	45.92
Female	390	387	99.23	48.58
Black or African American	28	28	100	25
American Indian or Alaska Native	--	--	--	--
Asian	85	85	100	83.53
Filipino	29	29	100	79.31
Hispanic or Latino	611	606	99.18	41.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	48	100	43.75
Two or More Races	14	14	100	50
Socioeconomically Disadvantaged	541	538	99.45	41.08
English Learners	113	113	100	38.94

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	86	83	96.51	7.23
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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.2	22.3	43.7

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.

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)

Parents are an important part of our school community and are welcome on campus every school day. Parent representatives are part of the School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent Teacher and Student Association (PTSA), which serve to help determine the best programs and resources for educating our students. In addition, a parent liaison for both foster youth and special education is utilized to support both student and parents. Parents and community members also volunteer regularly in our outstanding music program, cheer program, athletic events and during registration. Parents at HMS are encouraged to volunteer to provide input and support with the PTSA, and other programs needed to foster a successful school. For information about parent involvement, please contact Devon Rose, Principal, at (626) 931-1760.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.4	5.4	1.3	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each year the Hollencrest Safety Plan is revised by the administration and reviewed by both faculty, and members of the School Site Council (SSC). This year the Safety plan was reviewed by staff at the Nov. 13 faculty meeting and was reviewed at the November. 23 SSC meeting. The safety plan addresses proper procedures during emergency situations for staff to follow in order to ensure the safety of all personnel on campus. Safety drills are held on a regular basis to ensure clear expectations are established in the case of an emergency.

This year there has been an emphasis placed on securing the campus and establishing clear procedures for when there is an intruder on campus or active shooter. Hollencrest holds active shooter drills on campus and has adopted an online communication tool, Titas HST. This app allows staff, students, and parents to communicate quickly in the case of an emergency situation.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	5	11	5	26.0	5	15	3	22.0	10	10	6
Mathematics					20.0	1			21.0	11	9	5
Science	29.0	2	7	9	27.0	3	14	3	23.0	6	14	3
Social Science	31.0	1	7	9	30.0	1	10	7	24.0	5	14	3

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	400
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,447	\$678	\$5,769	\$76,344
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	-11.4	-3.0
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-21.0	-0.2

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 (Fiscal Year 2017-18)

In addition to the regular K-12 education program, other services are funded by the general fund, categorical, and special programs. These other services include special education, English learners, counseling, GATE (Gifted And Talented Education), ELD (English Language Development), intervention programs, and the School Improvement Program. We offer an ELD class for our English Learners, as well as sheltered classes in all core subject areas. Our special education students are placed either in SDC, RSP, or Co-teaching services depending on their IEP requirements. Students who have limited special education services are placed in Inclusion classes in the core subject areas. We have two Intervention classes for all students, including special education students, who are deficient in the reading skills in which reading and reflective writing based on text is used to increase student comprehension of reading text. Two intervention math classes are also provided in order to meet students who are at a minimum of two grade levels behind and fundamental math skills are taught as well as front-loading of math concepts and reteaching is utilized to increase student comprehension of content. After school, we offer math homework support, math tutoring to address the essential standards, and ELA support for all students. In addition, mandatory intervention tutoring is offered to 20 students in each grade level once a week. GATE students have the opportunity to participate in our Science Olympiad and Robotics clubs. We offer honor classes in ELA, as well as math. Our CCP counselor provides social and emotional counseling to foster and at-risk youth.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

During the 2016-17 school year, the total number of days for professional development was 8 full days and 28 after school meetings. In the 2017-18 school year, the total number of days for professional development was 8 full days and 30 after school meetings on our early release days. For our current school year 2018-19, the total number of days estimated for professional development is 10 full days and 30 after school meetings. These PD days allow teachers and instructional classified staff to receive additional compensation for attending relevant workshops and training offered by district or site personnel. The school administration is responsible for planning and presenting effective professional development for staff that is aligned with the California State Standards. Our professional development focus for the 2018-2019 school year is aligned with district and board goals, and alignment of curriculum and instruction with the California State Standards. The ongoing process of implementing Professional Learning Communities (PLC) continues as we continue to focus on streamlining and collaboration time in order to ensure best practices are being utilized and all students are being best supported. A focus on establishing essential standards for each unit, creating a common assessment for each grade level department team, analyzing the data, reflecting on best practices based off the data, as well as creating interventions for students who did not meet the standards has begun. Our plan is to continue training on the implementation of the California State Standards and how to incorporate literacy and writing in all subject areas. Technology is also a priority, therefore, ongoing training for teachers in technology is facilitated by teacher experts based on teacher needs.