

# North Hillsborough School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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.

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	North Hillsborough School
Street	545 Eucalyptus Ave.
City, State, Zip	Hillsborough, CA 94010
Phone Number	650-347-4175
Principal	Heidi Felt
Email Address	hfelt@hcsdk8.org
Website	hcsdk8.org/North
County-District-School (CDS) Code	41 68908 6043673

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Hillsborough City School District
Phone Number	(650) 342-5193
Superintendent	Louann Carlomagno
Email Address	lcarlomagno@hcsdk8.org
Website	www.hcsdk8.org

### School Description and Mission Statement (School Year 2020-2021)

The mission of North Hillsborough School is to collaborate with parents, staff, and the community to create a positive and caring environment where students feel safe and empowered to become active learners, grow from mistakes, develop their creativity, and reach their potential as global citizens of an ever-changing world.

North Hillsborough Elementary School is one of three elementary schools located in suburban Hillsborough, California with about 10,000 inhabitants. The school serves a student population of about 306 students who come from a higher-income background. About 59% of the students are White, 27% are Asian, 10% percent are two or more races, four percent are Hispanic. In addition, approximately four percent of the students are English Learners and about nine percent are in a special education program.

The school has 18 regular classroom teachers. All of the regular classroom teachers are fully certified. There is also one Learning Center class. In addition, North also has a part-time librarian, music teacher, PE teacher, Innovation Lab teacher, one full-time Resource specialist, one part-time Resource Specialist, one full-time counselor, a part-time Reading Specialist, and a full-time speech therapist. The school shares an instrumental music teacher with the two other schools. An occupational therapist is shared with one of the other elementary schools.

The curriculum at North is aligned to the Common Core State Standards. In the area of literacy, the school uses Benchmark Advance for reading and Units of Study for Teaching Writing by Lucy Calkins for writing. This curriculum stems from the principles of Balanced Literacy: shared reading, guided reading, independent reading, shared writing, independent writing, guided writing, phonics, and word work. For math, Math Expressions is in its third year of implementation. We are currently using FOSS as our school's science curriculum and using Scott Foresman for social studies.

Parent participation is an integral part of the North school community, Parents participate in and outside the classroom by leading committees, organizing school events, and volunteering hours in the library, in the school cafeteria, during recess, and during classroom instruction. The school's Parent Executive Board oversees most of this process and collaborates with the principal throughout the year to develop a deep partnership between parents and staff.

#### **2018**

- San Mateo County Re-think Waste Trash to Art Contest Winner

#### **2017**

- California Distinguished School Award
- Katie Jones, North School Teacher, Teacher Outstanding for Nurturing Youth (TONY) Award

#### **2015**

- San Mateo County School Boards Association J. Russell Kent Award for fifth-grade leadership program entitled SEAL: Student Engagement and Applied Leadership

#### **2014**

- California Distinguished School Award
- California Distinguished School Supplemental Physical Activity and Nutrition Award

#### **2013**

- Li Moon, North School Resource Specialist Teacher: Community Care Award Recipient Presented by the Associated Parents' Group of Hillsborough Schools
- San Mateo County School Boards Association J. Russell Kent Award for the North School "Lunch Electives" recognizing the large variety of lunchtime activities for all students

#### **2012**

- Alice Bliquez, North School Teacher: National Board Certification – Exceptional Students
- California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

#### **2011**

- California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

#### **2010**

- California Distinguished School Award
- California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

#### **2009**

- Kendra Kasten, North School Reading Teacher: Community Care Award Recipient Presented by the Associated Parents' Group of Hillsborough Schools
- Katie Jones, North School Teacher: National Board Certification – Middle Childhood Generalist
- California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

#### **2008**

- Kay Bush, PE Specialist, recognized by the Hillsborough Board of Trustees as the T \*O\*N\*Y (Teacher of Nurturing Youth) Recipient
- California Distinguished School - Honorable Mention
- California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

**2007**

- California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

**2006**

- California Business for Education and Excellence - Honor Roll Recognition for outstanding academic achievements and proven student success

**2005**

- Rick Birkett, North School teacher: Community Care Award Recipient Presented by the Associated Parents’ Group of Hillsborough Schools

**2004**

- California Distinguished School Award
- Robin Burns, North School 2nd Grade Teacher, recognized by the Hillsborough Board of Trustees as the T \*O\*N\*Y (Teacher of Nurturing Youth) Recipient

**2003**

- eRate Funds: Federally funded program that provides discounts on telecommunications and Internet access. The Universal Service Administration Company (USAC), Schools and Libraries Division sponsor this program with the goal of ensuring the benefits of telecommunications (the Internet, video conferencing, etc.) to all students.
- Marcia True, North School Preschool Teacher: Community Care Award Recipient Presented by the Associated Parents’ Group of Hillsborough Schools

**2002**

- Academic Performance Index (API) Award
- Torchbearer: Bay Area School Reform Collaborative: Change Agent

**2001**

- Blue Ribbon School Nominee
- Li Moon, North School Resource Specialist Teacher, recognized by the Hillsborough Board of Trustees as the T \*O\*N\*Y (Teacher of Nurturing Youth) Recipient

**2000**

- California Distinguished School Award Academic Performance Index (API) Award
- San Mateo County School Boards Association J. Russell Kent Award for “A Strong Bridge” recognizing the strong partnership between the Bridge School and North Hillsborough School
- San Mateo County School Boards Association J. Russell Kent Award for “Partners in Literacy” acknowledging the inequities between the rich and poor

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	42
Grade 1	44
Grade 2	42
Grade 3	47
Grade 4	70
Grade 5	50
<b>Total Enrollment</b>	<b>295</b>

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	29.2
Filipino	3.1
Hispanic or Latino	7.1
White	48.8
Two or More Races	11.9
Socioeconomically Disadvantaged	3.1
English Learners	1.7
Students with Disabilities	14.2
Homeless	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	18	21	21
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** December 2020

Units of Study in Reading (Heinemann) and Units of Study in Writing (Heinemann) from Teachers College Reading and Writing Project in K-5 and Open Court Foundational Skills Kits for K-2 foundational literacy skills are used as supplemental curriculum for Reading/Language Arts. First Steps in Music is also used as a supplemental curriculum for Visual and Performing Arts. Quaver is used in K-5 vocal music. PE and Vocal Music Go Bag kits were assembled in the summer of 2020 to provide students learning from home with PE and music-specific instructional materials and manipulatives to support lessons. California Studies Weekly was purchased for all K-5 teachers to support history-social studies instruction for the 2020-2021 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Publishing - Benchmark Advance Adopted 2016	Yes	0.0
<b>Mathematics</b>	Math Expressions Houghton Mifflin Harcourt Adopted 2015	Yes	0.0
<b>Science</b>	FOSS California @2007 Delta Education Adopted 2007	Yes	0.0
<b>History-Social Science</b>	History/Social Science for California Pearson/Scott Foresman Adopted 2006	Yes	0.0
<b>Foreign Language</b>	District designed program Grades 4-5 for Spanish	Yes	0.0
<b>Health</b>	The health standards are addressed through science, PE, and general classroom instruction using Alternative Current and district designed materials which support the standards.	Yes	0.0
<b>Visual and Performing Arts</b>	Online Learning Exchange interactive Music powered by Silver Burdett in combination with district developed materials to address and support standards.	Yes	0.0

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

## School Facility Conditions and Planned Improvements

The Hillsborough City School District inspects all of its facilities, both buildings and grounds, yearly to determine if any major repairs are needed. The District uses a facility inspection tool developed by the State of California's Office of Public School Instruction. Inspection by Buildings and Grounds personnel of the eight emergency facility needs specified in Ed. Code 17592.72c was last completed November 2018. The results of this facility survey are available at the District Office.

In addition, the school district maintains a work order process to ensure efficient service and that emergency repairs are given the highest priority. Work orders can be prepared by a staff member, or suggested by a parent. Work orders are prioritized district-wide by the Supervisor of Buildings and Grounds. The district maintenance staff ensures that repairs necessary to keep the schools in good working order are completed in a timely manner.

Currently, all of our schools employ a full-time day custodian and a full-time night cleaning service. All classrooms, staff rooms and all student and staff restrooms are cleaned, and sanitized nightly. Cleaning schedules and duties are monitored regularly by the sites and the maintenance department to ensure safe and clean schools.

On November 5, 2002, Hillsborough voters passed a \$66.8 million Proposition 39 bond measure to finance renovation and new construction projects on all four campuses. The District has modernized, renovated, newly constructed and equipped housing to meet the instructional needs of the students. These funds, along with \$2.8 million in State School Facilities funds, were used to upgrade fire, life, safety, and accessibility standards. In addition to facilities, much needed upgrades were made to the District’s telephone and voice mail system.

A new two-story building on the Crocker campus opened at the start of the 2009-10 school year. Funded by Measure B bond funds, the building includes a 95-seat science lecture hall, television studio, band room, two computer classrooms, a regular classroom, restrooms, and storage areas. Also completed was the repavement of the black top. Subsequent projects included renovation of the art and multi-purpose rooms, conversion of the old Lecture Hall into a new Science Lab classroom, paving rehabilitation of the driveway and parking lot, conversion of the old band room into a new teaching space, and improvements made to the gymnasium. During the summer of 2014, due to an increased need for teaching space, a leased portable was installed with Developer Fee funds.

During the summer of 2017, Prop 39 funding provided new LED lighting in all classrooms along with occupancy sensors. The parking lot also received new LED lighting.

In the 2019/2020 school year, the school district used remaining funds from the Measure B Bond to upgrade all schools with new data wiring, servers, switches, clocks, speakers and VOIP phones.

**School Facility Good Repair Status**

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 of the most recent FIT report:** October 2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	87	N/A	85	N/A	50	N/A
Mathematics (grades 3-8 and 11)	90	N/A	85	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 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



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	79	N/A	67	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.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

**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 2020-2021)**

Parents are kept well informed about the school, especially during the pandemic shelter in place period, through the school e-newsletters, social media, virtual school, district and Board of Trustees meetings, calendars, web pages, parent group meetings, parent education events, as well as parent-teacher conferences. Any parent wishing to contribute time, expertise, or money to the schools has ample opportunity and should start by contacting the school site parent group president or a member of the Hillsborough School’s Foundation. Information is also available on the district website: <http://www.hcsd.k12.ca.us> which has links to all school websites as well as the foundation.

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## 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

(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	0.3	0.3	0.8	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	0.0	0.2	
Expulsions	0.0	0.0	

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.

### School Safety Plan (School Year 2020-2021)

Safety is our number one priority in the Hillsborough City School District school community. We focus on maintaining safe and caring school communities where all students and families feel welcome, valued, and respected. When students feel safe at school they can focus on learning.

The Comprehensive School Safety Plan, developed in conjunction with the San Mateo County Office of Education and City Services, includes disaster preparedness and emergency procedures, and provides the basic guidelines for responsibilities and procedures needed to address major emergency situations. This plan is updated and reviewed with staff annually. HCSD has a District Safety Committee that meets a minimum of 5 times a year for planning and trainings. The committee is comprised of two teachers per site, and two parents from each site. The committee is responsible for keeping the Incident Command System organizational chart current, attend disaster preparedness trainings, and be the liaison between the District Safety Committee and Site Safety Committee. At the site level, the Safety Committee is responsible for maintaining emergency backpacks for each classroom, inventorying the emergency shed, and reviewing Big Five Protocols with the staff. The plan was last updated 1/28/2020 and approved 2/12/2020.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2			21		2	5	21		5	
1	21		2		18	2			21		10	
2	20	2	1		23		2		21	5		5
3	19	2			22		3		23		10	
4	23		3		23		2		23		17	
5	21		3		21	1	2		25		12	
Other**	3	1			3	1			14	1	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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	295

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	0.5
Speech/Language/Hearing Specialist	1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,366.17	\$8,280.45	\$13,085.72	\$107,865.75
District	N/A	N/A	\$14,361.65	\$109,977
Percent Difference - School Site and District	N/A	N/A	-9.3	-1.9
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	51.2	29.0

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

## Types of Services Funded (Fiscal Year 2019-2020)

The district expenditures from the general fund provide high-quality educational programs for all students, including special populations such as students receiving Special Education services, English Learners, and students identified as Gifted. All basic educational needs such as instructional materials, personnel, staff development, technology, facilities, and maintenance are adequately funded. Federal and state funds are used appropriately and as required. Through additional funds supplied through the generosity of our parents and the larger community, we are also able to provide lower class sizes, curriculum specialists, foreign language programs, additional counseling services, and other enhancements to programs. Resources are allocated based on the assessed learning needs of students.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,457	\$50,574
Mid-Range Teacher Salary	\$104,654	\$76,649
Highest Teacher Salary	\$137,667	\$98,993
Average Principal Salary (Elementary)	\$151,125	\$125,150
Average Principal Salary (Middle)	\$193,749	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$240,000	\$193,925
Percent of Budget for Teacher Salaries	40.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

### District Overview:

Each year the district offers training to its new teachers before the start of school and continues with specific new teacher support for the first year. Participants in the BTSA (Beginning Teachers Support and Assessment) program receive support for two years through HCSD and the SMCOE. Generally, the district provides three full days of professional development for teachers each year (August, October, and March) and supports the continual professional growth of teachers through grade-level and department-specific professional development throughout the year. Teachers participate in off-site professional development opportunities on a regular basis, and expert coaches and consultants work with teachers, on-site as well. The district encourages veteran teachers to continue professional growth through its HIP (Hillsborough Incentive Plan) Program and by providing support for teachers who wish to become Nationally Board Certified. Compliance training for certificated and classified staff, such as CPR/First Aid, is held as needed. Specialists are provided training relevant to their assignments and training occurs any time new standards or materials are adopted.

Until the 2020-2021 school year, instructional minutes were added throughout the week to allow for early release Thursdays. Thursday afternoons were available for both school site and district staff development or collaborative workgroups. This is in addition to the weekly teacher, grade-level, and/or departmental collaborative time provided in the schedule. The administration and staff maintain a mutual support system, with close communication and strong cooperative planning. During the 2018-2019 and 2019-2020 school years, a Science Advisor role and a part-time Educational Services TOSA were being utilized to support curriculum implementation and student growth. Due to the COVID-19 Pandemic, during the 2020-2021 school year, HCSD provided the required number of instructional minutes for students and allocated professional development and planning time to afternoons each day. Thursday afternoons are being maintained for district-wide meetings, staff development, and staff meetings. The other days of the week are generally focused on grade-level and department collaboration.

**District Specific:**

During the 2018-2019 school year, the HCSD provided professional development to teachers in the areas of Reading/Language Arts, Mathematics, and Science. Additional professional development opportunities were provided as needs were surfaced and opportunities were requested.

During the 2019-2020 school year, the HCSD provided professional development to teachers in the areas of Reading/Language Arts, Mathematics, Science, and Multi-tiered System of Supports. Additional professional development was provided in March 2020 on the use of digital tools as the district shifted to Distance Learning in the wake of the COVID-19 pandemic. As needs arose, opportunities were provided to support the ongoing needs and growth of staff.

During the 2020-2021 school year, the HCSD provided professional development on the use of digital tools, including those to support data and assessment, as the school year started in Distance Learning. Additionally, professional development in line with the District's Diversity, Equity, and Inclusion goal will be provided in Spring 2021 along with training and workshops on trauma and educator/student wellness. Professional Development connected to specific curricular areas and topic were provided to staff and will continue to be provided throughout the year as needs arise.

**North School Specific:**

This year at North, our staff meeting time is mostly dedicated to supporting our teachers to develop their understanding and capacity around our school and district goals. Teachers will spend time learning more about balanced literacy, writing workshop and empathy. The professional development that teachers receive during these staff meetings is then implemented in the classroom immediately. Other professional development opportunities that teachers will participate in include:

- Coaching from a Writing Workshop Expert
- Learning about the NGSS standards
- Learning about the Responsive Classroom Approach
- Learning about the SEL curriculum Kimochis
- Learning about best practices in Guided Reading