

# Crocker Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Crocker Middle School
<b>Street</b>	2600 Ralston Ave
<b>City, State, Zip</b>	Hillsborough, CA 94010-6544
<b>Phone Number</b>	650-342-6331
<b>Principal</b>	Maria Brady
<b>Email Address</b>	mbrady@hcsdk8.org
<b>Website</b>	<a href="https://www.hcsd.k12.ca.us/page.cfm?p=631">https://www.hcsd.k12.ca.us/page.cfm?p=631</a>
<b>County-District-School (CDS) Code</b>	41 68908 6043707

Entity	Contact Information
District Name	Hillsborough City School District
Phone Number	(650) 342-5193
Superintendent	Louann Carlomagno
Email Address	lcarlomagno@hcsdk8.org
Website	www.hcsd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

William H. Crocker Middle School is located in the suburban community of Hillsborough on the San Francisco Peninsula. The residents are primarily professional and business executives. One half of Crocker's students come from families in which both parents work outside of the home. The value of education is evidenced by strong parental involvement and participation in the school community. As of January 2020, the student enrollment was 434 students.

Students take three years of English, mathematics, science, social studies, world language, and physical education. In addition, we offer electives in the arts, music, leadership, and technology. Since we believe that we are helping each child to build the foundation for the rest of his/her life, we offer more than strong academic training. Our curriculum includes skills, techniques, and motivation for lifelong learning, excellence, decision making, leadership, and commitment to others. We believe in educating the whole child. Every aspect of our program is designed to build a close, caring community in which every child and every adult is recognized and respected.

We embrace the Essential Outcomes by valuing creativity, curiosity, initiative multidisciplinary thinking, innovation and empathy.

Crocker was named as a California Distinguished School in 1982, 1988, 1992, 1994, 1999, 2003 and 2007. In 1983, 1989, 1995, and 2004, it was selected as an exemplary school by the National Secondary School Recognition Program. It is one of three middle schools in the nation to have been awarded the National Blue Ribbon four times. In 1993, Crocker was recognized by the Royal Swedish Academy of Engineering Sciences for its managerial practices which fostered excellence. Most recently, Crocker Middle School was recognized by the California Business for Education Excellence in 2014. In 2015 Crocker received the Gold Ribbon Award for their efforts around professional learning teams and collaboration.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	145
Grade 7	150
Grade 8	170
Total Enrollment	465

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	25.8
Filipino	1.9
Hispanic or Latino	5.2
Native Hawaiian or Pacific Islander	0.2
White	55.7
Two or More Races	10.5
Socioeconomically Disadvantaged	1.1
English Learners	1.7
Students with Disabilities	11.8
Foster Youth	0.2
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37	36	36	96
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	12	12	7	7

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2020

Units of Study in Writing (Heinemann) from the Teachers College Reading and Writing Project is used as a supplement to Reading/Language Arts instruction. Online resources from a variety of sources are used as supplemental curriculum, as needed

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6th-8th: Amplify ELA California Amplify Education Adopted 2016	Yes	0.0
<b>Mathematics</b>	6th Grade Common Core Math: Big Ideas Course 1 Houghton Mifflin Harcourt Adopted 2015 6th Grade Common Core Math: Big Ideas Advanced 1 Houghton Mifflin Harcourt Adopted 2015 7th Grade Common Core Math: Big Ideas Course 2 (red) Houghton Mifflin Harcourt Adopted 2015 7th Grade Common Core Math: Big Ideas Advanced 2 Houghton Mifflin Harcourt Adopted 2015 8th Grade Common Core: Big Ideas Accelerated Course 2 Houghton Mifflin Harcourt Adopted 2015 8th Grade Common Core: Big Ideas Course 3 Houghton Mifflin Harcourt Adopted 2015 8th Grade High School Algebra: Big Ideas Algebra 1 Common Core Houghton Mifflin Harcourt Adopted 2015	Yes	0.0
<b>Science</b>	STEMscopes CA NGSS 3D - Adopted 2019	Yes	0.0
<b>History-Social Science</b>	National Geographic World History - Adopted 2019	Yes	0.0
<b>Foreign Language</b>	6th Grade: Discovering Chinese Better Chinese Adopted 2015 7th & 8th: Integrated Chinese, Level 1 Textbook, 3rd Edition (Simplified) Cheng and Tsui Company, Inc Adopted 2015 7th & 8th: Integrated Chinese, Level 1 Textbook, 3rd Edition (Traditional) Cheng and Tsui Company, Inc Adopted 2015 Spanish Realidades A, B @2011 Pearson Adopted	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	The health standards are addressed through science, PE, and general classroom instruction using Alternative Current and district design materials which support the standards.	No	0.0
<b>Visual and Performing Arts</b>	District developed materials to adress and support standards.	No	0.0

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

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.

### 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

**Year and month of the most recent FIT report:** January 2020

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	81	84	85	50	50
Mathematics (grades 3-8 and 11)	81	82	84	85	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	468	456	97.44	2.56	80.92
Male	249	247	99.20	0.80	78.14
Female	219	209	95.43	4.57	84.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	123	120	97.56	2.44	84.17
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67	8.33	72.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	259	255	98.46	1.54	80.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	52	50	96.15	3.85	82.00
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	16	14	87.50	12.50	42.86
Students with Disabilities	61	61	100.00	0.00	42.62
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	468	457	97.65	2.35	82.28
Male	249	247	99.20	0.80	85.02
Female	219	210	95.89	4.11	79.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	123	121	98.37	1.63	89.26
Filipino	--	--	--	--	--
Hispanic or Latino	24	22	91.67	8.33	68.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	259	255	98.46	1.54	80.39
Two or More Races	52	50	96.15	3.85	86.00
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	16	15	93.75	6.25	46.67
Students with Disabilities	61	61	100.00	0.00	45.90
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

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
7	20.7	38.0	28.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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Opportunities for parental involvement in the district and at the school site are abundant, and our parents have always given generously of their time, attention, and monetary resources. Their efforts mean far more than the material benefits they bring; they make our students and teachers feel valued and important. Such feelings contribute directly to our educational excellence.

Every year, parents and other community volunteers contributed thousands of hours directly to Crocker Middle School in the classrooms, in the library, serving on committees, assisting with special projects, and in many other ways. Parent volunteers shelve, check-out and check-in library books. They help with activities and chaperone dances and field trips. Parents as well as community members speak to classes and share their occupational or scientific expertise. Through organizations such as the Parent Group and the School Site Council, parents learn about activities at the school and set goals to raise student achievement and continually improve the school.

At the district level, thousands of additional volunteer hours are given to fund-raising events, sponsored by the Hillsborough Schools Foundation, such as the general campaign, tennis luncheon, dinner dance, and e-Scrip program. The Hillsborough Schools Foundation provides funds annually to the district in order to enhance the already excellent educational programs. These contributions allow us to enrich our student's educational lives, and to be able to continually look for ways to be even better.

Parents and community members have also continuously supported the schools through their votes: In June of 1988 and again in 1992, the community passed parcel tax measures in order to maintain school quality. In November of 2002, the community of Hillsborough passed Measure B, a \$66.8 million dollar school bond measure for the purpose of modernizing, renovating, and adding facilities as needed at our four school sites. Measure B was a Proposition 39 bond requiring a 55% majority to pass. All members of the school community worked hard to inform the voters about the need for the measure. In response, the community show edits strong support for our schools by passing the Measure with a 66.45% majority vote.

Parents are kept well informed about the school through the school newsletters, calendars, web pages, parent group meetings, parent education events, as well as parent conferences. Any parent wishing to contribute time, expertise, or money to the schools has ample opportunity to do so 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.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.1	1.4	1.1	0.5	0.8	0.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
<b>English</b>	20	7	11		19	16	4		20	11	6	
<b>Mathematics</b>	2	1			19	13	5		17	13	6	
<b>Science</b>	21	9	8		25	1	13		24	1	12	
<b>Social Science</b>	23	4	12		22	11	6		20	14	3	

\*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.

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

Title	Ratio
<b>Academic Counselors*</b>	465.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	.5
Social Worker	0.0
Nurse	0.08
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,943.05	\$6,463.51	14,479.55	\$107,012.05
District	N/A	N/A	\$13,608.64	\$107,288.87
Percent Difference - School Site and District	N/A	N/A	6.2	-0.3
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	63.4	31.8

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 2018-19)

The district expenditures from the general fund provide high quality educational programs for all students, including special populations such as Special Education and English Learners. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,656	\$49,378
Mid-Range Teacher Salary	\$101,636	\$77,190
Highest Teacher Salary	\$133,986	\$96,607

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$155,567	\$122,074
Average Principal Salary (Middle)	\$174,355	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$221,000	\$189,346
Percent of Budget for Teacher Salaries	42%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Each year the district offers training to its new teachers before the start of school and continues with specific new teacher support for two full years, including participation in the BTSA (Beginning Teachers Support and Assessment) program. 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 in various ways. 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 grow through its HIP (Hillsborough Incentive Plan) Program, and through providing support for teachers who wish to become Nationally Board Certified. Individual teachers are encouraged to take classes specific to their subject area in order to ensure they meet the requirements for NCLB certification as highly qualified teachers. Compliance training for certificated and classified staff, such as CPR/First Aid, is held as needed. Specialists are also provided training relevant to their assignments, and training for all involved occurs any time new standards or materials are adopted.

By adding instructional minutes on other days, Thursday afternoons are available for both school site and district staff development or collaborative work groups. This is in addition to the weekly teacher, grade-level, and/or departmental collaborative time. TOSAs (Teachers On Special Assignment) were instituted District-wide to provide training for classroom teachers in the area of Technology Integration (2015-2016) and Math/Science support (2016-2017). Web Advisers, Data Advisers, and Curriculum Advisers /Lead Teachers, also support the furtherance of the school site and district-wide goals. The administration and staff maintain a mutual support system, with close communication and strong cooperative planning. For the 2018-2019 school year, a Science Advisor role and a part-time Educational Services TOSA are being utilized to support curriculum implementation and student growth.

During the 2019-2020 school year, the HCSD is providing professional development to teachers in the areas of Reading/Language Arts, Mathematics, and Science. Additional professional development opportunities will be provided as needs arise and change.

During the 2019-2020 school year, the HCSD is providing professional development to teachers in the areas of Reading/Language Arts, Mathematics, Science, and Multi-tiered System of Supports. Additional professional development opportunities will be provided as needs arise and change.

As a learning community, we are committed to creating a culture for innovation. We are exploring ways to motivate & inspire students to take initiative to be creative and develop a healthy state of curiosity.