

South Hillsborough

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.

Ms. Elizabeth Veal, Principal

 Principal, South Hillsborough

About Our School

Welcome to South Hillsborough School. Our school is a place that holds the development of "the whole child" as our top priority. Our staff members work collaboratively to support and challenge our students as they work towards the high academic and behavioral standards we have established for our learning community.

As you read our SARC report, you'll notice the many activities and learning opportunities that exist at South School. The educational experiences provided by our staff, and greatly supported by our parents, help to challenge our students to achieve academic, social-emotional and personal successes.

Our school also benefits from the support and leadership of a forward-thinking school board and a progressive district office. We are additionally fortunate to have amazing support from the community through the efforts and commitment of the Hillsborough Schools Foundation (HSF). It truly does "take a village" to raise a child, and it continues to be my pleasure to work along-side wonderful educators and community members to provide a high quality education for our students.

Respectfully,
Elizabeth Veal
Principal South Hillsborough School
303 El Cerrito Ave.
Hillsborough, CA
94010-6817
Phone: 650-344-0303
E-mail: eveal@hcsd.k12.ca.us

Contact

*South Hillsborough
303 El Cerrito Ave.
Hillsborough, CA 94010-6817*

*Phone: 650-344-0303
E-mail: eveal@hcsd.k12.ca.us*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Hillsborough City Elementary
Phone Number	(650) 342-5193
Superintendent	Anthony Ranii
E-mail Address	aranii@hcsd.k12.ca.us
Web Site	www.hcsd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	South Hillsborough
Street	303 El Cerrito Ave.
City, State, Zip	Hillsborough, Ca, 94010-6817
Phone Number	650-344-0303
Principal	Ms. Elizabeth Veal, Principal
E-mail Address	eval@hcsd.k12.ca.us
County-District-School (CDS) Code	41689086043681

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

South Hillsborough School is a sharing, caring learning community that is ever nurturing and ever growing. It is the smallest campus of three elementary schools serving the children of Hillsborough, California. Our students are drawn from an upper socio-economic community, and as of October 2016, our enrollment was 238 students, TK through 5th grade, and includes a learning center for moderate to severe needs students.

Our mission at South Hillsborough School is to work in partnership with students, parents and other community members to educate the whole child in an academically rigorous but nurturing environment, and to empower each child to become a contributing member and responsible participant in our changing world.

Our staff, which includes 30 caring educators, works in concert in order to bring the very best to all students. South School provides a rich environment for students to learn and grow both academically and socially. With a counselor/school psychologist, librarian, vocal music teacher, innovation lab teacher, physical education teacher, Spanish teacher (4th/5th only) and instrumental teacher (4th/5th only) we are able to offer our students the highest quality education across all disciplines. Our dedicated staff strives to help students be academically successful, to learn to work together cooperatively, to develop a love of learning, and to be prepared to become productive citizens in the 21st century. Along with high expectations for student achievement in academic subjects and the arts, our program at all grade levels is geared towards building self-esteem and decision-making abilities.

Set by a creek in a lovely wooded area, the collegiality of the school is enhanced through its open-pod configuration. Our library is the heart of the school, with our administrative offices, Learning Center, and classroom pods extending from its central core. Capitalizing on the unique architecture, students experience instruction in a variety of educational settings allowing them to move freely from classroom to classroom receiving instruction from different teachers. Flexible differentiated groupings based on students' readiness, interests and learning styles are created. Adjacent to each classroom is an enclosed small instruction room, providing an alternative for instructional practice or an intimate setting for each class' learning community. The "flow" of the building generates a feeling of warmth and communication among students and faculty. This instrumental flow is extended through our Transitional Kindergarten and 5th grade classes in other campus buildings in close proximity to the main building.

The enthusiasm at South is palpable. Attendance is high and students are animated. While academic achievement is of paramount importance, every student is treated with respect and compassion. Unique differences are valued. Through our school's various programs and common practices, students are taught the importance of leadership and service. Fifth Grade Friends, Green Ambassadors, Student Council, Junior Fire Marshals and the Lakas-Shimizu Service Learning Project reinforce the development of responsibility for themselves, their peers, their school and their world. Diversity is honored and respected daily and specially celebrated through assemblies, instructional programs and field trips. South School celebrates learning and we love our South Tigers!

Awards:

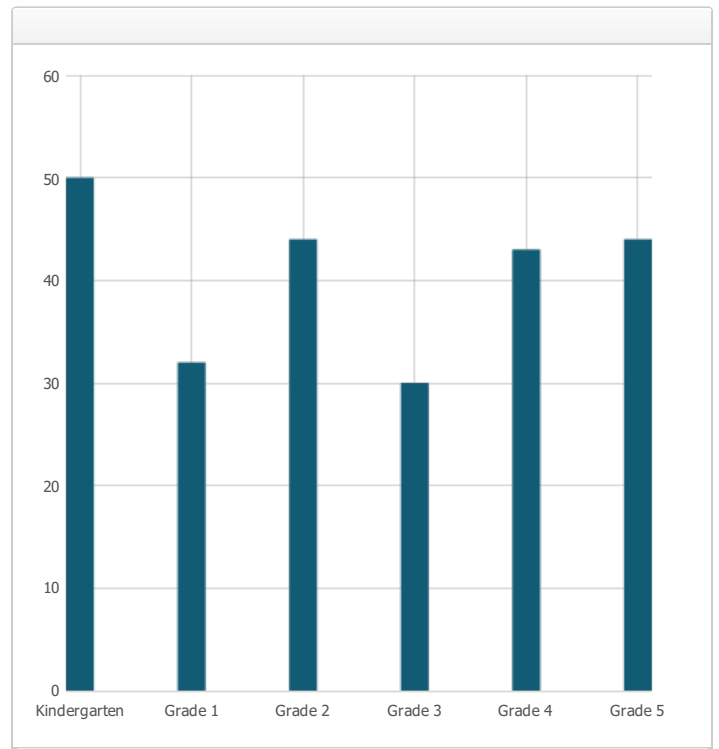
- 1987, 1993, 2004, 2008, 2012 California Distinguished School
- 1997 National Blue Ribbon Award, California Distinguished School
- 2000 California Distinguished School, J. Russell Kent Award for Innovative Programs Award: "partners in Literacy: acknowledging the inequities between rich and poor"

- 2001 J. Russell Kent Award for Innovative Programs Award for Innovative Programs: Security for the Whole Child, State Assembly Certificate of Recognition
- 2005 Academic Performance Index Award
- 2008 California Distinguished School, California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success, Certificate of Special Congressional recognition for service to the Community, J. Russell Kent Award for Innovative Programs Award for Innovative Programs: 5th Grade Friends
- 2011 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success
- 2012 California Distinguished School, California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success
- 2013 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success
- 2014 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success
- 2015 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success
- 2016 California Gold Ribbon Award

Last updated: 12/16/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	50
Grade 1	32
Grade 2	44
Grade 3	30
Grade 4	43
Grade 5	44
Total Enrollment	243



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	1.2 %
Asian	23.9 %
Filipino	0.8 %
Hispanic or Latino	2.9 %
Native Hawaiian or Pacific Islander	0.4 %
White	59.7 %
Two or More Races	9.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.0 %
English Learners	1.2 %
Students with Disabilities	11.5 %
Foster Youth	0.0 %

Last updated: 1/17/2017

A. Conditions of Learning

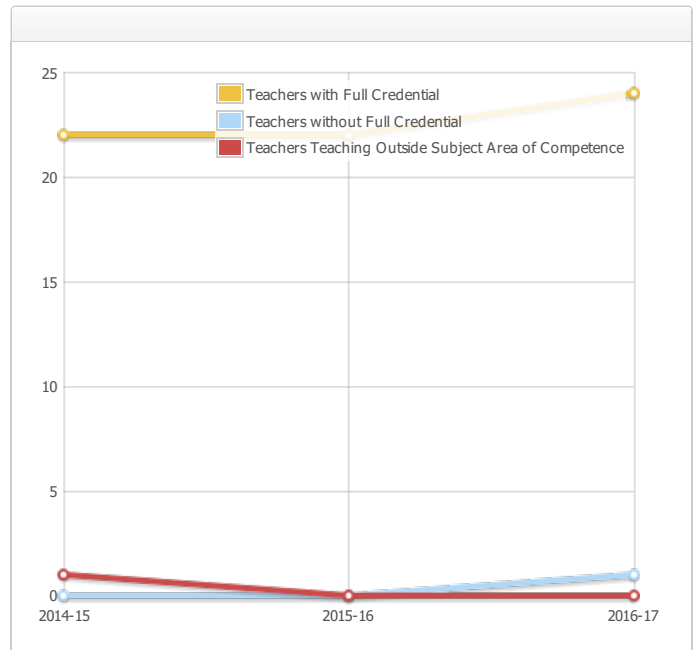
State Priority: Basic

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

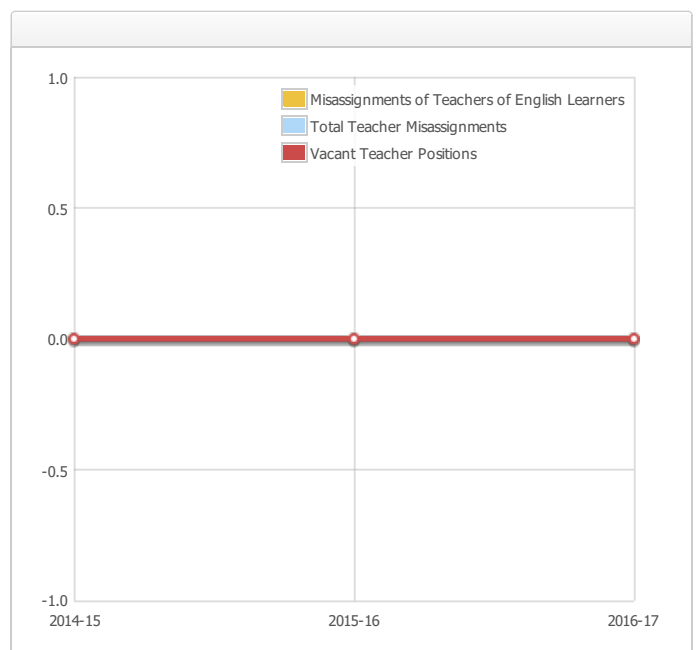
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	24	132
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	12



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th: Benchmark Advance Benchmark Publishing Adopted 2016	Yes	0.0 %
Mathematics	Math Expression Houghton Mifflin Harcourt Adopted 2015	Yes	0.0 %
Science	FOSS California @2007 Delta Education Aopted 2007	Yes	0.0 %
History-Social Science	History/Social Science for California Pearson/Scott Foresman Adopted 2006	Yes	0.0 %
Foreign Language	District designed program grades 4-5 for Spanish	No	0.0 %
Health	The health standards are addressed thorough science, PE, and general classroom instruction using Alternative Current and district designed materials to address and support standards.	No	0.0 %
Visual and Performing Arts	Online Learning Exchange Interactive Music powered by Silver Burdett in combination with district developed materials to address and support standards.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2017

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 September 2015. 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 building on the South campus opened at the start of the 2009-10 school year. Funded by Measure B bond funds, the building includes a multi-purpose room with stage, a warming kitchen, restrooms and storage areas. New playground equipment and play surfaces were installed and funded by the South Parent Group during the summers of 2009 and 2010. Also occurring during the summer of 2010 was the resurfacing of the tennis courts by Hillsborough Recreation.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2015

System Inspected	Rating	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	
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 Rate

Year and month of the most recent FIT report: September 2015

Overall Rating	Exemplary
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Last updated: 1/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	89.0%	90.0%	85.0%	85.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	86.0%	88.0%	86.0%	86.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	89.7%
Male	15	15	100.0%	86.7%
Female	14	14	100.0%	92.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	82.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	88.6%
Male	18	18	100.0%	88.9%
Female	26	26	100.0%	88.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	91.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	89.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	90.5%
Male	24	24	100.0%	83.3%
Female	19	18	94.7%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	95.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	82.8%
Male	15	15	100.0%	86.7%
Female	14	14	100.0%	78.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	76.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	86.4%
Male	18	18	100.0%	94.4%
Female	26	26	100.0%	80.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	91.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.0%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	92.9%
Male	24	24	100.0%	87.5%
Female	19	18	94.7%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	95.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	95.0%	90.0%	95.0%	97.0%	93.0%	93.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	43	42	97.7%	95.2%
Male	24	24	100.0%	91.7%
Female	19	18	94.7%	100.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	24	23	95.8%	95.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/17/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.0%	34.9%	37.2%

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.

Last updated: 1/17/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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 money. 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. In the 2015–2016 school year, parents and other community volunteers contributed thousands of hours directly to South School in the classrooms, in the library, helping with hot lunch, serving on committees, and assisting with special service and instructional projects and programs.

Parent volunteers shelve, check-out and check-in library books, serve as classroom volunteers and docents and help with many events such as the Colonial Fair, Science Fair, Reading Tigers, Multicultural Day and our community service and service learning projects. Parents as well as community members speak to classes, read stories to young children, and share their occupational or scientific expertise. Through organizations such as the Parent Group, the School Site Council, and Parent Ed events, parents learn about activities and instructional programs 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 showed its 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, 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: Pupil Engagement

Last updated: 1/17/2017

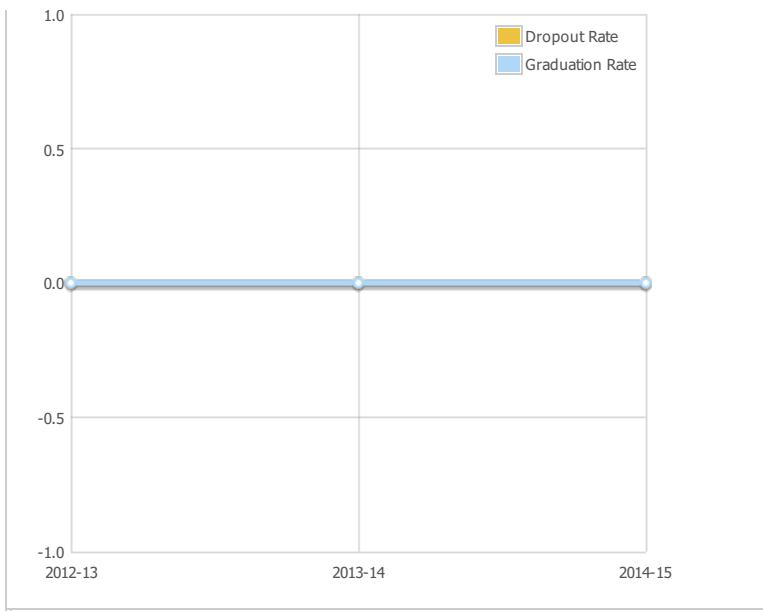
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



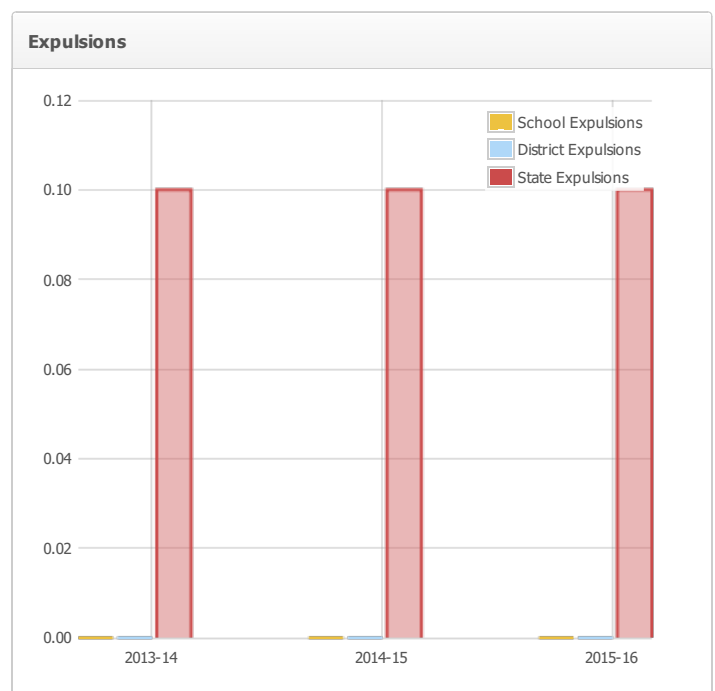
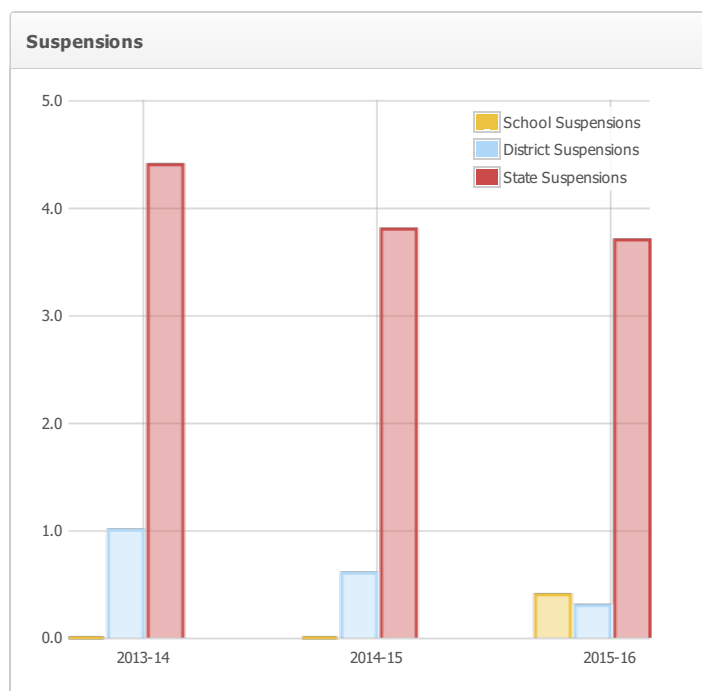
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.4	1.0	0.6	0.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

A safe school plan has been developed at each school site. The plan includes, but is not limited to, information regarding disaster preparation, school safety and violence prevention, general school climate information, and Board policies on discrimination and harassment. A copy of the Emergency Response Plan is available at the school office and at the district office. The Emergency Response Plan was last reviewed by the District in October 2015 and updated annually at each school site.

Each school site uses both certificated and classified staff before school, after school, at recess and lunch times to monitor student behavior and activities. Each school has a plan in place for controlling visitors to the campus, and each school uses a visitors badge for individuals who need to be on campus and are not part of the regular staff. The Hillsborough Police and Fire Departments cooperate closely with schools, helping to keep the campuses safe. Negative events rarely occur. Vandalism seldom occurs.

Last updated: 1/17/2017

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.

Federal Intervention Program (School Year 2016-17)

(N/A: No Hillsborough Schools are in PI)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	1	0	17.0	3	0	0	15.0	3	0	0
1	16.0	2	0	0	22.0	0	2	0	16.0	2	0	0
2	22.0	0	2	0	15.0	2	0	0	21.0	0	2	0
3	13.0	3	0	0	22.0	0	2	0	15.0	2	0	0
4	21.0	0	2	0	21.0	1	1	0	21.0	0	2	0
5	25.0	0	2	0	15.0	1	2	0	21.0	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	5.0	1	0	0	0.0	0	0	0	4.0	1	0	0

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

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.1	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.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$18710.4	\$6137.1	\$12573.3	\$103439.1
District	N/A	N/A	\$11058.6	\$96663.5
Percent Difference – School Site and District	N/A	N/A	13.7%	7.0%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	121.5%	44.4%

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

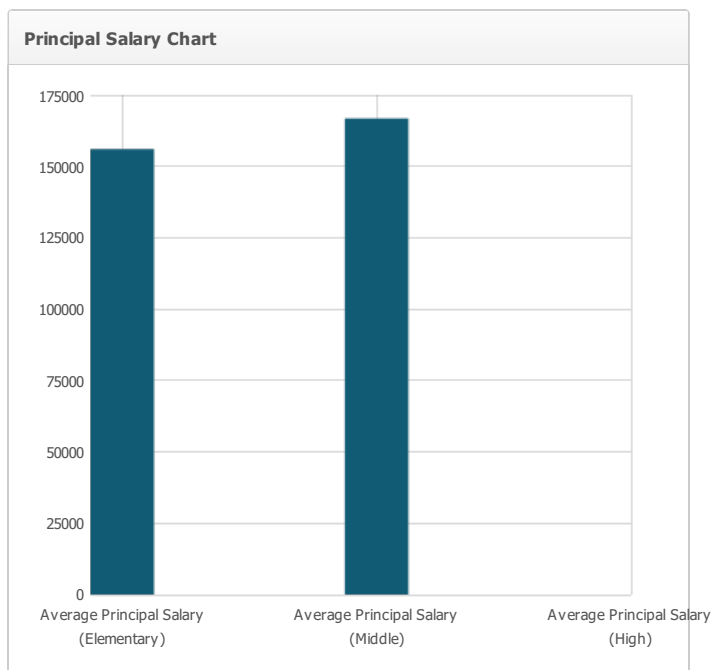
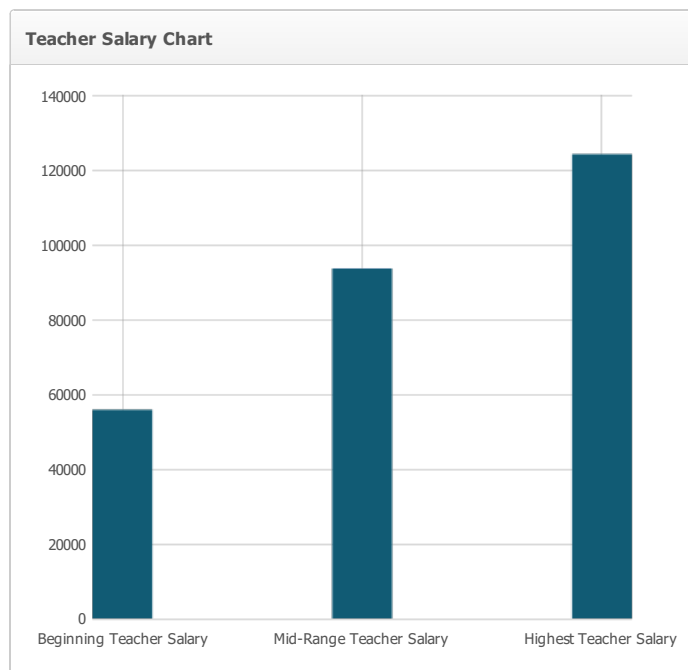
The district expenditures from the general fund provide high quality educational programs for all students, including special populations such as Special Education and English Learners. All basic educational needs such as instructional materials, personnel, staff development, technology, facilities, and maintenance are adequately funded. Federal and state funds are used appropriately as restricted. 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 such as technology.

Last updated: 1/18/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,860	\$44,507
Mid-Range Teacher Salary	\$93,601	\$68,910
Highest Teacher Salary	\$124,184	\$88,330
Average Principal Salary (Elementary)	\$156,036	\$111,481
Average Principal Salary (Middle)	\$166,767	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$210,000	\$169,821
Percent of Budget for Teacher Salaries	44.0%	39.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 1/17/2017

Professional Development

Staff development and curriculum planning are supported by the administration and encouraged by funding from the district, the Hillsborough Schools Foundation, and the South Parent Group. Three district-wide staff development days are held throughout each school year to focus on high quality, standards-based staff development. Additionally, summer staff development is offered by the district on a variety of topics, and attendance at intensive in-depth programs and conferences is encouraged as funding allows.

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 also supports and 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. Compliancy trainings for certificated and classified staff, such as CPR/First Aid, are 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 weekly teacher, grade-level, and/or departmental collaborative time. TOSA's (Teachers On Special Assignment) have been instituted District-wide to provide training for classroom teachers in the area of Technology Integration (6-8) and Math & Science (K-5). Web-advisors and Curriculum Advisors/Lead Teachers, also support the furtherance of school site and district wide goals. The administration and staff maintain a mutual support system, with close communication and strong cooperative planning.

At South we hold professional development as a priority, and have strategies in place for communication and collaboration between and among colleagues to ensure success for all students. Collaborative times are provided within the week's schedules to allow opportunities to examine student work and assessment data to formulate differentiation strategies and coordinate curriculum. These collaborative opportunities are afforded as students work with specialists in music, physical education, Spanish and library science. Over the next two years, our professional development focused work in writing will occur throughout the year Thursday afternoons in cross grade, multiple-grade and vertical planning groupings wherein we will articulate best practices, share research based strategies and plan to build alignment of our K-5 writing practices.

Last updated: 12/16/2016