

West 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.

Mr. Matthew Lindner, Principal

 Principal, West Hillsborough

About Our School

Dear West Families,

Welcome to West Hillsborough School. West School is a tightly knit and supportive community of students, school staff, parents, and community partners. Working in collaboration with one another, we work to nurture the growth and development of the whole child and support each student in becoming his or her best self.

As you read over our SARC report, you'll notice the many ways in which we help all of our students reach their potential. Our talented staff are always seeking ways to outgrow their own best teaching practices. They hold high standards for themselves and their students, all while creating a supportive and growth-minded learning environment where individual student talents and gifts are highlighted and celebrated. We respect and honor diverse student learning styles. In addition to our core academic program facilitated by classroom teachers, all students learn from and with teachers specializing in music, physical education, and library sciences. Our students in upper grades also receive instruction in the innovation lab. They also receive instruction in Spanish language and culture. Some students also participate in our optional instrumental music class.

West School students benefit from an incredibly supportive community, as well. Parents provide countless hours of volunteer support both inside and outside the classroom. The Hillsborough Schools Foundation generously provides funds that allow us to have specialist teachers and a full-time counselor. To honor the necessity of a well-rounded education, the school district strives to help each child achieve success with six Essential Outcomes, which embody the goals and attributes West School aims for all students to achieve.

Enthusiastically,

Matthew Lindner

Principal

West Hillsborough School
376 Barbara Way
Hillsborough, CA 94010-6760
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Contact

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376 Barbara Way
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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	West Hillsborough
Street	376 Barbara Way
City, State, Zip	Hillsborough, Ca, 94010-6760
Phone Number	650-344-9870
Principal	Mr. Matthew Lindner, Principal
E-mail Address	mlindner@hcsd.k12.ca.us
County-District-School (CDS) Code	41689086043699

Last updated: 1/17/2017

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

The mission of West Hillsborough School is to work in partnership with students, parents, and the broader community to educate the "whole" child. To that end, we nurture and empower every student as they learn how to become a contributing member and responsible participant in our changing world. The Essential Outcomes for West students are for them to become innovators and problem solvers, effective communicators, thoughtful users of information and technology, people of good character, global citizens, and ultimately, lifelong learners.

West Hillsborough School is one of three elementary schools serving the children of Hillsborough, California. Our students are drawn from an upper socio-economic community. As of October 2015, our enrollment was 379 students, Kindergarten through 5th grade. The West Preschool and numerous other Hillsborough Recreation Programs are located on campus. Our staff, which includes forty-six caring educators, works in concert to bring the very best to all students. West School provides a rich environment for students to learn and grow both academically and socially. With a full-time counselor, librarian, choral music, and physical education teacher, and part-time instrumental music and Spanish teachers for our 4th and 5th grade students, we are able to offer our students the highest quality education across all disciplines.

We provide an academically rigorous, nurturing, and safe learning environment. Resiliency, reflection and relationships with a focus on taking responsible risks are the cornerstones of a West School education. We actively engage both students and parents in the life of our school and the decisions that affect them. We foster each child's motivation to learn, to display concern for others, and to develop a sense of personal responsibility and integrity. Our efforts are guided by best practices, high standards, and the building of partnerships and involvement among students, staff, parents, community and the Hillsborough Schools Foundation.

All students have access to standards-based instructional materials. With an eye on the Common Core Standards our work continues to emphasize depth, complexity, and rigor for academic excellence. We are supported by professional development at the district and site level to ensure teachers have the necessary tools for differentiating curriculum and instruction. An overarching theme is the encouragement for taking responsible risks to complement our efforts for innovation and creativity. Teachers are invigorated by this approach and are embracing new ways to enhance their instruction. Students are also taught and encouraged to push their thinking and to be fearless in their quest for knowledge. We continue to have small class sizes at every grade level, which permits structuring a more individualized program for students. Teachers examine assessment data in order to set Personal Education Plan goals (PEP) for each student. Collaboration at grade-levels and in vertical teams provides equity and parity throughout our educational program.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on students' social-emotional growth. Social-emotional health and character development curriculum reinforces healthy relationships among students. The 6 Pillars of Character and the 16 Habits of Mind are consistently applied when addressing expectations for student conduct and learning. West School is committed to bringing depth and breadth to reach our social-emotional goals for each student. We strive to maintain a warm and nurturing school atmosphere, where respect and support among students, staff, and parents is evident. West School works hard to encourage academic, personal, and social-emotional growth for all students. As you walk throughout our school you will often hear students, parents, and staff say, "West is Best".

Awards:

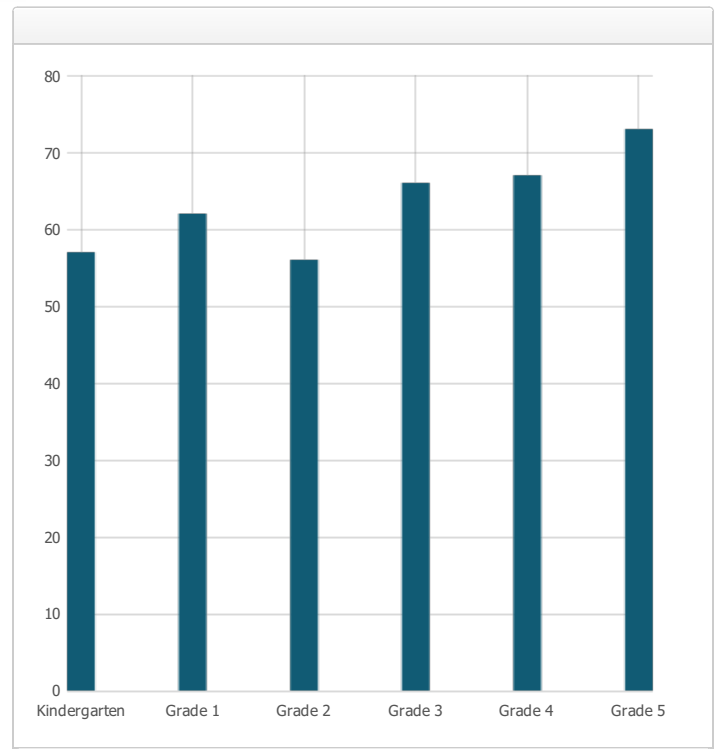
1. National Blue Ribbon School (1995)
2. California Distinguished School (1989, 1993, 1997, 2000, 2004, 2008, 2014)
3. National School of Character (2002)
4. California Distinguished Schools Principal Award (2000)
5. J. Russell Kent Award for Innovative Programs
- Science Lab Days (1993)

- Partners in Literacy (1999)
 - Community Connections with Hillsborough Police Department (2001)
 - Walk the Talk Character Education (2002)
 - Peer Coaching (2008)
 - Operation Risk (2011)
6. Bay Area School Reform Collaborative Awards: Torchbearer's Award (1998)
 7. Golden Ruler Award (2001)
 8. California Business for Education Excellence Foundation Honor Roll Award (2007, 2008)
 9. San Mateo County Math and Science Innovation Fund Award (2008-2009)

Last updated: 12/20/2016

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	62
Grade 2	56
Grade 3	66
Grade 4	67
Grade 5	73
Total Enrollment	381



Last updated: 1/17/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	34.1 %
Filipino	2.4 %
Hispanic or Latino	4.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	45.9 %
Two or More Races	12.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.0 %
English Learners	1.3 %
Students with Disabilities	9.4 %
Foster Youth	0.0 %

Last updated: 1/17/2017

A. Conditions of Learning

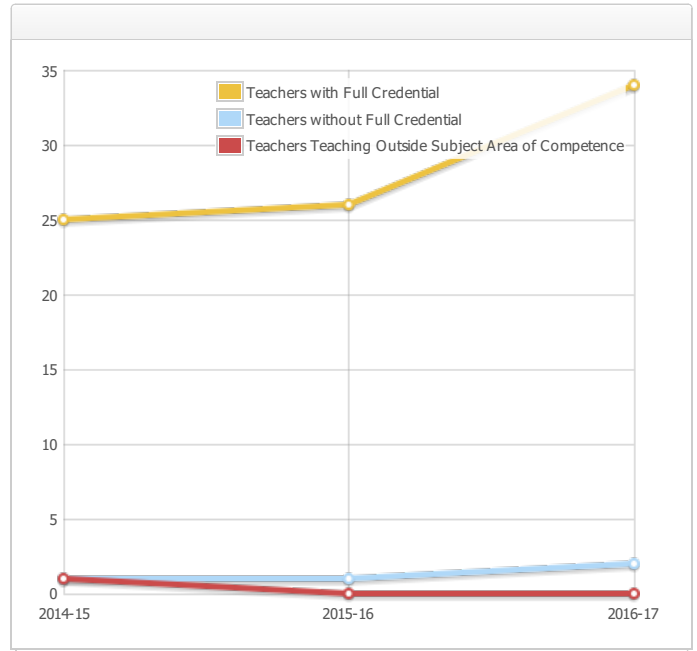
State Priority: Basic

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

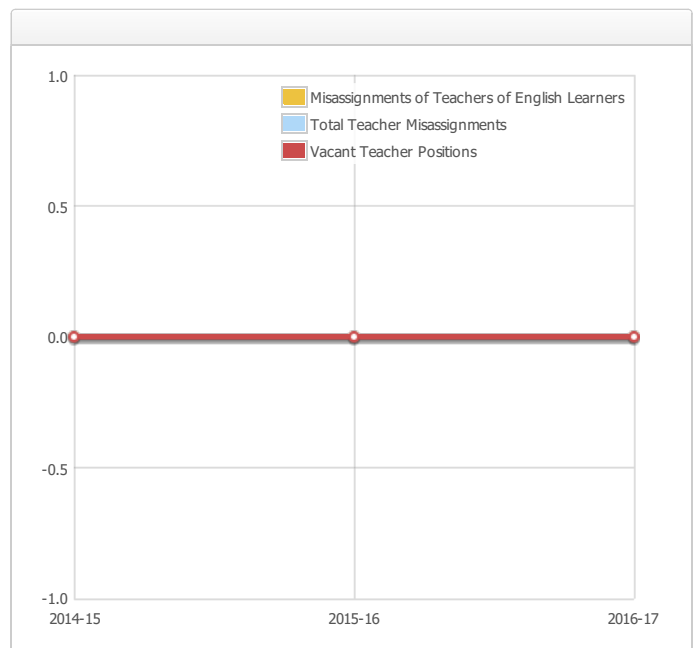
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	26	34	132
Without Full Credential	1	1	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	12



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	90.0%	10.0%
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	Benchmark Advance Benchmark Publishing Adopted 2016	Yes	0.0 %
Mathematics	Math Expressions Houghton Mifflin Harcourt Adopted 2015	Yes	0.0 %
Science	FOSS California @2007 Delta Education Adopted 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 through science, PE, and general classroom instruction using Alternative Current and district designed materials which support the 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 four classroom wing, constructed with Measure B bond funds, opened during the spring of 2009. Repaving of the playground area was completed during the summer of 2009. During the summer of 2011, some paving rehabilitation work was completed. During the summer of 2012, bond funds were used to replace an old leased portable classroom with a newer purchased portable. Additional play equipment was added to the main playground, as well as resurfacing of the entire area with Tot Turf. This was funded by the West Parent Group with help from District funds. In January 2013, the District was informed that the West Wing, composed of attached relocatable buildings, would no longer be allowed as a school building after September 30, 2015. During the summer of 2014, the West Wing was replaced with a factory built permanent structure that will last as long as any other permanently constructed building. This project was funded by remaining Measure B bond funds, Developer Fee funds, and a District reserve for capital projects.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 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: October 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%	86.0%	85.0%	85.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	93.0%	91.0%	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	66	65	98.5%	78.5%
Male	39	38	97.4%	76.3%
Female	27	27	100.0%	81.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.0%	87.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.3%	69.2%
Two or More Races	11	11	100.0%	72.7%
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	68	67	98.5%	88.1%
Male	39	39	100.0%	87.2%
Female	29	28	96.6%	89.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	88.9%
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	74	72	97.3%	91.7%
Male	39	38	97.4%	86.8%
Female	35	34	97.1%	97.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	86.7%
Two or More Races	13	13	100.0%	100.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	10	83.3%	60.0%
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	66	65	98.5%	92.3%
Male	39	38	97.4%	92.1%
Female	27	27	100.0%	92.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	26	96.3%	84.6%
Two or More Races	11	11	100.0%	90.9%
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	68	67	98.5%	94.0%
Male	39	39	100.0%	97.4%
Female	29	28	96.6%	89.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	95.2%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	91.7%
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.

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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

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	71	96.0%	87.3%
Male	39	37	94.9%	81.1%
Female	35	34	97.1%	94.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.0%	95.7%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	80.0%
Two or More Races	13	12	92.3%	100.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	9	75.0%	44.4%
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)	98.0%	93.0%	86.0%	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	74	72	97.3%	86.1%
Male	39	38	97.4%	84.2%
Female	35	34	97.1%	88.2%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	23	23	100.0%	91.3%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	31	30	96.8%	80.0%
Two or More Races	13	13	100.0%	92.3%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	12	10	83.3%	50.0%
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	12.2%	31.1%	47.3%

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 West School in the classrooms, in the library, helping with hot lunch, serving on committees, and assisting with special projects. Parent volunteers shelve, check-out and check-in library books, and help with activities such as stay and play afternoons and organize and run the Book Fair. 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 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 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, and 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 Schools 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 that of the Hillsborough Schools Foundation.

State Priority: Pupil Engagement

Last updated: 1/17/2017

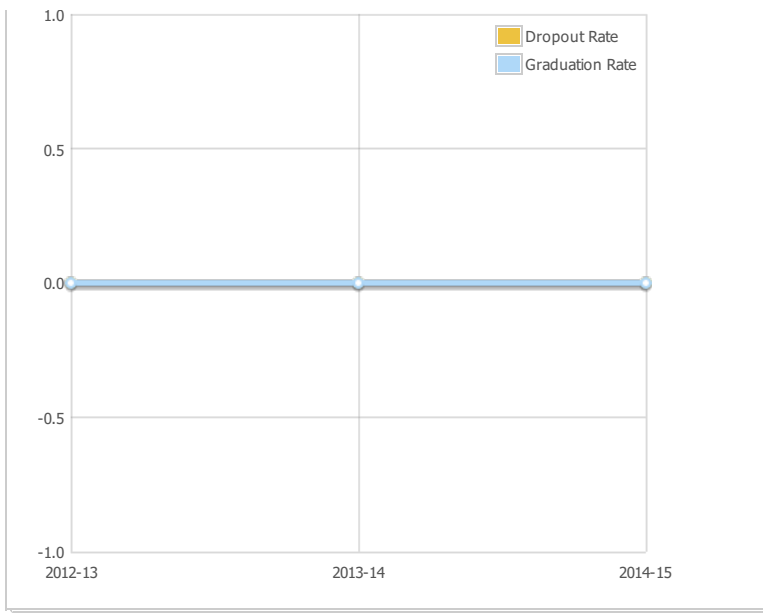
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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



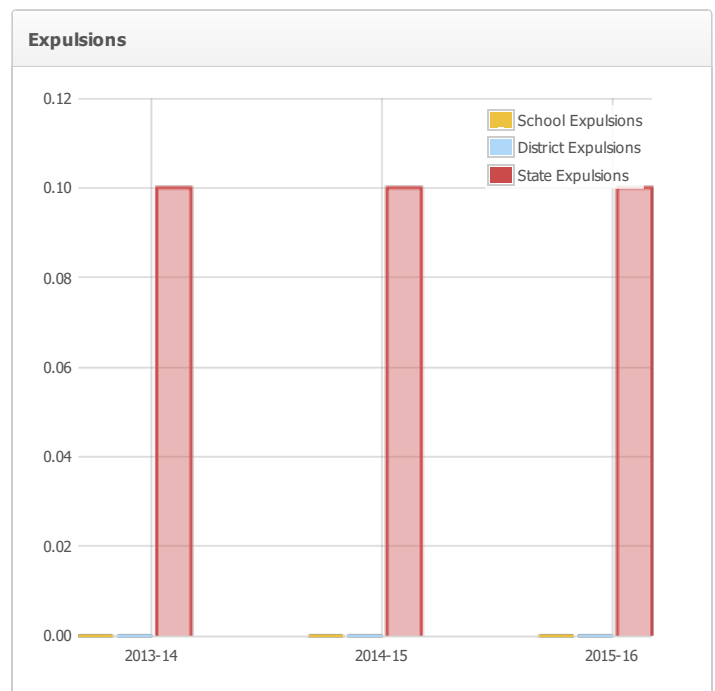
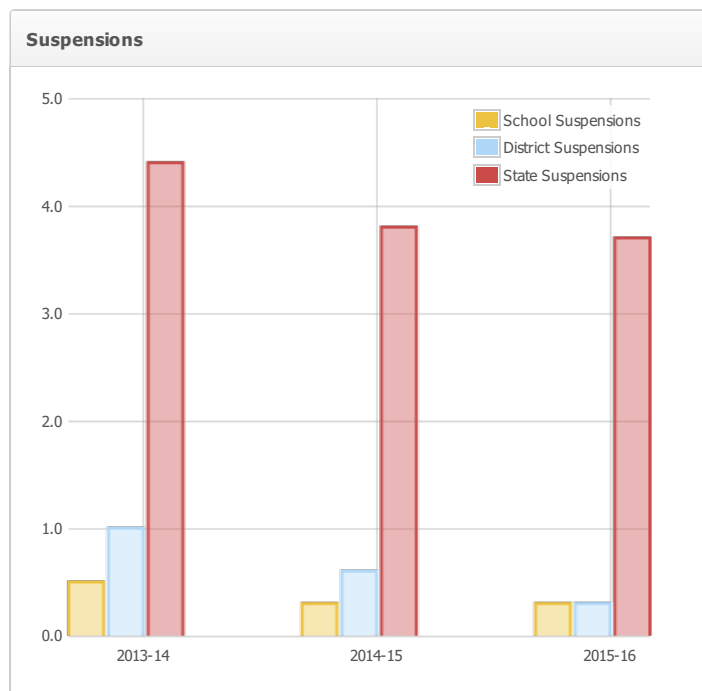
State Priority: School Climate

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	0.5	0.3	0.3	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	18.0	3	0	0	19.0	3	0	0	19.0	3	0	0
1	20.0	3	0	0	17.0	3	0	0	20.0	1	2	0
2	19.0	3	0	0	22.0	0	3	0	18.0	3	0	0
3	18.0	1	3	0	23.0	0	3	0	21.0	0	3	0
4	23.0	0	3	0	24.0	0	3	0	22.0	0	3	0
5	16.0	3	1	0	25.0	0	3	0	24.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	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)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.7	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	\$15504.3	\$4942.6	\$10561.8	\$98078.3
District	N/A	N/A	\$11058.6	\$96663.5
Percent Difference – School Site and District	N/A	N/A	-4.5%	1.5%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	86.0%	37.0%

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

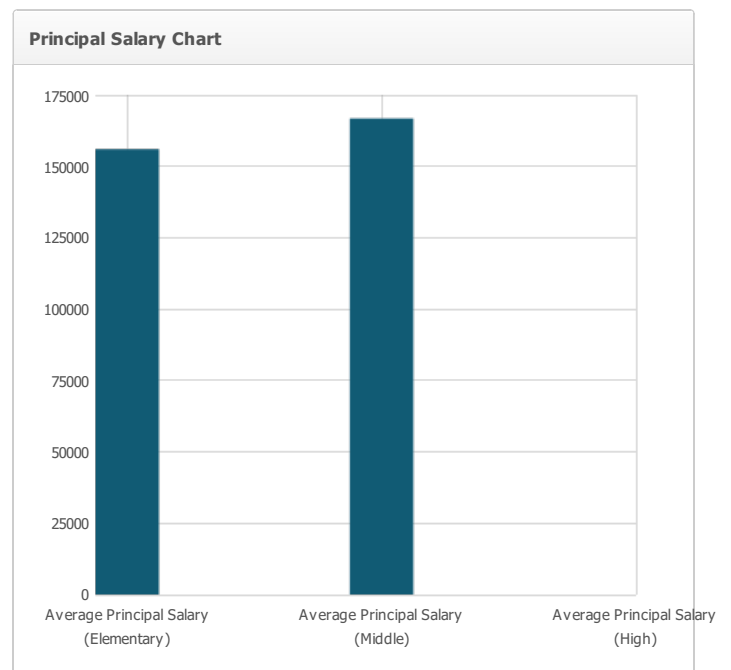
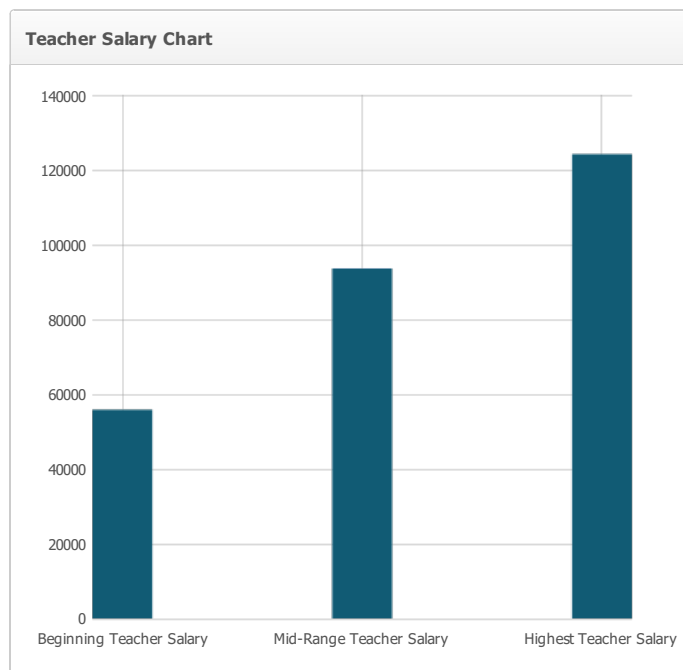
The district expenditures from the general fund provide high quality educational programs for all students, including special populations such as Special Education and English Learners. All basic educational needs such as instructional materials, personnel, staff development, technology, facilities, 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: 1/17/2017

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

Professional Development

Staff development and curriculum planning are supported by the administration and encouraged by funding from the district, the Foundation, the Parent Group, and other programs such as the School Improvement Program. 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, such as the integration of technology into the Common Core Standards, 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. Web-advisors, Data 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 West School, the staff has begun to look closely at the teaching of writing. Site-based staff development time, as well as staff meeting time, has been dedicated to furthering teachers' knowledge around best practices in the teaching of writing including examining the writing process, developing and teaching minilessons, methods of conferring with small groups and individual students, and ways of scaffolding support for writing to provide feedback and develop student independence and agency. The overarching goal of our focus on writing is to help students become strong and confident writers who can write for a variety of purposes, including enjoyment, and to help students to have an experience in writing that builds from year to year. Staff has benefitted from the support of outside presenter experts in the area of Writing Workshop, including receiving site-based coaching support throughout the school year.

Last updated: 12/16/2016