

Crocker Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Crocker Middle School
Street	2600 Ralston Ave
City, State, Zip	Hillsborough, CA 94010-6544
Phone Number	650-342-6331
Principal	Maria Brady
Email Address	mbrady@hcsdk8.org
Website	hcsdk8.org/crocker
County-District-School (CDS) Code	41 68908 6043707

District Contact Information (School Year 2020-2021)

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

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

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 2021, the student enrollment was 441 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. In the 2019/2020 School year Crocker's Developing Responsible Empathetic Adolescent Mentors, DREAM, Program was awarded the San Mateo County School Board Association J. Russell Kent Awards for outstanding and innovative school programs.

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

Grade Level	Number of Students
Grade 6	141
Grade 7	146
Grade 8	143
Total Enrollment	430

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

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	27.7
Filipino	1.4
Hispanic or Latino	4
Native Hawaiian or Pacific Islander	0.2
White	58.4
Two or More Races	7.9
Socioeconomically Disadvantaged	0.9
English Learners	1.2
Students with Disabilities	11.9
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	36	36	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	12	7	8	8

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: December 2020

Units of Study in 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
Reading/Language Arts	6th-8th: Amplify ELA California Amplify Education Adopted 2016	Yes	0.0
Mathematics	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
Science	STEMscopes CA NGSS 3D - Adopted 2019	Yes	0.0
History-Social Science	National Geographic World History - Adopted 2019	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	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
Health	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
Visual and Performing Arts	District developed materials to adress and support standards.	No	0.0

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

School Facility Conditions and Planned Improvements

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

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

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

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

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

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

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

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 Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	81	N/A	85	N/A	50	N/A
Mathematics (grades 3-8 and 11)	82	N/A	85	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	61	N/A	67	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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.hcsdk8.org> 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	1.1	0.8	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.5	0.2	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	19	16	4		20	11	6		16	18	1	
Mathematics	19	13	5		17	13	6		18	13	3	
Science	25	1	13		24	1	12		24	4	8	
Social Science	22	11	6		20	14	3		18	16		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	430

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Speech/Language/Hearing Specialist	1

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,228.56	\$7,589.30	15,639.26	\$104,198.44
District	N/A	N/A	\$14,361.65	\$109,977
Percent Difference - School Site and District	N/A	N/A	8.5	-5.4
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	67.5	25.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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

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

Professional Development (Most Recent Three Years)

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

District Overview:

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

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

District Specific:

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

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

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

Crocker Specific:

As a learning community, we are committed to creating an inclusive culture for an engaging academic curriculum and an inclusive social emotional learning environment. In response to distance learning our educators have participated in professional learning opportunities on effective use of learning management systems, our school wide learning management system is Google Classroom. Our science team participated in targeted professional development to support the implementation of STEMSCOPES in the 19/20 school year. Members of our Crocker staff and parent community have committed to our districts Diversity, Equity and Inclusion ,DEI, Committee. Participation in DEI aligns with our School Site Council goals to provide an inclusive learning environment for all students. In 19/20 our staff participated in an introductory training of Multi-Tiered System of Support provided by the San Mateo County Office of Education. The Crocker community is committed to the belief that all students should be educated in the most inclusive environment regardless of eligibility in special education or other support services. To this end we will continue to provide opportunities for all staff to learn, implement and build on the structural components of Multi-Tiered System of Support a research based, system-wide practice based on data-based decision making used to meet the academic, social emotional and behavior needs of all students.