

West Hillsborough School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

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.

2022-23 School Contact Information

School Name	West Hillsborough School
Street	376 Barbara Way
City, State, Zip	Hillsborough, CA. 94010
Phone Number	650-344-9870
Principal	Ms. Heather Mata
Email Address	hmata@hcsdk8.org
School Website	https://www.hcsdk8.org/West
County-District-School (CDS) Code	41 68908 6043699

2022-23 District Contact Information

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

2022-23 School Overview

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, problem solvers, effective communicators, 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. Our enrollment is 334 students, TK through 5th grade. The West Preschool and numerous other Hillsborough Recreation Programs are located on campus.

Awards and Initiatives:

California Distinguished Schools (2023)

Partners in Literacy (1999)

Community Connections with Hillsborough Police Department (2001)

Walk the Talk Character Education (2002)

Peer Coaching (2008)

Operation Risk (2011)

Bay Area School Reform Collaborative Awards: Torchbearer's Award (1998)

Golden Ruler Award (2001)

California Business for Education Excellence Foundation Honor Roll Award (2007, 2008)

San Mateo County Math and Science Innovation Fund Award (2008-2009)

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	43
Grade 2	43
Grade 3	65
Grade 4	63
Grade 5	64
Total Enrollment	313

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	56.2
American Indian or Alaska Native	0.0
Asian	45.7
Black or African American	1.0
Filipino	3.2
Hispanic or Latino	4.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	16.3
White	29.4
English Learners	0.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	2.6
Students with Disabilities	9.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.80	98.10	85.90	85.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.90	11.00	11.03	12115.80	4.41
Unknown	0.00	0.00	2.50	2.53	18854.30	6.86
Total Teaching Positions	26.30	100.00	100.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Units of Study in Reading (Heinemann) and Units of Study in Writing (Heinemann) from Teachers College Reading and Writing Project in K-5 and Open Court Foundational Skills Kits for K-2 foundational literacy skills are used as supplemental curriculum for Reading/Language Arts. Quaver is used in K-5 vocal music. California Studies Weekly was purchased for all K-5 teachers to support history-social studies instruction for the 2022-2023 school year while a team engages in the instructional materials adoption process. Mystery Science is used as a supplemental science curriculum over the 2022-2023 and 2023-3034 school years during implementation of HCSD's recently adopted NGSS-aligned science curriculum. Educators also use various online district-provided resources to supplement instruction, as appropriate to content area and age. Such resources include, but are not limited to: Newsela, Freckle, FactCite, Renzulli Learning, Nearpod, Lexia Core 5, Raz-Kids, and more.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Publishing - Benchmark Advance - Adopted 2016	Yes	0.0
Mathematics	Math Expressions Houghton Mifflin Harcourt - Adopted 2015	Yes	0.0
Science	Twig Science - Imagine Learning - Adopted 2022	Yes	0.0
History-Social Science	History/Social Science for California Pearson/Scott Foresman - Adopted 2006	Yes	0.0
Foreign Language		Yes	0.0
Health	The health standards are addressed through PE and general classroom instruction using district designed materials which support the standards. HCSD also uses Puberty Talk 2021 Edition from Heath Connected to support puberty education in 5th grade.	Yes	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.	Yes	0.0
Science Laboratory Equipment (grades 9-12)			

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 October 2022. 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.

During the summer of 2017, the main entrance to the playground was reconfigured and landscaped. This included a new secure steel gate and brick pavers. This was funded by the West Parent Group with help from District funds. Also in 2017, Prop 39 funding provided new occupancy sensors in all classrooms along with new LED exit signs.

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.

In the 2021/2022 school year, the District applied for grant funding with the CalShape Ventilation program, AB 841. The CalShape Ventilation program provides funding for HVAC assessment, general maintenance and adjustment, filter upgrade replacement, carbon monoxide monitor installation including certain repairs, replacements and other improvements to HVAC systems. The District has completed all that is required for all campuses to be reimbursed.

In June 2022, voters passed the Measure H bond. Proceeds from the bond will be used to modernize, renovate, and improve HCSD's school buildings. It is anticipated that projects may begin as early as Summer 2023.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	89	N/A	83	N/A	47
Mathematics (grades 3-8 and 11)	N/A	91	N/A	84	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	194	100.00	0.00	88.66
Female	82	82	100.00	0.00	90.24
Male	112	112	100.00	0.00	87.50
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	92	92	100.00	0.00	92.39
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	30	30	100.00	0.00	86.67
White	58	58	100.00	0.00	82.76
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	35.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	194	100.00	0.00	90.72
Female	82	82	100.00	0.00	87.80
Male	112	112	100.00	0.00	92.86
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	92	92	100.00	0.00	96.74
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	30	30	100.00	0.00	90.00
White	58	58	100.00	0.00	84.48
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	40.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	56.25	76.56	67.56	72.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	64	100	0	76.56
Female	27	27	100	0	77.78
Male	37	37	100	0	75.68
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100	0	88.46
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100	0	62.5
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Opportunities for parental involvement in the district and at the school site are abundant. 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 2022-2023 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 serve as classroom volunteers. Chaperones and docents help organize and run many school events such as the STEAM EXPO, Service Learning Programs, and Book Fair. In addition, parents and 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. These events include Giving Day, the Hillsborough Classic, Spring Online Auction, Dinner Dance & Live Auction, and the HSF Fun Run. 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 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. Just under 20 years later, in June 2022, community members approved the Measure H bond to support further modernization and renovation of its school facilities. Voters approved the \$140 million bond measure by 61.44%. All members of the school community worked hard to inform the voters about the need for the measure. This much needed bond will help keep our schools in top-notch shape, able to respond to the changing needs of our learners and our community.

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

2022-23 Opportunities for Parental Involvement

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. The Hillsborough School's Foundation can be found at www.hsf.org.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	318	19	6.0
Female	143	141	13	9.2
Male	179	177	6	3.4
American Indian or Alaska Native	0	0	0	0.0
Asian	149	147	6	4.1
Black or African American	3	3	0	0.0
Filipino	10	10	1	10.0
Hispanic or Latino	15	15	2	13.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	53	51	2	3.9
White	92	92	8	8.7
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	8	8	1	12.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	6	16.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.15	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.08	0.23	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 1/20/2022 and approved on 2/16/2022. The safety plan was reviewed with staff on 8/17/2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		8	
1	18	12		
2	18	15		
3	19	15		
4	23		18	
5	23		18	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	6	3	
1	19	6	3	
2	23	4	6	
3	21	5	3	
4	23	5	3	3
5	26	3	4	3
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	10		
1	22		10	
2	22		10	
3	22		15	
4	21	5	10	
5	21	5	10	
6				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	313

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Speech/Language/Hearing Specialist	2.6
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24,202.35	\$8,945.59	\$15,256.77	\$119,451.48
District	N/A	N/A	\$17,263.36	\$119,023
Percent Difference - School Site and District	N/A	N/A	-12.3	0.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	79.3	34.1

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,228	\$51,591
Mid-Range Teacher Salary	\$112,648	\$79,620
Highest Teacher Salary	\$147,420	\$104,866
Average Principal Salary (Elementary)	\$177,466	\$131,473
Average Principal Salary (Middle)	\$205,853	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$258,336	\$205,661
Percent of Budget for Teacher Salaries	41%	33%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

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 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 consultants are contracted to support professional learning in HCSD. 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 and CPI training, is held as needed. Specialists are provided training relevant to their assignments and training occurs any time new standards or materials are adopted. Instructional minutes are added throughout the week to allow for early release Thursdays. Thursday afternoons are 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. During the 2021-2022 and 2022-2023 school years, Instructional Coaches are being utilized to support individual teacher curriculum and instruction support and to provide a resource for district initiative and curriculum implementation.

District Specific:

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.

During the 2021-2022 school year, the HCSD provided professional development on supporting gifted students, a Multi-Tiered System of Support, Universal Design for Learning, mental health, and understanding gender identity. Additional professional development focused on particular curricular areas, teaching practices, and diversity, equity, and inclusion-related learning will be provided based on identified needs. Professional development around COVID-19 safety procedures is also provided as needed.

During the 2022-2023 school year, the HCSD continued on the trajectory set in the previous year by providing professional development on Universal Design for Learning as a main focus area. Support for gifted students, understanding the connections to HCSD's Multi-tiered System of Support, supporting student and educator mental health, and focusing on inclusive classrooms and schools is going work addressed through means described above.

West School Specific:

At West School, 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, and library science. Professional development in foundational skills and Multi-Tiered Systems of Support will occur throughout the year. Thursday afternoons are relegated to 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 TK-5 writing practices. In the 2022-2023 school year, West teachers have had access to expert coaches and District Interventionists to fine-tune instruction and provide differentiated learning opportunities for students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5