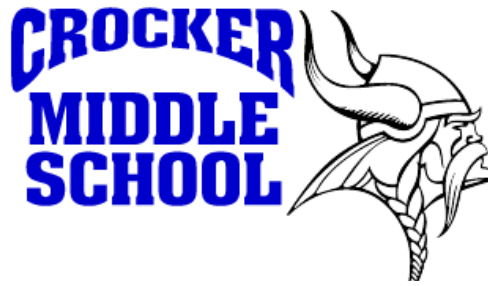


Crocker Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Crocker Middle School
Street	2600 Ralston Ave
City, State, Zip	Hillsborough, CA 94010-6544
Phone Number	650-342-6331
Principal	Keith Rocha
Email Address	krocha@hcsdk8.org
School Website	https://www.hcsdk8.org/Crocker
Grade Span	6-8
County-District-School (CDS) Code	41 68908 6043707

2024-25 District Contact Information

District Name	Hillsborough City School District
Phone Number	(650) 342-5193
Superintendent	Ana de Arce
Email Address	adearce@hcsdk8.org
District Website	www.hcsdk8.org

2024-25 School Description and Mission Statement

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 December 2024, the student enrollment was 447 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 STEM. Since we believe that we are helping each child to build the

2024-25 School Description and Mission Statement

foundation for the rest of his/her life, we offer more than strong academic training. Our curriculum includes skills, techniques, strategies and motivation for lifelong learning, decision making, leadership, social emotional strategies, and support 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 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. Crocker was recognized at a top middle school in 2024 on the US News and World Report.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	152
Grade 7	145
Grade 8	157
Total Enrollment	454

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.2
Male	58.8
Asian	35
Black or African American	0.4
Filipino	2.2
Hispanic or Latino	3.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.9
White	47.1
English Learners	1.1
Homeless	0.4
Socioeconomically Disadvantaged	4
Students with Disabilities	13.9

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)	23.20	66.58	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)	1.00	2.87	1.00	0.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.00	28.94	11.00	11.03	12115.80	4.41
Unknown/Incomplete/NA	0.50	1.58	2.50	2.53	18854.30	6.86
Total Teaching Positions	34.80	100.00	100.50	100.00	274759.10	100.00

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)	29.00	80.86	82.50	86.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	1.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.20	17.27	7.50	7.92	11953.10	4.28
Unknown/Incomplete/NA	0.60	1.84	4.30	4.51	15831.90	5.67
Total Teaching Positions	35.90	100.00	95.40	100.00	279044.80	100.00

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.

2022-23 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)	28.00	82.41	85.30	89.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	1.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.50	16.26	7.50	7.90	11746.90	4.23
Unknown/Incomplete/NA	0.40	1.26	1.40	1.50	14303.80	5.15
Total Teaching Positions	34.00	100.00	95.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	10.00	6.20	5.5
Total Out-of-Field Teachers	10.00	6.20	5.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	0	0
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Units of Study in Writing (Heinemann), provided by the Teachers College Reading and Writing Project, serves as a supplement to Reading/Language Arts instruction. The Desmos curriculum for mathematics was purchased in 2021 as an additional resource. Online materials from various sources are utilized as needed to enhance the curriculum. Educators access various online, district-provided resources to enrich instruction as appropriate for the content area and grade level, including, but not limited to: Newsela, NoRedInk, EdPuzzle, Quizizz, FactCite, Lexia PowerUp, Lexia English, and more.

Year and month in which the data were collected

December 2024

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
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 Pearson Adopted - 2011	Yes	0.0

Health	Character Strong - Middle School Curriculum - 2023 Drug Free World - Truth About Drugs Teen Talk Middle School - Health Connected - 2023	No	0.0
Visual and Performing Arts	District developed materials to address 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 January 2025. 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.

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

In June 2022, voters passed the Measure H General Obligation Bond. As part of the bond measure, the following projects were completed at Crocker Middle School: technology upgrades including the installation of new SmartBoards, new science classroom furniture, and the installation of an electronic announcement board. Security cameras will be installed in January 2025. Construction of a new multi-purpose room, a new administrative building, and a new school entrance with a new drop off/pick up zone at the front of the school is scheduled to begin in June 2025. The entire campus will have new heating, ventilation, and air conditioning (HVAC) units and a new fire alarm system installed during summer 2025. The Crocker Makerspace and Culinary classrooms will move to new and improved classroom locations for the start of the 2025-26 school year.

Year and month of the most recent FIT report

January 2025

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	81	81	83	85	46	47
Mathematics (grades 3-8 and 11)	83	78	86	84	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	451	429	95.12	4.88	80.89
Female	187	170	90.91	9.09	86.47
Male	264	259	98.11	1.89	77.22
American Indian or Alaska Native	0	0	0	0	0
Asian	157	150	95.54	4.46	89.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	78.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	80.39

White	215	201	93.49	6.51	74.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	35.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	451	430	95.34	4.66	78.14
Female	187	170	90.91	9.09	72.94
Male	264	260	98.48	1.52	81.54
American Indian or Alaska Native	0	0	0	0	0
Asian	157	151	96.18	3.82	86.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	78.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	80.39
White	215	201	93.49	6.51	71.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	20	19	95.00	5.00	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	33.33

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	80.77	73.05	80.68	76.00	30.29	30.73

2023-24 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	156	141	90.38	9.62	73.05
Female	70	58	82.86	17.14	68.97
Male	86	83	96.51	3.49	75.90
American Indian or Alaska Native	0	0	0	0	0
Asian	53	48	90.57	9.43	70.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	75.00
White	84	75	89.29	10.71	72.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	45.45

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.

2023-24 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. The administration of the PFT requires only participation results 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 7	97.92	93.75	95.83	96.53	96.53

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.

2024-25 Opportunities for Parental Involvement

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. 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 have been partners in the design of the new spaces on the Crocker Middle School campus.

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 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

2024-25 Opportunities for Parental Involvement

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	453	18	4.0
Female	188	187	6	3.2
Male	267	266	12	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	159	158	4	2.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	14	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	53	4	7.5
White	215	215	9	4.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	22	22	3	13.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	67	6	9.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.67	2.03	1.1	0.23	1.06	0.47	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	1.06	0.00
Male	1.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.63	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	1.86	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.94	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

HCSD has a District Safety Committee that meets a minimum of 5 times a year for planning and training. The committee is comprised of six teachers and two district administrators. The committee is responsible for keeping the Incident Command System organizational chart current, attending disaster preparedness training, and being 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 Board approved on 2/13/2024. The safety plan was reviewed with staff on 8/26/2024 and last updated on 10/10/2024.

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.

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
6	15	63	16	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
6	12	70	20	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
6	15	50	28	

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	14	1	
Mathematics	18	15	1	
Science	19	15		
Social Science	22	7	6	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	4	10	
Mathematics	18	15	1	
Science	20	10	5	
Social Science	21	8	6	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	3	10	
Mathematics	21	7	7	
Science	21	8	6	
Social Science	25	2	10	

2023-24 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	349.23

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$31,877	\$10,323	\$21,554	\$140,949
District	N/A	N/A	\$19,923	\$132,241
Percent Difference - School Site and District	N/A	N/A	7.9	6.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	66.7	39.8

Fiscal Year 2023-24 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, students identified as Gifted, students experiencing homelessness, Foster Youth, and students receiving Title I support. All basic educational needs like instructional materials, personnel, staff development, technology, and facilities and maintenance are adequately funded. Federal and state

Fiscal Year 2023-24 Types of Services Funded

funds are used appropriately and as required. With additional funds supplied through the generosity of our parents and the larger community, we can provide lower class sizes, curriculum specialists, instructional coaches, additional counseling, mental health and intervention services, and other program enhancements. Resources are allocated based on the assessed learning needs of students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$73,201	\$57,839
Mid-Range Teacher Salary	\$122,658	\$90,040
Highest Teacher Salary	\$159,530	\$118,647
Average Principal Salary (Elementary)	\$202,971	\$144,639
Average Principal Salary (Middle)	\$231,988	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$281,289	\$229,986
Percent of Budget for Teacher Salaries	39%	31%
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. One additional professional development day is reserved for teachers to work in their classrooms and a second professional development day occurs on the first day that staff returns each year. This day is designated for staff and district meetings, association meetings, and professional development. 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 or receive other continuing certifications. 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. Beginning in the 2021-2022 school year, Instructional Coaches have been utilized to support individual teacher curriculum and instruction support and to provide a resource for district initiative and curriculum implementation.

District Specific:

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 ongoing work addressed through means described above.

During the 2023-2024 school year, the HCSD continued to provide professional development linked to Universal Design for Learning (UDL), recent curriculum adoptions, and instructional practices. Professional development identified by specific

Professional Development

departments to support educator growth and student learning will continue to be provided throughout the year. During the 2024-2025 school year, the HCSD provided professional development linked to inclusive instructional practices related to UDL, curriculum standards alignment, and using recently adopted instructional materials. Professional development identified by specific departments to support educator growth and student learning is provided throughout the year.

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.

During the 2022-2023 school year, teachers were provided PD in responsive classroom strategies to support an in-classroom learning environment that is supportive, caring, and collaborative. Our science team participated in targeted professional development to support and provide additional hands-on activities for student learning as well as partnering with neighboring school districts to observe and articulate best practices using NGSS. Members of our Crocker staff and parent community have committed to our district's 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.

During the 2022-2023 we partnered with outside agencies to support our work around Universal Design for Learning and Coteaching, leveraging the learning from MTSS.

During the 2023-2024 and 2024-2025 school years Crocker Middle School continued our work learning more about essential standards, learning targets, coteaching, and virtual reality with the support of the instructional coach.

The Crocker community is committed to the belief that all students should be educated in the most inclusive environment regardless of eligibility for 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 Universal Design for Learning, Multi-Tiered Systems of Support, Professional Learning Communities, Character Strong, and enhanced learning experiences using virtual reality.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5