

Crocker Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Maria Brady
Email Address	mbrady@hcsdk8.org
School Website	https://www.hcsdk8.org/Crocker
County-District-School (CDS) Code	41 68908 6043707

2021-22 District Contact Information

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

2021-22 School Overview

William H. Crocker Middle School is located in the suburban community of Hillsborough on the San Francisco Peninsula. The residents are primarily professional and business executives. One half of Crocker's students come from families in which both parents work outside of the home. The value of education is evidenced by strong parental involvement and participation in the school community. As of January 2021, the student enrollment was 441 students.

Students take three years of English, mathematics, science, social studies, world language, and physical education. In addition, we offer electives in the arts, music, leadership, and technology. Since we believe that we are helping each child to build the foundation for the rest of his/her life, we offer more than strong academic training. Our curriculum includes skills, techniques, and motivation for lifelong learning, excellence, decision making, leadership, and commitment to others. We believe in educating the whole child. Every aspect of our program is designed to build a close, caring community in which every child and every adult is recognized and respected.

We embrace the Essential Outcomes by valuing creativity, curiosity, initiative multidisciplinary thinking, innovation and empathy.

Crocker was named as a California Distinguished School in 1982, 1988, 1992, 1994, 1999, 2003 and 2007. In 1983, 1989, 1995, and 2004, it was selected as an exemplary school by the National Secondary School Recognition Program. It is one of three middle schools in the nation to have been awarded the National Blue Ribbon four times. In 1993, Crocker was recognized by the Royal Swedish Academy of Engineering Sciences for its managerial practices which fostered excellence. Most recently, Crocker Middle School was recognized by the California Business for Education Excellence in 2014. In 2015 Crocker received the Gold Ribbon Award for their efforts around professional learning teams and collaboration. In the 2019/2020 School year Crocker's Developing Responsible Empathetic Adolescent Mentors, DREAM, Program was awarded the San Mateo County School Board Association J. Russell Kent Awards for outstanding and innovative school programs.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Units of Study in Writing (Heinemann) from the Teachers College Reading and Writing Project is used as a supplement to Reading/Language Arts instruction. Desmos curriculum for mathematics was purchased in 2021 as a supplemental resource. Online resources from a variety of sources are used as supplemental curriculum, as needed.

Year and month in which the data were collected	December 2021
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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	Yes	0.0

	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		
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 @2011 Pearson Adopted	Yes	0.0
Health	The health standards are addressed through science, PE, and general classroom instruction using Alternative Current and district design materials which support the standards.	No	0.0
Visual and Performing Arts	District developed materials to adress and support standards.	No	0.0

School Facility Conditions and Planned Improvements

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

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

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

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

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

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

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

Year and month of the most recent FIT report

January 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			
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			

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

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

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

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.

2021-22 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, such as the general campaign, tennis luncheon, dinner dance, and e-Scrip program. The Hillsborough Schools Foundation provides funds annually to the district in order to enhance the already excellent educational programs. These contributions allow us to enrich our student's educational lives, and to be able to continually look for ways to be even better.

Parents and community members have also continuously supported the schools through their votes: In June of 1988 and again in 1992, the community passed parcel tax measures in order to maintain school quality. In November of 2002, the community of Hillsborough passed Measure B, a \$66.8 million dollar school bond measure for the purpose of modernizing, renovating, and adding facilities as needed at our four school sites. Measure B was a Proposition 39 bond requiring a 55% majority to pass. All members of the school community worked hard to inform the voters about the need for the measure. In response, the community show edits strong support for our schools by passing the Measure with a 66.45% majority vote.

2021-22 Opportunities for Parental Involvement

Parents are kept well informed about the school through the school newsletters, calendars, web pages, parent group meetings, parent education events, as well as parent conferences. Any parent wishing to contribute time, expertise, or money to the schools has ample opportunity to do so and should start by contacting the school site parent group president or a member of the Hillsborough School's Foundation. Information is also available on the district website: <http://www.hcsdk8.org> which has links to all school websites, as well as the foundation.

2020-21 Chronic Absenteeism by Student Group

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

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 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 1/28/2020 and approved 2/12/2020. The safety plan was reviewed with staff on 8/16/2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary 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 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				
Mathematics				
Science				
Social Science				

2020-21 Secondary 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 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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$26,701.70	\$8,982.43	\$17,719.28	\$116,062.17
District	N/A	N/A	\$16,609.63	\$115,747.03
Percent Difference - School Site and District	N/A	N/A	6.5	0.3
Percent Difference - School Site and State	N/A	N/A	67.5	25.6

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Crocker Specific:

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5