

South Hillsborough

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

| School Contact Information | |
|-----------------------------------|---|
| School Name | South Hillsborough |
| Street | 303 El Cerrito Ave. |
| City, State, Zip | Hillsborough, CA, 94010-6817 |
| Phone Number | 650-344-0303 |
| Principal | Ms. Lina Butte |
| E-mail Address | lbutte@hcsd.k12.ca.us |
| Web Site | https://www.hcsd.k12.ca.us/page.cfm?p=552 |
| CDS Code | 41 68908 6043681 |

| District Contact Information | |
|-------------------------------------|------------------------------|
| District Name | Hillsborough City Elementary |
| Phone Number | (650) 342-5193 |
| Superintendent | Louann Carlomagno |
| E-mail Address | lcarlomagno@hcsd.k12.ca.us |
| Web Site | www.hcsd.k12.ca.us |

School Description and Mission Statement (School Year 2018-19)

2001 J. Russell Kent Award for Innovative Programs: Security for the Whole Child, State Assembly Certificate of Recognition

2005 Academic Performance Index Award

2008 California Distinguished School, California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven

Student Success, Certificate of Special Congressional recognition for service to the Community, J. Russell Kent Award for Innovative Programs Award for Innovative Programs: 5th Grade Friends

2011 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success

2012 California Distinguished School, California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success

2013 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success

2014 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success

2015 California Business for Education and Excellence Honor Roll for Outstanding Academic Achievement and Proven Student Success

2016 California Gold Ribbon Award

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 36 |
| Grade 1 | 34 |
| Grade 2 | 35 |
| Grade 3 | 35 |
| Grade 4 | 45 |
| Grade 5 | 22 |
| Total Enrollment | 207 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.0 |
| Asian | 23.2 |
| Filipino | 1.0 |
| Hispanic or Latino | 4.3 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 59.4 |
| Socioeconomically Disadvantaged | 1.9 |
| English Learners | 0.5 |
| Students with Disabilities | 10.1 |
| Foster Youth | 0.0 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 24 | 18 | 17 | 97 |
| Without Full Credential | 1 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 12 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Units of Study in Reading (Heinemann) and Units of Study in Writing (Heinemann) from Teachers College Reading and Writing Project are used as supplemental curriculum for Reading/Language Arts. First Steps in Music is also used as a supplemental curriculum for Visual and Performing Arts.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------------|---|
| Reading/Language Arts | Benchmark Advance Benchmark Publishing Adopted 2016 | Yes | 0.0 |
| Mathematics | Math Expression Houghton Mifflin Harcourt Adopted 2015 | Yes | 0.0 |
| Science | FOSS California @2007 Delta Education Aopted 2007 | Yes | 0.0 |
| History-Social Science | History/Social Science for California Pearson/Scott Foresman Adopted 2006 | Yes | 0.0 |
| Foreign Language | District designed program grades 4-5 for Spanish | Yes | 0.0 |
| Health | The health standards are addressed thorough science, PE, and general classroom instruction using Alternative Current and district designed materials to address and support standards. | 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 building on the South campus opened at the start of the 2009-10 school year. Funded by Measure B bond funds, the building includes a multi-purpose room with stage, a warming kitchen, restrooms and storage areas. New playground equipment and play surfaces were installed and funded by the South Parent Group during the summers of 2009 and 2010. Also occurring during the summer of 2010 was the resurfacing of the tennis courts by Hillsborough Recreation.

The summer of 2015, the main entrance to the playground was reconfigured and landscaped. This included a new secure steel gate and brick pavers. Funding was provided by the South Parent Group. The summer of 2016, South School I-Lab, our oldest school building in the district received new roofing shingles. During the summer of 2017, a new high efficient boiler system was installed along with new LED parking lot lighting. The portables also received new LED lighting, occupancy sensors and HVAC units. Funding was provided by Prop 39.

School Facility Good Repair Status (Most Recent Year)

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

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018 | | |
|---|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: November 2018 | |
|---|-----------|
| Overall Rating | Exemplary |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 82.0 | 87.0 | 81.0 | 84.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 83.0 | 82.0 | 81.0 | 84.0 | 37.0 | 38.0 |

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 103 | 101 | 98.06 | 87.13 |
| Male | 56 | 55 | 98.21 | 83.64 |
| Female | 47 | 46 | 97.87 | 91.30 |
| Black or African American | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 100.00 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 63 | 61 | 96.83 | 81.97 |
| Two or More Races | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 18 | 16 | 88.89 | 62.50 |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 103 | 102 | 99.03 | 82.35 |
| Male | 56 | 56 | 100 | 80.36 |
| Female | 47 | 46 | 97.87 | 84.78 |
| Black or African American | -- | -- | -- | -- |
| Asian | 26 | 26 | 100 | 96.15 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 63 | 62 | 98.41 | 77.42 |
| Two or More Races | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 18 | 17 | 94.44 | 47.06 |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 13.0 | 52.2 | 30.4 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Opportunities for parental involvement in the district and at the school site are abundant, and our parents have always given generously of their time, attention, and money. Their efforts mean far more than the material benefits they bring; they make our students and teachers feel valued and important. Such feelings contribute directly to our educational excellence. In the 2017-2018 school year, parents and other community volunteers contributed thousands of hours directly to South School in the classrooms, in the library, helping with hot lunch, serving on committees, and assisting with special service and instructional projects and programs.

Parent volunteers shelve, check-out and check-in library books, serve as classroom volunteers, chaperones and docents and help with many school events such as the STEAM Expo, Reading Tigers, Fathers and Friends Day, Multicultural Day and our community service and service learning projects. Through organizations such as the South Parent Group, the School Site Council, and Parent Ed events, parents learn about activities and instructional programs at the school and set goals to raise student achievement and continually improve the education we provide to our students and their families.

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 fine-tune and improve on what we already do so well.

Parents are kept well informed about the school through the school e-newsletters, calendars, web pages, parent group meetings, parent education events, as well as parent-teacher conferences. Any parent wishing to contribute time, expertise, or money to the schools has ample opportunity, and should start by contacting the school site parent group president or a member of the Hillsborough School's Foundation. Information is also available on the district website: <http://www.hcsd.k12.ca.us> which has links to all school websites as well as the foundation.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.4 | 0.0 | 0.0 | 0.3 | 0.5 | 0.8 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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.

HCS D 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 13 | 4 | | | 14 | 4 | | | 17 | 4 | | |
| 1 | 16 | 2 | | | 17 | 2 | | | | | | |
| 2 | 22 | | 2 | | 17 | 2 | | | 23 | | 1 | |
| 3 | 15 | 2 | | | 22 | | 2 | | 23 | | 2 | |
| 4 | 22 | | 2 | | 22 | | 1 | | 23 | | 2 | |
| 5 | 22 | | 2 | | 24 | | 2 | | 22 | | 1 | |
| Other | | | | | | | | | 3 | 1 | | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.75 | N/A |
| Library Media Teacher (Librarian) | 1.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.07 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.145 | N/A |

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$22202.37 | 7332.83 | \$14869.54 | \$110533.23 |
| District | N/A | N/A | \$12688.17 | 103819.63 |
| Percent Difference: School Site and District | N/A | N/A | 15.8 | 6.3 |
| State | N/A | N/A | \$7,125 | \$76,046 |
| Percent Difference: School Site and State | N/A | N/A | 70.4 | 37.0 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$58,975 | \$48,064 |
| Mid-Range Teacher Salary | \$98,820 | \$75,417 |
| Highest Teacher Salary | \$130,551 | \$94,006 |
| Average Principal Salary (Elementary) | \$151,962 | \$119,037 |
| Average Principal Salary (Middle) | \$174,355 | \$123,140 |
| Average Principal Salary (High) | \$0 | \$135,974 |
| Superintendent Salary | \$220,785 | \$183,692 |
| Percent of Budget for Teacher Salaries | 43.0 | 36.0 |
| Percent of Budget for Administrative Salaries | 7.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

Each year the district offers training to its new teachers before the start of school and continues with specific new teacher support for two full years, including participation in the BTSA (Beginning Teachers Support and Assessment) program. The district provides three full days of professional development for teachers each year (August, October, and March) and supports the continual professional growth of teachers in various ways. 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 grow through its HIP (Hillsborough Incentive Plan) Program, and through providing support for teachers who wish to become Nationally Board Certified. Individual teachers are encouraged to take classes specific to their subject area in order to ensure they meet the requirements for NCLB certification as highly qualified teachers. Compliance training for certificated and classified staff, such as CPR/First Aid, is held as needed. Specialists are also provided training relevant to their assignments, and training for all involved occurs any time new standards or materials are adopted.

By adding instructional minutes on other days, Thursday afternoons are available for both school site and district staff development or collaborative work groups. This is in addition to the weekly teacher, grade-level, and/or departmental collaborative time. TOSAs (Teachers On Special Assignment) were instituted District-wide to provide training for classroom teachers in the area of Technology Integration (2015-2016) and Math/Science support (2016-2017). Web Advisers, Data Advisers, and Curriculum Advisers /Lead Teachers, also support the furtherance of the school site and district-wide goals. The administration and staff maintain a mutual support system, with close communication and strong cooperative planning. For the 2018-2019 school year, a Science Advisor role and a part-time Educational Services TOSA are being utilized to support curriculum implementation and student growth.

During the 2018-2019 school year, the HCSD is providing professional development to teachers in the areas of Reading/Language Arts, Mathematics, and Science. Additional professional development opportunities will be provided as needs arise and change.

At South 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, Spanish and library science. Over the next two years, our professional development focused work in writing and reading 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 K-5 writing practices.