

North Hillsborough

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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.

Aleyda Barrera-Cruz, Principal

Principal, North Hillsborough

About Our School

Welcome to North Hillsborough Elementary!

At North Elementary we are committed to the development of the "whole child" so that students can reach their physical, socio-emotional, and intellectual potential. We believe that each child is unique and precious and so it is our duty to support him/her to be engaged, empowered and full of joy in their learning. Through a strong collaboration between our parents, teachers, and community members, our students will be able to become people of good character, innovators and problems solvers, effective communicators, global citizens, lifelong learners and effective users of information, media and technology.

Our teachers work very hard to provide our students with an excellent quality education. They collaborate several hours a week to design and tailor instruction for all students and also receive strong professional development opportunities. Their dedication is the foundation of our school. In addition to a strong academic foundation, our students also benefit from participating in innovative programs and events, such as, the iLab, Spanish language instruction for our 4th and 5th graders, our instrumental and vocal music programs, our annual Tech Challenge, and our awarded SEAL program. All of these support our students in reaching their potential.

North's success could not be possible without the support from the Hillsborough Schools Foundation (HSF) and our wonderful Parent Board. They are a strong part of what makes this school so special and they work collaboratively with our school to support us through fundraising events, parent events, and volunteering at our school. Some of the great events that they put together each year include Family Heritage Day, Movie Night and Fun Run.

Sincerely,

Aleyda Barrera

Principal

North Hillsborough Elementary

Contact

North Hillsborough
545 Eucalyptus Ave.
Hillsborough, CA 94010-6400

Phone: 650-347-4175
E-mail: abarreira@hcsd.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Hillsborough City Elementary	School Name	North Hillsborough
Phone Number	(650) 342-5193	Street	545 Eucalyptus Ave.
Superintendent	Anthony Ranii	City, State, Zip	Hillsborough, Ca, 94010-6400
E-mail Address	aranii@hcsd.k12.ca.us	Phone Number	650-347-4175
Web Site	www.hcsd.k12.ca.us	Principal	Aleyda Barrera-Cruz, Principal
		E-mail Address	abarrera@hcsd.k12.ca.us
		County-District-School (CDS) Code	41689086043673

Last updated: 11/21/2016

School Description and Mission Statement (School Year 2016-17)

North Hillsborough School is located in the suburban community of Hillsborough on the San Francisco peninsula. There are 350 students in Kindergarten through fifth grade. The school's mobility rate is extremely low and class sizes average 19-23 students in all grades. There are 17 general education classes and a Learning Center that serves the entire district.

North School actively supports the district mission statement: "Hillsborough School District shall work in partnership with students, parents and other community members to educate the whole child in a nurturing environment and empower each student to become a contributing member and a responsible participant in our changing world." At the core mission of the school are the District's Essential Outcomes that challenge students to become people of good character, innovators and problem solvers, effective communicators, global citizens, lifelong learners, and effective users of technology. Students use a variety of technological tools to access the internet and learn how to use it productively and ethically. North School believes in educating the whole child and that the social emotional health of the students is equally as important as their high academic achievement. Students are taught to be "bucket fillers" each and every day. All students are treated with respect and compassion and unique differences are valued. The focus is always on student happiness and success.

Grade-level teams are cohesive and students receive a very strong core instructional program in every classroom. Classroom teachers are given 3 hours per week to collaborate in their grade levels and with specialists about students, instruction, and implementing the California Common Core standards. During this collaboration time, the students are taught by credentialed specialist teachers in music, physical education, and library sciences. In addition, there is a full-time counselor, reading specialist, Innovation Lab teacher, speech pathologist, resource specialist, and a part-time instrumental music teacher, technology specialist, and psychologist to serve students. Teachers are also given opportunities to support each other by continually sharing ideas, information, expertise, and resources with site and district teachers, at least two times per month, on early release days.

Differentiating instruction for all learners academically and socially is a fundamental practice at North. Each student has a Personal Educational Plan (PEP) developed to support students' needs whether those be remediation or enrichment. The school prides itself on meeting all students' needs by challenging their strengths and working to remediate their weaknesses.

Parents are fundamental to the success of the Hillsborough schools. At the district level, The Hillsborough Schools Foundation (HSF) raises over 3 million dollars each year to support all four schools. At the site level, The North Parent Group helps make decisions that directly affect students. Parents have high expectations for their children and are partners in their learning both in and out of school. Every day, parents greet students in the morning, serve lunch, supervise the playground, and organize countless community building activities. Last year, parents logged 16,690 hours volunteering in the classroom, teaching Art in Action lessons, helping in the library, and running popular school events such as Halloween Bingo, Family Heritage Day, North's Got Talent Show, and Dad's Day.

North School is fortunate to have many strong partnerships in the community. The Bridge School, a non-public school for children with severe speech and physical impairments, is located on campus and the Bridge students are integrated into classroom instruction. Through a joint school district and town partnership, Hillsborough Recreation runs a preschool on campus and offers countless recreation classes for students after school. North School has a long-standing relationship with the police and fire departments, and the Hillsborough Beautification Foundation (HBF). These organizations are very generous with their time and resources, and these partnerships make our school a strong and inclusive place for everyone. The school's success was summed up by a 5th grade student who said, "What I think makes North so special is it supplies you with a great education and it makes me want to go to school in the morning!"

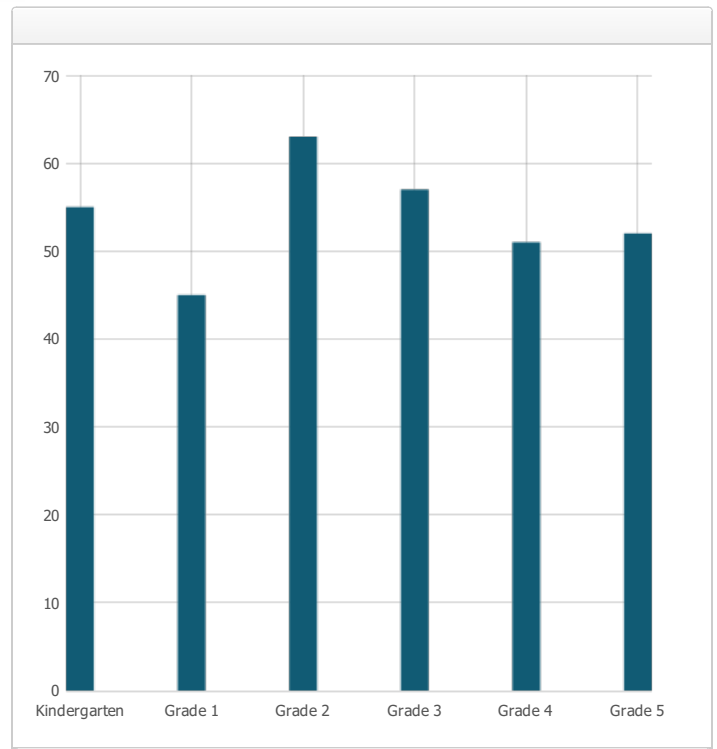
North Hillsborough School Awards

- 2015
 - San Mateo County School Boards Association J. Russell Kent Award for fifth grade leadership program entitled SEAL: Student Engagement and Applied Leadership
- 2014
 - California Distinguished School Award
 - California Distinguished School Supplemental Physical Activity and Nutrition Award
- 2013
 - Li Moon, North School Resource Specialist Teacher: Community Care Award Recipient Presented by the Associated Parents' Group of Hillsborough Schools
 - San Mateo County School Boards Association J. Russell Kent Award for the North School "Lunch Electives" recognizing the large variety of lunchtime activities for all students
- 2012
 - Alice Bliquez, North School Teacher: National Board Certification – Exceptional Students
 - California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success
- 2011
 - California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success
- 2010
 - California Distinguished School Award
 - California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success
- 2009
 - Kendra Kasten, North School Reading Teacher: Community Care Award Recipient Presented by the Associated Parents' Group of Hillsborough Schools
 - Katie Jones, North School Teacher: National Board Certification – Middle Childhood Generalist
 - California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success
- 2008
 - Kay Bush, PE Specialist, recognized by the Hillsborough Board of Trustees as the T *O*N*Y (Teacher of Nurturing Youth) Recipient
 - California Distinguished School - Honorable Mention
 - California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success
- 2007
 - California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success
- 2006
 - California Business for Education and Excellence - Honor Roll Recognition for outstanding academic achievements and proven student success
- 2005
 - Rick Birkett, North School teacher: Community Care Award Recipient Presented by the Associated Parents' Group of Hillsborough Schools
- 2004
 - California Distinguished School Award
 - Robin Burns, North School 2nd Grade Teacher, recognized by the Hillsborough Board of Trustees as the T *O*N*Y (Teacher of Nurturing Youth) Recipient
- 2003
 - eRate Funds: Federally funded program that provides discounts on telecommunications and Internet access. The Universal Service Administration Company (USAC), Schools and Libraries Division sponsor this program with the goal of ensuring the benefits of telecommunications (the Internet, video conferencing, etc.) to all students.
 - Marcia True, North School Preschool Teacher: Community Care Award Recipient Presented by the Associated Parents' Group of Hillsborough Schools
- 2002
 - Academic Performance Index (API) Award
 - Torchbearer: Bay Area School Reform Collaborative: Change Agent
- 2001
 - Blue Ribbon School Nominee
 - Li Moon, North School Resource Specialist Teacher, recognized by the Hillsborough Board of Trustees as the T *O*N*Y (Teacher of Nurturing Youth) Recipient
- 2000
 - California Distinguished School Award
 - Academic Performance Index (API) Award
 - San Mateo County School Boards Association J. Russell Kent Award for "A Strong Bridge" recognizing the strong partnership between the Bridge School and North Hillsborough School
 - San Mateo County School Boards Association J. Russell Kent Award for "Partners in Literacy" acknowledging the inequities between the rich and poor

Last updated: 12/16/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	55
Grade 1	45
Grade 2	63
Grade 3	57
Grade 4	51
Grade 5	52
Total Enrollment	323



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	19.2 %
Filipino	3.4 %
Hispanic or Latino	3.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	64.7 %
Two or More Races	9.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	0.6 %
English Learners	1.9 %
Students with Disabilities	8.4 %
Foster Youth	0.6 %

Last updated: 1/17/2017

A. Conditions of Learning

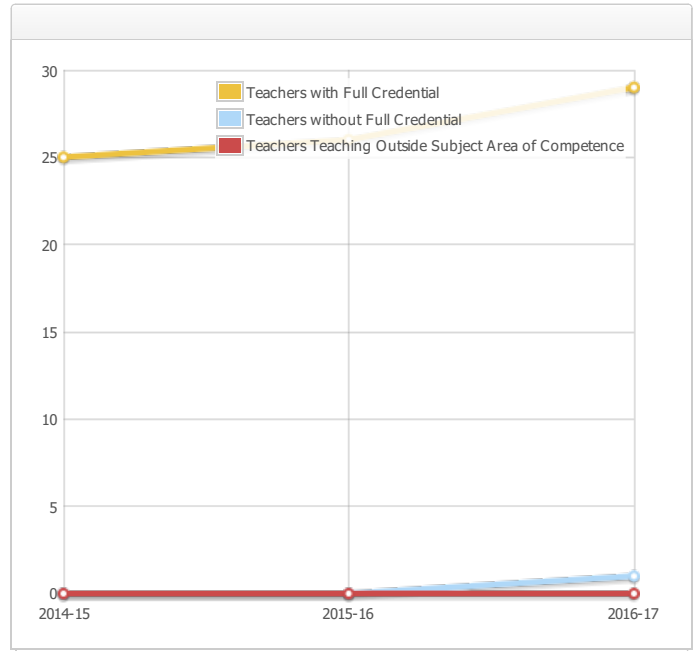
State Priority: Basic

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

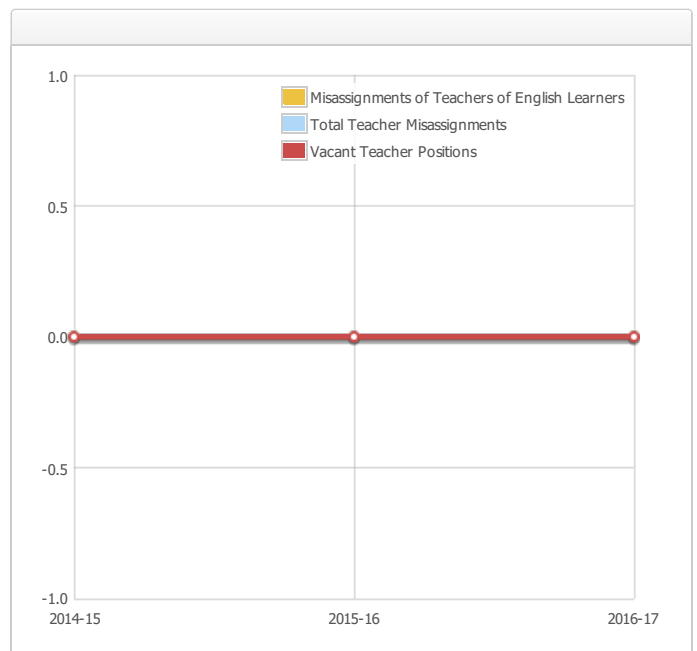
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	26	29	132
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	12



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Publishing - Benchmark Advance	Yes	0.0 %
Mathematics	Math Expressions Houghton Mifflin Harcourt Adopted 2015	Yes	0.0 %
Science	FOSS California @2007 Delta Education Adopted 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	No	0.0 %
Health	The health standards are addressed through science, PE, and general classroom instruction using Alternative Current and district designed materials which support the standards.	No	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.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2017

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 September 2015. 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 North 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, a staff room, and storage areas. Projects completed during the summer of 2010 included conversion of the old MPR into a new library and computer lab, and then the conversion of the vacated spaces into three new classrooms. These projects were funded by the bond and a private donor. New playground equipment and play surface were also installed, largely due to the fundraising efforts of the North Parent Group. Additionally, the tennis courts were resurfaced by Hillsborough Recreation. During the summer of 2011, some paving rehabilitation work was completed.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2015

Overall Rating	Exemplary
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Last updated: 1/17/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	81.0%	85.0%	85.0%	85.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	86.0%	91.0%	86.0%	86.0%	34.0%	36.0%

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.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	55	96.5%	85.5%
Male	34	33	97.1%	81.8%
Female	23	22	95.7%	90.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	71.4%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	88.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100.0%	80.8%
Male	25	25	100.0%	80.0%
Female	27	27	100.0%	81.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	38	100.0%	79.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	63.6%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	88.9%
Male	27	26	96.3%	92.3%
Female	29	28	96.6%	85.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	38	97.4%	89.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	57	55	96.5%	96.4%
Male	34	33	97.1%	93.9%
Female	23	22	95.7%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.3%	92.9%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	97.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100.0%	90.4%
Male	25	25	100.0%	88.0%
Female	27	27	100.0%	92.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	38	100.0%	92.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	72.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	85.2%
Male	27	26	96.3%	92.3%
Female	29	28	96.6%	78.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	38	97.4%	84.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	96.0%	91.0%	91.0%	97.0%	93.0%	93.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	56	54	96.4%	90.7%
Male	27	26	96.3%	88.5%
Female	29	28	96.6%	92.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	39	38	97.4%	89.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/17/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5%	40.4%	42.3%

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.

Last updated: 1/17/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Opportunities for parental involvement in the district and at the school site are abundant, and parents have always given generously of their time, attention, and money. Their efforts mean far more than the material benefits they bring; they make the students and teachers feel valued and important. Such feelings contribute directly to the educational excellence.

Parents are fundamental to North School's success. They are on campus from early in the morning, greeting students as they arrive by opening car doors, to late at night, helping put away chairs after school events. Logging on average 14,000 volunteer hours per year, parents willingly share their expertise, culture, and talents. They assist in the classroom at all grades, providing individual and small group reinforcement and extension. The school's Parent Group actively supports many programs including the school's Art in Action program as well as enriching assemblies and events. Every year on Dad's Day, dads spend the day at school working in classrooms with students as well as taking on school improvement projects. School events, such as Family Heritage Day, North's Got Talent Show, Science Fair, Musicals, and Halloween Bingo are festive and well attended by all members of the school community. North's School Site Council also creates, approves, and implements the Single Plan for Student Achievement annually.

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 the 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 the 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 showed its strong support for our schools by passing the Measure with a 66.45% majority vote.

Parents are kept well informed about the school through the school newsletters, calendars, web pages, Parent Group meetings, parent education events, as well as parent conferences. Any parent wishing to contribute time, expertise, or money to the schools has ample opportunity, and should start by contacting the school secretary at (650) 347-4175 to receive current contact information for Parent Group leaders, Site Council leaders, and leaders in the Hillsborough Schools 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: Pupil Engagement

Last updated: 1/17/2017

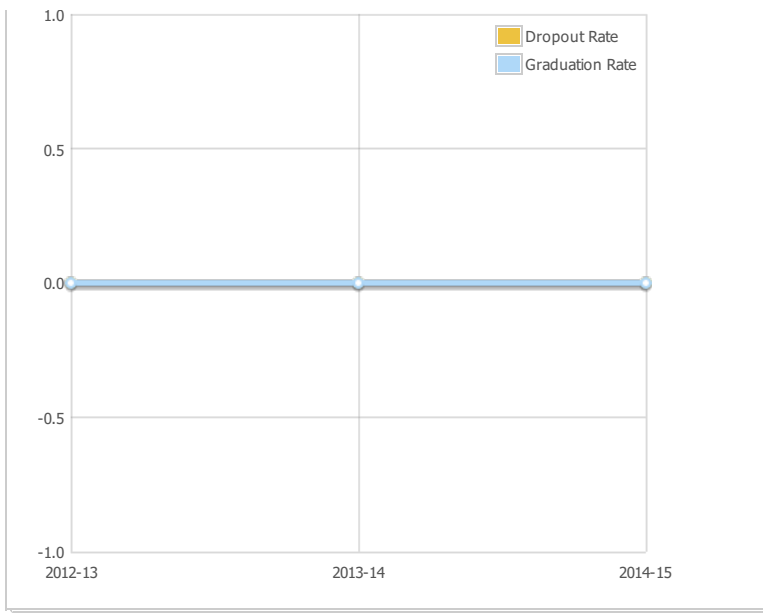
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



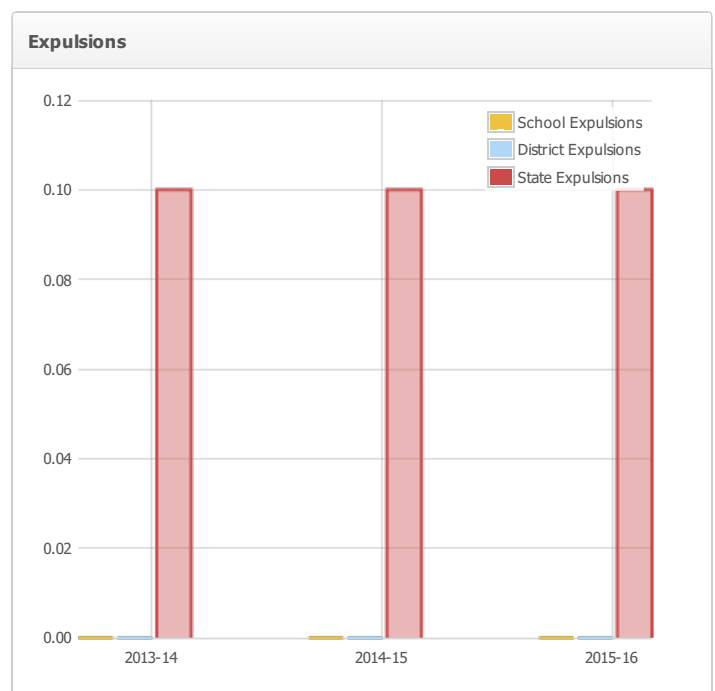
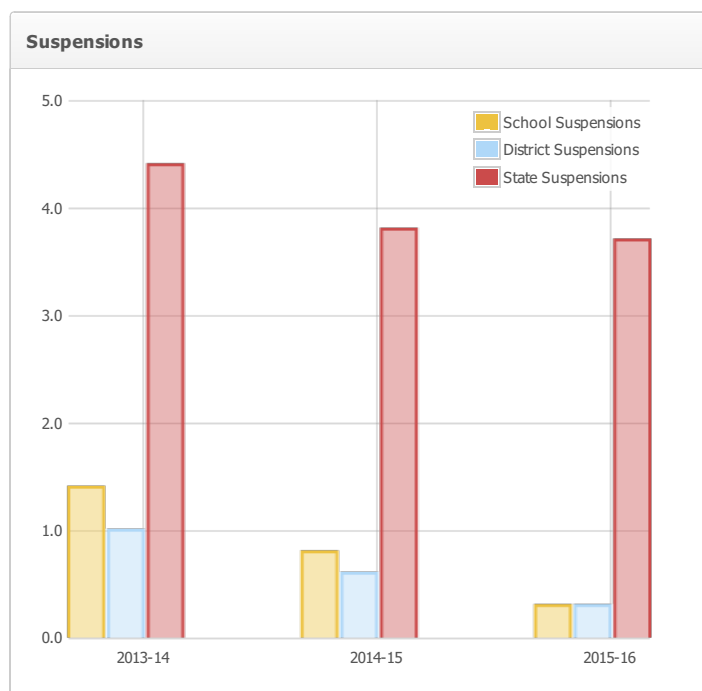
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	0.8	0.3	1.0	0.6	0.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

A safe school plan has been developed at each school site. The plan includes, but is not limited to, information regarding disaster preparation, school safety and violence prevention, general school climate information, and Board policies on discrimination and harassment. A copy of the Emergency Response Plan is available at the school office and at the district office. The Emergency Response Plan was last reviewed by the District in October 2015 and updated annually at each school site.

Each school site uses both certificated and classified staff before school, after school, at recess and lunch times to monitor student behavior and activities. Each school has a plan in place for controlling visitors to the campus, and each school uses a visitors badge for individuals who need to be on campus and are not part of the regular staff. The Hillsborough Police and Fire Departments cooperate closely with schools, helping to keep the campuses safe. Negative events rarely occur. Vandalism seldom occurs.

Last updated: 1/17/2017

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.

Federal Intervention Program (School Year 2016-17)

(N/A: No Hillsborough Schools are in PI)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	0	0	19.0	3	0	0	18.0	3	0	0
1	17.0	3	0	0	17.0	1	3	0	15.0	3	0	0
2	19.0	2	0	0	22.0	0	2	0	20.0	1	2	0
3	16.0	3	1	0	21.0	0	3	0	19.0	3	0	0
4	23.0	0	3	0	18.0	3	0	0	21.0	0	2	0
5	23.0	0	3	0	24.0	0	3	0	20.0	2	1	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	2.0	1	0	0	0.0	0	0	0	1.0	1	0	0

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

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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)	1.0	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	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.1	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.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$15523.6	\$5494.9	\$10028.7	\$94698.0
District	N/A	N/A	\$11058.6	\$96663.5
Percent Difference – School Site and District	N/A	N/A	-9.3%	-2.0%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	N/A	N/A	76.7%	32.2%

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

Last updated: 1/20/2017

Types of Services Funded (Fiscal Year 2015-16)

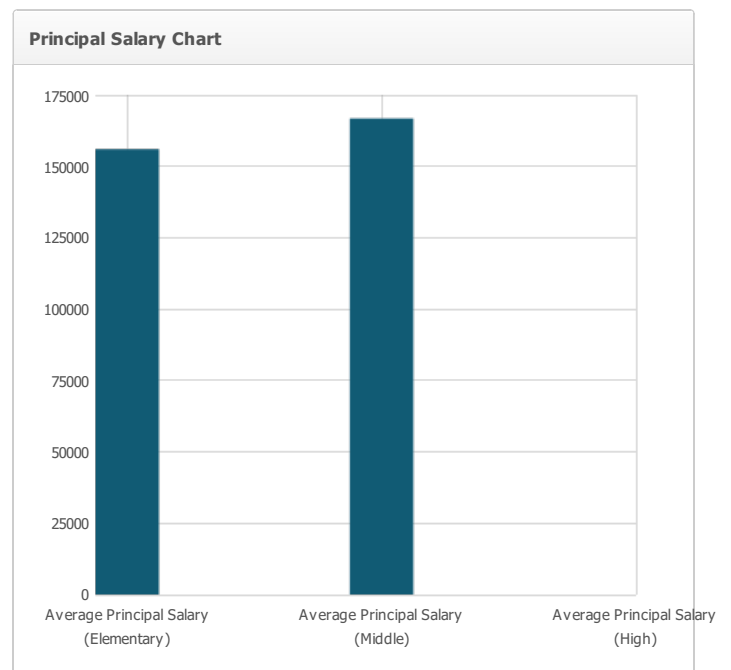
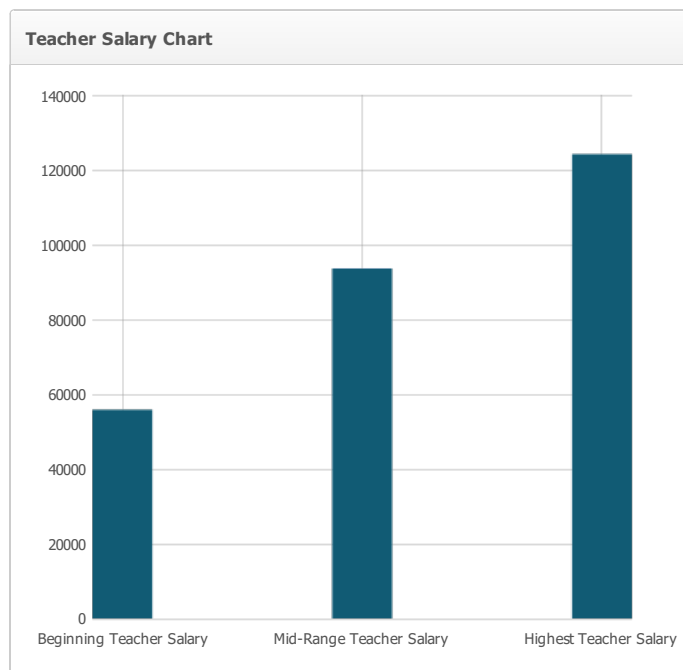
The district expenditures from the general fund provide high quality educational programs for all students, including special populations such as Special Education and English Learners. All basic educational needs such as instructional materials, personnel, staff development, technology, facilities, and maintenance are adequately funded. Federal and state funds are used appropriately as restricted. 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 such as technology.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,860	\$44,507
Mid-Range Teacher Salary	\$93,601	\$68,910
Highest Teacher Salary	\$124,184	\$88,330
Average Principal Salary (Elementary)	\$156,036	\$111,481
Average Principal Salary (Middle)	\$166,767	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$210,000	\$169,821
Percent of Budget for Teacher Salaries	44.0%	39.0%
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/>.



Last updated: 1/17/2017

Professional Development

Staff development and curriculum planning are supported by the administration and encouraged by funding from the district, the Foundation, the Parent Group, and other programs such as the School Improvement Program. Three district-wide staff development days are held throughout each school year to focus on high quality, standards-based staff development. Additionally, summer staff development is offered by the district on a variety of topics, such as the integration of technology into the Common Core Standards, and attendance at intensive in-depth programs and conferences is encouraged as funding allows.

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 also supports and 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. Compliancy trainings for certificated and classified staff, such as CPR/First Aid, are 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 weekly teacher, grade-level, and/or departmental collaborative time. TOSA's (Teachers On Special Assignment) have been instituted District-wide to provide training for classroom teachers in the area of Technology Integration. Web-advisors and Curriculum Advisors/Lead Teachers, also support the furtherance of school site and district wide goals. The administration and staff maintain a mutual support system, with close communication and strong cooperative planning.

This year at North, our staff meeting time is mostly dedicated to supporting our teachers develop their understanding and capacity around our school and district goals. Teachers will spend time learning more about balanced literacy, writing workshop and empathy. The professional development that teachers receive during these staff meetings is then implemented in the classroom immediately.

Last updated: 12/16/2016