South Hillsborough School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	South Hillsborough School
Street	303 El Cerrito Ave.
City, State, Zip	Hillsborough, CA. 94010
Phone Number	650-344-0303
Principal	Lina Butte
Email Address	lbutte@hcsdk8.org
School Website	https://www.hcsdk8.org/South
Grade Span	K-5
County-District-School (CDS) Code	41 68908 6043681

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

South School seeks to create a rich environment for students to learn and grow academically and socially. On a daily basis and by design, curriculum, pedagogy, and assessment intertwine with the goal of supporting each student's academic growth and social development. Adopting and supporting the mission of the Hillsborough City School District, South School works in partnership with students, parents, and the community to educate the whole child in a nurturing and engaging environment. We empower students to achieve their potential in our ever-changing world, to build resilient critical thinkers who embrace civic responsibility as they strive to become people of good character, effective communicators, global citizens and lifelong learners. South School and the Hillsborough City School District are leaders in educating the whole child in responsive, innovative, learning environments where all students and educators are engaged, empowered and continually striving to reach their potential.

2025
- Honor Roll School ERP
- California Distinguished School Award for exceptional student performance

2024
- Kent Award for Battle of the Books

2023
- California Distinguished School Award for exceptional student performance

2021
- California Green Ribbon School Award - Silver Level

2019
- San Mateo County Office of Education's One Planet School Challenge Award for leadership in environmental sustainability

2025-26 School Description and Mission Statement

2016
- California Gold Ribbon Award

2015
- 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

2013
- 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

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

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: 5th Grade Friends

2005
- Academic Performance Index Award

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	34
Grade 2	32
Grade 3	38
Grade 4	44
Grade 5	46
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	244

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Asian	32.8
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	8.6
Two or More Races	14.3
White	43.4
English Learners	4.1
Socioeconomically Disadvantaged	5.3
Students with Disabilities	16

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	94.19	82.5	86.51	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.81	1	1.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.5	7.92	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.3	4.51	15831.9	5.67
Total Teaching Positions	17.2	100	95.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.2	100	85.3	89.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	1.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.5	7.9	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.4	1.5	14303.8	5.15
Total Teaching Positions	18.2	100	95.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.4	90.06	77.6	85.09	230039.4	100
Intern Credential Holders Properly Assigned	0.7	4.09	1.1	1.21	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	3.2	3.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.5	7.2	12112.8	4.34
Unknown/Incomplete/NA	1	5.84	2.7	2.96	13705.8	4.91
Total Teaching Positions	17.1	100	91.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Units of Study in Writing (Heinemann) for grades 4-5 serves as a supplemental curriculum for Reading and Language Arts. California Studies Weekly has been purchased for all K-5 teachers to support history and social studies instruction for the 2025-2026 school year. Educators use various online resources provided by the district to enhance instruction according to the content area and age, including but not limited to Freckle, Renzulli Learning, Lexia Core 5, IXL, and more.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Publishing - Open Court Reading 2023 (K-2) - Adopted 2023 McGraw Hill Publishing - Wonders 2023 (3-5) - Adopted 2023	0.0
Mathematics	Math Expressions Houghton Mifflin Harcourt - Adopted 2015	0.0
Science	Twig Science - Imagine Learning - Adopted 2022	0.0
History-Social Science	California Studies Weekly 2022	0.0
Foreign Language		0.0
Health	The health standards are addressed through PE and general classroom instruction using district designed materials which support the standards. HCSD also uses Puberty Talk 2021 Edition from Heath Connected to support puberty education in 5th grade.	0.0
Visual and Performing Arts	Quaver is utilized in TK-5 for vocal music. District developed materials to address and support standards.	0.0

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

School Facility Conditions and Planned Improvements

The Hillsborough City School District inspects all of its facilities, both buildings and grounds, annually to determine whether any major repairs are needed. The District uses a facility inspection tool developed by the State of California's Office of Public School Instruction. Buildings and Grounds personnel last completed inspections of the eight emergency facility needs specified in Ed. Code 17592.72c in January 2025. The results of this facility survey are available at the District Office. In addition, the school district maintains a work order process to ensure efficient service and to give emergency repairs the highest priority.

School Facility Conditions and Planned Improvements

Work orders can be prepared by a staff member or suggested by a parent. Work orders are prioritized district-wide by the Supervisor of Buildings and Grounds. The district maintenance staff ensures that repairs necessary to keep the schools in good working order are completed in a timely manner. Currently, all of our schools employ a full-time day custodian and a full-time night cleaning service. All classrooms, staff rooms, and all student and staff restrooms are cleaned and sanitized nightly. Cleaning schedules and duties are monitored regularly by the sites and the maintenance department to ensure safe and clean schools.

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

In June 2022, voters passed the Measure H General Obligation Bond. As part of the bond measure the following projects were completed at South Hillsborough School: painting of the exterior of the school, new carpeting in the main building, installation of modern LED lighting in the main building (bringing brighter, more energy-efficient illumination to South School learning spaces), technology upgrades including the installation of new SmartBoards, new classroom furniture across the campus, the installation of an electronic announcement board, security cameras, ActVNet first responder access, new roofing as well as new HVAC systems across the campus and a new fire alarm system.

South School is scheduled to have the 4th and 5th grade portable classrooms replaced with new buildings as part of the Measure H Bond Program. The South School Preschool program is scheduled to move to the South School campus from the HCSD District Office at a future date.

Year and month of the most recent FIT report	November 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	89	87	85	84	47	48
Mathematics (grades 3-8 and 11)	90	93	84	85	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	128	126	98.44	1.56	87.30
Female	63	62	98.41	1.59	91.94
Male	65	64	98.46	1.54	82.81
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	95.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	100.00
White	56	54	96.43	3.57	79.63
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	69.57

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	128	126	98.44	1.56	92.86
Female	63	62	98.41	1.59	98.39
Male	65	64	98.46	1.54	87.50
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	97.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	100.00
White	56	54	96.43	3.57	88.89
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	86.96

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	77.08	73.33	76	72.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	45	97.83	2.17	73.33
Female	28	28	100.00	0.00	85.71
Male	18	17	94.44	5.56	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	65.22
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.43	98.21	98.21	98.21	98.21

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.

2025-26 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 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 this current 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.

In this current 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 projects. Parent volunteers shelve, check-out and check-in library books and serve as classroom volunteers. Chaperones and docents help with many school events such as the STEAM Expo, Reading Tigers, Art in Action, 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. These events include Giving Day, the Hillsborough Classic, Spring Online Auction, Dinner Dance & Live Auction, and the HSF Fun Run. The Hillsborough Schools Foundation provides funds annually to the district in order to enhance the already excellent educational programs. These contributions allow us to enrich our student's educational lives and to be able to continually look for ways to be even better. Parents and community members have also continuously supported the schools through their votes: In June of 1988 and again in 1992, the community passed parcel tax measures in order to maintain school quality. In November 2002, the community of Hillsborough passed Measure B, a $66.8 million dollar school bond measure for the purpose of modernizing, renovating, and adding facilities as needed at our four school sites. Just under 20 years later, in June 2022, community members approved the Measure H bond to support further modernization and renovation of its school facilities. Voters approved the $140 million bond measure by 61.44%. All members of the school community worked hard to inform the voters about the need for the measure. This much needed bond will help keep our schools in top-notch shape, able to respond to the changing needs of our learners and our community.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	244	244	9	3.7
Female	116	116	5	4.3
Male	128	128	4	3.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	80	1	1.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	21	2	9.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	2	5.7
White	106	106	4	3.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	17	17	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	0	0.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.49	0.4	1.23	1.06	0.47	0.72	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.86	0.00
Male	1.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.86	0.00
White	1.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

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

2025-26 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 strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety; child abuse reporting procedures; disaster, emergency, and crisis response procedures; procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policies; school-wide dress code policies; procedures for safe ingress and egress; policies enacted to maintain a safe and orderly environment; rules and procedures on school discipline and hate crime reporting procedures; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and 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 3 times a year for planning and trainings. The committee is comprised of the Superintendent, the Director of Communication, Compliance, and Safety, the Director of Human Resources, the Director of Human Resources, IT Manager, and all 4 HCSD site principals. 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 10/15/2025 and approved on 11/12/2025. The safety plan was reviewed with staff on 8/25/2025.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	11	0	0
1	19	10	0	0
2	22	0	10	0
3	23	0	10	0
4	24	0	10	0
5	25	0	10	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	9	0	0
1	15	9	0	0
2	18	10	0	0
3	23	0	10	0
4	23	0	10	0
5	24	0	10	0
6	0	0	0	0
Other	22	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	10		
1	18	4	5	
2	17	4	5	
3	19	10		
4	22		10	
5	23		10	
Other	20	1	1	

2024-25 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	189.23

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$32,216	$10,318	$21,897	$131,575
District	N/A	N/A	$20,674	$139,015
Percent Difference - School Site and District	N/A	N/A	5.7	-5.5
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	65.1	27.2

Fiscal Year 2024-25 Types of Services Funded

The district expenditures from the general fund provide high-quality educational programs for all students, including special populations such as students receiving Special Education services, English Learners, students identified as Gifted, students experiencing homelessness, Foster Youth, and students receiving Title I support. All basic educational needs like instructional materials, personnel, staff development, technology, and facilities and maintenance are adequately funded. Federal and state funds are used appropriately and as required. With additional funds supplied through the generosity of our parents and the larger community, we can provide lower class sizes, curriculum specialists, instructional coaches, counseling, mental health and intervention services, and other program enhancements. Resources are allocated based on the assessed learning needs of students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$75,521	$61,516
Mid-Range Teacher Salary	$126,547	$95,479
Highest Teacher Salary	$164,374	$125,208
Average Principal Salary (Elementary)	$212,174	$152,668
Average Principal Salary (Middle)	$239,552	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$290,881	$242,781
Percent of Budget for Teacher Salaries	36.76%	29.76%
Percent of Budget for Administrative Salaries	7.68%	5.74%

Professional Development

District Overview:
Each year the district offers training to its new teachers before the start of school and continues with new teacher support for the first year. Participants in the Induction program through the San Mateo County Office of Education receive support for two years through HCSD and the SMCOE. Generally, the district provides three full days of professional development for teachers each year and supports the continual professional growth of teachers through grade-level and department-specific professional development throughout the year. One additional professional development day is reserved for teachers to work in their classrooms and a second professional development day occurs on the first day that staff returns each year. This day is designated for staff and district meetings, association meetings, and professional development. Teachers participate in off-site professional development opportunities, and expert consultants are contracted to support professional learning in HCSD. The district encourages veteran teachers to continue professional growth through its HIP (Hillsborough Incentive Plan) Program and by providing support for teachers who wish to become Nationally Board Certified or recieve other continuing certifications. Compliance training for certificated and classified staff, such as CPR/First Aid and CPI training, is held as needed. Specialists are provided training relevant to their assignments and training occurs any time new standards or materials are adopted. Instructional minutes are added throughout the week to allow for early release Thursdays. Thursday afternoons are available for both school site and district staff development or collaborative workgroups. This is in addition to the weekly teacher, grade-level, and/or departmental collaborative time provided in the schedule. The administration and staff maintain a mutual support system with close communication and strong cooperative planning. Instructional coaches support teacher teams and individual teachers with curriculum and instruction implementation, plan and facilitate professional development, and serve as teacher leaders across the district.

District Specific:

- During the 2023-2024 school year, the HCSD continued to provide professional development linked to Universal Design for Learning (UDL), recent curriculum adoptions, and instructional practices. Professional development identified by specific departments to support educator growth and student learning will continue to be provided throughout the year.
- During the 2024-2025 school year, the HCSD provided professional development linked to inclusive instructional practices related to UDL, curriculum standards alignment, and using recently adopted instructional materials. Professional development identified by specific departments to support educator growth and student learning is provided throughout the year.
- During the 2025-2026 school year, the HCSD is providing professional development that continues the district's previous work on curriculum standards alignment, in-depth professional development on the 2023 Math Framework in preparation for a formal instructional materials review, and professional development specific to needs of grade levels and departments.

Professional Development

South School Specific:
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 and library science. 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 ELA practices, in particular writing. South teachers have access to expert coaches and interventionists to fine-tune practice and provide more differentiated opportunities for students. An instructional leadership team meets regularly to discuss and implement best teaching practices.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5