North 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	North Hillsborough School
Street	545 Eucalyptus Ave.
City, State, Zip	Hillsborough, CA. 94010
Phone Number	650-347-4175
Principal	Heidi Beames
Email Address	hbeames@hcsdk8.org
School Website	https://www.hcsdk8.org/North
Grade Span	K-5
County-District-School (CDS) Code	41 68908 6043673

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

The mission of North Hillsborough School is to collaborate with parents, staff, and the community to create a positive and caring environment where students feel safe and empowered to become active learners, grow from mistakes, develop their creativity, and reach their potential as global citizens of an ever-changing world.

The school has 13 regular classroom teachers. All of the regular classroom teachers are fully certified. There are two Learning Center classes. In addition, North also has a full-time librarian, music teacher, PE teacher, Innovation Lab teacher, one full-time Resource Specialist, one full-time counselor, a full-time Reading Specialist, and a full-time speech therapist. The school shares an instrumental music teacher with the two other schools. An occupational therapist and school psychologist are shared with one of the other elementary schools.

The curriculum at North is aligned with the Common Core State Standards. In literacy, the school uses Open Court and Wonders for reading and in 4th and 5th grades, teachers use Units of Study for Teaching Writing by Lucy Calkins for writing. This curriculum stems from the principles of Balanced Literacy: shared reading, guided reading, independent reading, shared writing, independent writing, guided writing, phonics, and word work. For math, Math Expressions is in its third year of implementation. In addition, teachers use SVMI and SFUSD math initiatives. We are currently using TWIG Science as our school's science curriculum and using Scott Forseman for social studies.

Parent participation is an integral part of the North school community; parents participate in and outside the classroom by leading committees, organizing school events, and volunteering hours in the library, in the school cafeteria, Service Learning, Art in Action, traffic drop off and during classroom instruction. The school's Parent Executive Board oversees most of this process and collaborates with the principal throughout the year to develop a deep partnership between parents and staff.

2025

- California Distinguished School Award
- ERP Honor Roll

2024

- J. Russell Kent Award for Battle of the Books

2025-26 School Description and Mission Statement

2023
- California Distinguished School Award
- J. Russell Kent Award

2018
- San Mateo County Re-think Waste Trash to Art Contest Winner

2017
- California Distinguished School Award
- Katie Jones, North School Teacher, Teacher Outstanding for Nurturing Youth (TONY) Award

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 Teacher Outstanding for Nurturing Youth (TONY) Award 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

2025-26 School Description and Mission Statement

- 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 Teacher Outstanding for Nurturing Youth (TONY) Award 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 Teacher Outstanding for Nurturing Youth (TONY) Award 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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	41
Grade 2	46
Grade 3	50
Grade 4	38
Grade 5	48
Total Enrollment	274

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.2
Male	55.8
American Indian or Alaska Native	0.4
Asian	30.3
Filipino	1.5
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.8
White	51.1
English Learners	1.1
Socioeconomically Disadvantaged	2.6
Students with Disabilities	10.6

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)	16.1	80.1	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)	0	0	1	1.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	5.77	7.5	7.92	11953.1	4.28
Unknown/Incomplete/NA	2.8	14.08	4.3	4.51	15831.9	5.67
Total Teaching Positions	20.1	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)	17.8	85.35	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	0.29	1	1.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	9.55	7.5	7.9	11746.9	4.23
Unknown/Incomplete/NA	1	4.77	1.4	1.5	14303.8	5.15
Total Teaching Positions	20.9	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)	17.8	85.01	77.6	85.09	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.1	1.21	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	5.39	3.2	3.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.77	6.5	7.2	12112.8	4.34
Unknown/Incomplete/NA	1	4.77	2.7	2.96	13705.8	4.91
Total Teaching Positions	20.9	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	0.00	0	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1.1

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	1	0
Local Assignment Options	1.10	1	1
Total Out-of-Field Teachers	1.10	2	1

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)	0	16.6	40
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 North Hillsborough School: painting of the exterior of the school, 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 and new HVAC systems across the campus.

A new fire alarm system will be installed with a date to be determined. North School is scheduled to have the North Jungle and upper playground upgraded as part of the Measure H Bond Program.

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	92	85	84	47	48
Mathematics (grades 3-8 and 11)	89	91	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	137	136	99.27	0.73	91.91
Female	58	57	98.28	1.72	92.98
Male	79	79	100.00	0.00	91.14
American Indian or Alaska Native	0	0	0	0	0
Asian	51	50	98.04	1.96	96.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	92.86
White	64	64	100.00	0.00	90.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	56.25

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	137	136	99.27	0.73	91.18
Female	58	57	98.28	1.72	84.21
Male	79	79	100.00	0.00	96.20
American Indian or Alaska Native	0	0	0	0	0
Asian	51	50	98.04	1.96	96.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	85.71
White	64	64	100.00	0.00	89.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	68.75

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)	80	87.23	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	49	48	97.96	2.04	87.50
Female	16	15	93.75	6.25	73.33
Male	33	33	100.00	0.00	93.94
American Indian or Alaska Native	0	0	0	0	0
Asian	25	24	96.00	4.00	91.67
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	78.95
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	97.96	95.92	97.96	93.88	100.00

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 are abundant in the district and at the school site. Our parents have always generously given 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.

This school year, parents and other community volunteers contributed thousands of hours directly to North School, including in classrooms and the library, supporting hot lunches, 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 organize and run many school events, including the STEAM EXPO, Service Learning Programs, Art in Action, and the Book Fair. In addition, parents and community members speak to classes, read stories to young children, and share their occupational or scientific expertise. Through organizations such as the Parent Group and the School Site Council, parents learn about school activities and set goals to raise student achievement and continually improve the school.

At the district level, thousands of additional volunteer hours are given to fundraising 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 annual funding to the district to enhance its already excellent educational programs. These contributions enable us to enrich our students' academic lives and continually seek ways to improve. Parents and community members have also consistently supported the schools through their votes: In June 1988 and again in 1992, the community passed parcel tax measures to maintain school quality. In November 2002, the Hillsborough community passed Measure B, a $68 million school bond measure to modernize, renovate, and add 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 and enable them 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, North Instagram, Konstella, a new marquis, 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 Foundation is 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	280	280	6	2.1
Female	122	122	3	2.5
Male	158	158	3	1.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85	85	2	2.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	2	9.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	0	0.0
White	140	140	2	1.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	43	5	11.6

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
0.37	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
White	0.00	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	0.00	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	20	5	5	0
1	17	15	0	0
2	19	10	0	0
3	23	0	10	0
4	22	0	10	0
5	22	0	10	0
6	0	0	0	0
Other	4	2	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	17	10	0	0
1	21	5	5	0
2	17	15	0	0
3	21	5	5	0
4	24	0	10	0
5	23	0	10	0
6	0	0	0	0
Other	7	3	0	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	20	10		
2	23		10	
3	16	15		
4	19	10		
5	23		10	
Other	3	2		

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	206.15

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	1
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	$33,725	$13,834	$19,891	$136,087
District	N/A	N/A	$20,674	$139,015
Percent Difference - School Site and District	N/A	N/A	-3.9	-2.1
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	56.4	30.5

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 new teachers before the start of school and provides ongoing 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. It supports teachers' ongoing professional growth 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 return each year. This day is designated for staff and district meetings, association meetings, and professional development. Teachers participate in off-site professional development, and expert consultants are contracted to support professional learning within HCSD. The district encourages veteran teachers to continue professional growth through its HIP (Hillsborough Incentive Plan) Program and by providing support for teachers seeking to become Nationally Board Certified or earn other continuing certifications. Compliance training for certificated and classified staff, including CPR/First Aid and CPI, is held as needed. Specialists receive training relevant to their assignments, and training occurs whenever new standards or materials are adopted. Instructional minutes are added throughout the week to allow for early release on 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 on inclusive instructional practices, including UDL, curriculum standards alignment, and the use of 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 builds on the district's prior work on curriculum standards alignment, offers in-depth training on the 2023 Math Framework in preparation for a formal instructional materials review, and provides professional development tailored to the needs of grade levels and departments.

Professional Development

North School Specific:
At North School, we prioritize professional development and have strategies in place to foster communication and collaboration among colleagues, ensuring success for all students. Collaborative time is scheduled during the week to review student work and assessment data, formulate differentiation strategies, and coordinate the curriculum. These collaborative opportunities are afforded as students work with specialists in music, physical education, and library science. Thursday afternoons are reserved for cross-grade, multi-grade, and vertical planning groups, where we will articulate best practices, share research-based strategies, and plan to build alignment across our K-5 writing practices. North teachers have access to expert coaches and interventionists to refine practice and provide more differentiated learning opportunities for students. In addition, the Site Principal, RSP teacher, and CARE Team members attended Executive Functioning professional development. The site Principal attended professional development on chronic absenteeism, STAR Renaissance, Universal Design for Learning (UDL), and Professional Learning Communities (PLCs). North SLP and counselor attended a summer Nueva professional development on giftedness. This year, the principal has been working weekly with an HCSD instructional coach as a thought partner to support planning with the North Instructional Leadership Team. This support has significantly improved leadership, staff development, student performance, and overall school climate.

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