

Hillside Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hillside Elementary School
Street	15980 Marcella Street
City, State, Zip	San Leandro, CA 94578
Phone Number	(510) 317-5310
Principal	Moraima Machado
Email Address	mmachado@slzusd.org
Website	www.slzusd.org
County-District-School (CDS) Code	01-61309-6002620

Entity	Contact Information
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Daryl Camp, Ed.D.
Email Address	dcamp@slzusd.org
Website	https://www.slzusd.org/

School Description and Mission Statement (School Year 2019-20)

Hillside Elementary School is located in the San Lorenzo Unified School District in the San Francisco Bay Area. The school was built in 1956 and a two-story building with fourteen classrooms was added in 2001. In June 2011, construction was completed on a new library and three new classrooms. Throughout the years Hillside School has maintained its position as an important part of the surrounding community. Our vision for our students is to be a community of lifelong learners built on the principles of high expectations for academic achievement, an unwavering focus on educational equity and collaboration with our surrounding community. Hillside School promotes a school-wide focus on literacy in language and math, responsibility for self and others, pride in accomplishments, and confidence in meeting new challenges. Our school has selected programs that provide an environment in which students can grow and learn. We have 18 classroom teachers, one Teacher on Special Assignment who provides services in literacy, intervention, English Language Development and assessment, The Teacher on Special Assignment works with classroom teachers to provide a three-tiered model for academic intervention, called "Response to Intervention. All English Language Learners students participate in a daily English Language Development instruction, which focuses on Academic and English Language Development. In addition, all students receive a balanced literacy program aligned to Common Core Standards. We also have an invaluable Counseling Program with one full-time counselor. The counseling program provides support and direction for the Conflict Manager's Program, the Behavior Assistance Team, as well as crisis, individual and group counseling. There is a Headstart Preschool program on our campus which provides morning and afternoon sessions with spaces for 40 students, ages three and four. In addition, we have contracted with Reading Partners to provide on-site one on one tutoring with community volunteers. This program is currently serving 40 of our students and will continue to grow as volunteers are available. Five days a week, the Hillside Unit of the San Leandro Boys and Girls Clubs of America conducts a comprehensive after-school program including a homework club, art, drama, dance, cooking/nutrition, and sports for 120 students. Our academic goals are aligned with the academic performance goals of the San Lorenzo School District. This means that we are actively engaged in developing a deep understanding of the implications of the Common Core Standards for teachers and students.

Hillside Mission Statement

The community of Hillside Elementary School, consisting of the teachers, support staff, students, parents, and community, endeavors to promote academic and social success for all students by offering a comprehensive, balanced and rigorous learning environment. Our school community advocates for equity by working together in trust and collaboration to develop thoughtful, responsible, and confident lifelong learners.

Hillside Guiding Vision Statement

We envision an environment where all children have equal access to education and where all stakeholders embrace the whole child, valuing their experiences, families, and cultures. When we embrace the whole child we build on their strengths to engage them academically, socially and emotionally.

Hillside Intervention Mission Statement

At Hillside School all stakeholders are committed to sharing responsibility for empowering students to set and achieve high standards for academic growth by using equitable practices and authentic research-based intervention driven by data to identify and target students' individual strengths and needs in order to serve each student most effectively.

San Lorenzo Unified School District Mission

The San Lorenzo Unified School District teachers and staff will collaborate with families and the community to cultivate safe learning environments and ensure equitable opportunities and outcomes for all students

All students will become engaged community members contributing to, and becoming good stewards of our changing world.

All students will reach their highest potential as creative and critical thinkers prepared for college, career and life-long learning.

San Lorenzo Unified School District Vision

Students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education, experience and support from educators, families and the community.

Equity Vision and Definition

Equity in the San Lorenzo Unified School District is acknowledging historical biases and changing the way they are addressed in terms of closing the academic achievement gap. We define our approach to the work of equity as providing for each student the academic, emotional and social supports needed to increase the achievement of underserved subgroups at an accelerated rate while additionally increasing overall student performance.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	67
Grade 2	75
Grade 3	71
Grade 4	73
Grade 5	76
Total Enrollment	458

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	23.1
American Indian or Alaska Native	0.7
Asian	5.7
Filipino	1.7
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	2.6
White	4.6
Two or More Races	5.2
Socioeconomically Disadvantaged	85.2
English Learners	48.9
Students with Disabilities	9.8
Foster Youth	0.2
Homeless	6.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	22	22	473
Without Full Credential	0	0	1	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with all instructional materials needed for student learning. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, Fountas and Pinnell Classrooms, 2018 Adopted in 2018 for TK-3 Adopted in 2019 for 4th and 5th Writing, Lucy Calkins Units of Study, 2013 Adopted in 2013	Yes	0%
Mathematics	Envision Math Scott Foresman, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hillside Elementary School was built in 1956. It houses 32 permanent classrooms. In 2003, a new two-story building, housing 15 classrooms to replace portables, was completed. Hillside Elementary School has been allocated 76 hours of custodial time per week and the services of a District maintenance crew to ensure that the school and grounds are clean and well maintained. Voters passed Measure E in 2005, and Measure O, passed in 2008, which provided funding for construction of a beautiful state of the art library and three classrooms which opened in April 2010 and currently house our intervention programs. In Fall 2013-2014, the school was the beneficiary of a new computer lab with adequate cabinetry and wiring for 33 desktop computers in anticipation of the Smarter Balanced Assessment. At this time, we continue to accommodate parking for our staff and visitors with the original parking lot. All staff and students work together to maintain a clean and safe environment.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Raceway repairs and covers are needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Low water pressure. Loose fixtures- faucets and toilets. Bad odors that won't go away.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Entire school needs to be painted. Structural damage to one outdoor staircase.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	25	20	39	37	50	50
Mathematics (grades 3-8 and 11)	21	12	27	26	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	214	94.69	5.31	20.19
Male	106	101	95.28	4.72	16.00
Female	120	113	94.17	5.83	23.89
Black or African American	52	49	94.23	5.77	8.16
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	134	126	94.03	5.97	20.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	204	193	94.61	5.39	19.27
English Learners	136	128	94.12	5.88	20.47
Students with Disabilities	32	30	93.75	6.25	10.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	7.69

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	217	95.59	4.41	11.63
Male	107	102	95.33	4.67	9.90
Female	120	115	95.83	4.17	13.16
Black or African American	52	49	94.23	5.77	6.12
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	130	96.30	3.70	10.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	18.18
Socioeconomically Disadvantaged	205	196	95.61	4.39	10.82
English Learners	136	132	97.06	2.94	8.46
Students with Disabilities	32	29	90.63	9.37	10.34
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	7.69

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.0	19.7	18.0

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Hillside Elementary School values Parent Engagement. Our goal is to develop a school environment that recognizes that parents play an important part in their child's learning and are their child's first teachers. In order to ensure students' academic achievement, we must ensure parent and family engagement in an equal partnership. We know that students will be more successful when their parents are active in our school community. There are many ways to be involved at Hillside School. Parents can visit classrooms, help teachers to work with children, prepare materials, and accompany classes on field trips.

Our families are present and active on our Parent Engagement Councils: School Site Council and English Learner Advisory Council, which oversee our categorical spending as directed by our School Plan for Student Achievement. Monthly we hold Family Fridays events focusing on literacy, which provides opportunities for families to learn about how to support their child at home.

Hillside School also enjoys the benefits of an active Parent Teacher Association. The Hillside PTA works tirelessly on community service and fundraising to provide Assemblies, Field Trips and Art Supplies for our classrooms. They also sponsor our Hearing and Vision Screening each year. We have a strong PTA Board that gives valuable direction to the programs and vision of our Hillside PTA.

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to each student's progress in school, we are going to do our best to promote student achievement and well-being. Teachers have also received training in Parent Teacher Home Visits so that they can learn about students and their families and in this way engage parents in greater involvement in their child's school experience. We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to each student's progress in school, we are going to do our best to promote student achievement and well-being. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort.

As A Hillside Student:

- I will BELIEVE that I can learn and will learn
- I will RESPECT myself, my school, classmates, staff and family
- I will READ 10-30 minutes per day
- I will come to class ON TIME, ready to learn and with assignments completed
- I will set aside time every day to COMPLETE my homework
- I will FOLLOW the Code of Conduct
- I will do my BEST on my school assignments
- I will PARTICIPATE in School Activities
- I will be SUPPORTED by my parents, guardians, teachers and principal to do these things

As A Hillside Parent/Guardian Or Family Member I Will:

- Talk to my child regularly about the value of education
- Make sure my child attends school every day, on time, and with homework completed
- Make sure that my child reads every day and talk to him/her about what he/she reads
- Monitor the content and nature of TV viewing to encourage selective viewing of educational quality programming. Restrict TV viewing at home
- Discuss with my child and support the school's code of conduct
- Monitor my child's progress in school through communication with my child and the teacher

- Make every effort to attend school events such as back to school night, parent-teacher conferences, and open house
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition
- Respect school, staff, students and families
- Make every effort to participate in school, home and community sponsored activities
- Provide an appropriate, quiet workspace for the completion of homework

As A Hillside School staff we will

- Welcome families, Parents and/or guardians to our school
- Believe that all students can and will learn
- Respect school, staff, students and families
- Be responsible for all students at our school
- Communicate with Parents and/or guardians about student progress and school events
- Establish learning goals for all students
- Make every effort to attend school events

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	1.2	0.6	4.5	4.9	4.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school has a well-designed plan for dealing with earthquakes, fires, and other emergency situations as outlined in our School Safety Plan that is reviewed every year. We have regular safety drills to prepare our students for fire, earthquake and other situations.

Our staff also has assigned roles that we will assume in the event of a disaster.

Staff supervisors monitor students while on the playground during school-sponsored recesses or other assigned outdoor activities. We actively use the Toolbox program with the goal of ensuring students' physical and emotional safety at our school. The school counselor and Culture and Climate Team work together to develop conflict resolution skills for our students and maintain student safety at all times. We also are implementing mindfulness in the classrooms to promote the overall well being of our students and to improve focus and academic achievement. All visitors are required to sign in and out of the office and wear a visitor's badge while on campus.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		20	3	1		24		4	
1	22		3		22		3		22		3	
2	24		4		21	2	2		25		3	
3	22		4		25		3		24		3	
4	28		2		29		3		31		2	
5	27		3		32		2		29		3	
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	458.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.56
Psychologist	.25
Social Worker	.2
Nurse	.15
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6495	393	6102	73167
District	N/A	N/A	1913	\$82,585.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	104.5	-12.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-20.6	-6.5

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

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

Types of Services Funded (Fiscal Year 2018-19)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Part A)
- Title III (for Limited English Proficient student)
- Supplemental and Concentration funds
- Special Education
- National School Lunch Program
- BTSA Beginning Teacher Support and Assessment
- Supplemental Educational Services (SES Title 1)
- ASES After School Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7

At Hillside School, we aspire to be a Professional Learning Community. As an active PLC, we consider every collegial interaction to be an opportunity for Professional Development. During our twice-monthly staff meetings we devote time to collaborating in grade-level teams regarding differentiated instruction, and equitable instructional practices in our classrooms and school-wide. This year, in particular, we are targeting our newly adopted reading curriculum Fountas and Pinell Classroom 2018 and Balanced Literacy Practices. In addition, we continue providing PDs on Writers Workshop to align with expectations for the Common Core standards and thus support academic success for our students. All teachers received professional development on the Fountas & Pinell Classrooms reading curriculum. Teachers are also participating in ongoing balanced literacy coaching cycles with our district and on-site literacy coaches. We also continue to investigate our own Equity Practices as school staff in order to provide the most culturally appropriate environment for our students.

In addition, all teachers participate in weekly Collaboration Time with an emphasis on analyzing student work and planning instruction that will challenge students to meet their full potential. All teachers have access to Illuminate and NWEA to review the results of state, district and site assessments, and student demographics.

The Educational Services Department of the San Lorenzo Unified School District is currently providing professional development for all teachers in Balanced Literacy. All Hillside teachers have been trained and are receiving ongoing support in the EL Achieve curriculum.

All teachers have the opportunity to improve their skills by taking college courses, District workshops, and in-services or other workshops offered by the County Office of Education. Teachers may attend professional conferences supported by site or District funding. Since the integration of technology is important to student success, teachers also have access to on-site and District workshops for technology integration. This year school year 2019-2020, Five New Teachers have participated in the Project Lean In technology integration training, and have received class sets of Chromebooks for student use.

Professional Development for New Teachers:

Through participation in the Contra Costa County Office of Education's Beginning Teacher Support and Assessment (BTSA) Induction Program, the District secures support providers to work with our new teachers. Through this BTSA Induction Program, new teachers are also afforded the opportunity to take university-level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquire their clear credential through the Commission on Teacher Credentialing.