

Hillside High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

HILLSIDE HIGH SCHOOL



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.

2023-24 School Contact Information

School Name	Hillside High School
Street	1558 W. 9th Street
City, State, Zip	Upland, CA 91786
Phone Number	(909) 949-8400
Principal	Christopher Beeson
Email Address	christoher_beeson@upland.k12.ca.us
School Website	https://hhs.upland.k12.ca.us/
County-District-School (CDS) Code	367-5069-3630456

2023-24 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day, Ed.D.
Email Address	LCarmenDay@upland.k12.ca.us
District Website	https://www.upland.k12.ca.us/

2023-24 School Description and Mission Statement

Hillside High School is one of 14 schools in the Upland Unified School District. Our school is located at the base of the San Gabriel Mountains in the southwest section of the City of Upland. Hillside High School can be found among a mixture of residential single-dwelling homes, apartments, townhomes/condominiums, and commercial buildings.

Our student population of approximately 175 students, grades 11 through 12, reflects the changing demographics of our community. We value the rich experiences and opportunities that our diversity offers as we learn and work together.

Hillside High School has built a tradition of academic excellence and a strong commitment to helping every student meet his/her potential. The Hillside staff believes that all children can learn, and to that end, our highly qualified professional staff strives to provide every student access to a rigorous, standards-based core curriculum. We are extremely proud of our staff's hard work, our parents and community involvement, and our students' academic success. We have embraced Common Core and shifted to the A-G curriculum. We are incorporating more student-centered lessons driven by 21st-century technology that promotes greater student achievement and increases student engagement. Our teachers are incorporating more student performance assessments and facilitating communication and collaboration within their classes. Hillside is embracing the necessary changes in education to build student proficiencies with 21st-century skills. We take pride in working with such caring and dedicated professionals.

The dedicated staff of Hillside High School is committed to ensuring that all students will acquire and apply knowledge, develop understandings, learn skills, and meet the challenges of a changing world. We at HHS truly care about our students and help them achieve success down the path they have chosen. The mission of Hillside High School is to provide a safe environment where students can re-establish their academic, personal, and career goals necessary for success in a global society. By providing a low student-to-teacher ratio, attention to the individual, and personalized instruction, students are able to re-

2023-24 School Description and Mission Statement

establish their academic and personal goals.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	42
Grade 12	123
Total Enrollment	166

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	52.4%
Black or African American	11.4%
Hispanic or Latino	76.5%
Two or More Races	0.6%
White	10.2%
English Learners	15.1%
Foster Youth	2.4%
Homeless	7.2%
Socioeconomically Disadvantaged	90.4%
Students with Disabilities	18.7%

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.

2020-21 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)	8.30	69.25	419.40	92.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.70	2.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	30.67	7.60	1.69	12115.80	4.41
Unknown	0.00	0.00	16.00	3.54	18854.30	6.86
Total Teaching Positions	12.00	100.00	453.90	100.00	274759.10	100.00

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.

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)	8.80	77.28	400.10	92.78	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	23.40	5.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	22.63	4.10	0.95	11953.10	4.28
Unknown	0.00	0.00	0.80	0.20	15831.90	5.67
Total Teaching Positions	11.40	100.00	431.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.60	2.50
Total Out-of-Field Teachers	3.60	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6
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	8.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Upland Unified School District students are provided with adopted textbooks and instructional materials in good condition and aligned to the Common Core State Standards. The district ensures that all students have access to these materials both at home and at school.

Year and month in which the data were collected November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Adoption Year: 2017 McGraw-Hill Study Sync 2015 Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12) SRA - Kaleidoscope (SDC) Adoption Year: 2011 ELD (9-12) - National Geographic School Publishing and Hampton Brown - Inside - Language, Literacy and Content	Yes	0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Algebra I, 2015 Houghton Mifflin - Geometry, 2015 Houghton Mifflin - Algebra II, 2015	Yes	0
Science	Adoption Year: 2021 CK-12 - Biology, Earth Space Science, Chemistry, Physics,, Vet Science, Oceanography Gizmos - Biology, Earth Space Science, Chemistry, Physics, Oceanography McGraw Hill - AP Chemistry: AP Chemistry Savvas - AP Environmental Science: The Science Behind the Stories Savvas - AP Biology: Campbell Biology 12th Edition Savvas - AP Physics 1: College Physics: Explore and Apply 2nd Edition Cengage Learning - AP Physics C: AP College Physics S Level 4 McGraw Hill - Anatomy and Physiology: Welsh Holes Essentials Human Anatomy Physiology High School Edition	Yes	0
History-Social Science	Adoption Year: May 2019 Pearson - World History, the Modern World: CA Edition Pearson- MacGruder's American Government Pearson- Economics: Principal's in Action Houghton Mifflin- American History McGraw-Hill - Street Law McGraw-Hill- Honors World History: Traditions and Encounters: A Global Perspective of the Past McGraw-Hill- Understanding Psychology McGraw-Hill- Sociology and You McGraw-Hill- AP Economics Cengage- AP World History: The Earth and Its Peoples Cengage- AP European History: Western Civilization Cengage- AP United States History: American Pageant	Yes	0
Foreign Language	Adoption Year: 2017 McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016 McGraw-Hill - Spanish for Spanish Speakers - El Espanol Para Nosotros, 2016 Vista Higher Learning - AP Spanish - Temas 2014 Vista Higher Learning - French I, II, III - D'accord!, 2015 Vista Higher Learning - AP French - Thème, 2016 Adoption Year: 2020 Pearson - Chinese - Link Levels 1, 2, 3, 2011	Yes	0

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system (Zendesk) enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

Year and month of the most recent FIT report September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Since our last inspection in June 2023, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter.
Interior: Interior Surfaces	X			The interior surfaces of the school were determined to be in good condition and do not require additional repairs at this time. We will continue to monitor as we conduct ongoing facility checks every quarter.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The overall cleanliness of the campus was determined to be in good standing and not requiring additional attention since our last inspection in June 2023; Annual red ant treatments of all grounds and fields will continue; pest control inspections continue on a monthly basis.
Electrical	X			Since our last inspection in June 2023, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Since our last inspection in June 2023, the drinking fountain water pressure was adjusted throughout the site as necessary. We will continue to monitor it as we conduct ongoing facility checks every quarter.
Safety: Fire Safety, Hazardous Materials	X			In November 2023, the annual fire inspection was conducted, and the site passed reflecting no deficiencies. Cloth furniture and cloth light covers in classrooms are required to possess fire-retardant literature. All chemicals are contained in a fire-retardant locked cabinet away from student use
Structural: Structural Damage, Roofs	X			All roof leaks that were discovered during our last inspection in June 2023 were repaired. No structural damage has been discovered. We will continue monitoring it as we conduct facility checks every quarter.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The exterior of the school were determined to be in good condition and do not require additional repairs at this time. The exterior cracks in the asphalt were crack filled, slurried, and restriped over the 2023 summer break. We will continue to monitor every quarter.

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	6	14	48	52	47	46
Mathematics (grades 3-8 and 11)	0	0	33	37	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	76	72	94.74	5.26	13.89
Female	33	31	93.94	6.06	16.13
Male	43	41	95.35	4.65	12.20
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	61	96.83	3.17	14.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	76	71	93.42	6.58	0.00
Female	33	31	93.94	6.06	0.00
Male	43	40	93.02	6.98	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	61	96.83	3.17	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.45	4.55	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	9	75.00	25.00	--

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.28	3.03	26.39	28.54	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	180	133	73.89	26.11	3.03
Female	78	55	70.51	29.49	0.00
Male	102	78	76.47	23.53	5.13
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	13	86.67	13.33	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	142	112	78.87	21.13	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	6	30.00	70.00	--
English Learners	27	19	70.37	29.63	0.00
Foster Youth	--	--	--	--	--
Homeless	11	2	18.18	81.82	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	160	123	76.88	23.12	2.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	27	71.05	28.95	3.85

2022-23 Career Technical Education Programs

Hillside High School offers Career Technical Education courses in Emergency Medical Responders. This industry sector has a two-year course of study available to students. These courses are available to all students including special education students, limited English proficient students, and economically disadvantaged students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	136
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2023-24 Opportunities for Parental Involvement

At Hillside High School, we recognize that education is a team effort. Each parent/guardian is invited to attend a comprehensive orientation in which all facets of the program are described along with opportunities for parental involvement in the school. We encourage and appreciate parental involvement through our various school events, School Site Council, ELAC, and other site-based opportunities. Parents are invited to attend Report Card Night which is held twice a year, once during the Fall after the close of 1st quarter grades, and again during the Spring after the close of 3rd quarter grades. During this event, parents are able to meet with each of their student's teachers to discuss their academic progress. Parents are also able to check their student's academic progress and correspond with teachers through the Aeries parent portal, Hillside's website, and online grading program. Hillside uses an automated phone system and Aeries communication portal to inform families of their child's attendance, testing, and other school events. Administrators and counselors meet regularly with students and their parents to discuss attendance, academics, and behavior. Upland Rotary and Kiwanis Club partners with Hillside by offering student awards, an annual scholarship, and a youth leadership program.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	14.8	6	10.5	4	2.9	4.8	9.4	7.8	8.2
Graduation Rate	77.3	92.8	89.5	93	95.5	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	114	102	89.5
Female	47	43	91.5
Male	67	59	88.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	12	11	91.7
Filipino	0	0	0.00
Hispanic or Latino	85	78	91.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	14	12	85.7
English Learners	17	15	88.2
Foster Youth	--	--	--
Homeless	19	18	94.7
Socioeconomically Disadvantaged	110	98	89.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	24	92.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	233	215	155	72.1
Female	103	96	78	81.3
Male	130	119	77	64.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	25	21	18	85.7
Filipino	0	0	0	0.0
Hispanic or Latino	181	168	117	69.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	1	1	1	100.0
White	25	24	18	75.0
English Learners	34	32	18	56.3
Foster Youth	5	5	4	80.0
Homeless	15	15	12	80.0
Socioeconomically Disadvantaged	212	194	143	73.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	42	31	73.8

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.83	4.72	0.11	4.85	4.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.43	0.00	0.12	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.72	0.43
Female	0	0
Male	8.46	0.77
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4	0
Filipino	0	0
Hispanic or Latino	4.42	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8	4
English Learners	2.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.19	0.47
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.82	0

2023-24 School Safety Plan

In compliance with State law and Board policy, administrators, staff, and families at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. The following steps are included:

- identified our safety committee
- created a vision of a school as a safe place to learn
- gathered and assessed school-related crime and safety data
- identified areas of desired change
- developed strategies to maintain a safe and orderly environment
- shared and adopted the plan
- community stakeholders
- continue to evaluate and revise the plan

The plan is approved by the school site council prior to February 1st, and is adopted by the Upland Unified Board of Education in April.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	7		
Mathematics	12	6		
Science	8	4		
Social Science	12	12		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	16		
Mathematics	9	10		
Science	14	6		
Social Science	11	18		

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	14	0	0
Mathematics	12	8	0	0
Science	14	6	0	0
Social Science	16	16	0	0

2022-23 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	207.5

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	11985.60	1.05	11984.55	84277.89
District	N/A	N/A	9204.76	\$87,251
Percent Difference - School Site and District	N/A	N/A	26.2	-3.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	44.7	-3.6

Fiscal Year 2022-23 Types of Services Funded

Hillside High School receives funding from LCAP, Title 1, Site funding, and donations. Through these funding sources our students are provided with access to regular standards-based core instructional program, as well as credit recovery opportunities to either return to their home school (i.e., Upland High School) or graduate from Hillside High School. Hillside uses this funding to offer students opportunities through Dual-Enrollment with Chaffey College, Emergency Medical Training through Baldy View ROP as well as support for credit recovery using APEX.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$52,038	\$54,190
Mid-Range Teacher Salary	\$82,475	\$85,111
Highest Teacher Salary	\$106,880	\$104,999
Average Principal Salary (Elementary)	\$126,946	\$132,492
Average Principal Salary (Middle)	\$132,999	\$140,987
Average Principal Salary (High)	\$142,002	\$153,884
Superintendent Salary	\$297,945	\$255,503
Percent of Budget for Teacher Salaries	33.45%	32.09%
Percent of Budget for Administrative Salaries	4.61%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Upland Unified School District believes that high-quality, evidenced-based professional learning for all is essential to the continuous improvement of teaching skills and concepts to improve student achievement. The District provides or coordinates ongoing training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, Star ELA and Math benchmark assessments, and input from sites regarding specific needs. Professional learning is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals, child care providers,

Professional Development

substitutes, clerical staff, and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention, and technology as well as follow-up coaching support the full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include Effective Teaching Strategies, Classroom Management and Positive Behavior Supports, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional learning in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences, both in person and virtually. The Induction program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for ongoing teacher dialogue and collaboration to meet student needs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4