

Hillsdale High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Hillsdale High School
Street	3115 Del Monte St.,
City, State, Zip	San Mateo, CA 94403
Phone Number	(650) 558-2600
Principal	Jeff Gilbert
Email Address	jgilbert@smuhsd.org
Website	https://www.smuhsd.org/hillsdalehigh
County-District-School (CDS) Code	4133070

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
Email Address	kskelly@smuhsd.org
Website	www.smuhsd.org

School Description and Mission Statement (School Year 2020-2021)

Hillsdale’s Mission Statement commits us to holding all students to high academic standards in an environment that both welcomes and challenges every individual to learn and grow. Hillsdale is committed to the achievement of four Cornerstone values: Equity, Personalization, Academic Rigor and Shared Decision-making.

Hillsdale High School is an innovative educational community in its 17th year of a teacher led redesign into Smaller Learning Communities, which aim to help all students achieve high academic and personal standards. Currently we have seven “houses” delivering a UC/CSU preparatory curriculum to all students. At the 9th and 10th grades, teams of four teachers (math, science, English, and social science) have common preparation periods, share and advise 112 students, and teach their cohort for two years. Teachers communicate regularly about the students they have in common, coordinate learning activities and integrate curriculum in order to create deeper and more authentic learning experiences. Students in the 11th and 12th grades are divided into three “upper division” houses, and also have advisors; some of whom are within the academic core and others who are elective teachers or administrators. Upper division teachers, like their ninth and tenth grade colleagues, share students, collaboration periods and advisory curriculum and stay with their students for two years. Major Achievements

- Six year clear accreditation from the Western Association of Schools and Colleges (WASC) (2018)
- Professional Development School Partnership with Stanford University’s School of Education
- California Distinguished School Award
- Receipt of two highly competitive U.S. Department of Education Smaller Learning Community Planning and Implementation Grants (2002 and 2007)
- Featured in the Stanford School Redesign Network (SRN) video on Smaller Learning Community conversions
- Feature article in Newsweek’s 2008 annual education issue: “The Revolutionaries of San Mateo.”

- Golden Bell award winner, California School Board Association
 - School of Opportunity award, National Education Policy Center
- Stanford Graduate School of Education Alumni Excellence Award given to Lead Principal (2018)

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	417
Grade 10	416
Grade 11	441
Grade 12	377
Total Enrollment	1,651

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	15
Filipino	4.2
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	1.2
White	33.4
Two or More Races	6.5
Socioeconomically Disadvantaged	23.9
English Learners	12.6
Students with Disabilities	10.3
Foster Youth	0.1
Homeless	0.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	90	96	97	541
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 11/2020

Hillsdale High School adopted new textbooks in several areas - AP Physics, Finite math, Geometry and Algebra I and II, Chinese levels 1-4 and Health. All students at Hillsdale have access to textbooks for core subject areas and the school meets the guidelines for the Williams Law. The ELD department uses the most supplemental materials and continue to be updated as needed. The ELD department continues to order books to keep up with the demand for the number of students in the program. In 2020, students who took a dual enrollment class through the local community colleges received textbooks specific to those courses - both hard copies and digital copies.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards/2018	Yes	0
Mathematics	Current and Meet State and Local Standards: CPM/ Upper division texts 2020	Yes	0
Science	Current and Meet State and Local Standards / 2018	Yes	0
History-Social Science	Current and Meet State and Local Standards / 2020	Yes	0
Foreign Language	Current and Meet State and Local Standards / 2018	Yes	0
Health	Current and Meet State and Local Standards/2018	Yes	0
Visual and Performing Arts	Current and Meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and Meet State and Local Standards / 2019	Yes	0

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

School Facility Conditions and Planned Improvements

Hillsdale High School is a clean, comfortable complex that is more than adequate for the purposes of teaching and learning. The robust school and district maintenance departments ensure that repairs, modifications and safety issues are completed in a timely manner. School buildings range in age from more than 50 years to just 4 years old. A series of school bonds have allowed for upgrades and renovations: \$31 million for renovation and remodeling was completed in the of Spring 2006, Auditorium and athletic facilities modernization was completed in November of 2013 and the new 40,000 s.f. building, opened in 2017, has created additional science and world language instructional capabilities. School Administration works closely with the school’s plant manager to prioritize cleaning and maintenance schedules that ensure a clean, safe, and functional school. The conditions on campus are also continually improving.

A new bond measure was passed in November and, among other projects, the existing security and fire alarm systems will updated and then integrated with the newer system of the World Language and Science Wing that was completed in the spring 2017. Other projects, including classroom upgrades and delayed maintenance and repairs will be completed using the bond funds.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/04/2020

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

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	70	N/A	50	N/A
Mathematics (grades 3-8 and 11)	50	N/A	50	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Hillsdale High School offers three Career Technical Education programs: Computer Science, Child Development and Arts, Media and Entertainment. Each of these programs is sequenced, with strong industry partnerships and/or connections to community college (10 units of CTE coursework are required for graduation). Other elective programs, especially in the Visual and Performing Arts, have strong career and work preparation elements. The school's primary focus in the area of career and college preparation is through the 4-year Advisory program, which matches every student to a teacher-advisor in the 9th and 10th grades and to an upper division advisor in the 11th and 12th grades. Career and college research, work-place readiness, life skills, resume-writing, interview techniques and community service are all integral components of the advisory program. Advisees meet daily in their cohorts, receive grades for the class, and meet school-generated advisory course-standards. The other major initiative at Hillsdale is the partnership with the College of San Mateo (CSM) which has resulted in sections of community college classes taught on the high school campus and more than 50 seniors taking college classes at CSM. The school looks at a host of data annually to measure college and work-place preparation, including college acceptance rates, rates of retention, proficiency rates through the UC/CSU EAP program, and student surveys.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	514
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	96.85
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	71.6

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Hillsdale is fortunate to be supported by an involved parent community. Parents from each Smaller Learning Community (SLC) are represented on the Hillsdale Site Council which oversees the vision and goals for the school, directs professional development, and allocates state grant funds. Parents are also drawn into the school community through SLC events, including potlucks and, at the 9th and 11th grades, Student-led Conferences. Parents provide significant volunteer support for our library and career center programs and volunteer to support academic programs such as the 12th grade Portfolio Defense and 11th grade Resume and Interview project. The Athletic, Drama, Dance, and Music Boosters provide enormous support, financial and other, for their respective programs.

Hillsdale also has active parent organizations such as the PTSO, Athletic, Music and Drama Boosters, Latino Parent Association, Special Needs Parents group and an English Learner Advisory Committee. Hillsdale is in its second year of partnership with Parent Institute for Quality Education (PIQE) which has graduated nearly 100 parents through its program. Hillsdale's Foundation is a parent and alumni directed organization that serves to provide resources for Hillsdale's programs. Hillsdale also has a Parent Engagement Specialist whose goal is to increase overall parent engagement.

More on parent opportunities can be found at the Hillsdale website. For further information on our parent organizations, or contacts for any specific group, please contact Jeff Gilbert at (650) 558-2600 or jgilbert@smuhd.org

State Priority: Pupil Engagement

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

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

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

Indicator	School 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
Dropout Rate	3.9	2.7	3.2	5.3	3.4	4	9.1	9.6	9
Graduation Rate	92.4	89.5	92.3	90	91.1	92.8	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.0	4.1	3.7	3.4	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.2747	2.3108	2.5
Expulsions	0.1213	0.0756	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Hillsdale High School Safe School Plan is reviewed and revised annually in the fall semester. In SY 20-21 the Safe School Plan was brought up for approval in December, 2020 in accordance with the basic State guidelines and in keeping with San Mateo County protocols. The revised Plan is annually reviewed and approved by the Site Leadership Council (SLC) which includes faculty, parent, student, and site administrative membership. That Plan, once approved at the site, is reviewed by the Student Services Office of the District prior to submission to the SMUHSD Board of Education for final approval. The last plan was revised in 2019 and approved by the Board in January/February 2020. The three goals for the revised 2020-2021 plan are: 1. To review, practice, and implement the Big 5 Safety Protocols, Run-Hide-Fight protocols, and District protocols with staff and students and create more efficient evacuation routes from campus. 2. To improve the use of the emergency communications tools and protocols on campus. 3. To collaborate with advisors, Wellness staff, and our Instructional Technology Coordinator to educate students around cyber health and online safety.

Hillsdale students have not met in person during the 2020-21 school year due to the covid 19 pandemic but we continue to work on our school safety policies and procedures. In order to maintain a safe environment, we have a closed campus to students and adhere to all San Mateo county safety guidelines for staff who have chosen to be on campus. When students return to campus, we will hold monthly drills following the "Big 5" protocols adopted by the county. Our handheld radios have been replaced by staff cell phones, as the radios had limited distance capacity. Our communication tree for drills and emergencies has been updated with new staff and all cell phone numbers.

Revised evacuation route maps will be placed in each workspace during the current school year and emergency procedure information will be updated in the incident command center in the main office.

Hillsdale High School has a School Wellness Center staffed with 3.5 counselors and maintains strong working relationships with local agencies, including the San Mateo Police Department. In the 2017-18 school year the district initiated the use of an Anonymous Alert system that allows students to report issues as they arise in real time.

Hillsdale’s discipline policies are well publicized and in line with the Board-adopted District Code of Conduct. Our discipline actions are progressive in nature, and alternatives to suspension are employed when appropriate, with suspension used as a last tool of response. Alternatives to suspension include a Saturday Learning Center, in-house suspension, restorative practices, and a family counseling option. Two Campus Safety Specialist aides work with a network of student advisors help maintain appropriate student behavior. We enforce the district’s maximum safety policy, and expelled students are sent to the San Mateo County Community School and then transferred to another campus within the district, following the return from expulsion. Suspension and expulsion data show a low and declining rate of incidents at Hillsdale.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	31	29	14	21	31	38	10	22	33	27	18
Mathematics	25	20	20	19	22	24	35	10	26	16	29	16
Science	28	7	27	11	25	13	29	10	27	13	24	16
Social Science	25	16	29	16	24	18	34	15	25	17	28	18

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	412.8

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20,301.45	5,969.34	14,332.10	109,517.20
District	N/A	N/A	15,385.63	\$110,144
Percent Difference - School Site and District	N/A	N/A	-7.1	-0.6
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	59.6	19.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Hillsdale spends the majority of its funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction. Hillsdale's SLC model funnels significant resources to advisory (50+ sections) which allows each student to have an Advisory class every year.

Hillsdale used to receive Title I and II and EIA funding through the state which has now been folded into the district general budget under LCAP. Funds equivalent to prior EIA funding are now directed from the district for Hillsdale's extensive Wellness Center, which provides mental health, academic and personal support for at-risk students, and a Newcomer Advisory class for our ELD 1-2 students. Title III money is used to pay our ELD support staff and supplemental services for second-language students.

Under Program Improvement, the San Mateo Union High School District implemented specific programs to assist students who tested below grade-level in reading and math. Within this initiative, Hillsdale has developed Strategic Algebra Support (SAS) to augment the core program that exists in each of Hillsdale's Smaller Learning Communities. A Guided Studies program has identified at-risk 9th graders and surrounded them with intensive supports beginning in the summer before the students entered high school. These students participate in English, math and personal support programs, field trips, lunches and other activities to erase years of academic failure. Hillsdale also provides students with an opportunity to make up credits through a blended learning program.

The Hillsdale High School Foundation began a major Family Partnership Program campaign in 2008 which now raises approximately \$350,000 annually, which is used to support dual-enrollment community college classes on our campus, technology support, staffing and funds for extra-curricular programs. Over the past two years, Hillsdale has grown an Empowerment Through Action program that supports 180 struggling students through mentorships, extra-curricular activities and tutoring. The Athletic, Drama, and Music Boosters also do other fundraising throughout the year and Gilead and the Hillsdale Shopping Center have also provide additional funds.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$67,054	\$52,670
Mid-Range Teacher Salary	\$108,166	\$89,660
Highest Teacher Salary	\$127,400	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$193,326	\$158,074

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$310,000	\$250,285
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	12	N/A
Social Science	10	N/A
All courses	39	33.6

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	8

State funding, the collective bargaining agreement and Hillsdale's school calendar allow for four days of teacher training each year. These days are divided between site specific work and collaboration across campuses in the district. Administration and Hillsdale Foundation funds are allocated to provide 2-5 additional paid days of collaboration and p.d. during the summer. Additional days were embedded at the beginning of the school in 2020-21 in order to prepare teachers for Distance Learning. The district provided many paid opportunities for professional development throughout the summer.

In order to supplement the staff days, Hillsdale's schedule include an early release for students on Thursday mornings, which provides one hour of collaboration and staff development time each week. Additionally, Hillsdale's master schedule ensures that all teachers have common collaboration periods built into their day for team and content area professional development. Teams work on equity goals, literacy strategies and data-based discussions on instructional practices. The San Mateo Union High School District also provides targeted professional development for teachers, including new, content and ELD teachers and teachers working on specific strategies. During the 2020-21 school year, Hillsdale has moved to a block schedule with common planning time before the start of school (7:45-8:45) each day. This time is mostly used by content teams to meet and plan.

The Hillsdale administration is responsible for the timely distribution of data related to our school goals and has begun consistent weekly classroom "walk-throughs" to support instructional change.