

Hillsdale High 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	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

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 2019-20)

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 thirteenth 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 2018-19)

Grade Level	Number of Students
Grade 9	403
Grade 10	436
Grade 11	374
Grade 12	356
Total Enrollment	1,569

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	15
Filipino	5
Hispanic or Latino	32.6
Native Hawaiian or Pacific Islander	0.6
White	7.1
Two or More Races	7.5
Socioeconomically Disadvantaged	23.2
English Learners	10.8
Students with Disabilities	10.2
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	85	90	96	544
Without Full Credential	1	0	0	5
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	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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/2019

For the 2019-20 school year 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. Textbooks ordered for the 2015-2016 school year were for use in the computer programming class - specifically Python Programming. 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.

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/2015	Yes	0
Mathematics	Current and Meet State and Local Standards: CPM/2017	Yes	0
Science	Current and Meet State and Local Standards / 2018	Yes	0
History-Social Science	Current and Meet State and Local Standards	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	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. The Hillsdale High School buildings range in age from more than 50 years to just two years old. Any needed work or remediation has either already started or is planned for the relatively near future. \$31 million for renovation and remodeling was completed in the of Spring 2006. Auditorium modernization was completed in November of 2013. The new 40,000 s.f. building, opened in 2017, has created additional general classroom space for the increasing number of students we expect to receive over the next years as well as improved 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.

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 will certainly be identified as issues arise.

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: 11/13/2019

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	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	Exemplary	

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)	74	71	71	70	50	50
Mathematics (grades 3-8 and 11)	51	50	52	50	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	377	328	87.00	13.00	71.04
Male	202	171	84.65	15.35	64.33
Female	175	157	89.71	10.29	78.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	45	43	95.56	4.44	79.07
Filipino	20	20	100.00	0.00	90.00
Hispanic or Latino	148	118	79.73	20.27	55.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	43	95.56	4.44	83.72

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	23	82.14	17.86	60.87
Socioeconomically Disadvantaged	103	77	74.76	25.24	45.45
English Learners	71	45	63.38	36.62	33.33
Students with Disabilities	44	17	38.64	61.36	35.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	377	325	86.21	13.79	49.54
Male	202	169	83.66	16.34	49.70
Female	175	156	89.14	10.86	49.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	45	43	95.56	4.44	74.42
Filipino	20	19	95.00	5.00	42.11
Hispanic or Latino	148	118	79.73	20.27	27.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	45	43	95.56	4.44	79.07
Two or More Races	28	21	75.00	25.00	47.62
Socioeconomically Disadvantaged	103	77	74.76	25.24	24.68
English Learners	71	45	63.38	36.62	20.00
Students with Disabilities	44	18	40.91	59.09	16.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

Career Technical Education Programs (School Year 2018-19)

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 in 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 Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	538
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.4

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.42
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	68.44

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
9	15.5	24.4	38.1

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)

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'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@smuhdsd.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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	7	3.9	2.7	6.8	5.3	3.4	9.7	9.1	9.6
Graduation Rate	90	92.4	89.5	90.9	90	91.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	4.4	5.0	4.1	3.8	3.7	3.4	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Hillsdale High School Safe School Plan is reviewed and revised annually in the fall semester. In SY 19-20 the Safe School Plan will be brought up for approval in January 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 2018 and approved by the Board in January/February 2019. Once approved at the site in January 2020 and accepted by Student Services, it will be forwarded to the Board agenda in February 2020 or soon thereafter.

To maintain a safe environment, we have a closed campus and hold monthly drills for fire, earthquake, and other possible disasters following the "Big 5" protocols adopted by the county.. All classrooms are equipped with handheld radios and employ the Big 5 protocols to assist staff with check-in and communication during drills or emergencies. Revised evacuation route maps will be placed in each workspace during the current school year. Hillsdale High School has a School Wellness Center staffed with 3.5 counselors and a part-time School Resource Officer supporting the campus. In the 2017-18 school year the district initiated the use of an anonymous alert system that is growing in usage. Students are able 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. A Campus Safety Specialist aide, School Resource Officer in addition to the 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	21	32	26	12	22	31	29	14	21	31	38	10
Mathematics	25	14	29	13	25	20	20	19	22	24	35	10
Science	30	3	18	16	28	7	27	11	25	13	29	10
Social Science	25	17	27	11	25	16	29	16	24	18	34	15

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	412.9

*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)	3.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

*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	19,101.22	4,410.97	14,690.26	103,873.98
District	N/A	N/A	14,820.02	\$105,873.00
Percent Difference - School Site and District	N/A	N/A	-0.9	-1.9
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	64.7	15.9

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)

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. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$64,243	\$52,466
Mid-Range Teacher Salary	\$103,632	\$87,373
Highest Teacher Salary	\$122,060	\$109,803
Average Principal Salary (Elementary)	\$0	\$

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$0	\$142,025
Average Principal Salary (High)	\$187,457	\$153,904
Superintendent Salary	\$297,000	\$241,221
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	5%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	4	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	9	N/A
Social Science	7	N/A
All courses	29	28.7

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

State funding, the collective bargaining agreement and Hillsdale's school calendar allow for four days of teacher training. 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.

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.

Professional development opportunities are driven by academic and anecdotal data that has illuminated on-going achievement gaps and the need for authentic and rigorous assessments. The focus of PD in 2017-18 and 2018-19 was in three inter-related areas that allowed the school to better reach its mission: 1. Explicit conversations on equity, race and cultural synchronization, 2. Cycles of Inquiry that allow teams of teachers to plan lessons together and develop a deeper understanding of instructional practices through the collaboration and 3. Refine and improve our school-wide assessment model that culminates in a senior portfolio defense in March. In 2018-19, the school focused on building on this work by layering in p.d. on increasing academic discourse through Constructing Meaning strategies. These strands of professional development remain at the core of the school's work in 2019-20.

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.