

Hillsdale High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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
E-mail Address	jgilbert@smuhsd.org
Web Site	https://www.smuhsd.org/hillsdalehigh
CDS Code	4133070

District Contact Information	
District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
E-mail Address	kskelly@smuhsd.org
Web Site	www.smuhsd.org

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 9	442
Grade 10	373
Grade 11	357
Grade 12	362
Total Enrollment	1,534

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	15.0
Filipino	5.4
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	0.5
White	38.1
Socioeconomically Disadvantaged	21.0
English Learners	10.7
Students with Disabilities	10.4
Foster Youth	0.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	82	85	90	515
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: 9/2018

For the 2018-2019 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 fewer than 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 added more than a year ago 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 2016. 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Nov. 2018		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Nov. 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Nov. 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	74.0	74.0	77.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	58.0	51.0	56.0	52.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	352	309	87.78	73.79
Male	194	168	86.60	69.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	158	141	89.24	78.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	54	94.74	87.04
Filipino	20	19	95.00	57.89
Hispanic or Latino	94	76	80.85	55.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	75	86.21	84.00
Two or More Races	36	31	86.11	74.19
Socioeconomically Disadvantaged	80	66	82.50	48.48
English Learners	53	38	71.70	26.32
Students with Disabilities	40	14	35.00	14.29
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	352	310	88.07	50.97
Male	194	167	86.08	52.1
Female	158	143	90.51	49.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	54	94.74	77.78
Filipino	20	19	95	31.58
Hispanic or Latino	94	77	81.91	23.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	76	87.36	56.58
Two or More Races	36	30	83.33	60
Socioeconomically Disadvantaged	80	67	83.75	25.37
English Learners	53	39	73.58	23.08
Students with Disabilities	40	15	37.5	13.33
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 8 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	507
% of pupils completing a CTE program and earning a high school diploma	57%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	57.9

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.4	27.0	37.0

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.

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 2018-19)

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 PTSSO, 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 jjgilbert@smuhsd.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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.5	7.0	3.9	6.6	6.8	5.3	10.7	9.7	9.1
Graduation Rate	92.3	90.0	92.4	91.6	90.9	90.0	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	93.1	89.9	88.7
Black or African American	100.0	86.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	94.6	95.2	94.9
Filipino	100.0	98.4	93.5
Hispanic or Latino	87.1	81.7	86.5
Native Hawaiian/Pacific Islander	87.5	96.4	88.6
White	94.1	93.0	92.1
Two or More Races	100.0	90.5	91.2
Socioeconomically Disadvantaged	89.5	81.9	88.6
English Learners	62.5	46.0	56.7
Students with Disabilities	80.5	61.4	67.1
Foster Youth	100.0	100.0	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.1	4.5	5.0	3.3	3.8	3.7	3.7	3.7	3.5
Expulsions	0.1	0.0	0.1	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Hillsdale High School Safe School Plan is reviewed and revised annually in the fall semester. In SY 18-19 the Safe School Plan will be brought up for approval in January 2019 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 2017 and approved by the Board in January/February 2018. The next submission will be submitted for site approval in January 2019 and, once accepted, will be forwarded to the Board agenda in February 2019.

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. Additionally we have 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 includes a Saturday Learning Center, in-house suspension, restorative practices, and a family counseling option. A Campus Safety Specialist aide, School Resource Officer and network of student advisors help maintain appropriate student behavior. We enforce the district’s maximum safety policy, and expelled students are sent to the County Community School and then transferred to another district school, following the expulsion. Suspension and expulsion data show a low and declining rate of incidents at Hillsdale.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	30	26	10	21.0	32	26	12	22.0	31	29	14
Mathematics	25.0	17	21	15	25.0	14	29	13	25.0	20	20	19
Science	28.0	6	23	6	30.0	3	18	16	28.0	7	27	11
Social Science	26.0	13	27	11	25.0	17	27	11	25.0	16	29	16

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	370
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	19,182.60	4,402.06	14,780.53	102,562.82
District	N/A	N/A	13,794	
Percent Difference: School Site and District	N/A	N/A	6.9	-0.9
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	76.3	17.2

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 2017-18)

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) and Strategic English Support (SES) 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,772	\$50,747
Mid-Range Teacher Salary	\$99,647	\$86,127
Highest Teacher Salary	\$117,365	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$180,128	\$150,286
Superintendent Salary	\$286,000	\$238,058
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	9	N/A
Social Science	8	N/A
All courses	32	29.6

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)

State funding 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 2016-17 and 2017-18 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. Observational Inquiries that allow teams of teachers to plan lessons together, observe each other and develop 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.

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.