

Hillsdale High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

| 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 2017-18)

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 five “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 108 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 two “upper division” houses, and also have advisors; some are within the academic core and others are elective teachers. 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 accreditation from the Western Association of Schools and Colleges (WASC)
- 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

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 362 |
| Grade 10 | 356 |
| Grade 11 | 368 |
| Grade 12 | 332 |
| Total Enrollment | 1,418 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 14.9 |
| Filipino | 6.3 |
| Hispanic or Latino | 28.7 |
| Native Hawaiian or Pacific Islander | 1 |
| White | 39.1 |
| Two or More Races | 8.4 |
| Socioeconomically Disadvantaged | 17.6 |
| English Learners | 9.4 |
| Students with Disabilities | 11.1 |
| 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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 80 | 82 | 85 | 497 |
| Without Full Credential | 2 | 1 | 1 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 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 2017-18)

Year and month in which data were collected: 9/2017

Hillsdale High School has not adopted new textbooks in several years for core subjects. 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 | Yes | 0 |
| History-Social Science | Current and Meet State and Local Standards | Yes | 0 |
| Foreign Language | Current and Meet State and Local Standards | Yes | 0 |
| Health | Current and Meet State and Local Standards/2016 | 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 less than a year old but any needed 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 last year has created additional general classroom space for the increasing number of students we will receive over the next years as well as improved science and 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.

Student safety on school grounds before, during, and after school is assured with supervision by school administrative staff, full time dean, campus aide, school safety advocate and resource officer. In addition communications with the student, parent, and professional communities of the school ensure that we identify and address the safety needs of the campus on an on-going basis.

Currently there are plans to replace and update the boilers on campus. This work will take place during the summer when heating is not an issue and the campus is less populated. Also this summer the older security and fire alarm systems will updated and then integrated with the newer system of the World Language and Science Wing that was completed last spring. There are several other projects on campus including a water seepage / drainage issue that impacts the music and gym complexes and improvements on the sports turf areas.

The work mentioned above addresses the things that are essential to the adequacy of the campus to serve students and meet the demands of our instructional programming. In addition to the physical changes to better meet the needs of a growing student body there are changes is supervision processes and staffing. The changes will allow for additional staffing and to better utilize the available space. Because considerable attention has been paid to the campus we will also need to take steps to integrate old and new systems into a harmonious campus network.

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: Dec 2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Boilers will be replaced in the Summer 2018 |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | The fire alarm systems on the campus will be overhauled, updated, & integrated in Summer 2018 |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: Dec 2015 | | | | |
|---|------------------|-------------|-------------|-------------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 78 | 74 | 79 | 77 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 54 | 58 | 57 | 56 | 36 | 37 |

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 370 | 340 | 91.89 | 73.82 |
| Male | 189 | 173 | 91.53 | 67.63 |
| Female | 181 | 167 | 92.27 | 80.24 |
| Black or African American | -- | -- | -- | -- |
| Asian | 63 | 61 | 96.83 | 88.52 |
| Filipino | 26 | 22 | 84.62 | 77.27 |
| Hispanic or Latino | 99 | 79 | 79.8 | 55.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 146 | 142 | 97.26 | 79.58 |
| Two or More Races | 27 | 27 | 100 | 74.07 |
| Socioeconomically Disadvantaged | 56 | 45 | 80.36 | 51.11 |
| English Learners | 48 | 30 | 62.5 | 36.67 |
| Students with Disabilities | 35 | 27 | 77.14 | 29.63 |

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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 370 | 339 | 91.62 | 57.52 |
| Male | 189 | 172 | 91.01 | 56.4 |
| Female | 181 | 167 | 92.27 | 58.68 |
| Black or African American | -- | -- | -- | -- |
| Asian | 63 | 61 | 96.83 | 86.89 |
| Filipino | 26 | 22 | 84.62 | 59.09 |
| Hispanic or Latino | 99 | 79 | 79.8 | 24.05 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 146 | 142 | 97.26 | 66.2 |
| Two or More Races | 27 | 27 | 100 | 51.85 |
| Socioeconomically Disadvantaged | 56 | 45 | 80.36 | 15.56 |
| English Learners | 48 | 30 | 62.5 | 20 |
| Students with Disabilities | 35 | 26 | 74.29 | 15.38 |

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 | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 63 | 65 | 62 | 63 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Hillsdale High School offers three Career Technical Education programs: Computer Science, Child Development and Digital Photography and Video/Audio Recording. 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 11 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 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 461 |
| % of pupils completing a CTE program and earning a high school diploma | 80% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 33% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.09 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 48.49 |

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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 11.3 | 29.7 | 43 |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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 has a Parent Engagement Specialist whose goal is to increase overall parent engagement.

Parents provide significant volunteer support for our library and career center programs. Parents also 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.

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@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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 3.7 | 5.5 | 7 | 3.4 | 6.6 | 6.8 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 94.35 | 92.28 | 90 | 94.71 | 91.64 | 90.86 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 90.33 | 91.14 | 87.11 |
| Black or African American | 80 | 59.09 | 79.19 |
| American Indian or Alaska Native | 100 | 100 | 80.17 |
| Asian | 93.33 | 96.7 | 94.42 |
| Filipino | 87.5 | 92.97 | 93.76 |
| Hispanic or Latino | 84.62 | 83.99 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 87.5 | 86.57 |
| White | 93.75 | 93.79 | 90.99 |
| Two or More Races | 90.24 | 94.05 | 90.59 |
| Socioeconomically Disadvantaged | 71.74 | 71.13 | 63.9 |
| English Learners | 48.28 | 38.5 | 55.44 |
| Students with Disabilities | 92.31 | 86.2 | 85.45 |
| Foster Youth | 0 | 40 | 68.19 |

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 4.8 | 5.1 | 4.4 | 3.3 | 3.2 | 3.8 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

The Hillsdale High School Safe School Plan is reviewed and revised annually by staff 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 at the end of 2016 and approved by the Board in January/February 2017. The next submission will be submitted for site approval in January 2018 and if accepted will be forwarded to the Board agenda in February 2018.

In the 2014 CHKS Student Survey, HHS ranked 97% as compared to similar schools in the state in "overall support and engagement". This percentage includes student impressions of safety, connectedness, participation, and meaningful teacher relationships. Our school ranked in the 99th percentile in "low violence, victimization, and drug use" as compared across the state and to similar schools. Hillsdale's school philosophy stresses relationships, involvement, and respect as keys to safety. The Small Learning Community model facilitates the building of relationships and the early identification of problems. To maintain a safe environment, we have a closed campus and hold monthly drills for fire, earthquake, and disaster procedures. All classrooms are equipped with handheld radios and employ clear 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.

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 given when appropriate, with suspension used as a last level of response. Alternatives to suspension includes a Saturday Learning Center, in-house suspension, and a family counseling option. A full-time dean, a campus aide 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 as compared to the district.

In 2010, Hillsdale developed a comprehensive and integrated Wellness Center, designed to address issues of mental health, academic and personal success, and truancy. In 2016 the Wellness Center was remodeled adding staff and responding to identified areas of student need. The counseling department coordinates with the advisory program and mental health therapists to target students who need support even beyond Hillsdale's network of standard responses. We continue to coordinate services through our Wellness Center and focus on students now identified even more closely through the addition of two sections of Guided Studies for our 9th and 10th graders. Furthermore, our counseling staff conducts informational meetings for our parents on topics such as combating cyberbullying and addressing drug and alcohol awareness as related to teens to assist us in maintaining a safe learning and teaching environment. The work with parents includes specialized programming for Spanish-speaking families who are supported by Spanish-speaking staff including our Parent Engagement Coordinator.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 100 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 26 | 32 | 8 | 22 | 30 | 26 | 10 | 21 | 32 | 26 | 12 |
| Mathematics | 24 | 16 | 24 | 13 | 25 | 17 | 21 | 15 | 25 | 14 | 29 | 13 |
| Science | 28 | 5 | 25 | 10 | 28 | 6 | 23 | 6 | 30 | 3 | 18 | 16 |
| Social Science | 26 | 11 | 32 | 6 | 26 | 13 | 27 | 11 | 25 | 17 | 27 | 11 |

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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3.6 | 382 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.5 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist | 2.6 | N/A |
| Other | 3.0 | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 16,385.68 | 4,793.79 | 11,591.89 | 97,031.71 |
| District | N/A | N/A | \$13,253.66 | \$97,915 |
| Percent Difference: School Site and District | N/A | N/A | -12.5 | -0.9 |
| State | N/A | N/A | \$6,574 | \$82,770 |
| Percent Difference: School Site and State | N/A | N/A | 76.3 | 17.2 |

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

Types of Services Funded (Fiscal Year 2016-17)

Hillsdale spends the majority of its funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

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 the San Mateo Rotary Club and the Hillsdale Shopping Center have also provide additional funds.

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$59,396 | \$50,221 |
| Mid-Range Teacher Salary | \$95,814 | \$83,072 |
| Highest Teacher Salary | \$112,850 | \$104,882 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$128,094 |
| Average Principal Salary (High) | \$148,711 | \$146,114 |
| Superintendent Salary | \$275,000 | \$226,121 |
| Percent of Budget for Teacher Salaries | 30% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 1 | N/A |
| Science | 5 | N/A |
| Social Science | 2 | N/A |
| All courses | 13 | 30.7 |

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.

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. Funding, through the district, particularly through the state's support of Common Core preparation, is also available for summer professional development.

Annually, over 50 teachers meet during the summer to work with their Smaller Learning Community on curriculum development, work that is supported by the school's SLC grant. During the 2013-14 and 2014-15 school years, cohorts of teachers participated in intensive training in Constructing Meaning and Strategic Literacy and teams of teachers attended the national Learning Forward conference. The focus of PD in 2015-16 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 2016-17, the school focused on building on the work of 2015-16, preparing for WASC and deepening conversations around equity.

Hillsdale has partnered over the past five years with the Stanford School Redesign Network, the New Teacher Center, WestEd, and BayCES to provide expert consulting on best practices. The consultancies are used to develop staff capacity which spreads through structured collaboration. 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.