

# WASC Self-Study 2018



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**to-Marrakech-Florence-Oaxaca  
Jakarta-Cusco-Timbuktu**

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Hillsdale High School

## Mission Statement



### **The Mission Statement:**

The mission of Hillsdale High School is to enable **all** students to reach their academic and personal potential.

As an educational community of students, parents, and staff, we are committed to sharing the responsibility for the mission by achieving the following cornerstones:

#### *Equity through*

- Core curriculum and high standards
- Differentiated Learning
- Collaboration and Professional Development
- Understanding, respect, and tolerance of diversity

#### *Personalization through*

- Community/Parent Connections
- Sense of Community
- Integrity, honesty, responsibility
- Advisory

#### *Rigor through*

- State Standards
- Hillsdale's Graduate Profile
- Authentic Learning (e.g. project-based learning, exhibitions, portfolios, demonstrations of mastery)

#### *Shared Decision-Making through*

- Democratic Structures
- Distributed Leadership
- Consensus Building
- Autonomy

*The Mission Statement gives us the ability to see Hillsdale not only as it is, but as we would like it to become.*

*The purpose of governance will be to support the mission statement, realize the cornerstones it contains, and both promote and embody the values it represents. These cornerstones and values will also shape the process as well as the purpose of governance. In that spirit, we will hear, protect, and solve our respect all voices, ensure equity among houses, assume positive intent, and collectively own and problems. Ultimately we will strive to ensure that all decisions are made in the best interests of students.*

## San Mateo Union High School-District Administration

**Kevin Skelly**, Superintendent

**Elizabeth McManus**, Deputy Superintendent, Business Services

**Kirk Black**, Asst. Superintendent, Human Resources & Administrative Services

## San Mateo Union High School District- Board of Trustees

**Linda Lees Dwyer**, President

**Greg Land**, Vice President

**Marc Friedman**, Clerk

**Robert H. Griffin**, Trustee

**Peter H. Hanley**, Trustee

## WASC Visiting Committee Members

**Anne Harter Dolid**, Visiting WASC Chair, Principal

**Virginia Brown**, Teacher, Gonzales High School

**Emily Burton**, Assistant Principal, Pioneer High School

**Rosie Reid**, Teacher, Walnut Creek

**Susan Stutzman**, Non-Profit Organization, East Bay College Fund

**John Tavermakis**, Teacher, Westmont High School

## Hillsdale WASC Leadership Team

**Ashley Milton**, Co-Principal, Florence

**Adrian Kirk**, Co-Principal, Kyoto

**Jeff Gilbert**, Lead Principal, Marrakech-Oaxaca

**Brett Stevenson**, Dean of Students

**Sandy Calvo**, Dean of Students

**Danielle Flores**, Florence Co-House Leader

**Tim Stuebbe**, Florence Co-House Leader

**Neal Donohoe**, Kyoto House Leader

**Rachel Lauderdale**, Marrakech House Leader

**Kristin Sanchez**, Oaxaca House Leader

**Timothy Williams**, Cusco-Timbuktu Co-House Leader

**Margo Meiman**, Cusco-Timbuktu Co-House Leader

**Ethan Stewart**, Jakarta Co-House Leader

**Steven Asp**, Jakarta Co-House Leader

[Organization: Vision and Purpose, Governance, Leadership Staff, and Resources](#)

**Staff Member**

Danielle Flores  
Stephen Asp  
Andrew Hartig  
Tim Williams  
Ryan Stevens  
Ethan Stewart  
Dave Emanuel  
Craig Childress  
Sandi Zee  
Michele DeGregorio  
Brendan Papciak  
Nicolas Salcedo  
Janice Kelly  
Jeff Gilbert

**Department**

Math  
Math  
English  
English  
Social Science  
Social Science  
Social Science  
Science  
Science  
Special Education  
Visual and Performing Arts  
World Language  
Counseling  
Administration

**Standards-Based Student Learning: Curriculum****Staff Member**

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Marissa Klein  
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Danie Robledo  
Ryan Almstead  
Chris Lipski  
Emily Witkop  
Jenny Caughey  
Michael DeLacy  
Barb Henderson  
Kristin Landucci  
Jason Miller  
Maia Monchek  
Allison Gamlen  
Jenny Rienzo

**Department**

Math  
Math  
Math  
English  
English  
English  
Social Science  
Social Science  
Science  
Science  
World Language  
ELD  
Special Education  
Special Education  
Special Education  
Physical Education  
Visual and Performing Art  
Counseling

## Standards-Based Student Learning: Instruction

### **Staff Member**

Mike McCall  
Johnny Tsao  
Edwin Contreras  
Melissa Poblete  
Christy Van Beek  
Sarah Press  
Perri Devon-Sand  
Arielle Sison  
Charlotte Lum-Ku  
Charles Bissell  
Tim Stuebbe  
Kennet Santana  
Tabitha Romano  
Antoinette Chavez  
Julia Payne  
Mike Parodi  
Kevin Gallagher  
Ed Canda

### **Department**

Math  
Math  
Math  
English  
English  
English  
Social Science  
Social Science  
Science  
Science  
World Language  
English Language Development  
Special Education  
Special Education  
Special Education  
Physical Education  
Visual and Performing Arts  
Counseling

## Standards-Based Student Learning: Assessment and Accountability

### **Staff Member**

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Greg Jouriles  
Matt Springman  
JB Luzar  
Marilyn Lu  
Michael Silva  
Marcus Farhad  
Paul Aguilar  
Linnea Vilen  
Cindy Lynch  
Daisy Colchie  
Sandy Calvo

### **Department**

Math  
Math  
English  
English  
Social Science  
Social Science  
Science  
Science  
World Language  
Special Education  
Special Education  
Physical Education  
Visual and Performing Arts  
Visual and Performing Arts  
Dean of Students

## School Culture and Support for Student Personal and Academic Growth

<b>Staff Member</b>	<b>Department</b>
Kevin Aha	Math
Neal Donohoe	Math
Margo Meiman	Math
Caroline Maniego	English
Rachel Lauderdale	English
Dominique Uskert	Social Science
Ciana David	Social Science
Nina Abdelnaby	Science
Chris Stallings	Science
James Madison	Health
Susan Olmos	World Language
Nicole Tsai	World Language
LeeYee Su	World Language
David Godoy	Special Education
Deborah Stuart	Special Education
Mike Busser	Physical Education
Sabrina Braccini	Visual and Performing Arts
Linda Colloran	Child Development/CTE
Karena Doan	Counseling
Brett Stevenson	Dean of Students

## Table of Contents

<b>Introduction</b>	
Mission Statement	2
District Administration/Board Members	3
WASC Visiting Team Committee Members	3
Hillsdale WASC Leadership Team	4
WASC Focus Groups	5-7
<b>Chapter 1:</b> Progress Report	9
<b>Chapter 2:</b> School and Community Profile, Analysis of Data	27
<b>Chapter 3:</b> Self-Study Findings	72
A. Organization: Vision and Purpose, Governance, Leadership and Staff	73
B. Standards-Based Student Learning: Curriculum	85
C. Standards-Based Student Learning: Instruction	96
D. Standards-Based Student Learning: Assessment and Accountability	111
E. School Culture and Support for Student Personal and Academic Growth	121
<b>Chapter 4:</b> Critical Areas of Need	135
<b>Chapter 5:</b> School-Wide Action Plans (Link)	139
<b>APPENDIX</b>	140





## Chapter 1:

### School and Community Profile, Data and Programs

## Task 1: Progress Report

2015 Mid-term [Schoolwide action plan](#). Single Plan for Student Achievement (2016). [Significant Developments](#) that have had a major impact on the school and/or curricular programs [since 2012](#).

Change or Development	Impact
<p><u>Graduate Profile (GP)/Defense:</u>  Hillsdale has developed a comprehensive senior portfolio and defense process that serves as a graduation requirement for all students.</p> <ul style="list-style-type: none"> <li>● More teachers/ advisors are developing, collaborating on, and implementing portfolio pieces</li> <li>● Graduate Profile rubrics are used more schoolwide</li> <li>● Senior Defense has been broadened to include the breadth of a student’s academic portfolio from 9-12th grades</li> </ul>	<ul style="list-style-type: none"> <li>● Better aligned curriculum across houses</li> <li>● More common instructional practices</li> <li>● More rigorous portfolio assignments</li> <li>● Reflection on teaching practices</li> <li>● Inclusion of questioning in the panel defense has increased the rigor</li> <li>● Use of the GP has increased the rigor and given increased validity to all studies</li> <li>● Aligns content teams and departments to schoolwide goals/Graduate Profile</li> <li>● Faculty conversations around common practices</li> </ul>
<p><u>Structural changes to SLCs</u></p> <ul style="list-style-type: none"> <li>● Addition of 4th 9th grade SLC in 2017</li> <li>● All 9th grade humanities and science courses are now heterogeneously grouped with options for AS/CP designations.</li> </ul>	<ul style="list-style-type: none"> <li>● Addition of a new house brings hiring and educational opportunities (and anxieties)</li> <li>● Increased differentiation/need for new strategies</li> <li>● Greater student access to Advanced content</li> </ul>
<p><u>Facilities Changes</u></p> <ul style="list-style-type: none"> <li>● Construction of a new HHS building</li> <li>● Addition of new classroom spaces in 100 and 200 wings, including new Special Ed facilities</li> <li>● Completion of auditorium, art classrooms and athletic facilities</li> </ul>	<ul style="list-style-type: none"> <li>● Addition of excellent and coordinated science and World Language facilities</li> <li>● Opportunity to realign SLCs, using new space to create geographic coherence</li> <li>● State-of-the-art facilities for electives and extra-curricular activities.</li> <li>● Anxiety and challenges around moves</li> </ul>
<p><u>Increased voice and personalization for at-risk students</u></p> <ul style="list-style-type: none"> <li>● SES and SAS classes added</li> <li>● ELD students are offered sheltered math and science classes and now mainstreamed into English 3-4 not English 7-8</li> <li>● ELD split into levels 1, 2 and 3, with Advisory provided at each level</li> <li>● Guided Studies sections added for most at risk 9th and 10th graders (articulated with Advisory and Wellness Center services)</li> <li>● Push-in of Special Education teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Extra support for students most at risk.</li> <li>● Increased personalization</li> <li>● Appropriate rigor</li> <li>● More supportive transitions from ELD to mainstream courses</li> <li>● Additional network of support for SLC teams, but additional levels of communication/fragmentation</li> <li>● More understanding by SAI students about the expectations of mainstream classes</li> <li>● Increased contact to Spanish speaking families</li> </ul>

<ul style="list-style-type: none"> <li>● Employment of a full-time school psychologist</li> <li>● Wellness Center implementation, with multiple counselors and supports, including Spanish-speaking Family Outreach Coordinator</li> <li>● Hiring of Internship and Career Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Increased ability to attend to student's academic/social/ emotional needs and provide appropriate supports</li> <li>● Opportunities for upper division students to bridge to college and career</li> </ul>
<p><u>Administrative Changes;</u></p> <ul style="list-style-type: none"> <li>● Addition of two new administrators</li> </ul>	<ul style="list-style-type: none"> <li>● New systems and approaches</li> <li>● Challenge of aligning responsibilities of three administrators in a new, 4-SLC model</li> </ul>
<p><u>Common Core</u></p> <ul style="list-style-type: none"> <li>● Next Generation Science Standards are driving shifts in the science curriculum</li> <li>● Common core driving shifts in math curriculum</li> <li>● Alignment of Graduate Profile to department learning outcomes, then to Common Core</li> <li>● Increased number of computers on campus due to technology 1:1 pilot</li> </ul>	<ul style="list-style-type: none"> <li>● More focus on inquiry and writing in science and math curriculum.</li> <li>● Students will gain deeper understanding of core scientific concepts in lieu of memorizing facts for tests</li> <li>● Students are able to do collaboration asynchronously</li> </ul>
<p><u>Course changes</u></p> <ul style="list-style-type: none"> <li>● Increased enrollment in AP courses</li> <li>● Increased # of students taking high level of math class (PreCalc, AB/BC Calculus)</li> <li>● Increased number of CTE electives, particularly the addition of a Computer Science sequence</li> <li>● Doubled the number of Spanish for Native Speakers classes</li> <li>● Addition of Math 190 to the math sequence</li> <li>● Increased the number of students commuting to the College of San Mateo (over 60 in 2017-18)</li> </ul>	<ul style="list-style-type: none"> <li>● As more students choose AP classes, there is an increased need for differentiation in AP classes, as the range of students' skill sets has increased with open enrollment;</li> <li>● More students are prepared for college-level math at the community college, with fewer testing into the lowest math course and an increased percentage of students placed in a degree-bearing or transferable college math course.</li> </ul>

**Schoolwide Critical Areas** for follow up from the visiting committee report for the [prior full visit](#) and recommendations from subsequent visits. Related Critical Areas of Need:

**Critical Area # 1**

Ensure full inclusion of ELD and Special Education students in all aspects of Hillsdale's rich culture

**Critical Area #2**

Address the achievement gap among sub-groups that have been identified by the self-study

**Critical Area # 3**

Review on an ongoing basis differentiated instruction techniques and implement best practice

**Critical Area #4**

Streamline the school-wide decision-making process

**Critical Area #5**

An ongoing emphasis needs to be placed upon the disaggregation of student achievement data in order to identify achievement gaps and learning needs of all students.

**Critical Area # 6**

Continue to develop the school's sustainability plan to ensure the long-term health of SLCs.

### **Ongoing Follow-up Process**

In the early 2000s, Hillsdale received a federal planning grant to begin the implementation of Smaller Learning Communities (SLCs). During that planning process, Hillsdale's faculty established a set of values, called Cornerstones, that still shape the structure, organization and goals of the school. The WASC Action Plan ([mid-cycle edition](#)) facilitates conversations about how to best realize Hillsdale's Cornerstone values. The [one-page overview](#) of the Action Plan is a simple guide for Administration and the Leadership Team to ground conversations and decisions. The annual process of implementing and monitoring the Action Plan is done through our SPSA and includes these steps:

- Administration and Leadership Team reviews data, the WASC Action Plan and SPSA goals and suggests priorities or identifies areas of concern leading into the new year.
- SPSA goals are presented to the staff at House meetings, allowing for input and questions.
- Leadership reviews House input and prepares the SPSA for Site (SLC) Council.
- SLC Council reviews the goals, usually breaking into small working teams, and polishes the goals for the year. The goals are then set for a vote by SLC Council at the subsequent meeting
- The SPSA is sent to the district for review by district officials and approval by the Board

While this process allows for formal input and a dedicated opportunity for discussion, the impact of our Action Plan, and subsequent SPSAs, is more significant in the discussions we have around the vision and future of the school. Hillsdale's commitment to core values and common goals is best understood by the frequently asked question: "How will this decision align with our Cornerstones?". Few decisions are personal and almost all are viewed as opportunities to advance the school toward the Cornerstones.

The process described above has been the prevailing model over the past sixteen years but during WASC years, the SPSA and decision-making process are subsumed within the WASC process. Also, in 2016-17, a district-wide decision was made to down-play the SPSA process since we are shifting to a model where the SPSA will be shaped during the Spring of each year, in preparation for the coming year. We are also shifting the design of our SPSA reports to now align with LCAP and LCFF guidelines.

## Personalization Action Plan

**Rationale:** *Addressing the social-emotional needs of all students is necessary to ensure equity and that every student reaches his or her potential. Personalization is closely related to the relationships that are formed at Hillsdale and the culture and environment that exists for students.*

Personalization Goals	Actions
Identify and address the academic and social-emotional needs of all students	<ul style="list-style-type: none"> <li>● Fully develop an integrated Wellness Center</li> </ul>
	<ul style="list-style-type: none"> <li>● Refine advisory structures, systems and curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and address the social-emotional needs of staff in order to allow them to attend to the needs of their students</li> </ul>
Increase parent involvement and community connections	<ul style="list-style-type: none"> <li>● Develop and execute a school-wide plan to communicate essential school information and opportunities to all parent groups</li> </ul>
	<ul style="list-style-type: none"> <li>● Communicate to larger community about Hillsdale’s program, including marketing and outreach to local business, government and other institutions</li> </ul>
	<ul style="list-style-type: none"> <li>● Maintain job shadowing and internship opportunities for students</li> </ul>

**Connection to Critical Areas of Need:**

**Critical Area # 1**

Ensure full inclusion of ELD and Special Education students in all aspects of Hillsdale’s rich culture

**Critical Area #5**

An ongoing emphasis needs to be placed upon the disaggregation of student achievement data in order to identify achievement gaps and learning needs of all students.

This goal was determined by a commitment to learning as a social phenomenon that is deeply rooted in relationships. This goal, in some form, will be part of the school as long as SLCs exist. The focus on communication was a result of parent input and the on-going concern that Hillsdale, in an open-enrollment district, is being stereotyped as the school that will support students with high socio-emotional needs, while our neighboring school is known for academic/ rigor.

**Identify and address the academic and social-emotional needs of all students**

**Fully develop an integrated Wellness Center**

**Positive Progress Made**

- Implemented a full Multi-Tiered Student Success (MTSS) program, including three dedicated counselors on site, a share work closely with students and counseling staff for crisis interventions and case management - with the capacity to serve
- Hired a ½ time Parent Outreach Coordinator with bilingual skills in Spanish
- Established a peer tutoring program that embeds tutors in Special Ed, support and key math classes
- Established ongoing counseling groups for students enrolled in the Guided Studies classes
- Established three social emotional groups per semester to provide supports for students
- Professional development for all staff on mental health awareness, including online training
- Counseling interns provide 1:1 counseling and help co-facilitate groups
- The Intervention to Student Attendance and Truancy (ISAT) program has greatly reduced attendance and truancy issues
- Parent outreach and informational sessions for adults- including support from outside agencies such as San Mateo PD

**Actions Still Needed**

- There is work to be done in the development and sustainability of our counseling department, especially as the enrollment grows
- Create better training and accountability for Peer Tutors through clear protocols and expectations and evaluation of effectiveness
- Coordinate communications and systems so that MTSS and other Wellness Center programs serve and communicate effectively
- Continue to identify presentations for parents/guardians to help support the awareness of mental health issues and resources
- Mental health issues are remarkably frequent and increasing in number and continue to challenge staff, even with the support of the Wellness Center
- Coordinate communications and procedures to ensure timely referral and a tight network of supports that interface with the Wellness Center

**Refine advisory structures, systems and curriculum.****Positive Progress Made:**

- Ongoing work within the house-grade level advisory teams addressing Advisory curriculum and student concerns, including the development of a house-level advisory curriculum
- Teams have developed consistent and effective methods of meeting, establishing goals, tracking discussions and “kid-friendly” advisory materials
- A Master Board that accommodates House and department collaboration
- The Advisory Committee reviewed and revised a [scope and sequence](#) of the Advisory curriculum (9th-12th grade) which is being implemented in the fall
- The importance of articulation between MTSS-Counseling-Advisory is recognized as critical to providing counseling and advisory services
- Embedding counseling (academic and social-emotional) curriculum in Advisories including for example, presentations and activities
- Curriculum and systems have continued to evolve as new team members are brought in and old and less effective methods are replaced

**Actions Still Needed:**

- Most teams identify that more work always will continue to be needed in this area, especially in relation to providing advisory services to students
- Cross-pollinate good ideas from teams while allowing for autonomy
- There continues to be less emotional attachment and engagement in the upper division Advisories and a need to provide more pathways
- We need a system of accountability for implementing technology and Advisory scope and sequence

**Identify and address the social-emotional needs of staff in order to allow them to attend to the needs of their students.****Positive Progress Made:**

- Houses and teams have supportive relationships that attend to teachers’ social-emotional needs
- We now have a remodeled and centralized teacher lounge
- We include recognitions as a common practice, including in our weekly *Hillsdale Happenings*.
- In conjunction with the district, our school site offers a range of Wellness Activities throughout the year including mandatory wellness screenings

**Actions Still Needed:**

- How do we prioritize and attend to this goal? Who? What? When? What resources do we have to attend to the social-emotional needs of staff?
- How can we provide check-ins or at critical points in the year (October and March) to attend to teachers’ stress levels?
- Prioritize and streamline the expectations around school commitments for teachers and staff

**Develop and execute a school-wide plan to communicate essential school information and opportunities to all parents and families.****Positive Progress Made:**

- ELAC, DELAC meetings are held regularly and seeking some coordination and articulation between these groups; since the beginning of the year, a Coordinator serving all families with a focus on Latino parents
- Latino Parents group meets several times a year, and take up such topics as growth mindset, immigration issues and

- PTSO has developed strong communication tools through weekly newsletters and use of the website and effective phone calls
- PTSO volunteer network has broadened and addressed a variety of school needs -the coordination of parent volunteers
- The district has created a new and more streamlined website
- Parent events (In-coming 9th Grade Welcome, Back-to-School Night, Open House, College workshops, PTSO events, etc.)
- Upper division Advisories send out a monthly parent newsletter about upcoming events
- Evening family events centered around curriculum and projects are increasingly frequent, as well as bbqs, and potlucks
- School activities sent out as an email and autodialer in English and Spanish weekly
- Documents are regularly translated to languages other than English to better include families. The translations and interpretation are provided
- Through the TEALS program we have had computer science professionals volunteer in the computer science classroom
- Outreach to middle schools families has improved with direct communication that includes clear dates for school visits and information for students

**Actions Still Needed:**

- ELAC parents seek resources to better adjust to being in the US > programs such as PIQUE and PCRC
- Increase participation for the parents of our ELD and Special Education students to be a part of the mainstream parent community
- Explain the many ways and value in students earning college credit through concurrent enrollment

**Communicate to larger community about Hillsdale's program, including marketing and outreach to local businesses**

**Positive Progress Made:**

- District hired a public relations officer to communicate with outside organizations and media
- Annual visits to feeder school PTSO meetings
- Development of highly structured and informative programs through 8th grade Shadowing, Open House and 8th grade Shadowing
- Established a Corporate Sponsorship program with parent/booster and Foundation support
- Received J. Russell Kent and Schools of Opportunity award in 2016-17
- The Visual and Performing Arts shows continue to have increasingly bigger audiences, and are adding more outreach
- Published the Hillsdale Magazine to promote and describe Hillsdale and its programs

**Actions Still Needed:**

- Target populations that are still unaware of the SLC model at HHS and our successes
- Continue to cultivate partnership with district to support positive messaging of Hillsdale
- Incorporate more information about the academic excellence at Hillsdale to balance the well-known story of the school

**Maintain job shadowing and internship opportunities for students**

**Positive Progress Made:**

- Half-time classified position in 2017 to target businesses for job shadowing and development of internships and mentoring
- Many business and community contacts made up through 2014-15
- Highly successful Mock Interviews for Juniors involving community volunteer interviewers
- Stronger relationships with district schools to increase career-based field trips and career guest speakers
- Increasing number of students taking a class at or through the College of San Mateo
- Career Day held during Senior Defense Days in which community members present to 9-11th graders

**Actions Still Needed:** Ensure that all students are aware of internship and job shadowing opportunities

- Decide what resources are necessary to involve a high percentage of upper-classmen
- Investigate how to incentivize participation: credit, CTE credit, etc.
- Continue to seek, establish and strengthen community partnerships

- Make connections with VPA/ CTE teachers to link students with opportunities tied to courses
- More frequent meetings with content-specific district industry leaders for CTE courses

[Link to narrative description of progress on Personalization Action Plan.](#)

### Academic Rigor Action Plan

**Rationale:** *At Hillsdale we are committed to coordinating a rigorous curriculum and designing performance-based assessments that make learning meaningful through the mastery of our Graduate Profile and content standards.*

Rigor Goals	Actions
Improve curriculum, instruction and assessment in order to graduate all students meeting rigorous Graduate Profile standards	<ul style="list-style-type: none"> <li>• Implement and refine a rigorous portfolio process for all students based on engaging and challenging tasks in every content area and course</li> </ul>
	<ul style="list-style-type: none"> <li>• Align Graduate Profile, Common Core standards, curriculum, instruction and assessment</li> </ul>
	<ul style="list-style-type: none"> <li>• Share best practices across classrooms/content areas</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a culture of shared responsibility around excellent teaching</li> </ul>
	<ul style="list-style-type: none"> <li>• Address inconsistencies in AS/CP classes, lower/upper division and AP/CP</li> </ul>
	<ul style="list-style-type: none"> <li>• Improve AP scores and otherwise further challenge high-performing students</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure access to appropriate technology for staff and students in order to develop appropriate skills and facilitate the digital portfolio</li> </ul>

#### **Connections to Critical Areas of Need:**

##### **Critical Area #2**

Address the achievement gap among sub-groups that have been identified by the self-study review on an ongoing basis differentiated instruction techniques and implement best practices

##### **Critical Area # 3**

This goal was determined through a commitment to authentic assessment and the power of student exhibitions. The goal reflects a volatile state and federal assessment landscape and the need for our site to determine what “student achievement” means and what standards we will hold all students to meet. The advent of Common Core has allowed us to align to high quality external standards while we define the quality of academic performance at Hillsdale as well as a common vision for standards.

**Implement and refine a rigorous portfolio process for all students based on engaging and challenging tasks in**

**Positive Progress Made:**



- Established school-wide Graduate Profile rubrics
- Use of Graduate Profile for curriculum and instruction in all content areas
- Created a sustainable and manageable defense model
- All students complete a one-hour Application Task as part of the defense
- All content areas require portfolio tasks to be completed in all classes
- Establish scope and sequence for Advisory related to portfolios and portfolio defenses 9-12

***Actions Still Needed:***

- Calibration of portfolio tasks across all content areas
- Sharing of best practices around portfolio curriculum (reflection, etc.)
- Determine shape of defense for near future and whether to include a Capstone project

**Align Graduate Profile, Common Core standards, curriculum, instruction and assessment**

***Positive Progress Made:***

- Departmental training on CCSS best practices (reading apprenticeships, etc)
- Creation of Portfolio Tasks aligned to Graduate Profile in all courses
- Alignment of the Graduate Profile and CCSS, so that language is consistent when appropriate
- 

***Actions Still Needed:***

- Academic sustainability needs to ensure CCSS integration with GP to ensure rigor in all classes
- Complete alignment of NGSS and math standards

**Share best practices across classrooms. Create a culture of shared responsibility around excellent teaching.**

***Positive Progress Made:***

- To aid in differentiated instruction, specific ELD student profiles and accommodation documents created and distributed
- PD time for content teams to engage in a cycle of inquiry around common work and tasks
- PD around coaching for the portfolio defense (best practices)
- Collaboration time embedded in teacher schedules, usually for both team and content-areas.
- Instructional Coaches now provided to support most teachers on evaluation
- Classroom instruction aligned to both Graduate Profile and Common Core Standards demonstrated by increased evidence of learning
- Use of Google drive and other technology to collaborate and share materials

***Actions Still Needed:***

- More teacher peer observations needed around instructional practices.
- Greater clarity around school-wide strategies that support EL/LTEL/Special Ed students and a clear process for sharing best practices
- Examine and implement best practices with respect to writing in all content areas

**Address “gaps” and inconsistencies in AS/CP classes, lower/upper division and AP/CP.**

***Positive Progress Made:***

- Work on differentiated rubrics assists in this area
- Common projects (often for portfolio) allow for consistency across houses

***Actions Still Needed:***

- Continue to work on ways to increase and maintain rigor in the AS/CP classes
- Need to establish the determinants of “AS” in lower division Humanities

## **Improve AP test scores and otherwise further challenge high-performing students.**

### ***Positive Progress Made:***

- While taking AP tests is no longer mandated, we have continued to administer about 550 tests or more each year
- Students have passed certain AP tests at high rates, including Biology, Spanish, Art and Chinese
- Consistent percentage of students receiving 3+ on AP tests, approximately 13 points above the California average
- Improvements in English Language and English Literature tests with a larger and more diverse set of students enrolling
- Continued work on differentiation and differentiated rubrics continue to assist in opportunities for increased challenge
- Formalized financial support is available for students needing assistance to take the AP exams

### ***Actions Still Needed:***

- We need consistent and improved scores in Calculus, Biology, Government, US History, and Physics>
- Continued work on early academic support systems for students historically underrepresented to maintain success

## **Ensure access to appropriate technology for staff and students in order to develop appropriate skills and facilitate the digital portfolio.**

### ***Positive Progress Made:***

- Most portfolio tasks are now digitized and the Technology Committee has created a plan to digitize the entire stor
- Creation of comprehensive online learning tools in digital documents - specific to Hillsdale to help enhance pedagogy
- Loaner laptop computer program for students to check out for short term or long term use
- Technology access for classes has increased dramatically, including in Special Ed, ELD, Guided Studies courses. Two
- Significant district and Foundation investment in mobile computer labs, assigned to teams or individuals who have
- in district PD during the summer before getting the carts
- Upgraded Mac Lab in multi-media lab with Perkins CTE money (2018) and upgraded stationary labs with Microsoft
- Allocated Professional Development time to learn the new student information system (Canvas)

### ***Actions Still Needed:***

- More sharing/PD around digital portfolio process/instruction
- Examination of providing hotspots for students without wireless access to check out for home use
- Easy and equitable access to computer carts.

[Link to narrative description of progress on Academic Rigor Action Plan.](#)

## Equity Action Plan

**Rationale:** *The question of EQUITY has been the catalyst/cornerstone of our school reform; our commitment to higher achievement for all students continues to inform our ongoing efforts to refine the learning communities we have created.*

Rigor Goals	Actions
Reduce Persistent Achievement Gaps	<ul style="list-style-type: none"> <li>● Apply literacy and numeracy strategies consistently across content areas</li> </ul>
	<ul style="list-style-type: none"> <li>● Train staff in Leading For Equity, literacy and Analysis of Student Work</li> </ul>
	<ul style="list-style-type: none"> <li>● Support staff development in differentiated instruction in heterogeneous classrooms</li> </ul>
	<ul style="list-style-type: none"> <li>● Implement a comprehensive and integrated plan for language acquisition for ELs across the spectrum (from beginning ELs to LTELs) in all teams and content areas</li> </ul>
Identify and address academic/social/emotional needs of marginalized and underperforming students	<ul style="list-style-type: none"> <li>● Investigate issues of race, class, and culture in order to create relevant curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>● Study and modify curricula and instructional practice to better connect with disaffected student communities</li> </ul>

### ***Connections to Critical Areas of Need:***

#### **Critical Area # 1**

Insure full inclusion of ELD and Special Education students in all aspects of Hillsdale’s rich culture

#### **Critical Area #2Critical Area #5**

Address the achievement gap among subgroups that have been identified by the self-study

An ongoing emphasis needs to be placed upon the disaggregation of student achievement data in order to identify achievement gaps and learning needs of all students.

This goal was determined by taking a hard look at our student data and determining the steps necessary for overcoming persistent achievement gaps. The goal recognizes the need for adults to examine their practices and beliefs as a necessary part of the process of supporting students.

### **Apply literacy and numeracy strategies consistently across content areas.**

#### ***Positive Progress Made:***

- EL Achieve/Constructing Meaning training for approximately 15 staff members
- SLI training (West Ed) on literacy strategies for most of the core staff over time
- Common Core funding supported release time for teachers to review and create curricula
- Analysis of Student Work strategies are widely employed
- Teaching students to analyze for bias, finding evidence, done across Humanities and World Language classes
- Math collaboration strategies--math department employing collaborative strategies across classes to streamline co

- Special Education students taught strategies to facilitate reading for information
- Using Newsela to practice literacy skills in Spanish classes and to level reading in English

**Actions Still Needed:**

- Ensure literacy and numeracy skills are taught and utilized across content areas for all students
- Bringing strategies and practices (particularly in Constructing Meaning and Strategic Literacy) to all staff as turnover

**Train and retrain staff in Leading For Equity, literacy and Analysis of Student Work.**

**Positive Progress Made:**

- Approximately 10 hours of PD each of the last two years dedicated to Equity conversations
- Analysis of Student Work protocols used through teams, with Instructional Coaches and in dedicated PD during cycle
- EL Achieve training for approximately 15 staff members
- Embedded collaboration allows for co-planning and sharing of strategies

**Actions Still Needed:**

- Finding ways to fit multiple trainings into limited hours
- More PD needed for staff for English Learner student supports and Special Ed push-in
- Translating Equity conversations into impactful practices and measurable results

**Support staff development in differentiated instruction in heterogeneous classrooms.**

**Positive Progress made:**

- High percentage of Special Education students integrated into mainstream courses with fewer SAI courses being offered
- Integration of more senior EL students into Advisory and mainstream math courses
- Common portfolio tasks create common experiences and many demonstrate high-quality practices
- The Graduate Profile and portfolio are pushing us to create differentiated curriculum around common standards

**Actions Still Needed:**

- Need formal training in differentiation strategies and more intentional sharing of best practices
- Improve collaboration among ELD, SPED and mainstream teachers/Advisors, to ensure academic success and social
- No consistent approach to differentiation employed across the school.
- Special Ed training to support Sped Students in Mainstream Classes
- Release days to allow staff to work together in core teams and for the sharing of best practices

**Implement a comprehensive and integrated plan for language acquisition for ELs across the spectrum (from beginner to advanced).**

**Positive Progress Made:**

- ELD is more coordinated and organized to support learners at Levels 1, 2 and 3.
- ELD team is committed and organized, with embedded time to meet
- Teachers have attended EL Achieve trainings and practices are being used in a few classrooms
- Sheltered Biology, World History and Algebra are now provided for ELD students along with embedded literacy support
- There are now three ELD advisories for levels 1, 2, and 3

**Actions still Needed:**

- Need to raise the level of academic support for LTEL students in all classes
- Need to embed dedicated ELD time for all ELD students

- Provide opportunities for exchanges between the teachers in the ELD department and General Education teachers, student needs and best practices

**Investigate issues of race, class, and culture in order to create relevant curriculum.**

**Positive Progress Made:**

- The culture at Hillsdale is increasingly open to discussions of race/class/culture and conversations within teams and
- Discourse 1 and 2 framework for hard conversations has been explored and frequently referenced on teams
- Advisory teams/teachers have piloted curriculum explicitly addressing issues of race
- Student groups have raised and facilitated conversations on a variety of subjects from immigration to sexual orientation

**Actions Still Needed:**

- Ways to embed conversations in the daily work
- Continue to expand the culture of openness while allowing all staff to feel welcome in the conversation
- Broadening conversations to explore gender, sexual orientation, poverty, and other causes of disenfranchisement
- Clarify how equity conversations become embedded in curriculum, instruction, assessment and Advisory as regular

**Study and modify curricula and instructional practice to better connect with disaffected student communities**

**Positive Progress Made:**

- Collaborative teams have modified curricula
- Departments now create goals to include an equity components
- Portfolio tasks have emphasized projects and inquiry lessons in order to engage all learners
- There is an openness to more engaging choices--texts, topics--and allowing choice for students
- 11th grade Humanities curriculum is being revised to pull from Ethnic Studies framework
- MTSS program works closely with counselors, who in turn, work closely with Advisory teams to identify and provide

**Actions Still Needed:**

- The depth of the work is not always consistent across the school

[Link to narrative description of progress on Equity Action Plan.](#)

**Shared Decision-Making Action Plan**

**Rationale:** *Shared Decision-Making requires that the school community shares the responsibility for achieving the vision of the school articulated in Hillsdale’s Cornerstones. Leadership is both shared and distributed in order to develop a culture that transcends any individual or single leader and, therefore, is sustainable over time.*

Shared-Decision Making	Actions
Increase Student Voice in decision-making	● Reenvision student government in order to increase student voice and connect advisory to student leadership and decision-making
Ensure sustainability SLC	<ul style="list-style-type: none"> <li>● Identify, access and allocate resources to ensure coherent SLCs, addressing purity, class size, collaboration and the problem of repeaters</li> <li>● Develop teacher leadership</li> </ul>

	<ul style="list-style-type: none"> <li>● Ensure that staff feels recognized, valued and able to enjoy the work</li> <li>● Balance autonomy and synergy at house, team, and individual level</li> <li>● Review and attend to governance processes, including representation of all staff members and groups</li> <li>● Work with district to ensure on-going support of SLCs and appropriate synchronization with district plans</li> </ul>
Analyze and use critical measures of success to inform decision	<ul style="list-style-type: none"> <li>● Identify and consistently attend to the key data points that will best leverage change and address the action plan items</li> <li>● Issue annual reports in a clear and accessible way to ensure data-informed decisions</li> </ul>

**Connections to Critical Areas of Need:**

**Critical Area #4**

Streamline the school-wide decision-making process

**Critical Area #5**

An ongoing emphasis needs to be placed upon the disaggregation of student achievement data in order to identify achievement gaps and learning needs of all students.

**Critical Area # 6**

Continue to develop the school’s sustainability plan to ensure the long-term health of Small Learning Communities (SLCs).

This goal is a reflection of the school’s long-standing commitment to shared decision-making and ensuring that the work is both democratic and teacher-led. This value creates a dynamic and engaged faculty but requires a great deal of attention to process and culture.

**Reenvision student government in order to increase student voice and connect advisory to student leadership and**

**Positive Progress Made:**

- Student Leadership has pushed to increase diversity of thinking in its planning and activities.
- Leadership students participate in 2-3 day summer trainings with other district ASB programs.
- Student groups such as The Hillsdale Effect, the Red Cross Club and the Genders and Sexualities Alliance act to raise awareness of sexual orientation. Advisory hosts a number of these conversations each year

**Actions Still Needed:**

- Hillsdale attempted an ambitious student leadership model that incorporated representation from each Advisory with
- Student Reps to SLC Council attended only sporadically and we need to ensure student and advisor participation in the
- A closer look at which students participate and to better represent all groups

**Identify, access and allocate resources to ensure coherent SLCs, addressing purity, class size, collaboration and**

**Positive Progress Made:**

- SLCs continue to exist--the district has remained supportive of our efforts and resources (including 1.0 FTE of staffing)
- A fourth 9th grade SLC was designed and implemented in 2017-18 and the model moved forward with late and unanimous
- Models for future incarnations of SLCs that include 9-12 grades exist, shaped by a Sustainability Committee, with detailed design, although class sizes will remain higher than the original 25 per class

- Decisions around sustainability and SLC are faculty-led and detailed before approval by SLC Council
- Lower “F” rates have reduced many of the tensions around “repeaters”
- The success of the Hillsdale High School Foundation has created a buffer for tough years by providing resources to pay

**Actions Still Needed:**

- With increased enrollment, tensions remain around class and Advisory sizes, workloads and the need to fully support Athletic programs, counseling, etc.
- The shape of the 11-12 model remains undecided (and will be, in part, determined by our increase in enrollment) and
- Including Special Ed and ELD students into mainstream classes increased class sizes and creates challenges in terms of
- The new 10-unit CTE graduation requirement increased demand for certain electives which impacted the master schedule
- We need to redefine our relationship with the College of San Mateo in order to build a pathway of success for the large

**Develop teacher leadership**

**Positive Progress Made:**

- Teachers are annually encouraged to take on stipended leadership positions in the forms of House Leaders, Department Leaders, and
- seasoned teachers who hold “institutional knowledge,” with new members
- TOSA positions established are available to support Instructional Technology and P. D.
- Shared leadership responsibilities have helped to build leadership capacity
- Rotating committees have helped more voices participate in the governance process
- 43 out of the 69 non first year teachers on staff in 2017 have served in formal leadership positions at the school or district

**Actions Still Needed:**

- A wider variety of content area staff need to be encouraged to take on leadership positions.
- Need training opportunities for teachers to build capacity as leaders; possible work can be done in this area through

**Ensure that staff feels recognized, valued and able to enjoy the work**

**Positive Progress Made:**

- Parents (PTSO and Parent Advisory Liaisons) have supported teachers with volunteer assistance to support projects, events, and
- Student government recognizes teachers through monthly “Tireless Effort” awards, organized breakfasts
- Staff culture includes the offering up of “kudos” and compliments at the beginning of many meetings and through the
- Collaboration and proximity facilitate small teams that often grow very close and supportive
- Faculty and staff members contribute to a fund that pays for gestures of condolence or well wishes when a major life

**Actions Still Needed:**

- Need more consistent and authentic ways to appreciate the hard work of the whole staff
- Small team focus makes it challenging for staff to know everyone on campus

**Balance autonomy and synergy at house, team, and individual level**

**Positive Progress Made:**

- Content team portfolio tasks in the form of anchor projects create “synergy” between houses and continuity in curriculum
- design between those common tasks
- Collaboration within content teams has increased over the past three years, which facilitates consistency in curriculum
- Benchmarks create consistency in academic demands across teams such as mathematics, science and world languages
- The Advisory subcommittee developed an Advisory Scope and Sequence that guides team conversations regarding so

**Actions Still Needed:**

- Tensions exist between school-wide initiatives (portfolio, advisory consistency...) and the specific instructional needs conferences and portfolio defenses have an impact on instructional minutes and planning
- Teams and PLCs need to co-grade and co-plan more consistently for calibration and as another step in sharing best practices

**Attend to governance processes, including representation of all staff members and groups**

**Positive Progress Made:**

- Nine triennial sub-committees (Budget, Sustainability, Governance, etc.) are empowered to make decisions and recommendations
- Increase of SLC Council members to represent wider viewpoints around Hillsdale such as:
- Leadership Team has evolved into a steering committee, concerned with ensuring consistent adherence to the Hillsdale Strategic Plan
- Use of technology to organize, clarify and facilitate decision-making, especially through Google-docs, has helped to streamline processes to all stakeholders.
- Creation of [advanced calendars](#) has allowed process to be clearer and better planned

**Actions Still Needed:**

- Inclusion of student voice should be improved
- Inclusion of the needs and recommendations of non-certificated staff should be improved

**Work with district to ensure on-going support of SLCs and synchronization with district plans**

**Positive Progress Made:**

- Hillsdale now has consistent representation on district committees
- New Superintendent is a highly supportive thought-partner in our work
- Hillsdale's staffing is now in line with allocations received by other schools, resulting in a more sustainable model

**Actions Still Needed:**

- Within the district Hillsdale has had a reputation of being "off-model" because of SLCs and past need for contract work

**Identify and consistently attend to the key data points that will best leverage change and address the action plan through informed decisions**

**Positive Progress Made:**

- Created a Data Homepage that allows us to upload and access data points more easily
- Leadership Team and WASC process have identified critical data point that focus our work
- Site Data Analyst is able to generate and upload reports for greater access and timeliness
- Data is much more available and consistently produced at the district level

**Actions Still Needed:**

- Find mechanisms for data to be aggregated for general understanding.
- We need to share data more consistently, with a greater emphasis on conversation and action steps based on aggregated data
- Set up an evaluation loop on how data is used to implement changes and to evaluate results and make intentional adjustments

[Link to narrative description of progress on Shared Decision Making Action Plan](#)





## Chapter 2:

### School and Community Profile, Analysis and Data

Hillsdale High School is a national model for Smaller Learning Community (SLC) redesign, a Stanford University School of Education Partnership School, and, in 2017, the first Schools of Opportunity Gold Medal recipient in California. Hillsdale has a rich tradition of faculty-led innovation and progressive education that was described by Linda Darling-Hammond: “In the years of our partnership, Hillsdale has designed and implemented Smaller Learning Communities (SLCs) that have the potential to significantly address issues of educational equity and serve as a model for conversion schools across the country. Their implementation plan is a blueprint for more powerful teaching and learning.” Hillsdale’s on-going redesign work is centered around four Cornerstones: Equity, Personalization, Rigor and Shared Decision-making. These values shape the structure and culture of the school and should be evident in every classroom and corner of the school.

## Community

First opened to students in 1955, Hillsdale High School serves students largely from the cities of San Mateo and Foster City. Over time, Hillsdale’s community has come to mirror the diversity of California, from affluence to poverty, and includes cultural and ethnic representation from around the globe.

By most standards, San Mateo and Foster City are prosperous communities, with companies such as Oracle, Franklin-Templeton, Gilead, and Go-Pro in the immediate area and many people employed in the technology sector. But the costs of living in the area are extraordinary, with a recent U.S. Housing and Urban Development report labeling a family income of \$105,350 “low-income” in San Mateo County. Because of cost-of-living and housing expenses, many families who do not qualify for free and reduced lunch still struggle to make ends meet. There are blue-collar and low-income sections of San Mateo but small-homes sell for \$1 million and 1 bedroom apartments rent for over \$3000/month. The demographics of the area are shifting since the recession of the late 2000s, as low-income families move to the East Bay or out of the area completely. Even so, enrollment is increasing and Hillsdale anticipates an increase of approximately 300 more students in the next three years. The cities’ ideal location continues to draw in people from around the world in spite of the costs, and developers are buying up every parcel near the transportation corridor in order to build apartments and townhouses.

### Demographic Data for San Mateo:

- Population: 102,893 (2014)
- Estimated median household income: \$100,238 (California: \$64,500)
- Estimated median house or condo value in 2015: \$934,500 (California: \$449,100)

Ethnicity	Number	Percentage
White alone	45,015	43.5%
Asian alone	25,855	25.0%
Hispanic	23,151	22.4%
Two or More Races	4,749	4.6%
African-American alone	1,994	1.9%
Native Hawaiian & Other Pacific Islander alone	2,498	2.4%

For population 25 years and over in San Mateo:

- **High school or higher:** 88.0%
- **Bachelor's degree or higher:** 51.5%
- **Graduate or professional degree:** 20.9%
- **Unemployed:** 2.8%

Data regarding the city of San Mateo was pulled from: <http://www.city-data.com/city/San-Mateo-California.html>

## State and Federal Program Mandates

The San Mateo Union High School District is not currently receiving Title III funding. Hillsdale High School is not a Title I school and it does not receive Title I funding.

## Parent/Community Organizations/Programs

Hillsdale's connection to parents starts with the relationship between the advisor, core team teachers, an academic counselor, and the parent. Parents engage around the success/particular needs of their own child and the larger connections with the school growth from there. Parent participation and relations are a strength of the school, with consistent and eager support and marked by a great deal of trust shown by the parents to the staff and school. Formal parent and community programs include:

**PTSO-** Hillsdale's Parent Teacher Student Organization boasts a membership of 343 active families including a roster of 215 parents who have identified themselves as willing volunteers. Over the past ten years, the PTSO has moved away from fund-raising, as the Hillsdale High School Foundation has taken on this function, and instead has concentrated on community-building, support of teachers, and the presentation of programs for parents and families. The PTSO manages an annual Teacher Wish-list program, using \$5000 from the Foundation as seed money. Creative use of Craigslist and a regularly updated wish list on the web-site, as well as timely visits to companies that are going out of business, have allowed the PTSO to meet far more requests than would be expected from \$5000.

PTSO programs in the past two years have included the support of our over 50 clubs on campus, informational events on AP programs, college readiness, scholarships, parent-teen communication and the annual Hillsdale Service Awards, as well as incoming parents community events such as coffees and informal "meet & greet" events. The PTSO Hospitality Committee is renowned for its series of faculty lunches and breakfasts as well as treats and gifts that find their way into teacher boxes at just the right time. Building community and growing as the Hillsdale volunteer arm is the PTSO overall goal.

**Parent Advisory Liaisons (PALs):** Each SLC is connected with one PAL who works to connect parents with the SLC, organizing parent support for house activities such as field trips, lunches and celebrations. PALs serve as one more link between home and school.

**Padres Unidos-** Hillsdale's parent support group addresses the needs and interests of Latino parents and students. Through the support and guidance of administration and staff, parents develop events to increase Latino parent involvement for student success. Student leaders from Latinos Unidos, and faculty who work with our Latino students, contribute to building each agenda. The Parent Engagement Coordinator regularly invites community partners to present on improved communication between parents and their teens, straddling the demands of being bicultural in the US and other pertinent topics.

An area of planned growth is to extend and expand our parent support to the broader HHS immigrant community. While our Latino community is a large group sharing a single language and some common support needs, we believe that there are other immigrant families who can benefit from greater school outreach. This outreach will employ the district's improved communication tools and translation and interpretation services as we are able to identify areas of interest and need.

**ELAC-** English Learner Advisory Committee (ELAC) meets three to four times a year to inform and consult with parents and students regarding Hillsdale's English Language Development (ELD) program. Elected parent officers participate at the district level on the District English Learner Advisory Committee (DELAC). As parent partners working with the school and the district, they participate in the development of an ELD program to meet the needs of the English language learners at Hillsdale.

**Special Education Parents Group-** This group formed in 2008 by parents and teachers, brings the parents of students with special needs together to share information, resources, strategies and opportunities. During these monthly meetings, families hear relevant information and interact with other families. In addition to planning field trips and events, meetings include speakers from various outside support agencies, workability, and post secondary options designed for these students.

**Booster Groups-** Drama, Music, Dance and Athletics all have active parent booster groups that meet monthly and often more frequently to support our concerts, games, field trips, etc. The booster groups operate independently but have an established strong culture of collaboration with the administration, the Hillsdale Foundation, and each other, with regular cross-group meetings occurring under the auspices of the Hillsdale Sustainability Board (HSB). Booster groups coordinate all fundraising with the Foundation to ensure coherence and minimal overlap, and all participate in the annual Knight Out, which brings hundreds of parents together for a dinner and auction.

**Hillsdale High School Foundation-** The Foundation serves as an umbrella organization, and the fiscal center for all major fundraising activities at Hillsdale. Founded in April 2007, the Foundation received its official tax-exempt 501 (c)(3) status in 2009 and is an independent organization that raises money to address the needs outlined annually by Hillsdale's SLC (SLC) Council. Total funds raised by the Foundation have increased from \$75,000 in 2007 to over \$350,000 in 2016-17. The Foundation's staff, Board of Directors, and committee members represent a broad swath of parents, alumni, business community representatives, high school faculty and staff. The Foundation has two main annual fundraising programs, the first of which is the annual Family Partnership Program (FPP) which is currently responsible for the bulk of the Foundation's annual funding. The FPP makes an annual appeal to Hillsdale's current family base for financial contributions. First implemented in 2009-10, FPP revenues have increased from a 25% participation level to donations from over 30% of its families in 2016-17. The second fundraising program, The Alumni Partnership Program (APP), raises money by keeping alumni engaged and motivated to donate through direct appeals and events designed for its alumni base. The Foundation has also forged partnerships with local organizations, reunion class groups, and organizations like the long established "Olde Knights" which hosts an annual luncheon for older alumni. The APP now raises around \$50,000 annually from alumni. An annual Brick Campaign, online solicitations and event sponsorships

from local businesses make up the balance of funding that come as a result of ongoing public relations and community building endeavors. In recent years, Foundation funds have paid for additional staffing, computer carts, art supplies, summer professional development and collaboration, library and art needs, scholarships for students, and annual grants to support booster groups and the PTSO’s teacher wish list. The success of the Foundation has resulted in far fewer fundraising “asks” and greater coordination between school groups.

**Internship and Job Shadowing-** In 2017-18, Hillsdale hired a half-time classified staff member to reinvigorate what had been a growing Internship and Job Shadowing program. The mission of the HHS Internship Program seeks to provide real world experiences to all HHS students, exposing them to career opportunities and requirements. Although this position is new in 2017-18, it builds on a pre-existing program that disappeared five years ago because of funding. The new Career Coordinator position is funded by the CTE Incentive Grant (CTEIG), a grant issued by the state of CA for 2015-2019. Within the College and Career Center the primary focus will be on aligning students with meaningful field experiences including internships, volunteer opportunities, valuable work experiences and trainings. Focus is placed on CTE pathway opportunities, and bringing industry guest speakers to Hillsdale.

**Other School: Business and Community Partnerships**

Dozens of local businesses contribute to the Hillsdale High School Foundation. In classrooms, departments have identified partnerships that help to enrich our program; refer to [Partnerships List](#)

**Staff description**

Cert. Staff 2016-2017	AMERICA INDIAN	ASIAN	AFRICAN AMER.	FILIPINO	PACIFIC ISL.	MULT. RACE	NOT ID'ED	WHITE	HISP./ LATINO	Grand Total
<b>HILLSDALE</b>	1	6	1	5		1	6	67	8	87
FEMALE		5		4		1	4	38	3	52
MALE	1	1	1	1			2	29	5	35

Hillsdale’s student population has risen over the past six years and has resulted in a larger certificated staff, growing from 74 FTE in 2011-12 to 87 in ‘16-17. Hillsdale employs 3 part-time teachers in 2017-18.

Hillsdale’s counseling staff includes four full-time counselors, each attached to a specific 9/10 SLC, who follow students from 9th through 12th grade. Ed Canda is counselor to the new Oaxaca House and is also carrying counseling responsibilities for ELD students in 2017-18. Hillsdale’s MTSS Program includes a coordinator who works with both Hillsdale and Aragon High School, as well as 3 full-time mental health counselors, 1 counseling intern, and 1 ELD mental health counselor who is available one day each week.

HHS CBEDS - Classified Staff	Male			Female		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Full-Time Equivalent of Classified Staff						
Asian	4.53	1	1	0	0	0
Pacific Islander	0	0	0	0.87	0.87	0.75
Filipino	0	0	0	0.73	0.73	0
Latino	7.07	6.33	6.25	5.1	6.74	14.25
African American/Black	0.87	3.6	2.5	2.62	2.62	2.75
White	4.8	5.67	9.25	17.3	15.7	8.5
<b>HHS Total - Classified Staff</b>	<b>17.27</b>	<b>16.6</b>	<b>19</b>	<b>26.62</b>	<b>26.66</b>	<b>26.25</b>

A more detailed analysis of staff demographics and qualifications is included in LCAP Goal 1: Teachers, Facilities and Instructional Materials. See [LCAP Goals](#)

## School Purpose and Vision

Hillsdale is driven by a belief that learning is a social phenomenon, that relationships matter and that all students can achieve through engaging and challenging curriculum. We believe that structures and culture matter and that the redesign of both is necessary for a comprehensive high school to meet the needs of all students. Our beliefs are held fast by our Cornerstones, developed in 2001-02, which still guide all decisions and resource allocations at Hillsdale. Our Mission Statement is built around our commitment to the Cornerstones--reference to "Cornerstones" at Hillsdale is pervasive and is synonymous with "Mission Statement". The full [HHS Mission Statement](#) can be found here.

The purpose of governance is to support the mission statement, realize the cornerstones it contains, and both promote and embody the values it represents. These cornerstones and values will also shape the process as well as the purpose of governance. In that spirit, we will hear, protect, and respect all voices, ensure equity among houses, assume positive intent, and collectively own and solve our problems. Ultimately we will strive to ensure that all decisions are made in the best interests of students.

The [Hillsdale High School Constitution](#) codifies our governance process and ensures that the Cornerstones anchor the school's work regardless of the formal leadership. The HHS Constitution and the governance structures contained in it are reviewed every three years and a structured, formal procedure is followed to evaluate its implementation and to make revisions.

## Student Learner Outcomes: Hillsdale's Graduate Profile

Our student learner outcomes were generated over the course of multiple staff meetings, beginning with the qualities that the faculty saw in their own best teaching and ending with a clear definition of expectations framed by [schoolwide rubrics](#). The Graduate Profile is reviewed every three years and was updated with the arrival of the Common Core, to ensure consistency in language where appropriate. The Graduate Profile is:

## HHS Graduate Profile (overview)

As a Hillsdale High School graduate, you will:

**Communicate** effectively:

- Write logically structured documents that demonstrate an appropriate sense of audience, purpose, and context.
- Speak with poise, clear organization, a command of language, and an appropriate sense of audience, purpose, and context.
- Listen actively, acknowledging and understanding different viewpoints, and providing and accepting feedback.

**Read** for:

- Understanding

**Think:**

- Critically:
  - Ask critical questions
  - Generate hypotheses
  - View problems from multiple perspectives
  - Analyze, evaluate, and synthesize information
  - Pursue answers and solutions through research, experimentation and/or computation
- Creatively: Generate unique answers and interpretations.
- Metacognitively: Reflect upon and assess your work.

**Respect:**

- Yourself:
  - Make informed and appropriate personal and academic decisions
  - Be prepared, participate and persevere
  - Reflect and self-evaluate
- Your community:
  - Demonstrate integrity and empathy
  - Collaborate in large and small groups
  - Understand, appreciate and respect diversity
- Your world:
  - Participate in civil discourse and the democratic process
  - Make authentic connections between what you have learned and the wider world

**Understand and Apply:**

- Content
- Content skills

## WASC Accreditation History

The WASC process has been an integral part of the on-going redesign of Hillsdale High School since 2000. The 2000 self-study described a restructured and student-centered school that was influenced by the work of the Coalition of Essential Schools and the advice of the Stanford University School of

Education (SUSE) and, in particular, Linda Darling-Hammond. The following WASC reports have unfolded from that 2000 document, steps along the road toward a visionary comprehensive high school. The 2006, 2012 and, now, 2018 reports still reflect a commitment to the school's Cornerstone values of Equity, Personalization, Rigor and Shared Decision-making that were developed in the early years of the school's conversion to Smaller Learning Communities (SLCs). None of the subsequent reports alter the heart of the original vision but they all reflect an evolution in thinking as a result of outside influences, changes in conditions and our own internal learning. This WASC report, as in the case of the previous two, have been natural extensions of deep conversations that happen annually at Hillsdale and has not been viewed as a dramatic disruption to the environment. This report, as with previous editions, is supported by the close linkage between the Action Plan and the SPSAs, reviewed and approved each year. More importantly, the report is supported by a culture of introspection and a deep commitment to our Cornerstone values that are now nearly 20 years old.

Over the six years since our 2012 WASC report, Hillsdale has moved forward on the majority of initiatives outlined in the Action Plan. The school has designed a portfolio assessment system that requires all students to demonstrate and defend their mastery of key curriculum and skills, with the initial defenses occurring in March of 2015. We have continued to develop a unique partnership with the College of San Mateo that has led to 10-12 college classes being taught on Hillsdale's campus, as well as a series of faculty visits between schools. The school has made major progress in resolving issues around heterogeneity, governance, and school-wide rubrics and work continues on the implementation and fine-tuning of these initiatives. The school remains true to its SLC vision and continuity in leadership, both in administration and the staff, and these have allowed Hillsdale to move forward consistently, if not as quickly as desired.

The following issues were identified as Critical Areas of Need through the 2012 WASC visit:

**Critical Area # 1:** Ensure full inclusion of ELD and Special Education students in all aspects of Hillsdale's rich culture

**Critical Area #2:** Address the achievement gap among sub-groups that have been identified by the self-study

**Critical Area # 3:** Review on an ongoing basis differentiated instruction techniques and implement best practices

**Critical Area #4:** Streamline the school-wide decision-making process

**Critical Area #5:** An ongoing emphasis needs to be placed upon the disaggregation of student achievement data in order to identify achievement gaps and learning needs of all students.

**Critical Area # 6:** Continue to develop the school's sustainability plan to ensure the long-term health of Small Learning Communities (SLCs).

## [LCAP identified needs and description of goals that apply to the school](#)

### **Parent and Community Involvement in the District LCAP Process**



Over the course of the 2016-2017 School year, the SMUHSD Superintendent and staff convened meetings with parent and community groups that met the statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders. The groups consulted over the course of this past year included:

- LCAP Parent Advisory (referred to as the Budget Advisory Committee below) - comprised of Parent Advisory Committee representation as well as members of the broader community
- LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across the district
- School Site Councils (SSC's) across all sites
- Site Leadership Teams (comprised of administrative and teacher leadership)
- English Learner Advisory Committees (ELAC's) across all school sites
- Associated Student Body (ASB) Representatives - from across all school sites
- Collective Bargaining Units - both classified and certificated
- District Curriculum Coordinators
- Site administrators
- Superintendent's Cabinet and Council

### **District LCAP Goals and Hillsdale High School**

The San Mateo Union High School District's three [LCAP goals](#) were designed with input from parents and the site administrations across all district schools. The three goals--Access, Achievement and Wellness--align well with Hillsdale's Cornerstones and the focus on setting baseline data and explicit goals mirrors Hillsdale's work over the past two years.

### **District and Site LCAP Goals and Metrics**

The district has worked with sites to outline a series of specific goals and metrics that will drive the achievement of the three overarching LCAP goals. The [2016-17 LCAP report](#) includes specific data and goals. While the school will address all of the goals in the district document, a number of them will become central to the 2018 Action Plan.

### **School Program Data**

#### **Hillsdale's Academic Program: Smaller Learning Communities**

Since its 2000 WASC report, Hillsdale has undergone an intensive and teacher-led school redesign that has resulted in a nationally recognized SLC model. Deeply influenced by Linda Darling-Hammond and the vision defined by school reformers such as George Wood and Deborah Meier, Hillsdale's staff built the model from the ground up with administration acting as facilitators. Implementation began in 2003. SLCs center around the Cornerstones of Equity, Personalization, Rigor, and Shared Decision-Making. Our SLCs have broken from the outdated factory model of education, empowering teachers to work collaboratively, develop rigorous curriculum, and personalize learning for every child.

As of 2017-18, Hillsdale is divided into six SLC houses plus a 'half-house' (Timbuktu, which has ½ the students of the other upper division SLCs). Florence, Kyoto, Oaxaca and Marrakech serve our 9th and 10th grades and Cusco, Jakarta, and Timbuktu the 11th and 12th grades. The SLCs act as semi-autonomous small schools of 200-280 students each, with groups of 110-114 students entering yearly into each 9/10 SLC and staying with core teachers in their house until the end of 10th grade. Students, randomly assigned to each house as 9th graders (and then balanced by gender, ethnicity, and reading ability), experience a common curriculum across the four houses. Core history, science, English, and math teachers share the hundred-plus students and act as advisors to about 28 of those students. Each core teacher teaches four content classes and an Advisory, with the science, history, English and Advisory classes grouped heterogeneously. Students from different houses interact in electives and P.E.

At the end of 10th grade, students are assigned a new house with a new set of core teachers and advisors who guide them through to graduation and into options for post-secondary education. The 11<sup>th</sup> and 12<sup>th</sup> grades (often referred to as the "Upper Division") allow for greater choice and less uniformity than the lower division. AP classes, community college opportunities and more space in most students' schedules result in more individualized programs for students. However, all graduating seniors complete a rigorous Senior Defense in early March, a culminating exhibition based on a 4-year portfolio of work and including a focus area of study. Every faculty member coaches four seniors through the defense process that is rooted in the school's Graduate Profile and school-wide rubrics.

Core academic teachers within each house and grade level have a common collaboration period during which they discuss student achievement and progress, and design and implement an advisory curriculum that includes study skills, academic and test literacy, college and career investigations, and preparation for assessments. In Advisory, the advisor monitors student's individual progress and students use rubrics and reflections to monitor their own progress toward the Hillsdale Graduate Profile and proficiency on Common Core standards. Student/parent/advisor conferences are held for all 9th and 11th grade students and conducted eight weeks into the first semester; these student-led conferences encourage students to explain their goals, progress, and achievement to their parents or guardians.

Growing out of the staff's realization that students needed closer relationships with adults at school, that students of color were underrepresented in rigorous courses, and our support for underperforming students was inadequate, the advisory program was created to ensure personalization for all students. The School Climate Report Card, based on the 2013-14 Healthy Kids Survey, shows Hillsdale scoring in the 99<sup>th</sup> percentile of all state schools and similar schools, with high rankings in all areas, from school safety to drug use to school connectedness.

## **Portfolio Defense and Performance Assessment**

Hillsdale is a pioneering member of the California Performance Assessment Collaborative (CPAC) and our academic program is mapped backwards from a demanding Senior Defense which is required for graduation. The Defense is based on a portfolio of work, with each project in the portfolio linked to the school's Graduate Profile. The final defense is also [assessed](#) on critical elements of the Graduate Profile.

Curriculum is designed around the Graduate Profile and seeks to develop the skills required to complete the senior defense. While not all curriculum is project-based or worthy of inclusion in the portfolio, the spirit of the portfolio and defense are infused in much of each student's work.

The Graduate Profile and Senior Defense were constructed around the school's vision of college and career readiness, informed by the Coalition of Essential Schools and researchers such as David Connelly. The defense allows all students to demonstrate the skills necessary for success post high school. Students who do not pass during the initial defense remediate with the assistance of a coach, in order to prepare for second or third opportunities to pass the defense.

Hillsdale's portfolio and defense are demanding and, at the same time, intended to support a vision of equity and access for all students. Assignments and exhibitions are modified for Special Education and ELD students and the teachers in those departments are instrumental in both tailoring the experience for their students and preparing them for the defense.

Our work with Senior Defenses is in line with our participation in CPAC. CPAC is an organization dedicated to advancing performance assessment in the state of California, including at the policy level. Lead Principal Jeff Gilbert sits on the Executive Board of CPAC and the partnership includes a network of other schools and organizations conducting similar work in performance assessment.

### **Advisory**

Advisory is a graded course required for all students, 9<sup>th</sup> through 12<sup>th</sup> grade, with 2.5 credits earned per semester as compared to 5.0 credits for other classes. The [curriculum in Advisory](#) maps to the outline generated by the Advisory Committee in 2015-16, with general goals described but allowing considerable leeway for implementation by each grade level/House Advisory team.

Advisory curriculum is generated in-house, while the upper division teams meet across houses in grade level meetings to plan Advisory with the goal of aligning with college and graduation deadlines and requirements. In the lower division, houses meet separately and may have different units taking place at different times, although the general scope and sequence govern planning and continuity exists in the coverage of study skills, time management, and career exploration among other topics.

Advisory curriculum is college and career focused, with lessons and units on organization, academic planning, college and career research, resume writing and interviewing skills, preparation for Senior Defenses and post-high school planning. Hillsdale's counselors and College and Career Counselor interface with advisory teams to establish goals, provide information and establish plans.

Advisory is grouped heterogeneously except for some ELD and Special Education students, who meet in their own advisories as they prepare for transitioning to the mainstream. Advisory teams work to differentiate the curriculum to ensure access and an equitable sense of community.

Each Advisory team has a Parent Advisory Liaison through the PTSO who assists in connecting the parent community with Advisory. A good example is the 11<sup>th</sup> grade resume and interview project which requires around 200 hours of parent/community volunteer time in order to manage mock interviews for every student in that grade.

Academic counselors meet regularly with the house teams aligned with their student caseloads and assist in tracking academic progress for individual students as well as follow ups on services from the MTSS Program for social-emotional-mental health needs.

### **Career Technical Education Programs**

Hillsdale offers a range of CTE programs that align with the resources and vision of the school and community. A number of CTE options have grown out of our excellent Visual and Performing Arts program and now compliment our VPA offerings. Child Development is Hillsdale's longest standing CTE program, offering students an opportunity to partner with Cañada College around the preparation as potential employees in the field and to receive college level recognition for course completion. Finally, Computer Science, in partnership with TEALS, has blossomed in the past three years, reflecting student and family demand and the realities of the local job market.

Curriculum is aligned with CTE standards and allows students to participate with and in the community. CTE teachers arrange for job shadowing and other interactions with representatives from the various fields of study. Students augment their resumes and develop job-specific skills.

### **College of San Mateo (CSM)**

Hillsdale students have the option to take dual enrollment classes through CSM both on the Hillsdale campus and by traveling up the hill to the CSM campus. Five separate courses are taught each year at Hillsdale (American Sign Language, Ceramics, Psychology, Orchestra and Band), which provide a smooth transition into the college world for a wide range of students. In addition, in 2017-18 61 students are travelling to CSM to take courses not offered at Hillsdale, including Fire Sciences, Astronomy, Public Speaking, Introduction to Business, Introduction to Engineering, and Sociology.

The curriculum of dual enrollment courses is defined by the CSM course syllabi. The courses offer high school students an introduction to a college course in a supportive environment. Regular meetings between the administrations of Hillsdale and CSM allow for appropriate course offerings, including the adjustment of college course schedules to allow for greater access by our students. Rising 11<sup>th</sup> and 12<sup>th</sup> grade students are presented with CSM course offerings as a part of the scheduling process and advisors

work to identify students who are ready to enter college courses. Hillsdale advisors and counselors work with families to help them understand the opportunities and benefits of dual enrollment.

### **Independent Study/Jump Start/Middle College/Online and Alternative Programs**

The district provides options for Alternative Education and are designed to meet the needs of at-risk students who are not succeeding in the traditional setting. In addition, alternative education is designed to help serve the social and emotional needs of our students. Students are provided with a variety of options that can lead to graduation and are supported by services essential to success. While each of SMUHSD's alternative education programs is unique. Alternative education types include, but are not limited to, the following: alternative classrooms, online learning, college dual enrollment, school-within-a-school programming, separate alternative schools, last-chance schools for students who have academic needs and Adult School. See [SMUHSD Alternative Programs](#) for a description of these programs, as well as of two other programs designed to support students to make better choices related to disciplinary actions and to reduce days of suspension, and a prevention program to assist students and families to address issues of substance abuse.

### **Alignment of the District LCAP and the school's Single Plan for high need students**

The district [LCAP goals](#), and site Action Plan, reflect a deep concern about the academic and social success of our EL, low income, Special Ed and foster youth. Specific elements of the LCAP plan site these students (H2(a)). Increase 10th grade English Learner (EL) students in English Language Development (ELD) courses with 110 or more credits (i.e. "On Track" for graduation)". Much of the LCAP document is focused on raising achievement for all students, a goal that will require reducing pervasive achievement gaps. Below are descriptions of Hillsdale programs dedicated to groups identified in the LCAP document.

### **English Learners/ English Language Development Program**

Hillsdale's ELD program consists of three levels: ELD I, ELD II, and ELD III. Students are assessed three times a year to determine their ELD levels and appropriate placement. Students are assessed on their reading, writing, speaking, and listening abilities. Reading abilities are currently determined by the Scholastic Reading Inventory (SRI); writing abilities by a district-determined writing prompt; and speaking and listening abilities based on individual oral assessments given by the teachers.

Individual performance on CELDT scores are also reviewed by the ELD counselor and ELD teachers to determine if a student should be reclassified into the mainstream program. Although the CELDT scores don't provide a timely reflection of a student's English abilities, as it is administered once a year and take months for the scores to be released, they are used as an "official" data point for reclassification.

In addition to designated English Language Development classes for all three levels, content courses for ELD students now include: EL Algebra Contemporary World Studies, Modern World History, U.S.

History, EL Math, and EL Biology. Six years ago Hillsdale's ELD program consisted only of ELD 1-2, and ELD 3.

Each of the three ELD levels also has an Advisory. The advisors meet weekly to plan EL-centric curriculum and discuss students and student academic and social-emotional-mental health interventions with their designated and integrated ELD teachers. The advisors also meet with parents for Student-led Conferences in which the students discuss their academics goals. Advisory also serves as an additional context to further their English ability with scaffolded language-based activities. An additional section of Advisory was added from six years ago so that each level of ELD has its own Advisory, so students new to the country have additional support from a teacher who knows them and their academic and social/emotional concerns/needs are discussed by a team that shares the students.

Additional interventions and services now offered for our EL students include a Spanish-speaking therapist, an after-school program that provides Spanish and Chinese translation, Advisory presentations around relevant social issues (including anti-bullying, and anti-sexual harassment, dangers of drug and alcohol use, and cyber-safety. The ELD team has created a Scope and Sequence for all domains of language that ranges from ELD 1 to ELD 3 [Scope and Sequence](#). We have also created a document that tracks what California English Language Development Standards (Common Core) are assessed, both formatively and summatively, throughout all ELD courses. [ELD Standards Alignment \(DeLacy & Santana\)](#) All state standards are well-represented. The ELD department works closely with the Parent Engagement Coordinator (bilingual in Spanish) who contacts parents about making the school more accessible and, an instructional aide dedicated to assisting in the ELD classes.

Throughout the designated, and most of the integrated, ELD classes, one of the central tenets is the idea of community and collective responsibility. Students sit in groups and engage in structured academic conversation throughout any given class period. A weekly activity in Advisory is peer tutoring, known as Each One Teach One, in which students give and receive help from a peer at least once a week. Students are evaluated on a Student Responsibility Rubric, which includes the categories of Homework, Individual Responsibility, Collective Responsibility, and Class Participation; skills we believe can lead to academic success. In addition to community-building within Advisory, students are participate in or attend a school-related activity every six weeks (sports, clubs, performing arts, etc.) to help expose and integrate them into the school-wide community. Additionally, in all of the ELD-content classes students lives, stories, and cultures are a significant and active part of the curriculum.

Curriculum and instruction throughout the ELD classes is scaffolded and leveled based on the language abilities ascertained from our assessments. Students have writing prompts scaffold for all different types of academic writing based on ELD levels. Students choose or are assigned books based on their corresponding reading lexile levels. Students are also given speaking prompts scaffolded to their ability levels. Some of the key instructional strategies/practices shared by our instructors are:

- the teaching of numerous reading strategies to help decode a text
- the use of structured academic discourse, annotation to help process a text and to identify reading challenges and strategies to overcome these challenges

- the importance of revision to understand their mistakes
- improve their writing, and provide students with individual feedback/instruction
- the importance of rereading with different purposes, the use and understanding of the discrete Academic Functions to scaffold and structure their writing, in addition to other strategies

### Low Income/Socio-economically Disadvantaged Students/Foster Youth

Small Learning Communities are a Tier I Fundamental support for all low-income/socio-economically disadvantaged students including Homeless students. Hillsdale is not a Title I school and interventions are embedded and paid for through targeted general funds. Many of the core interventions were designed to support students who had not traditionally succeeded in large public high schools. Those same interventions and supports work for most students. Supports that are particularly focused on low-income, foster and homeless youth include:

- Annual identification effort in fall and spring for students with “economic hardship”
- Designated Homeless Liaison as a member of the school site staff
- Mental health and wellness counseling site support including Spanish-speaking staff
- Parent Engagement Coordinator on site as community-school liaison for students and parents
- District-level Student Services Supports
- San Mateo crisis and intervention network through SMCoe and Behavioral Healthcare
- District and Foundation funds set aside and available to support a free public education for all
- Loaner computer program that makes Chromebooks available to all students in need
- Holiday gift campaign that provided over \$3000 in gifts and supports directly to families in need

	2014-15			2015-16			2016-17			Grand Total
	Homeless	Foster	Total	Homeless	Foster	Total	Homeless	Foster	Total	
Hillsdale	10	2	12	5	4	9	5	3	8	29
SMUHSD	47	21	68	35	23	58	26	15	41	167

### Services available for students designated with special learning needs

Hillsdale’s Special Education programs includes four programs on campus to help address students’ academic and emotional needs. Decisions around placements are determined by the IEP team.

### Diploma Track Program

The majority of students on the Hillsdale campus within Special Education are in mainstream classes and working towards a high school diploma. These students with IEPs are typically in mainstream classes with a Special Education Academic Support class called Directed Studies. In addition to Directed Studies, some students are also placed in Specialized Academic Instruction classes (SAI) for some or all of their core classes based on the decisions of their IEP teams and determining what is best for particular students. Students with IEPs receive additional support in co-taught classes for Biology, Chemistry,

Algebra, Geometry, and World History. In these classes, Special Education teachers push-in to support students on a daily basis by breaking down concepts, reteaching, implementing accommodations or supporting students with work expectations. Students are assigned to co-taught classes based on a number of criteria: data from the middle school to help determine the appropriateness of placement in general education classes; level of self-advocacy skills as well as academic motivation and stamina; reading scores; math scores; and previous success in general education courses.

In addition, the master schedule is designed to provide Special Education teachers with common collaboration time with specific content teams. During this time, teachers collaborate with their general education colleagues to assist with modifying the planned curriculum, delivery of instruction/curriculum, modifying tests, quizzes and assignments. During the past three years as Hillsdale has transitioned to a more inclusive model, tests and quizzes have been modified on a three-tier system to help provide individual levels of accommodations for students and to help promote teacher awareness of accommodations and modifications. Strategies for writing development, assessment, group work, and academic fluency are all considered as teachers work together. Students work with their case managers during Directed Studies to become aware of their accommodations and to practice self advocacy.

### **Certificate of Completion with Applied Academic Curriculum**

Hillsdale High School has three district wide classes with students working towards a Certificate of Completion rather than a diploma. These students' placement has been determined by their IEP team and considered "the least restrictive environment" in order for them to receive educational benefit. Students work on a Board adopted Applied Academic Curriculum (AAC) that has been recently piloted. Subjects include Applied Math, Literacy, Career Exploration, Life Skills class, Adapted PE, Advisory (Social Skills) , General Ed electives, as well as CBI (Community Based Instruction) activities.

Although students participate primarily within the AAC caseload, classes are determined on academic ability as well as the social benefits of sharing classes with SAI (Supported Academic Instruction) and appropriate General Education classes. It is not unusual for students to have a mixed schedule of AAC , SAI and General Education classes. Seventy-one percent of SDC students are enrolled in a General Ed elective (Dance, Ceramics, Art and Advanced Art, Drama, Audio Production, PE).

Multiple efforts are made to offer experiences for AAC students to interact with general education students.

- Three days a week, general education students join AAC students during Advisory, participating in a variety of social activities. Activities include social interaction games facilitated by staff, gardening and board games. Some general education students chose to be a student Teacher Assistant for elective credit, working with AAC students on curriculum one period each day.
- Advanced Child Development classes are required to plan and execute lessons for students with special needs. Hillsdale staff is planning for Child Development students to work with AAC students more consistently
- AAC students participate in extracurricular activities, with staff support as needed including winter formal, prom and grade level class events. AAC students are part of the football team



and men's and women's basketball teams as managers. They are active participants in school pep rallies participate in Noisy Knights, cheering at games.

- Club UKnighted offers a monthly social event for typical students and those with special needs. Events include a welcome back BBQ, Halloween dance, bowling parties, lunch-time connections in addition to field trips. Participation of general education students in this program has been strengthened over time.
- Hillsdale hosts Special Olympics soccer and basketball tournaments and Super Sports Day (track meet) for students with special needs throughout the county. Typical students participate as referees, scorekeepers, assistants on the field and the cheerleading squad cheers.
- Hillsdale has worked to expand field trip opportunities for students in the AAC program and included an overnight outdoor education program at the Marin Headlands Youth Hostel that will continue to be expanded this year. Parents, staff and general education students participate on these field trips with the AAC students.

Hillsdale staff continues to create ways for students of all abilities to participate in academics and school social events, creating meaningful relationships, respect for all and recognizing all students have value and the ability to contribute to the overall culture of the school.

### **KEY Program**

This is a new program initiated by the district to provide structure and support for students who have emotional difficulty in attending school and are typically identified as school phobic. The goal of this program is to provide an intervention which allows students to address social-emotional issues negatively impacting their educational progress, and provides the opportunity to re-engage in the mainstream setting. The KEY program provides students access to a supportive environment on campus, with a group of students no larger than 12, where they have direct access to a mental health counselor and a slightly shorter school day. While the majority of courses are taught within the program itself, In addition to their academic classes, students participate in a school based business that connects them to the mainstream students, and provides work experience. Students have the opportunity to receive a high school diploma in this program.

### **Emotionally Disturbed Program**

Students in this program have been identified as being emotionally disturbed. Students are able to access their education in an environment that supports their emotional needs and curriculum is based in decision making, anger management, and restorative practices. Students in the EDBD program have a shortened school day to help accommodate their stamina for being on a comprehensive school campus.

### **Demographic Data**

#### **Enrollment**

SMUHSD is an open-enrollment district and students have some opportunity to attend the campus of their choice, with students within a school’s boundary having priority—in 2017-18, 128 incoming 9th graders requested transfers into Hillsdale with 87 of those receiving and accepting the transfer. Twenty-one 9th grade students were denied transfers from Hillsdale to Aragon because Aragon was at capacity.

Hillsdale is the southern-most school in SMUHSD and the school’s attendance boundary includes the southern portion of San Mateo and about 20% of Foster City, on the east side of Highway 101. Historically, the flow of students out of the more affluent Foster City weighed heavily on Hillsdale’s enrollment, as students who were assigned to Hillsdale would often choose to transfer to San Mateo High School (to follow their friends) or to Aragon (pulled by the perceived academic reputation of that school). Enrollment declined as low as 1070 in the late 1990s and early 2000s as Hillsdale’s redesign efforts were in beginning stages. As a result of SLCs and community outreach efforts, Hillsdale is now perceived as a more desirable school and the school’s enrollment steadily increased, into the high 1300’s in 2016. In 2017-18, the student population increase in the local K-8 districts hit Hillsdale and we saw a bump in enrollment, to 1525, and the addition of a fourth 9<sup>th</sup> grade SLC. We anticipate the addition of between 80 and 100 new 9<sup>th</sup> graders each year for the next three years, until we reach an enrollment of around 1770 in 2020-21, after which the best forecasts indicate that we will level off.

In our 2012 WASC report, we wrote about Hillsdale’s changing demographics and the steady decline of our white population, from 47.8% in 2007-08 to 37.8% in 2010-11, and the increase in our “mixed race or other” and Latino populations. Since the economic recovery in the early 2010s, that demographic shift has moderated and the enrollment numbers by ethnicity have been stable over the past four years.

Demographics	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Tot Stu	%	Tot Stu	%	Tot Stu	%	Tot Stu	%	Tot Stu	%
Enrollment:										
America Indian	6	0.50%	4	0.50%	6	0.50%	4	0.50%	6	0.39%
Asian	221	17%	244	19.0%	245	18%	242	17%	279	18%
Other Asian/Pac Is.	32	2.5%	33	2.5%	30	2%	26	2%	24	1.5%
Filipino	89	7%	80	5%	79	6%	99	7%	96	6%
Latino/Hispanic	325	26%	331	26%	345	26%	409	29%	464	30%
Black/African AM	40	3%	34	3%	35	3%	35	2.50%	35	2.2%
White	562	44%	566	44%	603	44.5%	581	42%	627	40.9%
Males	652	51%	648	50%	704	52%	732	52%	807	52%
Females	623	49%	647	50%	639	48%	664	48%	724	47%
<b>Total Enrollment</b>	<b>1275</b>		<b>1292</b>		<b>1343</b>		<b>1396</b>		<b>1531</b>	
CT= County      AAC= Applied Academics Curriculum      ATP= Adult Transition										

## Parent Education Level and Free and Reduced Lunch Status

Parent Education Level	SMUHSD Totals			Hillsdale High School		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Grad School/Post Grad Training	30.10%	30.50%	31.50%	30.30%	32.40%	32.50%
College Graduate	27.60%	27.90%	28.30%	31.60%	30.50%	31.90%
Some College	16.60%	15.80%	15.20%	17.60%	17.30%	15.80%
High School Graduate	13.80%	13.30%	13.20%	11.90%	10.90%	10.60%
Not a High School Graduate	7.50%	7.60%	8.50%	4.70%	4.90%	5.60%
Declined to state/Unknown	4.30%	5.00%	3.10%	4.00%	3.90%	3.70%

  

Free/Reduced Meals	19.90%	17.40%	17.80%	15.50%	13.30%	14.40%
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## Language Proficiency Numbers

Hillsdale supports beginning and intermediate-level English Learners through a two-hour instructional, at three levels: ELD 1, 2 and 3. The greatest numbers of English Learners on campus are those enrolled in content-area classes who are designated FEP and RFEP. Beginning in 2010, SMUHSD adopted another designation, “Long Term English Learner”, to describe those English Learners who have studied in the United States for more than six years but who have not progressed beyond the intermediate-level (CELDT 3) or have been mainstreamed and struggle academically.

Three hundred-seventeen students enrolled at Hillsdale speak a language other than English in their homes, with 28 different languages spoken. During the 2016-17 school-year, languages spoken at home were predominantly Spanish (46.4%), Cantonese (11%), Mandarin (9.15%) and Tagalong (7.6%) The other languages spoken by at least 2% of our students are: Japanese (3.5%), Russian (3.2%) and Arabic (2.8%). These percentages are very close to the same as in 2011-12, the year of our last WASC self-study, with only Cantonese moving more than 2% (rising from 8.3% to 11%). During the past decade, there has been an influx of small numbers of heritage language speakers from outside Latin America and China including: Armenia, Saudi Arabia, Bengal, Turkey and Thailand.

## English Language Learner Demographic Data

2016-17									
Grade	English Only (EO)	%	Initial Fluent English Proficient (IFEP)	%	English Learner (EL)	%	Reclassified Fluent English Proficient (RFEP)	%	Total
9	251	69.30%	17	4.70%	40	11%	54	14.9%	362
10	246	69.10%	27	7.60%	32	9.3%	51	14.3%	356
11	245	69.30%	36	9.80%	37	10.1%	50	13.6%	368
12	226	68.10%	26	7.80%	24	7.2%	56	16.9%	332

Name	English Only (EO)	%	Initial Fluent English Proficient (IFEP)	%	English Learner (EL)	%	Reclassified Fluent English Proficient (RFEP)	%	Total
HHS 2014-15	936	69.40%	124	9.20%	102	7.60%	183	13.6%	1,349
HHS 2015-16	942	68.50%	123	8.90%	108	7.90%	202	14.7%	1,375
HHS 2016-17	968	68.30%	106	7.50%	133	9.40%	211	14.9%	1,418
SMUHSD '16-17	5,276	58.00%	683	7.60%	961	7.30%	2,183	24.0%	9,104
SM County	51,940	54.30%	5,790	6.10%	21,988	23%	15,708	16.4%	95,620
State	3,556,229	57.10%	276,570	4.40%	1,332,405	21.4%	1,047,267	16.8%	6,228,235

### Advanced Placement Enrollment

The San Mateo Union High School District recognizes an open-enrollment policy toward Honors and AP classes and Hillsdale seeks to encourage and facilitate enrollment in advanced classes. Hillsdale offers 15 AP level courses for students, including the recent addition of AP Computer Science. The number of teachers who teach AP courses has also increased creating a larger community of teacher collaboration in this area. Hillsdale has increased the number of sections of AP courses to accommodate the student requests, particularly in the area of science and junior English. During the 2017 testing year, 309 students took 705 AP exams reflecting a 21% increase since 2015. Student access to AP courses has begun to increase with individual counselor: student meetings and information from from the College Board. Data from our [AP/Honors enrollment](#) indicates that an area for growth at Hillsdale is to address the disproportionate representation of White and Asian students.

- Hillsdale has stayed between 10 -15 points above the California average for students scoring 3+ on the AP Exams
- All classes are above the state average with the exception of Chemistry (-.3) and Spanish Language (-.1) in the 2017 year. Both of those courses had an increase in overall participation in the exam that year.
- During the 2017-2018 school year 57.7% of upperclassmen were enrolled in an AP course which was an 8.5% increase from 2015.
- With close proximity to the local community college, some students choose to take an upper division course at the college level rather than the AP course on the HHS campus.
- In the last few years our school has focused on increasing diversity and accessibility in the AP level classes
- Our Assistant Principal maintains all course approvals for the AP program

The link below provides information about AP testing numbers and performance rates from 2015-2017.  
[Data from 15-17](#)

### **Data on Addressing the Eight State LCFF Priorities**

#### **LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)**

##### **Staffing: Certificated**

Hillsdale is fortunate to have a healthy balance of both newer and veteran staff, which has been a contributing factor to our success in maintaining SLCs and a strong culture. In 2017-18, all but one of the teachers on the Hillsdale staff, including special education, are fully credentialed, Highly Qualified/SDAIE certified, and/or NCLB certified in their respective subject areas.

Due to our strong relationship with Stanford University’s Teacher Education Program (STEP), Hillsdale has one of STEP’s highest percentages of cooperating master teachers. When openings do become available, Hillsdale often has first pick from a cadre of exceptionally trained new teachers who have already been acclimated to SLCs at Hillsdale. In 2017-18, 17 of our 54 math, English, social studies, World Language and science teachers are STEP graduates.

While we have been able to attract many strong new teachers, the reality is that younger teachers typically have a higher mobility rate than their more veteran peers and they leave the area. Over the past several years, we have had the following number of teachers retire or resign:

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Total</b>
Retirements	1	0	4	5
Resignations	3	6	2	11

Of the resignations in the past three years, 5 of the 11 were young teachers who moved out of the region or were forced to change schools because of commutes—all of those teachers professed great regret at having to leave Hillsdale. Four of the others were resignations in lieu of being non-reelected by the school and the other two decided to pursue different career opportunities. The past three years show a total turn-over of approximately 6%, including both retirements and resignations.

## Certificated Average Years of Experience, Education Level

	2008-09		2017-18	
	Hillsdale	District	Hillsdale	District
<b>Percent 1<sup>st</sup> or 2<sup>nd</sup> Year Teachers</b>	18.3%	8.0%	9.0%	4.4%
<b>Average Years of Experience- Teacher</b>	10.9	13.7	13.0	
<b>Average Years of Experience- Administrator</b>	22.2	n/a	14.7	n/a
<b>Percent w/ Master's Degree or Higher- Teachers</b>	64.8	56.9	68.5%	

*Source: www.cde.ca.gov- Dataquest*

Hiring a more diverse faculty and administration has been a priority at Hillsdale over the past decade and there have been noticeable, if insufficient, movement toward having a staff that more closely mirrors our student population. The growth in enrollment has resulted in greater opportunities to hire even with relatively low staff turnover. The total number of certificated staff plus administration has risen by 27 over the past ten years while the number of white staff members has only increased by 10, reducing the percentage of white staff from 85% to 71%. Recruiting and retaining a more diverse faculty remains a priority and was identified by the school's Equity Committee in 2016-17 as an important step toward addressing persistent achievement gaps. To that end, our hiring process includes outreach to local schools of education and a thorough vetting process leading up to interviews.

## Hillsdale High School Certificated Demographics 2015-18

CERTIFICATED STAFF DEMOGRAPHICS (INCLUDES MANAGEMENT)										
Hillsdale	AMER INDIAN	ASIAN	AFRICAN AMER.	FILIPINO	PACIFIC ISL.	LATINO	NOT ID'ED	WHITE		Total
<b>2016-17</b>	1 (1%)	6 (6%)	1 (1%)	5 (6%)	0 (0%)	8 (9%)	6 (6%)	67 (71%)		94
<b>2015-16</b>	1 (1%)	4 (5%)	1 (1%)	4 (5%)	0 (0%)	8 (9%)	5 (6%)	64 (73%)		87
<b>2014-15</b>	1 (1%)	4 (6%)	1 (1%)	3 (3%)	0 (0%)	9 (11%)	1 (1%)	63 (77%)		82
<b>2010-11</b>		4 (5%)	1 (1%)	2 (3%)	0 (0%)	7 (9%)		63 (82%)		77
<b>2007-08</b>		3 (5%)	0 (0%)	1 (1%)	0 (0%)	5 (8%)		57 (85%)		67

### Certificated Staff: Gender and Race

Gender 2016-17	AMER INDIAN	ASIAN	AFRICAN AMER.	FILIPINO	PACIFIC ISL.	LATINO	NOT ID'ED	WHITE	MULT. RACE	Total
<b>HILLSDALE</b>	1	6	1	5		8	6	67	1	87
FEMALE		5		4		3	4	38	1	52
MALE	1	1	1	1		5	2	29		35
Gender 2015-16	AMERICAN INDIAN	ASIAN	AFRICAN AMER.	FILIPINO	PACIFIC ISL.	LATINO	NOT ID'ED	WHITE	MULT. RACE	Total
<b>HILLSDALE</b>	1	4	1	4		5	64	8		87
FEMALE		3		3		4	34	5		49
MALE	1	1	1	1		1	30	3		38
Gender 2014-15	AMERICAN INDIAN	ASIAN	AFRICAN AMER.	FILIPINO	PACIFIC ISL.	LATINO	NOT ID'ED	WHITE	MULT. RACE	Total
<b>HILLSDALE</b>	1	4	1	3		9	1	63		82
FEMALE		3		2		6	1	36		48

MALE	1	1	1	1		3		27		34
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Hillsdale’s faculty is primarily female and has trended in that direction in recent years.

## Schoolwide Professional Development

Hillsdale’s schedule allows for one hour of schoolwide, common professional development time each week, embedded at the beginning of the day (8:00-9:00) on Thursdays. Team and content-area collaboration time allows teachers to build on the common professional development experiences, tailoring the work for a particular setting. Since 2015, the schoolwide professional development has addressed three core areas: **1.** Curriculum and project development **2.** Senior Defense Calibration and **3.** Equity. Smaller initiatives around topics such as technology, multi-tiered student support and sexual harassment have also been folded into Thursday sessions. Detailed calendars ([2016-17](#) and [2017-18](#)) Professional Development are established during the spring and summer of the preceding year and are revised as the year unfolds. A number of departments, houses, and other teams including Advisory teams frequently collaborate over the summer to plan curriculum and instruction, work that is supported by the Foundat

### 1. Curriculum and Project Development

By 2015-16, the staff had completed a Graduate Profile, aligned rubrics and designed a Senior Defense centered around student portfolio tasks. Each department had designed portfolio tasks at each grade level and had drafted critical, content-specific questions for each course that students who defended in that content area would be held to answer. In 2015-16, the faculty began to take a deeper dive into the instructional practices that would support all students in the successful completion of the portfolio tasks, which would lead to greater success in the final defense. The [2015-16 professional development plan](#) was centered around 3 cycles of inquiry, to be completed within department-based Professional Learning Communities (PLCs). Each department examined their existing portfolio tasks and identified an element of the Graduate Profile they felt needed better support. The teams then designed lessons that helped facilitate better learning of Graduate Profile standards, completed peer observations and met to revise the lessons and apply their learnings to the next cycle.

In 2016-17, content teams built on the previous year by focusing on the design of a “focal work”, a project or instructional practice that was central to the team’s progress ([math sample](#)). The work was centered on the Thursday sessions but filtered into the common planning time embedded in the day. All of the work was linked to developing student capacity in the Graduate Profile and Senior Defense.

### 2. Senior Defense Calibration

Hillsdale faculty voted in 2014 to revise our long-standing Senior Mastery Project to a full portfolio-based Senior Defense. Since that time, the school has set aside common professional development time each year to calibrate defense expectations and to train staff around coaching practices. The

Assessment Committee implements the professional development sessions, which have included co-grading, analyzing video and sharing of best practices around coaching ([2016-17 sample plan](#)). Central to the portfolio defense model is the idea that coaching is a fundamental instructional strategy that should be infused into every class, the way it so naturally is in a music or dance class. Furthermore, the defense is Hillsdale’s answer to whether students are achieving what we hope for and so a shared agreement around what “meeting the standard” actually looks like is crucial for the validity of our assessments. From the 2016-17 defenses, we have nearly [quadrupled the number of students filmed](#), and the videos will become even more integral to faculty scoring calibration in 2017-18, which we expect will lead to increased reliability among scoring panels, in addition to improving the staff’s ability to coach students.

### 3. Equity

In 2009, Hillsdale worked with the Bay Area Coalition of Equitable Schools (BayCES) around a Leading For Equity (LFE) process that included a two-day summer retreat that was attended by more than 40 staff members. Three years ago, a group of staff began meeting on their own time to keep alive the idea of Leading for Equity and pushed to include more dedicated time in staff professional development for deep conversations around equity. In 2015-16, approximately 10 hours of time was used to unfold guided discussions around race and implicit bias, time that included privilege walks, the discussion of research around race and bias, and readings from Zaretta Hammond’s book, *Culturally Responsive Teaching and the Brain*. During the summer of 2016, more than 25 staff members met for two full days of [professional development](#) that included the exploration of culture and how to understand ourselves as educators in a diverse classroom and school. In 2016-17, this professional development continued around the ideas of deep and hard conversations, using a Discourse 1 and 2 protocol. The idea of hard conversations around race has become part of the school’s language and has shifted down into team meetings and has impacted the way the school has taken up the WASC process.

### Gender and Ethnicity of Classified Staff (In FTE)

Description 2016-17	Female							Male							Grand Total
	Asian	Pac Is	Latina	Af Am	White	2 or More Race	Total	Asi an	Pac Isl	Latino	Af Am	White	2 or More Races	Total	
Paraprofessionals	0	0.75	3.25	0.75	6	0	10.75	0	0	0.75	1.5	3.25	0	5.5	16.25
Office/Clerical Staff	0	0	7	1	0	0	8	0	0	0.5	1	0	0	1.5	9.5
Other Classified	0	0	4	1	2.5	0	7.5	1	0	5	0	6	0	12	19.5
<b>School Totals</b>	<b>0</b>	<b>0.75</b>	<b>14.3</b>	<b>2.75</b>	<b>8.5</b>	<b>0</b>	<b>26.3</b>	<b>1</b>	<b>0</b>	<b>6.25</b>	<b>2.5</b>	<b>9.25</b>	<b>0</b>	<b>19</b>	<b>45.25</b>

### Gender and Ethnicity of Classified Staff (Aggregated), 2014-17

HHS Employees CBEDS - Classified Staff	Male			Female		
Full-Time Equivalent of Classified Staff	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Description						



<b>American Indian/Alaskan</b>	0	0	0	0	0	0
<b>Asian</b>	4.53	1	1	0	0	0
<b>Pacific Islander</b>	0	0	0	0.87	0.87	0.75
<b>Filipino</b>	0	0	0	0.73	0.73	0
<b>Latino</b>	7.07	6.33	6.25	5.1	6.74	14.25
<b>African American/Black</b>	0.87	3.6	2.5	2.62	2.62	2.75
<b>White</b>	4.8	5.67	9.25	17.3	15.7	8.5
<b>Two or More Races</b>	0	0	0	0	0	0
<b>HHS Total - Classified Staff</b>	17.27	16.6	19	26.62	26.66	26.25

### Paraprofessionals

Hillsdale has eighteen instructional assistants on campus. Eight of these staff members work with students who are receiving certificate of completion and assist them with their functional academic skills, community outings and supervision of students on campus, helping them to build social skills. Two of our aides who work with students receiving diplomas work in a classroom of students with an Emotionally Disturbed diagnosis and help support their academic work while balancing their behaviors. Our eight additional aides work with students who are on a diploma track and help support them academically and socially during content classes and a special education work skills class.

### Access to Standards-aligned Instructional Materials

Hillsdale is able to provide appropriate and standards-aligned textbooks for all students, as described in our annual textbook [sufficiency report](#) and our internal [textbook and novel spreadsheet](#). The district has provided sufficient resources for teachers to create their own materials and to purchase novels and readings that allow for creative curriculum. The Hillsdale Foundation and site budget are also able to augment classroom resources, including Chromebooks and probeware equipment for Physics.

Beginning with the Great Recession, the district held off on buying new textbooks in order to save funds and to watch the development of on-line and Common Core aligned texts. One result of that was that AP materials, in particular, became dated and less effective. In the past two years, textbook purchases have returned, with new books being provided for selected AP classes and a district-wide examination of math materials that led to adoption of two texts--Hillsdale chose to stay with College Prep Math.

### Facilities

Hillsdale High School a well-maintained campus meets the needs for teaching and learning. The newest building on campus, the 800-Wing designated for Biology and Chemistry laboratory classrooms, World Language classrooms, and our Child Care Center, was completed in spring 2017. This addition offers upgraded and improved teaching facilities to the newest standard that includes appropriate chemical

storage and disposal as well as improved audio-visual capacity. The remodel of older classrooms in existing building was completed in summer 2017 giving us new classrooms for general use to meet the growing student population.

The facility is reviewed annually using the [FIT Report](#) which is reviewed by the School Site Council, which includes students and parents, before it is submitted to the Board for final approval. The upkeep on the site is a joint effort that includes the site Operations team responsible for daily upkeep and repairs. Larger and longer term projects are the responsibility of the district Facilities & Maintenance Department. New stadium lights and audio speakers for the stadium were completed in summer 2017 and other athletic upgrades are scheduled for the coming summer. Recent work includes the planned update and integration of security and fire alarm systems connecting existing systems to new installations. All aspects of the campus including instructional spaces, athletic areas, meeting and dining spaces and the security issues of the campus are also well maintained.

## **[LCFF Priority 2 – Implementation of Academic Standards](#)**

Hillsdale High School has implemented a set of rigorous academic standards that guide the curriculum and assessment in each class at each grade level. These standards, known as the [Graduate Profile](#), were designed before the advent of the Common Core standards and are a true reflection of the staff's vision of student achievement for all students. The arrival of the Common Core allowed us to go back into the Graduate Profile and adjust the language to align with the new standards and there is now very tight alignment between the two sets of standards. The working theory is that the Graduate Profile creates a target for all seniors (codified in the senior [defense rubric](#)) which then filter back down into every class, since portfolio tasks from every course could be at the heart of a student's final defense. More and more, units and individual lessons are tailored to provide students the opportunity to read, think, and communicate, and assessments are designed to hold all students to the standards. Moving even beyond the Common Core, each department at Hillsdale has generated a list of guiding questions that every student should be able to answer upon graduation—[these questions](#) make up the heart of the content portion of the student defense. Portfolio tasks are challenging to design and require constant revision but the school now has more time to undertake the fine-grain work of refining instructional practices to support student proficiency. The true implementation of performance standards is predicated on the existence of meaningful performances and much of our work over the past several years has been in the creation of performances that allow us to see whether the Graduate Profile has been met by each student.

Individual departments are in the process of aligning curriculum to the Common Core/Graduate Profile, NGSS and emerging social studies standards--a detailed description of each [department's work can be found here](#). The Graduate Profile remains the touchstone for all departments and the further alignment to external standards is a way to create a more sophisticated, and content-based definition of student achievement.

## **[LCFF Priority 3 – Parent Engagement](#)**

Hillsdale's SLC redesign rests on long-term and consistent relationships between a teaching team and a family. This design is a challenge to teachers, addressing the comfortable distance that often prevails at large comprehensive high schools. As Deborah Meier writes in "In Schools We Trust", "...schools that that effectively create such barriers—through sheer size, as well as through other formalities that make contact difficult—can often paper over....dissatisfactions more easily and on the surface run more smoothly...Many of those who argue for maintaining big impersonal schools are quite conscious of the advantages that accrue from precisely these barriers to knowing each other better." (p.45). Managing parent relationships is central to the work of an SLC team and is taxing and, at times frustrating. The connections that are formed, however, allow entry into the decision-making that is most important to parents: what is the best educational path for the family's child? Once parents feel like valued partners in their child's education, they are much more likely to participate in the more formal parent organizations and systems that exist at Hillsdale.

Engaging parents in decision-making starts immediately, with Back-to-School Night and, for 9th and 11<sup>th</sup> graders, a student-led conference after the first grading period. Students prepare their conference in Advisory and are taught [how to lead a formal conference](#) and prepare [a script](#) based on the analysis of their academic performance and goals. Parents are kept abreast of their student's performance through Schoolloop and are invited to connect with the advisor and counselor.

These personalized touches often lead to more parent participation in the school community. Parents are invited to participate in school rituals such as Battle at Dawn, SLC potlucks, field trips, and student academic performances such as the 11<sup>th</sup> grade American Journey's project. Hillsdale's PTSO reaches out to parents at the beginning of the year to assemble a working list of individuals who are willing to volunteer in any way, from picking up furniture donations to working on theater sets to serving on committees and SLC Site Council. In 2017-18, the PTSO generated a list of \_\_\_ parents who volunteered to support the school in ways big and small.

Hillsdale and the San Mateo Union High School District also work to tap into parent opinion around school decision such as the installation of lights on the football field and the move toward a later start schedule. The district and site administration hosted a town-hall meeting in the spring of 2016 and used the (often challenging) feedback to construct guidelines for the use of the field that would accommodate neighbors as much as possible. Parents were also [surveyed](#) around a late start option and the results led to a compromise schedule with no second period starting before 8:30 at any school, allowing students to take a six-period day that begins after that time. The Hillsdale Sustainability Board (HSB) is another example of parent decision-making, with representatives from each booster group, PTSO and the Foundation meeting quarterly to shape the vision of fund-raising across the school.

On the most formal levels, parents participate in formal decision-making through ELAC and SLC Site Council. PTSO recruits and selects five parents for two-year terms on the SLC Council and parents play an integral role in discussion and voting on the Single Plan, administrative budget, as well as the three critical items that are up for decision in a given year. In 2017-18, the Council will address Hillsdale's

assessment model, SLC sustainability and the WASC Action Plan. SLC Council meets on the fourth Monday of each month, from 3:30 to 5:00.

### LCFF Priority 4 – Performance on Standardized Tests

For the past three years, Hillsdale has provided free PSAT testing for all 10th and 11th grade students and opportunities to review scores, discuss test prep options and plan for SAT testing during advisory. SAT scores are generally strong and saw a significant bump in 2016-17.

#### SAT Test Scores

Name	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
HHS 2013-14	325	194	547	566	539	136	70.10 %
HHS 2014-15	329	201	524	554	520	120	59.70 %
HHS 2015-16	331	164	548	558	536	111	67.68 %
HHS 2016-17			588	574			
SMUHSD 2015-16	2,032	1,185	555	577	555	840	70.89 %
S. M. County 2015-16	6,796	3,373	538	557	536	2,146	63.62 %
Statewide 2015-16	492,835	214,262	484	494	477	89,840	41.93 %

#### Advanced Placement

AP data and description can be found on page 19 of this chapter.

#### English Learner Proficiency

Hillsdale has seen growth in the number and percentages of students who have been reclassified as measured by the LCFF criteria. This is true for across both the measured one-year and two-year changes setting our 2018 target for EL reclassification to fluent at 94.8% [2017-18 LCAP Goal 2F .3-Increase Reclassification Rate](#). While this progress toward reclassification is very encouraging other result indicate that the greatest progress is seen among students who are not in our EL Program.

Measurement of annual progress against the CELDT indicates a decrease in both the one-year and two-year changes [2017-18 LCAP Goal 2F .1- Annual Progress on CELDT](#). The data available on ELD Course Advancement is for SY 2016-17. Continuing students in ELD 1 total 16 (43.8%), 17 students (70.6%) in ELD 2, and 14 students in ELD 3 (78.6%). There are 47 students (63.8%) overall in the school

The LCAP ELPI that includes information on reclassification and the progress of LTEL students indicates a need for some improvement. We have seen a decrease of -6.5 across the two-year change period and -12.4 across the one-year period. [2017-18 LCAP Goal 2F .1- English Language Performance Indicator](#) We are actively engaged with the district in the development of dedicated language instruction for EL students not enrolled in ELD. This would include LTEL students and others who would benefit from direct instruction for the improvement of expressive and receptive language. We expect to implement a strategy in the fall of 2018 and, once in practice monitor and improve for the best results.

### Senior Defense

We have [collected data](#) from our Senior Defense since 2015. Each year we have progressively analyzed the data in a more systematic way. Our first year, we only collected on the overall passing rate of our seniors. The next year, we additionally disaggregated data according to which department's work a senior chose to defend ("Area of Focus"), basic demographic information (race/ethnicity and gender), and a student's GPA. Hillsdale's Assessment Committee gathers and analyzes the information around which seniors pass in which department, and the school's Data Analyst supplies the students' demographic and GPA information. It has been challenging to reliably compare results from year to year since the calibration of campus-wide scoring is somewhat uneven, and each year most departments revise the requirements, rigor, and expectations for both the larger Defense and the individual portfolio projects that students complete across their career at HHS.

With respect to the overall passing rate during a senior's first attempt at their defense, in our pilot year (2015) 75% of seniors passed on their first try, in 2016 67% passed on their first try, and in 2017 72% passed. While one might conclude that students have done more poorly since the first year of our Defense, another plausible conclusion is that our faculty scored students more gently in our first year out of a sense of fairness, especially given the anxiety that the newness of the Defense's logistical complexity brought to both students and staff. Staff was also unaware at the time of what remediation options would remain for seniors should they fail their first attempt. The remediation process has been clarified since then. Seniors who don't pass have 2-3 subsequent remediation opportunities to re-defend later in the semester. By the final remediation opportunity, the final passing of all seniors has remained mostly stable, statistically speaking: 2015 = 98.9%, 2016 = 98.7%, 2017 = 97.9%. Nearly all students eventually pass their Senior Defense, even if they required additional differentiated remediation.

Comparing the 2016 and 2017 Defense round 1 results according to a student's chosen Area of Defense (department), and only focussing on departments with 9 or more seniors (for greater statistical confidence), there are some data points of significance. Seniors choosing biology have passed at a lower rate from 2016 (92%) to 2017 (78%), mainstream English seniors have increased their 2016 (55%) and

2017 (74%) pass rate, math seniors have slightly decreased from 2016 (73%) to 2017 (70%), social studies rates have increased from 2016 (52%) to 2017 (66%), and Spanish decreased substantially from 2016 (70%) to 2017 (31%). However, it is difficult to reliably compare from year to year. Most departments refine rigor and adjust instruction in light of what they see students can and can't do during their defenses. Because the Defense is the accumulation of skills and knowledge acquired over four years, one would reasonably expect some lag time between improving instruction and final Defense results.

In terms in achievement trends demographically in the first round of the Defense, we see that females and males have both improved between 2016 and 2017. Across racial/ethnic groups with significant representation on campus, some passing rate observations include: seniors of Chinese background have remained the same (2016 = 84%, 2017 = 84%), Hispanic/Latino rates are near even (2016 = 61%, 2017 = 58%), and White students have improved quite a bit (2016 = 65%, 2017 = 81%). Whether one looks at 2016 or 2017 data, there is an evident achievement gap during the first round of the Defenses: White students and Asian students tend to pass at higher rates than Hispanic/Latino students. On the other hand, regardless of demographic achievement gaps during the initial Defense round each year, by the final remediation, nearly all students pass once they receive more coaching (2015 = 97.9%).

One final data point involves how likely a student is to pass the first round of the Defense given their GPA. As one might expect, the higher a student's GPA, the more likely they are to pass. For 2017: 4.0+ = 98%, 3.5-4.0 = 85%, 3.0-3.5 = 72%, 2.5-3.0 = 64%. Interestingly, students with GPAs under 2.5 share similar rates: 2.0-2.5 = 49%, 1.5-2.0 = 54%, 0-1.5 = 50%. For future Defense analyses, Hillsdale may consider examining how students fare who have been mainstreamed from ELD, and we could further analyze data around student performance in specific aspects of the Defense rubric (e.g. Oral Communication, Evaluation of Sources, Reading Strategies, etc.).

## SRI and SMI

Hillsdale High School utilizes the Scholastic Reading Inventory (SRI) to track students' reading scores, monitor student progress, and guide instruction and differentiation. The purpose of the SRI, a computer-adaptive assessment, is to determine how well students read literature and expository texts. The test is administered to 9th and 10th grade students twice a year: once at the beginning of fall semester and again at the end of spring semester. Schools in the district typically use the results of the test to place struggling students in English support classes. This year, Hillsdale eliminated its English support classes. Lower-division English teachers continue to use the results of the assessment to differentiate instruction and in some classes, students below the 6th grade reading level receive differentiated reading assignments. They are given extended time on readings and are encouraged to attend office hours. Other teachers use the students' Lexile scores to make appropriate recommendations for independent reading book choices. [Link to SRI Winter 9th Grade Hillsdale Results](#)

The SMI (Scholastic Mathematics Inventory) is an online computer adaptive assessment used to determine a student's readiness for math instruction. Performance is reported by performance bands of

advanced, proficient, basic and below basic. Students take the SMI for the first time as an 8th grader and then again in each semester of their 9th grade algebra class and 10th grade geometry class. Scores are primarily used to assess a student's growth over their two years of high school math. Their score is also used as one indicator of whether the student is ready to enroll in an accelerated program. This [spreadsheet](#) shows one teacher's method of tracking 9th grade SMI scores.

### Grade Data by Course, 2010-2017

CORE GRADE DATA: D/F % Spring 2010 to 2016																								
	2010-11				2012-13				2013-14				2014-15				2015-16				2016-17			
9/10 CORE	% A-C	% DF	% F	#	% A-C	% DF	% F	#	% C	% DF	% F	#	% A-C	% DF	% F	#	% A-C	% DF	% F	#	% A-C	% DF	% F	#
Algebra I	79%	21%	14%	259	84%	16%	9%	235	89%	11%	4%	203	93%	7%	2%	218	88%	12%	5%	234	88%	12%	7%	258
Geometry	70%	30%	12%	302	79%	21%	8%	301	94%	6%	1%	273	82%	18%	9%	267	91%	9%	4%	255	86%	14%	5%	277
Algebra II																	100	0%	0%	117	98%	2%	0%	100
Biology	76%	24%	13%	369	72%	28%	13%	318	79%	23%	7%	333	89%	11%	3%	316	86%	14%	3%	315	85%	15%	6%	335
Chemistry	67%	33%	19%	268	78%	32%	14%	287	69%	31%	8%	249	75%	25%	9%	283	84%	16%	5%	296	80%	20%	6%	284
English I	83%	17%	9%	326	85%	15%	4%	305	74%	26%	4%	186	80%	20%	3%	130	85%	15%	2%	163	81%	19%	6%	178
English II	78%	22%	8%	310	86%	14%	5%	298	83%	17%	3%	150	85%	15%	2%	175	75%	25%	8%	134	90%	10%	4%	154
MWH 9	82%	18%	9%	329	80%	20%	6%	305	82%	18%	4%	174	75%	25%	6%	130	89%	11%	3%	156	86%	14%	4%	185
CtWH 10	80%	20%	8%	316	86%	14%	5%	300	88%	12%	1%	146	90%	10%	1%	175	77%	23%	7%	118	92%	8%	5%	143
<b>11/12 CORE</b>	<b>% ABC</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% ABC</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% ABC</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% ABC</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% ABC</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% ABC</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>
Algebra II	86%	14%	7%	229	79%	21%	13%	253	76%	24%	13	172	72%	28%	15	163	74%	26%	16	160	87%	13%	7%	166
Pre-Cal	83%	17%	10%	136	91%	9%	6%	161	87%	13%	5%	141	85%	15%	10	153	94%	6%	2%	156	91%	9%	5%	173
Physics	84%	16%	5%	176	85%	15%	4%	135	90%	10%	6%	155	83%	17%	6%	139	89%	11%	4%	143	86%	14%	8%	152

English III	72%	28%	11%	270	88%	12%	6%	329	79%	21%	8%	141	79%	21%	4%	156	85%	15%	9%	168	74%	26%	14	132
English IV	82%	18%	5%	244	88%	12%	1%	223	78%	22%	2%	180	80%	20%	3%	193	79%	21%	4%	188	88%	12%	2%	199
US Hist	77%	23%	8%	277	88%	12%	5%	335	90%	10%	5%	236	84%	16%	5%	254	89%	11%	7%	245	92%	8%	2%	268
Gov/Econ	82%	18%	5%	243	89%	11%	2%	223	81%	19%	4%	124	86%	14%	2%	132	87%	13%	2%	302	92%	8%	1%	294
<b>Any Grade</b>	<b>% AB C</b>	<b>% DF</b>	<b>% of F</b>	<b>#</b>	<b>% AB C</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% AB C</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% AB C</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% AB C</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>	<b>% AB C</b>	<b>% DF</b>	<b>% F</b>	<b>#</b>
Spanish I	79%	21%	13%	175	83%	17%	9%	172	85%	15%	7%	185	94%	6%	5%	146	85%	15%	8%	146	88%	12%	3%	156
Spanish II	87%	13%	7%	182	84%	16%	5%	172	88%	12%	7%	178	89%	11%	4%	140	89%	11%	3%	174	96%	4%	2%	172
PE I	85%	15%	5%	350	78%	22%	10%	333	91%	9%	2%	319	92%	8%	0%	318	93%	7%	3%	324	91%	9%	3%	361
PE II	83%	17%	6%	338	87%	13%	4%	326	87%	13%	5%	321	95%	5%	1%	321	90%	10%	4%	335	90%	10%	6%	321

There has been a general decline in D/F grades over time in almost all content areas. We have established a goal of 95+% pass rates and 90+% C or better rates and many courses are meeting or beating those goals. Spanish 1 and 2 have shown significant improvement, with F rates of only 2 and 3%. Biology and Chemistry, both required courses, have shown improvement as well and are near a point where those grades are close to the ones in other content areas. There are inconsistencies because of new teachers or cohorts (English III grades in 2016-17 stand out) but there are no specific areas that now stand out as a cause of lower-than-desired UC eligibility rates. The red shaded cells show D/F rates above 15% and yellow shows rates between 12-14% over that past three years. The challenge, based on the data, seems to be in increasing C or better grades across the board and ensuring all students are taking the courses necessary for UC eligibility.

Grade data across multiple years, [disaggregated by ethnicity](#), is also available. Over the past four years, the most significant achievement gaps are between Asian, white and Latino students (Filipino students also have a statistically significant population and their results closely mirror the grades of white students). White and Asian grades are generally similar, with Asian students' grades trending a little bit higher but only occasionally and not consistently, with both groups generally in the high 80 to 100% rates of C or better grades. Latino students are not as high as white or Asian students but are close or equal in many areas. Over four years, there are few clear patterns but two areas of concern are most apparent:

1. Biology, Chemistry and Physics grades are lower for Latino students, often in the 60-70% range. The science department has made this a focus in 2017-18 because of the data.
2. College Prep (non-Advanced Standing (A.S.)) English and Social Studies grades show significant gaps. In addition, Latino students are not enrolling in A.S. English and Social Studies courses at the same rates.

<b>Fall1 2016 - Overall</b>	<b>Students w/ 1 or more D/F</b>	<b>Grand Total</b>	<b>% w/ 1 + D/F Grade</b>	<b>Fall 2015 - Overall</b>	<b>Students w/ 1 or more D/F</b>	<b>Grand Total</b>	<b>% w/ 1+ D/F Grade</b>	<b>Fall1 2014 - Overall</b>	<b>Students w/ 1 or more D/F</b>	<b>Grand Total</b>	<b>% w/ 1 or More D/F Grade</b>
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<b>Hillsdale</b>	<b>353</b>	<b>1421</b>	<b>24.8%</b>	<b>HHS</b>	<b>397</b>	<b>1396</b>	<b>28.4%</b>	<b>HHS</b>	<b>383</b>	<b>1354</b>	<b>28.3%</b>
9	79	363	21.8%	9	80	367	21.8%	9	66	354	18.6%
10	90	361	24.9%	10	92	361	25.5%	10	105	340	30.9%
11	84	369	22.8%	11	106	335	31.6%	11	115	335	34.3%
12	100	328	30.5%	12	119	333	35.7%	12	97	325	29.8%

Over the past three years, the percentage of students at Hillsdale who have at least 1 D or F grade has fallen from 28.3% to 24.8%, which corresponds to a long-term decline in D and F grades across grade levels and content areas. In all three years, the D/F rate in 9th grade seems strong, at between 18.6 and 21.8%. There has been a negative bump in 10th grade D/F rates, data that crosses teams and is likely tied to grade data in Chemistry. The most telling, and actionable, data point is the increase in D/F rates in 12th grade, and there is not a clear reason for that rise. Burlingame and Aragon still have lower relative rates of D and F grades, which indicates that this is a solvable problem. [Comparison data with other district schools can be found here.](#)

[Grade data by ethnicity](#) is one data point that is driving content and advisory team planning and goals in 2017-18. The most significant achievement gap in terms of ethnicity remains that between white and Latino students. In the Fall of 2017, the gap between the percentage of Latino and all students earning Cs or better in a given class was generally around 10%, with the gap ranging as high as 16% in Biology (71% vs 87%) and 18% in English I (59% vs 77%). Comparing year over year data in several critical classes shows an increase in the percentage of all students earning C or better except for Geometry and English 3 (Geometry seems to be a positive anomaly in 2014). There has not been a consistent narrowing of the gap between Latino students and others over the past three years.

Course	Cs or Better Spring '14		Cs or Better Spring '16		Cs or Better Spring '17	
	Latino	Overall	Latino	Overall	Latino	Overall
English 1 (CP)	63%	74%	80%	85%	69%	81%
Biology (9th)	63%	78%	66%	87%	66%	85%
Algebra (9th)	85%	89%	78%	86%	78%	88%
English 2 (CP)	75%	83%	58%	85%	89%	87%
Chemistry (10th)	55%	68%	56%	84%	54%	79%
Geometry (10th)	92%	92%	78%	89%	68%	82%

US History (CP)	85%	90%	85%	89%	86%	93%
English 3 (CP)	73%	80%	82%	85%	71%	74%

## CAASPP

CAASPP Student Performance Bands															
ELA	Latino			Filipino			White			Asian			2 or More Races		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Exceeded	17	21	9	20	53	36	43	47	51	60	71	56	44	43	44
Standard Met	24	42	47	40	37	41	28	33	29	19	20	33	26	43	30
Nearly Met	25	22	24	20	11	23	17	16	11	12	8	5	21	9	11
Standard Not Met	33	16	20	20	0	0	12	4	10	10	2	7	10	4	15
Total #	87	77	79	15	19	22	120	134	142	42	51	61	39	23	27

  

CAASPP Student Performance Bands															
Math	Latino			Filipino			White			Asian			2 or More Races		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Standard Exceeded	11	9	5	0	26	9	29	25		49	57	56	23	22	33
Standard Met	15	22	19	35	42	50	24	30		28	29	31	26	30	19
Nearly Met	30	21	34	12	26	27	23	23		16	8	8	38	35	26
Standards Not Met	44	48	42	53	5	14	23	22		7	6	5	13	13	22
Total #	87	77	79	17	19	22	121	134		43	51	61	39	23	27

We now have three years of data from the CAASPP tests and can make draw some basic conclusions from the data. The first administration of the test, in 2015, was poorly organized, with too many sessions and not enough time provided for each test and little preparation in the courses or advisory. The organization and process were significantly better in the past two sessions and those datasets feel like ta better representation of our student performance levels. At 58%, the total of students meeting or exceeding the standard in math is lower than in English but is relatively strong [compared to the state and district](#). The glaring gap in achievement in both ELA and math is with our Latino students.

**CAASPP, ELA/Math Standards Met or Exceeded, by SL, Economically Disadvantaged, Latino and Special Education Status, 2015-17**

### ELA CAASPP Results 2015-17 & 2018 Annual Measurable Outcome (by School)

School	2015 % of Student “met/exceeded Standard”	2016 % of Student “met/exceeded Standard”	2017 % of Student “met/exceeded Standard”	2018 Target
EL Students Math Results 2015-17	21% (24)	0% (13)	20% (21)	27%
EL ELA Results 2015-17	17% (23)	78% (13)	33% (24)	40%
Econ. Disadvantaged Math	30% (50)	32% (44)	12% (17)	20%
Econ. Disadvantaged ELA	46% (50)	59% (45)	51% (45)	56%
Reclassified EL Math Results 2015-17	42% (48)	52% (44)	47% (51)	53%
Latino ELA Results 2015-17	42% (84)	63% (77)	56% (79)	61%
SpEd Math Results 2015-17	0% (0)	15% (41)	12% (26)	19%
SpEd ELA Results 2015-17	n/a (0)	24% (41)	31% (26)	36%

Disaggregated CAASPP data provides a stark reminder of the challenges of bringing all students to grade level. Math and English results for our Special Education and Economically Disadvantaged students are particularly troubling and only our Reclassified EL students, among those that are described in the table above, are close to our over-all results.

More detailed data on CAASPP, including results on strands, can be found in this [powerpoint](#).

#### [LCFF Priority 5 – Pupil Engagement](#)

Hillsdale’s SLC redesign was compelled by a sense of disconnect between staff and students and an inability to implement the type of engaging curriculum that teachers envisioned. The Cornerstone of Personalization speaks to the value Hillsdale places on personal relationships and pupil engagement. Data indicate a strong sense of connection among our students. California’s [School Climate Report](#) Card, issued after the 2013-14 Healthy Kids Survey, placed Hillsdale in the 99th percentile of all California high schools in terms of school climate. Data from subsequent surveys indicate that Hillsdale has maintained those levels of connectedness.

#### [Healthy Kids Survey Data](#)

One measure of student engagement is student effort and connection to the curriculum. In the 2017-18 Healthy Kids survey, students responded to the prompts, “I try hard to make sure I’m good at schoolwork”, “I work hard to understand new things at school”, and “I always try to do better in my schoolwork” and, for all prompts at all grade levels, the percentage who disagreed ranged from 4% on the low end and 9% on the high end. Students agreed at lower rates that they are compelled to work because the curriculum is interesting, but the average response was still at 83%.

Healthy Kids survey data also addresses students’ sense of emotional connection to Hillsdale. In response to the prompt, “I feel close to people at this school” all four grade levels in the 2017-18 survey fell within 2 points of 75% agreeing or strongly agreeing. Between 7-11% disagreed, down from 11 and

19% disagreement in 2015-16. Student responses to the prompts, “I am happy to be at this school”, “I feel like I am part of this school”, and “Teachers at school treat students fairly,” are also consistently high, with student agreement generally falling between 65 and 80% and disagreement usually near 10%. These responses were mirrored in our site WASC survey where responses to the prompts, “At least one teacher knows and cares about me as a person”, “ I feel comfortable and safe in Hillsdale's classrooms”, “I feel welcome and part of a community at Hillsdale”, and “My current advisor supports my academic growth” all received rankings of 3.4 out of a possible 4.

There do seem to be gaps in the responses of our Latino and mixed race students as compared to our white and Asian students, although there are many inconsistencies in that generalization. Within the Healthy Kids survey, Latino and mixed race students often score about 10% lower in terms of positive responses to questions about engagement. In the WASC survey, mixed race students generally scored the lowest and there were generally small differences between Latino student responses and those of whites (Latino students, for example, had the highest responses to the questions of whether advisors supported their academic and personal growth and whether students are held to high expectations). One important area of concern is Latino students lack of participation in extra-curricular activities. We need to work harder to understand the connections that our Latino/Filipino/African-American and mixed race students do or do not have at Hillsdale, and find ways to bridge cultures.

Overview of [Healthy Kids surveys](#) from 2011-2015 are available here. Data from the 2017-18 survey will be available by the time of the visit.

<b>Resilience Indicators and School Connectedness</b>																													
<b>Summary Table</b>		<b>2011-12</b>						<b>2013-14</b>						<b>2015-16</b>						<b>2017-18</b>									
<b>% of students self-assessing:</b>		Grade 9			Grade 11			Grade 9			Grade 11			Grade 9			Grade 11			Grade 9			Grade 11						
High, Moderate, and Low		H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	
<b>Total School Supports</b>		49	47	4	46	50	4	39	51	9	47	50	3	46	45	9	37	53	11										
Caring Adult Relationships		49	48	3	51	48	1	43	51	6	48	49	3	43	48	9	40	54	6										
High Expectations		64	34	2	60	38	1	57	39	5	56	40	3	58	36	6	46	49	6										
Opp for Meaningful Participation		23	56	21	21	58	21	16	57	27	21	58	21	17	61	22	19	45	36										
<b>Race/Ethnic Breakdowns</b>																													
<b>School Developmental Supports and Connectedness by Race/Ethnicity</b>																													
		<b>2011-12</b>								<b>2013-14</b>								<b>2015-16</b>											
% of students scoring High%		H	A	W	M	H	A	W	M	H	A	W	M	H	A	W	M	H	A	W	M	H	A	W	M	H	A	W	M
<b>School Environment</b>		Grade 9				Grade 11				Grade 9				Grade 11				Grade 9				Grade 11							
Total School Supports		44	40	59	42	35	57	47	46	35	41	49	29	45	38	55	39	43	39	54	41	35	30	39	32				
Caring Adults in School		49	43	56	46	43	59	53	50	41	47	50	32	52	40	52	46	39	42	50	37	41	23	49	32				

High Expectations from Adults	61	58	67	61	54	64	65	62	56	60	59	51	56	44	59	54	48	53	64	55	45	37	50	43
Meaningful Participation-Adults	20	6	32	23	15	29	23	19	14	17	21	13	15	16	31	10	18	10	20	19	13	19	23	12
School Connectedness	61	65	61	66	51	77	71	63	55	56	64	55	64	60	74	56	65	75	78	67	44	53	54	43
Academic Motivation									27	44	26	25	26	33	24	23	34	44	50	27	24	31	30	20
H=Hispanic/Latino	A=Asian				W=White				M=Mixed race															

## Graduation Rates

Hillsdale High	Students	Grads	Grad Rate	Dropouts	Dropout Rate	Still Enrolled	Still Enrolled Rate	GED
HHS 2011-12	292	262	89.7	17	5.8	10	3.4	0
HHS 2013-14	301	284	94.4	11	3.7	2	0.7	0
HHS 2014-15	311	287	92.3	17	5.5	6	1.9	0
HHS 2015-16	330	297	90	22*	6.7*	11	3.3	0

\*In 2015-16, our internal data shows only 11 drop-outs

Hillsdale’s graduation rate in 2011-12, the year of our last WASC report, was 89.7%, with a 5.8% drop-out rate. As with all of our graduation/drop-out rate data, it is important to note the discrepancy between the two: the graduation rate appears worse than the drop-out rate each year because of the significant number of students who re-enroll in a 5<sup>th</sup> year Special Education program at Hillsdale, students who do not count as graduates.

The rates improved slightly after 2012, with the graduation rate reaching a high of 94.4% in 2014, not coincidentally the year when only 2 students re-enrolled. Still, the drop-out rate was the school’s lowest yet in 2014 and seems to have climbed in 2015 and 2016. Two important notes about the 2016 data, however, show the challenge of drawing appropriate conclusions from the numbers. First, Hillsdale did not accurately report 5 students who completed their graduation requirements during the summer following their final year, a mistake that lowered our graduation rate 1.5% and increased our drop-out rate by 1.5% (in fact, our internal data only show 11 non-grads in 2016, which would be our best rate yet). Secondly, the district, and Hillsdale more than every school but San Mateo High School, saw a significant in-flow of 17 and 18-year old EL students enrolling throughout the year with fewer than 30 transferable credits. Of Hillsdale’s 22 drop-outs listed on the CDE site, 5 should have been classified as graduates and another 5 were EL students who arrived as seniors with fewer than 30 units.

The data, as we read it, shows us with an annual total of around 12-17 students who do not graduate from Hillsdale and who, if we were able to better meet their needs, could graduate. One factor that we have to consider is our tendency to not send students to Peninsula Continuation High School but, rather, hold on to students as long as we can, sometimes seeing them fall a small number of classes short of

graduation. Beyond that, the data presents a significant challenge to a school who has designs on serving every student: how do we better attend to the 12-17 students who do not graduate each year?

Race/Ethnicity	2011-12		2013-14		2014-15		2015-16	
	Cohort	Grad Rate	Cohort	Grad Rate	Cohort	Grad Rate	Cohort	Grad Rate
Hispanic or Latino of Any Race	71	85.9	78	87.2	82	91.5	91	83.5
American Indian or Alaska Native	*	100	*	*	*	*	*	100
Asian, Not Hispanic	32	87.5	45	97.8	46	95.7	43	93
Pacific Islander, Not Hispanic	*	75	*	100	*	100	*	100
Filipino, Not Hispanic	23	100	18	94.4	23	100	16	87.5
African American, Not Hispanic	*	75	*	100	*	87.5	*	80
White, Not Hispanic	137	92.7	120	96.7	110	90.9	129	94.6
Two or More Races, Not Hispanic	28	89.3	35	97.1	36	88.9	35	87.8
<b>TOTAL</b>	<b>292</b>	<b>89.7</b>	<b>301</b>	<b>94.4</b>	<b>311</b>	<b>92.3</b>	<b>330</b>	<b>90</b>

Source: CDE website

The demographic break-down of our graduation and drop-out rates show some evidence of achievement gaps that are disconcerting. The Latino drop-out rate did climb each year from 2012, from 85.9 to 91.5%, until 2016, when the rate fell to 83.5%. However, as noted above, 2016 marked the arrival of a significant number (5 in 2016) of Latino 12<sup>th</sup> graders who had fewer than 30 units and essentially no chance of graduating. This factor explains most of the decline in graduation rate for that cohort. But beyond that statistical explanation, the reality is that our Latino graduation rate has tended to set in the mid-to-high 80s while our graduation rate for white and Asian students has been in the mid-to-high 90s.

Note in this data the dangers of small sample-size: In 2011-12, our Latino graduation rate nearly equaled our Asian rate and in 2014-15 our Latino rate was higher than our white rate. The graduation rate for our “Two or More Races” spiked to 97.1% in 2014, about 10% higher than in the other years. The general trends: once we account for the anomalies in the data (re-enrollment, reporting errors and changing demographic trends), we are left with about 5% of our population that make it to senior year and do not graduate (about 10% of our Latino population). We also know that this data does not capture the students who do not make it through to senior year, the students profiled by the Deans after 2016.

Students Referred to Peninsula								
2012-13SY to 2017-18SY								
Date: 11/20/2017								
		AHS	BHS	CHS	HHS	MHS	SMHS	Grand Total
<b>2012-13</b>	<b>9</b>			3	3			9
	<b>10</b>		2	4	4	2	2	15
	<b>11</b>	9	13	22	14	5	31	121
	<b>12</b>	5	7	17	9	2	7	62

<b>Total</b>		<b>14</b>	<b>22</b>	<b>46</b>	<b>30</b>	<b>9</b>	<b>40</b>	<b>207</b>
<b>2013-14</b>	<b>9</b>	2	1				4	7
	<b>10</b>	1	2	2	2	2	10	22
	<b>11</b>	11	9	17	10	5	32	108
	<b>12</b>	5	4	6	11	4	5	56
<b>Total</b>		<b>19</b>	<b>16</b>	<b>25</b>	<b>23</b>	<b>11</b>	<b>51</b>	<b>193</b>
<b>2014-15</b>	<b>9</b>		1				1	5
	<b>10</b>	5	9	10	7	2	9	44
	<b>11</b>	15	8	11	15	7	19	97
	<b>12</b>	7	7	6	2	6	7	44
<b>Total</b>		<b>27</b>	<b>25</b>	<b>27</b>	<b>24</b>	<b>15</b>	<b>36</b>	<b>190</b>
<b>2015-16</b>	<b>9</b>	1	1			1	1	7
	<b>10</b>	9	4	12	3	6	24	64
	<b>11</b>	4	6	12	10	5	25	75
	<b>12</b>	7	6	9	6	2	9	54
<b>Total</b>		<b>21</b>	<b>17</b>	<b>33</b>	<b>19</b>	<b>14</b>	<b>59</b>	<b>200</b>
<b>2016-17</b>	<b>9</b>	2		3			2	9
	<b>10</b>	2	3	2	6	5	15	34
	<b>11</b>	3	3	5	7	4	15	45
	<b>12</b>	8	5	5	5		9	43
<b>Total</b>		<b>15</b>	<b>11</b>	<b>15</b>	<b>18</b>	<b>9</b>	<b>41</b>	<b>131</b>
<b>2017-18</b>	<b>9</b>							2
	<b>10</b>	1	1	4	5		6	22
	<b>11</b>		4	10	3	4	15	50
	<b>12</b>	3		10	2	3	23	46
<b>Total</b>		<b>4</b>	<b>5</b>	<b>24</b>	<b>10</b>	<b>7</b>	<b>44</b>	<b>120</b>
<b>Total</b>		<b>100</b>	<b>96</b>	<b>170</b>	<b>124</b>	<b>65</b>	<b>271</b>	<b>1041</b>

One of the original goals of SLCs was to reduce the number of students who needed to transfer to Peninsula High School, the district's continuation school. We have made gradual progress toward this goal, reducing referrals from 30 in 2012-13 to 18 in 2016-17. Increased passing rates should continue to reduce this number over time, with an annual total around 10 within reach in the near future.

### Chronic Absenteeism, 2016-17

<b>Ethnicity</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism #</b>	<b>Chronic Absenteeism %</b>
<b>African American</b>	<b>20</b>	<b>1</b>	<b>5.0%</b>
<b>Asian</b>	<b>214</b>	<b>2</b>	<b>0.9%</b>
<b>Filipino</b>	<b>91</b>	<b>1</b>	<b>1.1%</b>

<b>Hispanic or Latino</b>	<b>437</b>	<b>29</b>	<b>6.6%</b>
<b>Pacific Islander</b>	<b>15</b>	<b>3</b>	<b>20.0%</b>
<b>White</b>	<b>559</b>	<b>32</b>	<b>5.7%</b>
<b>Two or More Races</b>	<b>122</b>	<b>8</b>	<b>6.6%</b>

## **Attendance**

Attendance is taken on-line, through Aeries, and a full-time attendance clerk attends to the records. Advisors check on attendance and tardies every three weeks and a school-wide policy renders students ineligible for school activities if they accumulate 4 or more periods of truancy or 9 or more unexcused tardies over a six-week grading period. Students can establish eligibility with a clean record over the next six weeks. As a result of this policy and the ISAT program described below, the number of students with 21 or more period truanancies dropped from 236 in 09-10 to a low of 82 in 12-15, while the number of students with 35 or more period truanancies dropped from 137 in 09-10 to 69 students in '16-17.

Chronically truant students fall under the aegis of the Improved Student Attendance Team (ISAT), headed by Hillsdale's Deans. ISAT meets with all students and their parents whose attendance record is of concern, to design an attendance contract that spells out school expectations and support. Counselors, the Dean, the Parent Engagement Coordinator, and our School Resource Officer conduct home visits as needed to meet with truant students and families and advisors work with the ISAT team to promote improved attendance. The ISAT process has been especially successful in this regard.

The ISAT team tracks student attendance weekly, including truanancies and tardies as well as excused absences, with the ultimate goal to get students to school and to their classes on time. Since its inception in 2009, Hillsdale has seen a marked drop in the [number of students missing school and arriving late to classes](#). However, one area that continues to be a challenge is chronic absenteeism. In 2009-10, 143 students missed 14 or more days with excused absences. Hillsdale reduced this number to 105 students in 2013-2014 but the number increased to 135 students in 2016-2017. We believe the recent increase chronic absenteeism can be linked to the rise in 5150's and students with moderate to severe mental health and social emotional issues.

## **LCFF Priority 6 – School Climate**

Anecdotally, the changes in school climate have been among the most positive developments of Hillsdale's redesign. Two examples: a 2007 graduate recently came back to visit our Dean and asked if Hillsdale was the same: Were there still fights? Did we still have to patrol nearby streets for students cutting or smoking? Did we worry about conflicts between groups of students? The answers to all of those are "no" and the questions made us reflect on the increase in positive behavior that we see. A



second example: a parent described driving with her daughter and a friend from another school, and over-hearing the friend say, “I wish I went to Hillsdale because, there, you can be who you want to be.”

These changes in school climate are real and reflect an intentional design. At the same time, new challenges are requiring new strategies with the most pressing being the dramatic increase in social-emotional needs among all groups of students.

### Healthy Kids

[Healthy Kid survey data](#) shows a consistent improvement in student perception of harassment problems on campus. In 2011-12, 63% of 9th graders and 67% of 11th graders said that they had not had “mean rumors of lies” spread about them, rates that increased to 72% and 70% respectively in 2017-18. Also in 2017-18, 75% of students reported not having been made fun of or called names. In all but one question in one grade level, 10% or fewer of students report being harassed more than 3 times. Additionally, in our WASC survey, student rated teachers and staff impressively well in terms of treating students equally and with respect regardless of ethnicity, gender or sexual orientation (3.5 out of four in all areas).

Hillsdale remains a safe school and no group of surveyed students has had more than 6% of respondents say the school is unsafe, with the average being 3.6%. In the 2017-18 survey data, slightly fewer students rated the school as “very safe”, something we will need to watch and analyze. In our WASC survey, student responses regarding feeling comfortable and welcome in different areas of Hillsdale all fell in the range of 3.3-3.4 (out of 4). We have worked hard to create safe spaces on campus in advisory, extra-curriculars and guidance/wellness centers and the data speaks to the success of our efforts.

Perceived Safety at School								
Property Damage on School Property, Past 12 Months	2011-12		2013-14		2015-16		2017-18	
	9	11	9	11	9	11	9	11
Had property stolen/damaged %								
0	72	83	79	84	88	85	85	87
1	16	10	13	10	8	10	10	10
2/3 times	8	5	5	4	2	1	3	1
4 or more times	4	2	3	3	2	3	2	2

Theft is always a concern, particularly with students bringing valuable electronics and clothing to campus. Student survey data indicates that student perception of this issue has improved over the past six years, with the vast majority of students saying that they have not had property damaged or stolen.

### School Violence, Victimization, and Safety

	2011-12				2013-14				2015-16				2017-18											
<i>% of students scoring</i>	Grade 9		Grade 11		Grade 9		Grade 11		Grade 9		Grade 11		Grade 9		Grade 11									
<i>During the past 12 months, how many times on school property have you...</i>	0	1	2-3	4+	0	1	2-3	4+	0	1	2-3	4+	0	1	2-3	4+								
been pushed, shoved, hit, etc.?	73	17	7	3	88	6	4	2	81	12	4	2	92	2	3	3	87	8	3	2	86	8	3	3
been afraid of being beaten up?	83	10	4	3	91	5	2	1	84	11	3	3	91	5	1	3	90	6	2	2	93	4	1	2
been in a physical fight?	87	8	1	4	87	7	2	3	87	10	2	1	94	3	2	1	95	3	1	1	95	3	1	1

<b>Reason for harrassment</b>	2011-12				2013-14				2015-16				2017-18					
<i>% of students scoring</i>	Grade 9		Grade 11		Grade 9		Grade 11		Grade 9		Grade 11		Grade 9		Grade 11			
<i>What percent:</i>	0	1	2+	0	1	2+	0	1	2+	0	1	2+	0	1	2+	0	1	2+
Race, ethnicity, national origin?	82	9	8	88	5	7	81	7	12	86	6	8	83	10	7	82	7	10
Religion	93	3	4	92	3	5	91	4	5	94	2	4	90	6	4	89	7	4
Gender (male or female)	94	4	2	96	1	2	93	4	3	96	2	2	92	4	4	93	4	4
Sexual orientation	94	4	2	94	5	1	91	5	4	97	1	2	94	3	3	93	4	3
Physical or mental disability	97	0	3	94	4	2	95	2	3	97	1	2	96	2	3	94	3	3
Any other reason	83	6	11	89	4	7	82	6	12	85	5	10	83	8	9	83	7	11

Physical and emotional safety remains our highest priority and at the heart of any true learning community. Physical conflicts and fighting are rare at Hillsdale, although any small percentage of students indicating that they are afraid of being beaten up is cause for concern. Harassment has been an area of focus for the whole school and rates of harassment are low and we are particularly proud of the low rates of harassment due to gender identity. Specific curriculum and school activities that emphasize diversity and acceptance should continue to move this data in a positive way.

<b>Physical and Mental Health</b>	2011-12		2013-14		2015-16		2017-18					
<i>% of students scoring</i>	Gr 9	Gr 11	Gr 9	Gr 11	Gr 9	Gr 11	Gr 9	Gr 11				
<i>What percent:</i>	Y	N	Y	N	Y	N	Y	N				
Eating breakfast	70	30	65	35	66	34	57	43	72	28	67	33
Frequency of sad or hopeless feelings, past 12 mo	27	73	27	73	29	71	28	72	23	77	32	68
Seriously considered suicide, past 12 months	14	86	12	88	18	82	16	84	15	85	16	84

Cyberbullying	11-12		13-14		15-16		16-17	
	9	11	9	11	9	11	9	11
% of students scoring								
0 times (never)	78	81	84	87	81	83		
1 time	11	10	7	7	10	7		
2-3 times	7	6	6	5	7	5		
4+ times	4	4	3	1	2	5		

Student survey data detail some of the challenges we face in supporting student social-emotional well-being. Close to 30% of our students have reported chronic sadness across our past three Healthy Kids surveys. Strikingly, the percentage of students reporting that they have considered suicide in the past 12 months has ranged between 14% and 21% in each sub-group.

### Attendance and Safety

Discipline Suspension Rate										
Year	2012-13		2013-14		2014-15		2015-16		2016-17	
<i>Suspensions</i>	Tot Stu		Tot Stu		Tot Stu		Tot Stu		Tot Stu	
African Amer.	4		3		6		5		0	
Asian	2		2		4		3		3	
Filipino	2		4		2		4		2	
Hispanic/Latino	21		12		11		10		15	
Pacific Islander	0		1		2		3		0	
White	16		12		7		22		19	
Other	3		0		2		2		0	
Males	36		29		25		42		32	
Females	12		5		9		7		7	
<b>Total Students</b>	<b>48</b>		<b>34</b>		<b>34</b>		<b>49</b>		<b>39</b>	
9th Grade	17		7		1		12		13	
10th Grade	13		11		15		10		11	
11th Grade	8		8		9		15		13	
12th Grade	10		8		9		12		7	
ATP/LIF/SE/CT	0		0		0		1			
English Learner	1		1		1		3			
Stu w/Disb (SAI)	4		6		1		1			

## Expulsion Rate

<b>Expulsions</b>	2012-13	2013-14	2014-15	2015-16	2016-17
African American	0	0	0	0	0
Asian	0	1	0	0	0
Hispanic/Latino	1	0	1	0	0
Filipino	0	0	0	1	1
Pacific Islander	0	0	0	0	0
White	2	0	1	0	2
Other	0	0	0	0	0
<b>Males</b>	3	1	2	1	1
<b>Females</b>	0	0	0	0	2
<b>Total Students</b>	3	1	2	1	3
9th Grade	0	0	1	0	2
10th Grade	3	0	0	1	0
11th Grade	0	1	0	0	1
12th Grade	0	0	1	0	0
ATP/LIF/SE/CT	0	0	0	0	0

After implementation of SLCs, suspension and expulsion data fell dramatically from 146 in 2008-09 to 68 in 2014-15. Those rates have plateaued over the past five year at relatively low levels--Hillsdale does suspend when required by Ed Code but rarely beyond that. The number of discrete students suspended has ranged between 34 and 49 over the past five years, with the vast majority being boys. The number of expulsions is extremely low, ranging from 1 to 3 over the past five years. Keeping these data points low requires a network of supports and responses. Low-level behavior issues are dealt with by advisors and teams, who bring administration and deans in when they need support. The Deans and several teams of teachers have been trained in Restorative Justice practices which are being implemented by several advisory teams. Restorative practices are aligned with our vision and are common among teams who have not been formally trained.

The San Mateo Union District has also instituted progressive policies, including alternatives to suspension, which have supported Hillsdale in reducing suspensions. When suspensions occur, staff attend to a thoughtful re-entry through Incident Review Conferences (IRCs), contracts, and restorative justice practices to reintegrate the student back to the Hillsdale community.

Within the data, there is some reason for concern around the disproportionate representation of Latino and African-American students, although patterns don't always hold (whites were disproportionately represented in 2014-15). We can improve in early responses to behavior issues before they manifest as major issues. Advisory teams are quick to identify and address low level behaviors but we can more efficiently loop in other supports.

## LCFF Priority 7 – Access to a Broad Course of Study

### CSU/US A-G Completion Rates

A-G Completion Rates	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017	
Groups	Grads	% Srs	Grads	% Srs	Grads	% Srs	Grads	% Srs	Grads	% Srs
<b>Student Ethnicities</b>	286	56%	280	56%	281	54%	298	48%	301	58%
African Am	6	83%	7	57%	10	10%	7	0%	6	17%
Asian	64	55%	49	76%	61	69%	61	62%	58	76%
Hispanic/Latino	79	77%	68	38%	52	29%	62	24%	72	40%
Pacific Islander	6	50%	3	33%	9	55%	10	30%	8	38%
White	113	41%	125	62%	121	61%	162	49%	133	62%
Other	18	61%	28	39%	28	57%	20	45%	24	58%
<b>Special Pops</b>										
Special Ed	5	0%	5	20%	20	0%	1	0%	4	0%
Socio Disadv	0	0%	0	0%	0	0%	0	0%	0	0%
EL Programs	0	0%	0	0%	0	0%	19	0%	0	0%
Middle College	3	67%	1	0%	8	63%	7	43%	8	50%

Almost all students at Hillsdale start out on a path toward UC-eligibility by enrolling in Biology, Algebra, English and World History, all A-G approved. Our UC-eligibility rates have floated in the high 50s, with a poor year in 2016. Significant gaps exist in this data, reflecting course enrollment and grade data gaps. In the class of 2017, the Asian rate nearly doubled that of our Latino students. We have spent time analyzing why the overall rate is not higher (we believe we should be above 70%) and there is no clear reason for the current rate. Improved Biology and Chemistry grades should elevate our numbers in the future and there is no longer a course or content area that stands out as a culprit. Moving the needle in grades, enrollment in a 3rd year of science and 4th year of math, and ensuring that 12th graders finish their academic careers well are all opportunities to increase the critical measure.

### EAP Data

The percentage of students who have entered CSU exempt from Entry Level Math or English has risen dramatically since 2013.

### Proficiency in Math Hillsdale

Number and percent of your students admitted to a CSU, college ready in math.

Entry Level Mathematics (ELM)							
		2013		2014		2015	
		N	%	N	%	N	%

<b># Regular Admits</b>	41		45		36	
<b>Exempt from ELM</b>	21	51%	27	60%	25	69%
<b>Scored 50 or Above on ELM</b>	8	20%	6	13%	5	14%
<b>Not Proficient in Mathematics</b>	12	29%	12	27%	6	17%

### Proficiency in English Hillsdale

Number and percent of your students admitted to a CSU, college-ready in English English Placement Test (EPT)						
	2013		2014		2015	
	N	%	N	%	N	%
<b># Regular Admits</b>	41		45		36	
<b>Exempt from EPT</b>	20	49%	36	80%	26	72%
<b>Not Proficient in English</b>	13	32%	7	16%	8	22%

### Descriptive Characteristics of Students Enrolling at CSU

4, 5, and 6 year graduation rates for students who entered a CSU campus as a freshmen in the years shown.

Degree Data Table										
	Cohort									
	2008		2009		2010		2011		2012	
Count	43		38		21		35		40	
Earned Degree in 4 Years or Less	4	9%	4	11%	8	38%	10	29%	11	28%
Earned Degree in 5 Years or Less	14	33%	20	53%	14	67%	19	54%		
Earned Degree in 6 Years or Less	18	42%	27	71%	14	67%				
Still Enrolled After 6 Years	6	14%	1	3%	2	10%				

College graduation data lags considerably but is worth tracking for patterns. The table above shows 6-year graduation rates of 67% for our classes of 2009-2010 in the CSU system.

### Math Completion Data

Hillsdale has had great success in guiding students to the completion of Algebra II, with more than 80% of students successfully completing the course in the class of 2015 (the [2015 report](#) includes data on math completion). Sixty-six percent of the students in the class of 2017 who started in Algebra at HHS ended up competing Pre-Calculus. Strong math grades have pushed more students to advanced math.

### The College of San Mateo

Enrolment patterns and success at the College of San Mateo (CSM) are particularly important at Hillsdale since such a large percentage of our graduates matriculate to CSM. Over 50% of those students attending CSM out of Hillsdale are first generation college students:

### Enrollment at CSM, by Percentage of Graduates, 2011-15

	2011		2012		2013		2014		2015		2011-15 Total	
	%	Grads	%	Grads	%	Grads	%	Grads	%	Grads	%	Total Grads
Aragon High	37.2	382	36.3	410	35.9	354	35	340	32.6	319	35.5	1805

Hillsdale High	51.8	245	51.9	262	48.9	278	35.6	284	41.3	288	45.6	1357
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CSM provided a comprehensive report of high school placement in 2017: [Placement in English and Math Levels, Fall of 2012-2017](#). Hillsdale has a strong record of placing students in transfer level (or higher) English classes, with high rates partly due to more flexible entrance requirements in that subject area. In math, between 15-20% of students enter CSM from Hillsdale 2 or more levels below transfer courses.



## Chapter 3:

### Focus Group Categories



## Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

### Vision and Purpose Criterion

Hillsdale High School has a clearly defined vision articulated in our Mission Statement and supported by our Cornerstones, SPSA, and Graduate Profile. These documents clearly outline our core values and serve as guideposts for the shared decision-making that drives our school at all levels, from policy to professional development, allocation of resources, school structure, instruction and assessment.

Written in 1995, revised in 2001, and again in 2009, our Mission Statement continues to evolve out of a careful, ongoing examination of student performance and our desire to provide a personal, rigorous, and equitable educational experience. While we maintain the traditional AP course offerings, electives, and extracurricular opportunities that support excellence in our highest to mid-level students, we have worked steadily and effectively to ensure that equity and rigor operate hand in hand to meet the needs of our underperforming students. We have continued revisiting our Action Plan by transforming our former ESLRs into a Graduate Profile and developing a school-wide portfolio system to measure our students' achievement of the Profile. This method of evaluating learner outcomes in relation to the Graduate Profile (GP) is undergoing its three-year periodic review during this year. Focus group conversations with parents do indicate a lack of understanding around the intent and implementation of the Graduate Profile, a deficit that we need to address in the future.

Hillsdale's Cornerstones were originally formulated during a staff retreat in 2002 with the purpose of clarifying common goals and reassuring all stakeholders that Hillsdale had a cohesive academic identity. In 2006, we distilled an original list of eleven down to four: equity, rigor, shared decision-making, and personalization. District support, along with continued financial support, of our reform efforts and a cumulative buy-in from our community have validated our belief that a small, more personal learning environment, advisories, and rigorous academic standards can challenge all students and prevent the most challenged learners from “slipping through the cracks.”

We have used our four Cornerstones and [Graduate Profile](#) to identify and define our learner outcomes, infusing GP throughout instruction, curriculum, assessment, and equity. We have refined the GP to align with new CCSS/NGSS. Our comprehensive effort to realize these Cornerstones has been informed by ongoing research on small schools, literacy, and pedagogies linked to closing the achievement gap. In the past, close work with SRN (Stanford Redesign Network), BAYCES (now the National Equity Project), WestEd, and the New Teacher Center at UC Santa Cruz have served to connect our practice to our vision of achievement. Over the past several years, particularly as district efforts are more closely aligned with Hillsdale's, we have transitioned to take the lead on supporting our own initiatives in-house while maintaining our relationship with Stanford as a Professional Development School.

### **Parent and Community Involvement in District Goals and Vision**

The SMUHSD enacts an annual process of LCAP engagement by which District leadership holds meetings with representative students, staff, parents, and other school community members. This process is outlined in detail in the “Stakeholder Engagement” section of the District LCAP (pages 42-48). These meetings with students, parents and community groups met the statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with

representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders - certificated and classified staff. The groups consulted included:

- LCAP Parent Advisory - comprised of the required Parent Advisory Committee representation as well as members of the broader community.
- LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across all of the district's school sites.
- School Site Councils (SSC's) across all sites.
- Site Leadership Teams (comprised of administrative and teacher leadership) across all school sites.
- English Learner Advisory Committees (ELAC's) across all school sites.
- Associated Student Body (ASB) Representatives - from across all school sites.
- Collective Bargaining Units - both classified and certificated.
- District Curriculum Coordinators and site administrators
- Superintendent's Cabinet and Council

### Governance Criterion

The SMUHSD complies with all state Education Codes and has an attendant set of [local policies and administrative regulations](#). The District's policies related to specific duties and roles of the governing board and district administration are outlined in District policy, [BP 2000](#) related to Administration. In summary, these policies indicate that district administration performs the essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy. Furthermore, the Board and Superintendent work together as a team in the exercise of district governance. The Board and Superintendent have established protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

Hillsdale's vision is not only backed by the district administration and governing board, it is a model aligned with the LCAP. Our emphasis on rigor and equity through personalization continues to engender the district's trust and ongoing support. The district gives us 1.0 FTE per year in addition to flexibility regarding how FTEs are utilized. This is a support that has stayed constant, despite a complete turnover in district administration and cuts in other programs. Our Single Plan for Student Achievement (SPSA), based upon our four Cornerstones, is aligned with the district LCAP.

As part of the current district strategic plan, the district has promoted collaborative learning teams similar to Hillsdale's SLC practice. Additionally, the district has continued to defer to Hillsdale's judgment about its own professional needs. For example, the composition of our support classes in reading and math is different from that of other schools due to our support structures and data analysis. The district asked all schools to place near-proficient students in reading and math support classes; Hillsdale, through data analysis and shared decision-making recommended allocating the resources instead to our below-basic students. Because of our track record for making responsible decisions based on our Cornerstones, district leaders understood and approved our rationale that grade data and

advisory structure would meet the needs of the former group.

### **Delegation of Implementation of Policies to the Professional Staff**

In addition to the basic policies regarding the duties of the Board and district administration, there is also a clear delineation of the roles and responsibilities of the professional staff and board, outlined in [BP 2000](#). The District School Board sets and monitors district policy and oversees the District budget while the Superintendent and district professional staff enact policy and operate the schools.

### **Parents, Staff and Student Engagement in Governance**

The district trusts the Hillsdale High School shared decision-making model. Our decisions are the products of consensus, passing through several tiers of approval in order to allow all voices to be heard. Our [Constitution](#) calls for House leaders to be elected by their constituents, and, in an attempt to broaden representation, we have also added four "at large," faculty-elected representatives to SLC Council so that, in our model, administration only has one vote out of ten. A Leadership Team comprised of elected house leaders and administrators (who act as co-principals) generates a decision-making agenda (Appendix H) each year. Proposals are generated either by the Leadership Team or by sub committees or suggestions by staff. Proposals are then presented to staff through House meetings, where feedback and straw votes inform representation by House leaders at SLC Council. Final votes take place by consensus at SLC Council. All proposals, decisions, and even Leadership Team and committee minutes, are published regularly to the school community via the *Hillsdale Happenings* newsletter. In turn, the PTO publishes its newsletter to the staff. The Hillsdale H. S. Foundation was formed to provide financial support for school initiatives above and beyond that supplied by the district.

Since leadership and decision-making are distributed, Hillsdale governance is a time-consuming process that can, on occasion, tax our patience; however, it ensures that decisions are democratic and that they garner broad support. This in turn encourages ownership and strengthens our endeavors as a staff. The results of our 2017 teacher survey, show that there is a significant increase (over the 2011 survey) in the number of teachers who believe Hillsdale's democratic decision-making process is clear and effective and that professional development activities are responsive to student needs. The work of the teacher-led Equity Committee was recognized positively in particular. There were three areas that require attention: the first addressing the need of newer staff to be oriented more thoroughly to Hillsdale's complex model. There was also mixed opinions on whether decisions made are focused on student achievement and the district's support of our SLC model. The corresponding student survey, confirmed the acknowledged weakness in student participation in Hillsdale's governance processes.

Parents and students participate in governance processes in both formal and less formal ways. Parents sit on SLC Council and our English Language Advisory Committee (ELAC) and participate in decision-making through those bodies. They also participate on our Foundation and Hillsdale Sustainability Board, which help shape decisions around fundraising and spending. Students serve on SLC Council and in student government, which meets regularly with a member of the administration team. Some efforts at running critical decisions through student government and Advisory have been realized, including a student decision on how to move toward a gender-neutral graduation ceremony. The organization of student input through advisory did not last because of logistical and communication challenges, but

revisions of that model are in the works. In spite of some strong structures, there is a recognition that shared decision-making beyond the faculty needs to be broadened and improved.

### **Monitoring Results and Approval of the Single Schoolwide Action Plan**

The SMUHSD Governing Board conducts an annual evaluation of the Superintendent. This evaluation process is outlined in Board Policy ([BP 2140](#)). In addition, the governing board receives reports on the academic and social-emotional progress of students in the schools and provides input to the Superintendent in the ongoing monitoring of school progress and corrective actions. The District complies with the *Williams Uniform Complaint Procedures* for all board/school complaints and resolution of conflicts. These procedures are outlined in [Board Policy, 1312.3](#). Complaints are reviewed on a quarterly basis and the overall procedures are reviewed annually by the local governing board.

The governing board annually reviews Hillsdale's SPSA to ensure that it is aligned with its plans and goals. Oversight and accountability standards are upheld through regular reports to the boards that include information of our test results, student achievement, enrollment stats, grad rates, and CAASPP results. In addition collaboration between district and school takes place in district cabinet meetings with Hillsdale administration. Principals report to the board at the beginning of the year and later in the year to present the SPSA. Directives from the board are few, as it has continued to support the delegation of authority and granted Hillsdale the ability to adapt district initiatives. The relationship between the school and the governing board has been a partnership.

Our efforts and results have garnered recognition from [Schools of Opportunity](#). Hillsdale is a Gold Medal Recognition Recipient for 2016, the first school from California to be so honored. Visitors from around the world come to observe our model in progress and to receive guidance in shaping their own reform plans. Hillsdale staff gives guest lectures at Stanford and Notre Dame de Namur Universities, coach other schools, present at Coalition of Essential Schools and ConnectEd conferences, and sit on the Stanford School of Education Advisory Board. Locally, Foster City parents, a sector of our community who had previously shunned Hillsdale, have now become some of our strongest advocates, as both increased enrollment and "the word on the street" show support for Hillsdale. One area of concern in terms of community perception is that Hillsdale is known as the school where challenging students will be supported, while Aragon, just down the road, is known as a purely academic school.

### **Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Student achievement data has consistently guided, shaped, and reshaped Hillsdale High School's vision. It is embedded in our reform timeline, reflected in our decision-making, and evidenced in our professional development (PD) work. An effort to balance equity with rigor drives our agenda. Referred to as Hillsdale's "DNA," (Appendix J) this healthy tension generated by our Cornerstones has informed our professional development in literacy and heterogeneity, our restructuring of the upper division, and

the implementation of our portfolio work. Careful examination of student data revealed a persistent achievement gap between our white and Asian and Latino students. To address our equity goals, Leadership set aside professional development and work time for departments to study data, create cycles of inquiry to address achievement gaps and share findings with the staff. Additionally, our dedicated Equity Committee has produced PD to better inform staff of the equity issues that are fundamental to our society, both nationally and locally.

Parallel to our portfolio work, we have continued to align both our Action Plan and our SPSA to our Cornerstones. Faculty reviews and analyzes grade data, test-score data, AP results, and data on our students' progress at local community colleges (see Chapter 2 and Appendices).

As with every decision made at Hillsdale, the Single Plan moves through the tiered approval process of leadership, house, constituent group, and SLC Council. This reinforces our Cornerstones and ensures that they guide all of our decisions, from portfolios to Single Plan and action plans.

### **Shared Decision-making and Accountability**

Hillsdale's consensus-based decision process and constitution ensure that decision-making is truly shared. Our consensus process has found its way from SLC Council into many teams and committees. In this process, each participant is able to vote from 1-5. A vote of "5" indicates strong approval of the motion and a willingness to work toward its realization. A "4" indicates support and a "3" means that the voter is unsure or ambivalent about the idea. A vote of "2" means that the person is not in support of the initiative but will not stop it from happening. Finally, a "1" means that the voter feels that the initiative is not aligned to the Cornerstones and so the process must stop. Votes of "1" are not common but allow any voting member to force a reconsideration of the issue.

Another school initiative that has reshaped Hillsdale's process and ensured collaboration is the implementation of a rotation of decision-making committees. In response to the sense that we were often taking on too many issues, the Leadership listed the issues that continued to arise and came up with nine topics: Advisory, Assessment, Facilities, Governance, Budget, Technology, Sustainability, Schedules and WASC. Those nine (Schedules has since been replaced by Equity) were divided into sets of three so that three issues are addressed each year, decisions are made and then the issues is set aside until the committee meets again in three years. Teacher-led committees are empowered to investigate the issue at hand, convene meetings, draw out and formulate ideas and then present the ideas to the Houses for revision before the issue is finally presented to SLC Council. Hillsdale's [Issue Matrix](#) describes the issues and the rotation of committees. This system has de-personalized sometimes challenging issues, cleared out agendas, allowed time for ideas to take root, and ensure that issues are calendared.

### **Staff: Qualified and Professional Development Criterion**

Efforts both district-wide and at Hillsdale are made to attract, hire, and retain highly qualified teachers. The San Mateo Union High School District is a Basic Aid district and is, therefore, exempt from Average Daily Attendance funding formulas. Basic Aid status has allowed the district to pay higher than average salaries and support innovative programs that support teachers. In particular, Hillsdale seeks out teachers who are not only innovative and highly qualified in their content area, but who are also actively

seeking a school with a strong reform identity.

Our SLCs have attracted teachers from around the country who are not only highly qualified but support the theory and practice of our reform model. Most of our recent hires have had direct experience with schools aligned with our vision. Our school has developed a mutually beneficial relationship with Stanford University's Teacher Education Program (STEP). Hillsdale regularly provides master teacher supervision for STEP's student teachers who oftentimes apply and are hired for positions at Hillsdale. Hiring is determined in large part by a teacher's willingness to take on Advisory responsibilities and a commitment to collaboration and teams are largely responsible for hiring into their team. Teacher shortages are starting to impact the number of applicants for positions at Hillsdale--the number of applicants for open social studies positions over the past three years have gone from approximately 120 to 80 to 60. We have still been able to attract high-quality candidates and our most recent hiring included twelve new teachers of extraordinary ability.

In addition to support from the district, our SLC design places a great deal of emphasis and value on teamwork and increased opportunities for teacher collaboration to improve student achievement. Collaborative teams meet over the summer to design and align content curriculum and plan advisory. Professional development (PD) is planned through the Leadership Team and embedded into the school day to ensure consistent, meaningful professional experiences.

Informed by the faculty, the Leadership Team develops a PD calendar each summer to meet the collaborative and professional needs expressed by the Hillsdale staff in accordance with priorities set by our Single Plan, WASC Action Plan, and Cornerstones. PD time is embedded into staff meeting time, which in the 2017-2018 school year has been moved to Thursday mornings before a late-start school day. There are also four PD days in the district calendar, split between district and site initiatives. Hillsdale also offers collaborative paid PD time during the summer, supplemented by the Foundation.

Our SLC structures, the school calendar and the daily bell schedule reflect the high value we place on a meaningful, cohesive professional development program. Embedded PD in the form of collaborative teams provides a built-in induction for new teachers at Hillsdale. As a result, we have managed to provide a common collaborative period for all core/Advisory teams in both upper and lower division, as well as a common period for most content teams. Additionally, collaborative time with SPED inclusion co-teachers has also been arranged. This embedded collaborative time has influenced Hillsdale's culture profoundly. It guarantees daily communication and collaboration between teachers who share students. It not only provides an opportunity for veteran teachers to informally mentor new teachers, but also allows for an infusion of new ideas techniques, and energy into our teams. The robust interplay between veteran and newer teachers has been a hallmark of Hillsdale's reform. Most importantly, it serves as fertile ground for the growth of professional learning communities.

To better meet the needs of all students, Special Education, ELD, and mainstream teachers collaborate on necessary modifications and accommodations, and monitor the progress of students who have been integrated into mainstream classes. Directed Studies teachers are assigned to a house and participate in regular team discussions about shared students. Our English Language Development program is

continuing to develop with an awareness of the need for both a more effective plan for the inclusion of English Language Learners in mainstream classes and increased communication between ELD and mainstream teachers. We are profoundly aware that more work is necessary in identifying and addressing the under performance of our long term ELD students.

### **Staff Assignment and Orientation**

Hillsdale works to ensure that staff assignments are equitable and fair and that new teachers are supported from their first day. The administration works with teachers to align schedules with teachers' interests and skills and to keep preps to a minimum. The 9th and 10th grade core teachers, in particular, have reduced preps and student contacts to support students. Each November, teachers write a description of their preferences and whether they are willing to move to fill open positions. This information goes to a Council of Elders, a group of four teachers who meet with administration, selected by SLC Council, who oversee the balancing of teams and internal assignment of teachers. The Council, for example, determined how we moved veteran teachers to fill the new house in 2017-18. The school is committed to balanced teams across houses. SLCs are resource intensive (50 advisory sections in 2017-18, the equivalent of 10 FTE just for advisory) and so other courses can be squeezed to accommodate the model, although a rich and varied VAPA program has always been a priority. Hillsdale has always been able to attract highly qualified teachers to all positions and, in 2017-18, only one teacher is not fully credentialed or placed in a position that fits their credential and training.

New teachers are supported by a BTSA and evaluation system (described below). More importantly, teachers are placed in teams that are often geographically contiguous and that benefit from common planning time. Veteran teachers are generous with their curriculum and embedded collaboration allows most new teachers opportunities to learn about procedures and culture as well as classroom practice. An excellent narrative description of what it is like to be a new teacher at Hillsdale can be [found here](#).

In order to maintain SLCs, the administration and Leadership Team work every year to allocate FTE in a way that allows for the model to exist while attending to other programs. A number of external resources do help in this process:

- The district provides an additional 1.0 FTE to support SLCs
- The site has traded in department chair days and stipends and four classified positions in return for 2.2 FTE for staffing
- The College of San Mateo has provided around 10 sections of classes at no cost, taught on Hillsdale's campus, including music, ceramics and American Sign Language
- The Hillsdale Foundation is able to provide between .4 and .8 FTE to overcome short-falls.

In addition, the site has made internal adjustments to free up resources for SLCs:

- Administration and counseling have supported advisory beyond their contract to save .6-1.0 FTE
- The site has redirected support sections to advisory to save 1.4 FTE
- Support classes have been reduced in number
- Electives have been reduced in number

In 2017-18, the school added a fourth SLC in the 9th grade and the enrollment increased by 84 instead of the anticipated 112, which would have been a 4th complete SLC. This forced the school to creatively adjust one SLC to maintain purity and reduce the FTE strain. The answer was to have one house, Marrakech, become  $\frac{3}{4}$  of a house, with each teacher teaching 3 core classes instead of four and picking up a “singleton” of interest: Instructional Coaching, Guided Studies, or Instructional Technology. The model has worked and opened an opportunity for us to address fluctuations in enrollment going forward. We do know that there are not economies of scale with SLCs and that, as we grow, additional strains will impact the structure. We have an active Sustainability Committee that is facilitating staff conversations about how to structure SLCs that honor our Cornerstones and fit in our budget.

## Communication Systems

Communication is always a challenge at a large school and we always need to work to improve the clarity and consistency of our communications. Some of our efforts:

- The teacher’s association works closely with administration and communicates well with faculty
- Administration sends a weekly [Hillsdale Happenings](#) to highlight events, decisions, policies, etc.
- Administration, district and the union meet with new teachers for two days before school starts
- Meeting notes and agendas are public and posted through the Hillsdale Happenings
- We have created an open and accessible Google.doc called the [Hillsdale Homepage](#) that houses links to all of the materials that were in our traditional handbook
- Committees post decisions and information on Google docs, all linked to the Homepage. The [Governance Committee documents](#) are linked as an example.
- The district provided resources to redesign a cleaner and more accessible [website](#) that houses numerous documents and a link to the district website with more resources
- House meetings are held monthly to share school information and facilitate larger conversations

Communication systems to parents and students have improved significantly in the past five years, with the development of a weekly PTSO newsletter, more consistent use of our auto-dialer and phone/email messages home each week, advisory communications and the use of Schoolloop. The district will replace Schoolloop with Canvas in 2018-19 and that transition is creating tensions in the staff and with families. Concerns about the accessibility of Canvas were repeatedly expressed in our parent focus group.

## Evaluation Procedures

The site and district support beginning teachers through the Beginning Teacher Support and Assessment program (BTSA), and through a district designed [evaluation process](#) that is in its fifth year and whose focus is on improvement of instructional practice rather than judgment. In this evaluation system, all teachers are guaranteed to work with a site Instructional Coach in at least their first four years of teaching. Instructional Coaches act as consulting teachers, who mentor and assist participating teachers to improve their teaching practices. The Instructional Coaches function only to help improve practice, not for evaluating staff and they receive extensive training on peer coaching and mentoring.



Beginning teachers undergo a full evaluation in their 1st, 2nd and 4th years and tenured teachers undergo an evaluation process every other year after their fourth, alternating between a full review and an expedited review. The expedited evaluation is less intensive and focused on a specific goal that is co-constructed by the teacher and administrator. There is no formal observation component for the expedited evaluation but meetings, walkthroughs, observations and other supports, including student focus groups, are available and used to help reach the goal. [Full evaluations](#) involved establishing a SMART goal through a self-evaluation and collaboration with the Instructional Coach and administrator. The coach and teacher undergo a series of observation cycles and reflections while the administrator conducts at least two evaluations and conferences. Coach and teacher notes are available to the administrator but the teacher has final say over what is shared in that document. Because of budget constraints, several veteran teachers did not have coaches this year and opted instead to complete a personalized learning plan that was constructed with the administrator and which aligned with the goals of the observations. Hillsdale's culture is one of frequent walkthroughs so that, at its best, evaluations are just continuations of a relationship based on frequent interactions and trust.

### [Resources Criterion](#)

The District's annual [LCAP](#) and SPSA refinement processes are linked to the District budgeting process so that resources are aligned to student outcome priorities. The District has three core goals:

1. SMUHSD will provide High Quality Teaching and Learning environments to all students by:
  1. Providing 21st Century facilities and learning tools (digital and analog) to all students
  2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development
  3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills
2. The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.
3. The SMUHSD will continue to enhance and improve the social-emotional health of its students by:
  - Providing high quality mental health supports
  - Initiatives and activities intended to lower student stress and improve connecte

Aligned to these three broad goals are 21 discrete outcome measures to which all sites have aligned their improvement efforts and resources. In addition, sites have aligned their respective SPSAs to these overarching outcome measures, as well as some local measures, particular to each school.

The district embraces a philosophy of decentralized decision-making whenever possible, which allows sites some freedom to determine the allocation of resources. For example, sites are now given an FTE allocation based on unduplicated low-income, EL and Special Education students that can be used to create supports for those students success. Where those supports were originally defined, Hillsdale now has the chance to allocated this considerable resource (2.4 FTE) in alignment with the school's Cornerstones. This has resulted in more support for SLCs, including advisory for all levels of ELD, and fewer distinct support classes. Similarly, the district has given sites significant freedom to decide how to

fund and implement CTE and elective programs to support all students. Hillsdale's allocation process is always linked to the Cornerstones, WASC Action Plan and subsequent SPSAs. Embedded PD time and summer PD time have been a focus for administrative funding in this environment. Hillsdale's extensive and thorough governance process clearly delineates how [Leadership Team and SLC Council make decisions with appropriate input from staff](#).

## Development of an Annual Budget

Every year, the board of directors adopted the budget for the following fiscal year. Prior to adoption, Fiscal Services meets with all departments and sites to obtain input for the budget. The district has an annual audit conducted by independent auditors. The auditors will conduct interim and year-end testing prior to issuance of the audit report to ensure fair presentation of financial statements and compliance with generally accepted accounting principles.

Accounting staff is trained to execute procedures designed to ensure internal controls and proper financial reporting. Furthermore, accounting staff are professionally developed throughout the year to expose them to the latest accounting practices. Administration and the site financial analyst meet twice each year with district business services to review changes and procedures.

Hillsdale receives an annual [administrative budget](#) from the district that is intended to cover the curricular, professional development, material and process expenses of the school. The budgets do roll over which allows for some long-term planning. Hillsdale's Committee system means that the site budget is examined closely every three years by the Budget Committee and the faculty through Houses and SLC Council. This process last occurred in 2015-16 and budget will be up for review again in 2018-19. In years where the Committee does not meet, the Leadership Team and SLC Council do review and approve budget allocations but in a less intensive manner. The current Administrative budget was approved in September by SLC Council and shared with staff. The Hillsdale High School Foundation has provided significant [extra support](#) for the past decade and the budgeting process is aligned to the administrative budget process, with SLC Council approving a target list of expenditures based on Foundation income.

## Facilities

Hillsdale High School is a clean, comfortable complex that is more than adequate for the purposes of teaching and learning in our SLC model. 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. The robust school and district maintenance departments work with the site administration to ensure that repairs, modifications and safety issues are completed in a timely manner. Auditorium modernization, completed in November of 2013, has offered a showcase venue for a growing performance arts program that is partnered with the College of San Mateo. 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 laboratory, instructional, and

conferencing capabilities. Given four stationary computer labs on campus, we have decided to expand mobile computer access as we continue to develop the campus. The investment in the facilities has attracted a large number of renters who make use of the campus after hours providing the school and district with an additional source of income for facilities.

School Administration works closely with the school's plant manager to prioritize cleaning and maintenance schedules that ensure a clean, safe, and functional school. [HHS FIT Report](#). Currently there are plans to for large improvements to modernize climate controls, correct a drainage issue, and replace turf. The considerable attention paid to the campus across decades also necessitates steps to integrate old and new systems into a harmonious campus network. This summer the older security and alarm systems will be updated and then integrated with the newer system. The conditions on campus are also continually improving.

In addition to the physical changes, there are changes in supervision processes and staffing. Student safety on school grounds before, during, and after school is assured with supervision by school administrative staff, full time dean, Campus Safety Specialist, Wellness Center, and San Mateo PD resource officer. In addition, communications with the student, parent, and communities of the school ensure that we identify and address the safety needs of the campus on an on-going basis. In surveys conducted as part of our self-study in response to the question, "How safe do you feel when you are at school?", reporting for themselves 3.25 of 4 students said, "Our school provides students with a clean and pleasant learning environment." 3.39 of 4 students went on to report, "I feel comfortable and safe in Hillside's classrooms." These findings are consistent with the most recent Hillside CHKS reports in which 70% to 77% of students in grades 9 through 12 reported feeling "Safe" or "Very Safe" at school.

### **Acquiring and Maintaining Adequate Instructional Materials and Equipment**

The District maintains high quality instructional materials for all students in all subjects at all school sites. In line with this, the District complies with the Williams Settlement timelines related to ensuring that each student has sufficient instructional materials. Reports of the sufficiency of instructional materials are given to the school board within the first two months of the school year that demonstrate the efficacy of these materials.

Hillside is fortunate to have significant support and access to materials and resources. The district did delay textbook purchases for a number of years as a cost-savings measure, but textbook purchases have started again, with an emphasis on AP texts and math. Our teachers participated in district efforts to review and update textbooks and have been able to acquire texts that align with our pedagogy, especially in math, with College Prep Math materials. The district has also made a commitment to providing a free public education for all students in accordance with a recent lawsuit brought by the ACLU. Sites receive additional funds to provide materials for low-income students, including items like backpacks, binders and other classroom supplies.

As teachers have moved away from textbook-based instruction, the district and site have supported the

acquisition of other materials, including the district printshop's capacity to create readers. Additional texts, particularly for Humanities teams, have been purchased to support more diverse and culturally representative curriculum. All classrooms now have LCD projectors and the majority of rooms have document cameras. The Foundation has also been able to purchase materials and technology, including a substantial investment in probe-ware and other tools for our Physics team. The largest investment by the district has been in technology. Six years ago, there were three stationary computer labs at Hillsdale and now there are dozens of mobile computer carts, available to almost every teaching team.

### **Resources for Staff and Professional Development**

The District's first LCAP Goal is to provide a high quality staff at each school. This Goal includes recruiting a diverse, high-quality faculty, and providing high-quality professional development that is informed by the needs of students and aligned across the school sites. This professional learning is further differentiated by subject matter Curriculum Councils across the district. The District apportions general fund, state categorical and Federal Title II resources to support these learning activities.

Hillsdale's professional development has been described in detail in other sections of this report. Relative to this prompt, Hillsdale has set aside administrative and Foundation money to provide release days for teacher teams as well as up to four paid days for summer planning. Teachers are able to apply for funds to attend conferences which are generally approved by the SLC Council. Teachers have been able to take part in conferences on WestEd literacy, EL Achieve, World Language training and AP conferences. The district also provides on-line trainings around sexual harassment, control of pathogens and the support of students suffering from social-emotional challenges.

The district has also invested heavily in staffing to support career and college initiatives and student support. Recent funds have been used to staff our Wellness Center and a Career Coordinator. High salaries have allowed us to target highly qualified teachers. Moreover, the long tenures and deep community connections of a number of our staff have allowed us to recruit community members and former students to fill critical support positions (Instructional Aides, coaches, tutoring coordinator, etc.) and then to support a number of them in transiting to the teaching profession.

### **Aligning the Local Control Accountability Plan with Site Resource Decisions**

The District has utilized the new process (as of 2014-15) of the LCFF and LCAP to identify critical student learning/social-emotional needs and to allocate resources to address those needs. While the District still has work to do to tightly align these processes, it has worked with stakeholders to identify common student needs, establish a set of aligned measurable student outcomes, and coordinate the site-planning and resource allocation process to align with the LCAP improvement procedures.

The district has worked to link goals with resource allocation and measurable results. The LCAP process is taking root at the district and site levels and will emerge as we revise our Single Plan process this

spring to align allocations to our goals and metrics. While this has generally been true, the clarity of the LCAP goals and their link to our WASC Action Plan will allow a coherence that we have not been able to achieve in the past. Issues that are driving our resources (these goals are addressed in the Action Plan):

- A-G completion rates and Academic core pass/C or better rates
- College acceptance and success data
- Portfolio and project-based curriculum as a measure of college readiness
- Wellness Center/Multi-tiered support system and social-emotional supports
- Advisory and advisory curriculum
- Culturally relevant curriculum

## Category B: Standards-based Student Learning: Curriculum

### Rigorous and Relevant Standards-Based Curriculum Criterion

#### Current Educational Research and Thinking

In the early 2000s, teachers' desire to develop a rigorous, relevant, and coherent curriculum played a major role in the development of Smaller Learning Communities (SLCs) at Hillsdale. As teachers sought to engage all students in challenging, inquiry based projects to meet academic standards and Expected Schoolwide Learning Results, they learned through experience and research that in order to deliver such challenging, complex curriculum and ensure that all students meet high standards, teachers needed more time for tutoring and coaching students, more time for collaboration, smaller class sizes, greater personalization with students, and greater schedule flexibility. Smaller Learning Communities continue to provide the structure and supports a rigorous curriculum places on both students and teachers. Hillsdale's twin cornerstones of *equity* (all students) and *rigor* (high standards on complex, meaningful tasks) have therefore driven most curricular efforts and research at Hillsdale, whether it is in the design of portfolio projects, our analysis of student work, or our work on literacy or cultural relevance.

The research that guided the shaping of the original vision of SLCs drew from the 1990s and writers such as Linda Darling-Hammond, Ted Sizer, Deborah Meier and Ron Berger. In recent years we are focused on the diverse needs of our students and the widening achievement gap. Many teams have read *Whistling Vivaldi* by Claude Steele, a text that discusses and provides strategies to address the pervasive racial achievement gap.

Professional Development has been shaped by research on best practices. Hillsdale's Leadership Team is responsible for planning, coordinating, and, when necessary, conducting regular Professional Development (PD) sessions for faculty and staff to develop and support rigorous, relevant, and coherent curriculum. PD decisions are informed by current educational research, by Hillsdale's Small Learning Community (SLC) Cornerstones, and by input from the staff concerning action plan items and perceived needs for improvement in instruction and curriculum design. The Leadership Team meets during the summer to plan PD and determine the best possible use of resources including funding from Hillsdale Foundation and teacher expertise on campus. In the last two years, one of our professional development goals has been a focus on exploring equity and culturally responsive teaching. A group of

teachers has designed and led this professional development for the staff and has based their work on research from authors such as Zaretta Hammond (*Culturally Responsive Teaching and the Brain*) and Beverly Tatum (*Can We Talk About Race?*).

In recent years, departments have designed and implemented portfolio projects aligned with state and national standards as well as Hillsdale's Graduate Profile, and, as a result, departments have adjusted curriculum and instruction to better support these projects. Departments have engaged in capacity-building work aligned with current educational research.

For example, to prepare for their year long goal of language acquisition and interpersonal communication teachers read research by Bill Van Patten, *From Input to Output: A Teacher's Guide to Language Acquisition* and in 2017 when their focus was on social justice in the world language classroom teachers read *Words and Actions: Teaching Languages through the Lens of Social Justice* by Glynn, Wesely, and Wassell. Other examples of research that has significantly shaped our approach to curriculum design includes work from David Conley, Ron Berger, *Common Core and Next Generation Science Standards*, and *EL Achieve*. Over the past several years, several teachers have attended *EL Achieve* and *Constructing Meaning* institutes. Teachers across all curricular areas have begun incorporating explicit language instruction with a focus on academic language into their classes in order to improve achievement for all students.

## **Academic and College- and Career Readiness Standards in Each Area**

Hillsdale's departmental curriculum, the Graduate Profile, and the Senior Defense are all aligned with college and career readiness state and national standards. There is a focus on reading, writing, speaking, listening, and language in all aspects of our work.

The California state standards, Common Core and the Next Generation Science Standards provide a framework for curriculum development in all departments at Hillsdale. However, teachers consciously design curriculum in line with not only state and nationally defined standards but also with Hillsdale's Graduate Profile in mind. Departments have used the new national standards as a guide in updating course benchmarks. Hillsdale's expected schoolwide learning results, as defined in the mission statement and Graduate Profile, are in line with the new Common Core and Next Generation Science Standards because both stress critical thinking as well as literacy across all curricular areas.

In addition to providing a curriculum that is based on the Graduate Profile and content standards, Hillsdale has developed a culture of using performance assessments that aim to be rigorous and allow students to demonstrate what they have learned. Staff members continue to revisit essential learning outcomes for their discipline and adjust, if necessary, in order to realign with the new standards. The Senior Defense requires seniors to identify a curricular area as their focal subject and then demonstrate proficiency in that content area by presenting and defending proficient portfolio projects and answering

department questions in front of a panel of subject specific teachers. Successful completion of the Portfolio Defense is a requirement for graduation from Hillsdale. Many other curricular performance assessments fit into this category, such as the Concerned Biology Citizens of America in Biology, the Golding Trial in 10<sup>th</sup> grade Humanities and other research-based projects such as the Junior Humanities Project in 11<sup>th</sup> grade.

All courses and textbooks are aligned with state and national standards and the Graduate Profile rubric.

- All English, math, science, history, fine and performing arts, and world language classes satisfy UC “a-g” requirements
- College Prep US History, World History, Economics, and US Government have project-based curriculum that align directly with the state standards and Hillsdale’s Graduate Profile
- All English classes have a literature and writing curriculum that aligns directly with the common core standards
- Algebra I, Geometry and Algebra II classes have adopted new Common Core-aligned textbooks
- Science teachers are developing new learning sequences aligned with the newly adopted California state framework for NGSS
- The scope and sequence of Spanish classes is based on standards-based texts and the AP Framework
- In PE, scope and sequence are based on state standards
- The district Career-Technical Education requirement ensures all students are exposed to classes that help them explore career options
- The ELD team has created a scope and sequence document tracking what California English Language Development Standards (Common Core) are assessed throughout all ELD courses

In addition to departmental curriculum, our advisory curriculum now has a scope and sequence aligned with college and career readiness standards. Advisors at all levels monitor student progress toward graduation and college eligibility.

- Freshmen are introduced to the Hillsdale Graduate Profile and use Naviance to identify learning and personality styles
- Sophomores learn about post high school options and requirements culminating in field trips to local universities
- Juniors and Seniors continue to prepare for post high school with advisory curriculum and activities focused on SAT/ACT preparation, exploring post-high school options, resumes and mock interviews, and another visit to a local college or university.

## Congruence

Hillsdale's continued focus on SLC implementation, state and national standards, and scope and sequence supports congruence between the concepts and skills taught, the academic standards, and the Graduate Profile. Hillsdale teachers recognize the importance of articulating the scope, sequence, and content of curriculum across departments and teams in order to maintain equity throughout the school and the district. House meetings, content area meetings, two full-professional development days embedded in the district calendar, and release days allow teachers to work within teams to develop strategies, resources, and congruence within similar courses and vertically through grades 9-12. Additionally, teachers meet regularly with colleagues from other schools in order to create common assessments and update curriculum to meet state standards.

to address issues of equity and congruency vary in format and frequency. Examples include:

- regularly scheduled department meetings to articulate a 4-year scope and sequence
- SLC and House meetings to address interdisciplinary curriculum, including Advisory, for which we have developed a four-year scope and sequence
- humanities collaboration across houses and grade levels
- the math department's work with feeder middle schools to address student needs before entering Hillsdale
- the development and implementation of grade-level benchmarks and rubrics.

In addition, there is school-wide involvement with the Senior Defense. All content areas have designed and implemented standard based portfolio projects that are also now aligned with the graduate profile in order to provide students with evidence to be used in their Senior Defense. All teachers coach students in their content field and act as content experts for the defense panels, and time is spent as a staff using videos of past defense presentations as well on the spot evaluations of actual volunteer student presenters to calibrate grading.

## Integration Among Disciplines

The Graduate Profile provides the structure for integration among all disciplines. All subject areas use bands from the graduate profile to assess portfolio projects as well as other content-specific assignments and assessment. The Graduate Profile also provides common language and expectations for students. For example, across all curricular areas students are assessed using the communication and respect graduate profile rubrics. The application task students complete as part of their Senior Defense is multi-disciplinary. In their reflections, students draw from all subject areas to describe their areas of proficiency, growth and challenge. Advisory curriculum at all grade levels and within houses is designed, in part, to prepare students for their Senior Defense.

We continue to have a strong humanities approach to English and history. Grade level English and history teachers work closely to develop and teach a coordinated, theme based curriculum. For example, at the 9th grade level while students in history study World War I, they are also reading *All Quiet On The Western Front* in their English class and completing a historical fiction narrative writing assignment that requires cross-discipline research. As Juniors, all students complete an Immigration



Narrative where they study issues around immigration in history and write a narrative based on an interview with someone who immigrated to this country for their English class. House-wide projects address advisory standards as well as links to different curricular areas. For example, in Florence, the Chalk Festival primarily focuses on the justice strand of the humanities curriculum but during math students use dilations to enlarge their original drawing, and in their science class they examine their topic through a biology or chemistry lens.

There is a growing integration between our special education and general education classes. Three days a week general education students join the special day class advisories where students engage in a variety of social activities. Students in Advanced Child Development plan and execute lessons for students with special needs. Special Education teachers “push” into regular education classes in math and science.

Several teachers from various content areas have participated in the district sponsored EL Achieve workshops which has resulted in students experiencing common literacy strategies such as using sentence frames specific to the language demands of a reading or writing prompt across subject areas. Our recently added computer science courses use the TEALS (Technology Education and Literacy in Schools) curriculum and makes use of TEALS classroom volunteers. Over two years, TEALS volunteers and the Hillsdale staff member team teach the class with the Hillsdale teacher gradually taking over the responsibilities of teaching the course. In Biology, biotechnology equipment from Gene Connection (Bay Area Bioscience Education Community) is borrowed and used to provide students with an authentic introduction to the tools and techniques required to do genetic engineering.

## **Articulation and Follow-up Studies**

Hillsdale is part of a high school district and our students come from multiple feeder schools. Articulation with our feeder schools is a challenge and focuses primarily on placement and behavior. The articulation that we are able to do with local middle schools takes place in a variety of ways. In order to help in the transition from middle to high school, Hillsdale counselors go to local feeder middle schools in the spring and hold orientation sessions with students, scheduling programming appointment dates for prospective students. Additionally in the Spring, our high school counselors meet with middle school counselors to identify students who may have additional academic and emotional needs as they transition to high school. For special education students, articulation takes place in the spring at Hillsdale where an IEP team consisting of the middle school special ed teacher, the Hillsdale special education department chair, the student and his/her parent or guardian to choose the classes the student will take and decided upon the support services the student will need to in order to be successful in high school. This level of personalization is unique to Hillsdale and one other school in the district. During the summer, counselors and deans meet with middle school counselors and administrators to discuss at-risk students. Before the school year begins, counselors hold evening programming sessions for students and/or parents to come to Hillsdale to select classes.

Math is one subject area that has established more articulation with our middle schools. The math Summer Bridge program, funded by the Silicon Valley Community Foundation and the San Mateo Union

High School District, helps students make the transition from middle to high school. High school teachers consult with middle school teachers to identify students who should be invited to participate. As part of the Bridge program students visit and get acquainted with the Hillsdale campus and staff before the official school year begins. Data from the past 4 years shows that, on average, approximately 86% of our summer bridge students completed Algebra I with a C- or better. Teachers from the local middle schools co-teach along with a high school teacher, so conversations naturally occur during the four week program. As part of the program, middle school and high school teachers also participate in professional development focused on instructional strategies that can be used with struggling students at both levels. Math curriculum alignment between Hillsdale and our feeder schools will continue to improve due to the recent adoption of textbooks from a common textbook publisher in both districts.

Hillsdale has been a leader in articulation with our local community college, the College of San Mateo (CSM). Hillsdale was the pilot high school for CSM's First Year Success program which is designed to provide first year CSM students with additional supports such as a special advisor and classes focused on study skills and career exploration. A number of teachers, administrators and counselors met with a coalition of educators and CSM faculty in 2015-16 to help design the first year success initiative. One aspect of the program is outreach to students who are still in high school. During the pilot year and every year since, approximately 100 senior students visit CSM and meet with their staff to better understand college level expectations and the supports that are available.

There is also articulation between the faculties of the schools. During 2014 and 2015, our College and Career counselor organized a series of meetings between math, science and English teachers from Hillsdale and their counterparts at CSM. CSM teachers and Hillsdale teachers visited and observed classes on each campus and participated in a facilitated conversation about practices. One outcome of this articulation was a move to the use of more nonfiction works in the Hillsdale English classes. During these discussion there was clear frustration from all that too many of our graduates were not initially placed into a transfer level class at CSM. For example, in 2015 only 47.4% (compared with 44.3% district-wide) of our students started in a transfer level math class. More students, 74.6% (compared with 68.4% district-wide), placed into a transfer level class in English. (Source: [CSM Enrollment Data](#)) To help address this issue and thanks to district articulation efforts with the community college district, the math department now offers Math 190. Students who successfully complete this course can bypass a placement test and enroll directly in Math 200 which is a transfer level course.

Articulation efforts with the community college district have also resulted in Hillsdale being able to offer a wide-range of courses on campus which allow students to concurrently earn both high school and community college credits. In 2015-2016, 460 students were concurrently enrolled and earning college credits while in high school. Courses are either taught by Hillsdale faculty or by faculty from the community college who come to our campus. In a focus group with 11 recent graduates, all had taken community college courses either on the Hillsdale campus or the CSM campus. They thought the classes were useful because it gave them a sense of what to expect from college classes. Most also felt strongly that there should be more options available and that these options should be better promoted.

[Access to Curriculum Criterion](#)

## Variety of Programs--Full Range of Choices

All students participate in the decision about their educational choices from their Freshman year through their Senior year. Counselors meet with all students each spring to discuss class options available to them the following year. In addition to meetings with counselors, advisors play a pivotal role in keeping track of students' academic performance and completion of necessary classes not just for graduation but also for post-secondary goals. In advisory, students use Naviance to explore their personality and career aptitudes and then explore career and postsecondary options through research projects and field trips. Advisory time is also devoted to preparing students for the district funded PSAT test which is given to all 10th and 11th grade students in October. In both their Sophomore and Junior year of advisory, students take field trips to a local university, the College of San Mateo, or a local electrician's training facility in order to learn about the different paths available after graduation. Juniors complete the "Two Paths Project" in advisory, exploring specific details and requirements for two post-high school options. Juniors then share their findings with their parents. Seniors complete additional college/post-high school research resulting in being able to articulate choices in a write up submitted to their advisor. Juniors write a resume and cover letter and complete a mock interview conducted by community members. Each spring, the school holds a career fair where approximately 60 volunteers share information about their careers with the students. We also hold an AP/Elective fair to make students aware of the electives and advanced science, math and English classes we offer as well as the level of work required in those classes with currently enrolled students sharing their experiences.

In order for students to have a wide range of options upon graduation, all core classes in 9th and 10th are UC approved, and we place all students, except for our EL newcomers, in algebra or higher and biology as Freshmen. If successful, students then move on to geometry and chemistry as sophomores. In a 2017 "on track" survey, 90.5% of the 10th graders had a 2.0 GPA or higher and 110 credits, but, unfortunately, it does not mean that they are necessarily a-g eligible. While 95.6% of our students earn a diploma in 2017, only 57.8% have completed all "a-g" requirements. While this percent is lower than we would like and is an area for growth, we recognize that post-high school options are not limited to college and university. One of our smaller learning goals is personalization and as advisors get to know students better, they help them focus on the most appropriate post-high school path, which might be vocational track or trade union apprenticeships.

Freshmen and Sophomores take English and history in a heterogeneous setting where any student can opt to take either class for advanced standing credit. The fact that we do not "track" students in the first two years of high school, keeps the option open for students to enroll in honors or AP classes as Juniors. We offer AP and Honors classes in all curricular areas and last year [40.6%](#) of our students were enrolled in an AP class. Our Filipino and Hispanic enrollment is significantly lower at 32% for each group. Since we have chosen to focus our resources on advisory and smaller learning communities, we do not have the breadth of AP classes offered at other schools. In the 2017 student survey, students responded favorably when asked if they were able to take the courses they wanted (3.1) and the level of course they wanted (3.26) In a focus group of about 20 students, most students agreed with these results but a few of the most academically successful students wished there had been more variety of advanced science and math classes.

With the addition of 14 sections that satisfy the Career Technical Education (CTE) requirement, all students are able to experience computer science, digital photography, video production, child development, yearbook publication, drama or audio production which include advanced and AP options in some areas for students who are in their second or third year of study in the subject. Each of these courses is reviewed and approved by the district Career Technology curriculum cabinet, and is designed to give students exposure to growing careers in our area. In addition to offering CTE classes on campus, we have students who are enrolled in classes that earn college credits. This year 62 seniors spend part of their day taking classes at the nearby College of San Mateo (CSM) and approximately 320 take community college classes offered here at Hillsdale. These courses offered on campus include ceramics, advanced ceramics, ASL, Psychology, choir, band and orchestra.

Our college and career center plays an active role in helping students explore and plan for options after high school. In past years, one of our counselors had a 0.2 assignment to connect with local companies and locate internship opportunities for our students. This year, Hillsdale has hired a part-time internship coordinator who will serve as a liaison to our local community in order to connect students with real life experiences of interest to them by organizing internship and work experience opportunities for our students. She has started her work this year by talking with individual seniors about options that might be of interest to them such as the Skyline Automotive program, San Francisco City College Culinary program. Our College, Career and Financial Aid advisor, Laura Burtness, works closely with advisors to connect students with information and resources they might need. For example in 10th grade, she introduces herself to students; she shares information about post high school options with juniors and financial aid information with seniors, and events for both parents and students are frequently held. For example, representatives from over 50 four-year colleges, all three local community colleges and the military are on campus throughout the school year to make presentations to and talk with students. Career technical field trips to places such as a culinary arts program are organized through our career center as well. These efforts to inform students have resulted in students applying to and being accepted into a wide variety of public and private schools across the country. In 2017, students were accepted into schools such as Amherst College, Carleton College, Rhode Island School of Design, Stanford, all 9 UC campuses, 19 of the CSU campuses, military and trade schools and 14 different community or 2-year colleges. In a focus group with 11 recent graduates, all felt that Mrs. Burtness and the resources available through the College and Career Center were invaluable in their post high school explorations.

### **Accessibility of All Students to Curriculum, Including Real World Experiences**

Two of the cornerstones from the Hillsdale vision are rigor and equity. All Hillsdale students are encouraged to take the most rigorous courses of study possible, and our courses are structured to provide access for all students and to challenge them. To give our population access to a similar curriculum, students in ninth and tenth grade are heterogeneously grouped in Biology, Chemistry, English and History classes; curriculum, instruction, and assessment are differentiated to meet the needs of all students in each of these “de-tracked” classes. For example, in English, students may read

texts differentiated by lexile level, or may be given writing assignments with differentiated prompts or length requirements. In both Biology and Chemistry all students are exposed to natural phenomena and explore the explanations to varying levels of detail. Some teachers use differentiated rubrics to assess work of college prep (CP) and advanced standing (AS) students completing the same task. Both AP and CP classes complete common projects, so core curriculum is accessible for all students. Many of these projects such as the twelfth grade Congressional Simulation and the ninth grade Battle at Dawn (a WWI Humanities project) serve to connect what students study in the classroom to the real world.

Every class has accommodations and modifications available for students with special needs and English Language Development (ELD) students. In addition, resource classes are offered for mainstreamed

Special Education (SpEd) students. We now have SpEd teachers who co-teach with math and science teachers to provide additional support for SpEd students as well as other students in the classroom. *Unique2Me* is a differentiated curriculum for SpED students with more severe learning and developmental needs who are working towards a Certificate of Participation. This is the first time a full curriculum which covers language arts, math, social studies, science and life skills has been offered for these students. In addition, students explore real-world applications through the *New2You* program and through the experiences provided by the vocational specialist. Diploma track SAI courses are provided, as needed, to students with learning disabilities who require more focused curriculum modifications. ELD classes are offered to students who have recently arrived from other countries and to students transitioning from more sheltered classes to mainstream classes. Sheltered algebra and biology courses follow the same content standards as the regular education class. ELD students are integrated into regular education classes as soon as possible.

Math, English and science departments adopted new, more rigorous standards as well as incorporated more real world based projects. In response to the Next Generation Science Standards, earth and space science standards are being incorporated into the curriculum. This inclusion, along with phenomenon-based skill lessons, gives students more real world context in more equitable ways. For example, students will now be able explore causes of earthquakes in the Bay area. In humanities, the approach to curriculum design is based on work from the California Performance Assessment Collaborative. This project-based approach focuses on process and metacognition and allows for multiple access points and multiple opportunities for solutions.

We continue to modify our graduate portfolio projects in all subject areas to allow for increasing accessibility. Portfolio reflections for each assignment (blue sheets) increase students' metacognition and awareness of their own growth, proficiency, and challenges across four years. These reflections have also been revised and expanded to be more project-based and to include real world applications that allow students to demonstrate proficiency in various areas of the graduate profile. For example, in PE students track their performance data over the course of the year and, more specifically, during the six-week fitness project. At the end of the fitness unit, students analyze their data and reflect on their efforts. This gives them an opportunity to pay attention to which activities they enjoy and will continue

to do outside of school. During junior advisory, all students participate in a mock job interview. In the wave analysis project in Precalculus, students monitor ocean buoy information in order to predict conditions for the Maverick's Surfing competition. In Biology, students complete the Concerned Citizens of America project where they work in groups to prepare hypothetical CA voter proposition guides and then write mock San Francisco Chronicle op-ed articles. Spanish III students have conversations with native speakers, and AP Spanish students work with professional Son Jarocho musicians.

Along with the changes in standards and curriculum, instructional practices and other activities help all students be successful. In the student survey, students agreed that many methods of instruction are used in their classes (3.07) and that they are asked to complete a wide variety of activities in class (3.15). Students also felt that teachers are willing to help students outside of class (3.49) and that their advisor supports their academic growth (3.49).

### **Student-Parent-Staff Collaboration**

Students, parents and staff collaborate in a variety of ways. Through School Loop, all three groups can monitor student grades and attendance as well as daily assignments and other postings, but advisory continues to be the primary vehicle for student, parent and staff collaboration. All 9th and 11th grade advisors have parent-student conferences in the fall while 10th and 12th grade advisors have conferences on an as needed basis. During the 9th grade conferences students share their short- and long-term goals and what they will need to do to accomplish those goals, and in 11th grade students complete their "Two Paths Project" as an exploration of post-high school options. Advisors meet in teams weekly along with the house counselors and special education teachers to discuss students. Advisors look for patterns and interventions to help students who are at-risk or who are deserving of specific recognition. Follow-up actions plans frequently involve one-one-one meetings with students and parent contact. When students transition to a new 11th grade advisory, their former advisor completes a transition form in order to share crucial information with the new advisor. When appropriate, a student study team meeting is held where the students along with parents and teachers discuss strengths and weaknesses and make an individualized support plan to help the student be more successful. Case managers, parents, students, advisors and teachers participate in 504 and annual IEP meetings. The IEP team provides written feedback about the student's progress on annual goals, areas of growth, and academic needs.

From our 2017 student survey, students agree that there is clear and frequent communication between school and home (3.05). However, when asked during the focus group, students did not feel that there was collaboration between parents, students and staff around their educational learning goals. Students felt their effective communication between staff and students, but other than conferences, students were the ones who communicated with their parents about their post high school options. The parents who participated in a focus group also felt that, other than conference in the 9th and 11th grade, there wasn't much collaboration between parents and staff around post high school plans.

As described in Chapter 1, we have a strong association between our parent organizations such as the PTSO and other boosters groups. With the addition of our EL liaison, Vilma Olivera, there has been a

greater outreach with our Latino parents. Evening classes that have focused on topics such as grief counseling and post high school plans have been held. Vilma also makes parent contact with Spanish speaking families. A special parent support group has been organized and meet once every other month featuring guest speakers discussing topics such as transitions after high school. At Padres Unidos meetings, students from our Spanish for Native Speakers class present in Spanish information on topics they have of which they are learning or have learned.

## Post High School Transitions

The Hillsdale Senior Defense is designed to provide a structure that allows students to reflect on their high school accomplishments based on the graduate profile and to assess their readiness for whatever their postsecondary high school plans might be. Hillsdale's Graduate Profile helps teachers in all content areas incorporate post-high school level skills (e.g. communication, decision-making, respect, critical thinking) into the content areas. As a Senior, all students must demonstrate mastery of these skills in order to receive a Hillsdale diploma. While research confirms that these are the skills required for all postsecondary high school options, approximately 47% of the 2016 students who participated in a post high school survey felt that the Senior Defense was somewhat effective or not effective in developing the skills they needed after high school. In particular, 48% to 50% of the students felt well prepared in the post-high school skills of speaking and writing clearly and effectively, and thinking critically.

The school-wide Advisory Scope and Sequence outlines a scaffolded and comprehensive preparation for postsecondary options. Advisory classes starting in 9<sup>th</sup> grade focus on the Graduate Profile and the creation of a four-year plan. Freshmen complete a Career Project while 10<sup>th</sup> graders complete a College Research Project. Juniors continue with a more personalized exploration of postsecondary options. All 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade advisory classes review transcripts to align with postsecondary goals. All juniors are required to write a resume and cover letter and complete a mock interview conducted by community members. The goal is to help students prepare for college, apply for scholarships, and/or practice for job interviews. In the 11<sup>th</sup> grade advisory classes, students are engaged in creating a Two-Paths Project, in which they identify and research two post-secondary options. For students interested in going on to higher education after graduation, advisors counsel and remind them of upcoming PSAT, SAT, ACT and college application deadlines. Advisors guide all students through career exploration units, which include looking at interests, skills and talents through inventories found on Naviance.

The counseling and career department provides many services designed to help students explore and choose a post-secondary path. Representatives from colleges and universities from around the country, military, and local technical program are on campus weekly to share information with students. Workshops for students and parents are held to help them explore, apply and finance college. For example, last year admission counselors from various colleges and universities came to Hillsdale and presented information to help parents and students better understand the admission process and what they are looking for in their incoming students. In October, parents are invited to an evening session dedicated to completing the FAFSA.

Despite the curriculum and staff devoted to providing information about post-high school options, only 44% of the students felt that Hillsdale is preparing them for the path they have chosen after high school. Recent graduates who participated in the focus group felt that there was too much emphasis placed on information about California four-year college options and not enough information shared about other options such as out-of-state schools, non-college options and even how to take advantage of a gap year.

The First Year Success collaboration between CSM and Hillsdale appears to be off to a successful start. Of the 38 students in the first cohort, 70.7% successfully completed their first year as compared to 61.6% of non-participants.

Middle College is another program we offer that is designed to help students make the transition from high school to a post-secondary college or university. Students apply to Middle College at the end of their Sophomore year and then spend the next two years completing their high school graduation requirements as well as college level classes at CSM. Students are still considered a part of Hillsdale and, as such, can still participate in Hillsdale sports and other activities.

### Category C. Standards-based Student Learning: Instruction

Students experience opportunities in all classes to participate in challenging, relevant learning. Teachers of all grade levels and subjects implement rigorous projects/assignments that meet the standards of Hillsdale's Graduate Profile, which are aligned to the new State Standards and the Common Core. Many major projects emphasize interdisciplinary experiential learning that emphasize English and Social Science skills. In their freshman year, students prepare for the *Truth and Reconciliation Commission*, a humanities project based on the Truth and Reconciliation hearings of South Africa after the abolition of apartheid. Students read *Cry the Beloved Country* or *Kaffir Boy* in their English classes, learn about apartheid and specific cases of the Commission in Social Science, and conduct amnesty hearings for five separate trials. Also in their freshman year, students take part in the [Battle at Dawn](#), a humanities project focused on understanding the trauma and impact of war. In their sophomore year, students take part in another interdisciplinary project in their humanities classes called the [Golding Trial](#).

Many projects allow students to pursue topics of interest, and create a "real world" focus as students reach the academic standards of the school, but also understand how to apply these academic skills beyond high school. In their junior year, students write an informative essay ([the Junior Humanities Project](#)). This project emphasizes independent research, source evaluation, and well-developed analysis of evidence. Based on data gathered through student, parent, staff surveys and interviews, students agreed (3) or strongly agreed (4) that they are required to "apply problem solving skills and critical thinking skills to real life situations, current events, and ideas" (3.08 on average). Students consistently agreed that they are expected to apply the skills they have learned, and that they are "asked to do something with the ideas [they] learn, not just remember them" (3.16).



Teachers have used curriculum and instruction to reach students of diverse backgrounds and abilities. English teachers at all levels and in all houses have taught titles that reflect the experiences of diverse communities. These titles include, but are not limited to: *In the Time of the Butterflies*; *Kitchen God's Wife*; *How the Garcia Girls Lost their Accents*; *House on Mango Street*; *Kite Runner*, and *Joy Luck Club*. The range of levels in the World Language classes is another way students of diverse backgrounds are being reached. In addition to a class for native Spanish speakers, a number of native speaking Chinese and Spanish students are enrolled in the advanced world language courses. Many students enrolled in Spanish complete Español en la Comunidad (Spanish in the Community). Students select an experience from a variety of choices, including visiting a museum or conducting an interview with a Spanish speaker, to hear Spanish in the community, or observe the cultural influence of Latinos in the community.

Teachers make modifications to assignments in order to reach all students equitably. English and Social Science classes offer modified reading calendars, vocabulary word banks, sentence frames, and additional scaffolds for students requiring more support. Social Science classes use differentiated assessments and levelled tests.. Special Education courses emphasize small group instruction to help students access the material and conduct benchmark assessments to ensure that students achieve mastery or a skill before moving forward. Students in the non-diploma track programs are exposed to relevant curriculum based on general education standards to ensure access to the same information their peers receive, even if their academic levels are significantly different.

Students have multiple opportunities to assess their own learning. In Algebra, students check responses in pairs or small groups before the whole class reviews solutions and use rubrics to evaluate their progress on specific topics. Biology and Social Science units end with reflection questions to gauge student learning of major concepts. In both Social Science and English, multiple drafts of written products allow students the chance to reflect on and improve their writing after being receiving feedback. Special Education courses focus on both daily and long-term goal setting to help students reflect on their own understanding of material. At the end of every six-week grading period, students in Directed Studies self-assess on their progress on goals set the previous six-weeks and will revise and continue the goal or will set a new goal for the following six-week grading period. Additionally, Special Education students use self-assessments to evaluate themselves on IEP goals, life skills activities, and work-based experience. In VAPA and CTE, students are given periodic assessments, but are also asked to self-evaluate their performances and rehearsals. In Spanish classes, students set goals for themselves for each unit and evaluate their progress after each assessment and at the end of the unit. In many subjects, students are given the opportunity to revise tests or writing assignments, in order to better understand the material and reach a level of mastery.

Self-assessment and metacognition are key parts of our four-year Advisory curriculum, as well. By consistently assessing their own work and assessing their peers' work according to the Graduate Profile Respect rubric throughout high school, students build toward a defense of their metacognitive work for their Senior Defense. In Advisory classes in Marrakech House, students complete a self-assessment at the end of every 6 week grading period, using a rubric based on the Graduate Profile, focusing in

particular on work habits, preparedness and commitment to working in groups and teams. This self-assessment is a key element of the grade students receive in their advisory class. Students are also required to take part in student-led conferences as freshman and juniors. Students reflect on their academic year in Advisory, and lead a conference with their advisor and parents, in which they reflect on goals, progress, and articulate a plan for improvement and support.

## Student Understanding of Learning Expectations

Hillsdale High's Graduate Profile outlines the skills and characteristics we hope all Hillsdale graduates will embody. The staff generated and adopted the Graduate Profile, based on the previous expected schoolwide learning results, through a drafting process of discussions and revisions with the commitment to continually revisit it.

The Graduate Profile guides the cross-disciplinary portfolio that students build throughout their four years of high school. The portfolio consists of student work from all eight core and non-core subject areas (English, Social Science, Math, Science, World Languages and Visual/Performing Arts, Physical Education and Health, and CTE) and is managed through the Advisory classes. Several other courses, such as Health, also have similar portfolio projects. Each portfolio task is standards-based and assessed on a rubric aligned to the larger graduate profile and specific department learning outcomes. After completing each portfolio task, students reflect on their areas of strength and growth using a Portfolio Reflection sheet. As graduating seniors, all Hillsdale students are asked to demonstrate how they meet

the expectations of the Graduate Profile and portfolio throughout their four years at Hillsdale. Students present their areas of proficiency, growth, and challenge in front of a panel of instructors and respond to content specific questions in the subject area in which they have chosen to defend.

In their individual courses, teachers use a variety of strategies to inform students of expected standards and performance levels. Teachers provide course-specific syllabi and other documents based on California and district standards. Many teachers supplement the course syllabi with unit overview sheets, which provide more detailed information about content, standards, and learning outcomes. Music courses use a specific scaffolding process where a goal (concert) is announced, music is rehearsed, students are assessed, and a final concert is performed. Music courses follow the CMEA Criteria Standards. Students prepare for performances such as the Solo Ensemble Festival. Students practice skills in class with periodic tests-- verbal and in performance. According to 2017 student survey data, students are consistently "aware of the standards, projects and benchmarks that [they] need to pass in order to do well in [their] classes" (3.49).

In every subject, students are given rubrics to assess their specific areas of strength and areas of growth, an emphasis is placed on tracking and reflecting on growth. Students generally receive these rubrics before they complete assignments, so that they can align their work to the necessary standards. In some lower division English classes, students receive a rubric for their WWI Soldier Autobiography project after completing an initial draft. Students review this rubric and make revisions. In Biology, rubrics are

provided beforehand for major projects, like the Sickle Cell project, the CBCA presentation, and the Design Your Own experiment project. In VAPA, students are given performance assessment criteria on which they will be assessed: pitch, rhythm, stylistic characters, composition, verbal responses, written responses, and listening responses. Students self-assess their progress and work towards measurable growth. The Sophomore Physical Education classes work on a year long Pacing Project. This project culminates in three 20 minute runs in the late spring. There is a steady progression throughout the two semesters until the final runs. The students chart their progress and reflect as they overload their weekly total run time and lap pace. Each session is always 20 minutes of activity, but at the start the students only run for 6 minutes and walk for 14 minutes. This time steadily increases as they incorporate overload until April when they complete the final runs. Their written Pacing Reflection Projects, done at the end of each semester, require students to graph their times and explain their progress using data.

In many courses (both lower and upper division), students take benchmark exams throughout the year. The content of these exams is communicated clearly in advance. These exams focus on one skill set or standard, and students must pass these benchmark exams in order to pass the course. If students do not initially pass these benchmark exams, they are given feedback on how to improve to reach a standard of proficiency. They then review this skill and and retake the test until they receive a level of proficiency.

Goal-setting and reflection is an important part of many classes at Hillsdale, as informed by content and skill standards . In many classes, students reflect on their progress at the beginning and end of new units, and set specific, tangible goals for the unit ahead. In Special Education courses, students collaborate with case managers to help develop IEP goals and transition goals. Students consistently reflect on the IEP

goals set at the beginning of the year. Advisory courses place an emphasis on goal setting and reflection, both short term (reflecting on grades from the last 6-week grading period) and long term (creating a plan for after graduation, researching the requirements of colleges to determine which schools to apply). In Guided Studies, students complete goal-setting sheets on Mondays and revisit them on Fridays to monitor their grades, attendance, and other academic efforts, such as attending office hours.

## **Differentiation of Instruction**

Differentiation of instruction is evident in class structures as well as through day-to-day instruction. Lower-division (9th and 10th grade) English and Social Science teachers work with heterogeneously grouped classes, and implement a variety of differentiation strategies in their classes. Within a heterogeneous class, students determine whether they will take the Advanced Standing (AS) track or the College Preparation (CP) track. Students receive the same class instruction, but students who choose the AS track receive additional reading, writing, and project work outside of class to supplement the content as enrichment extensions. This additional workload prepares them for the rigor of an AP or Honors class, offered for their junior and senior years. During freshman and sophomore year, CP and AS students are grouped heterogeneously, to ensure every student can successfully access course materials.

Teachers in every grade level and subject attempt to provide student choice and differentiation of materials. During their freshman year, students write an autobiography from the perspective of a German or British soldier in WWI as part of the Battle at Dawn. For each segment of their autobiography, students determine whether they will write without the use of a scaffold, with a modified scaffold that gives prompting questions, or with a heavily scaffolded preparation document that helps frame their writing. By differentiating the preparation materials, students who struggled with this writing task gained more grounded assistance on elements of plot, and became more confident with their storylines, which resulted in a greater percentage of completed drafts than in past years. A major humanities project of freshman year is the Technology and Society debate. After reading news articles, watching TED talks, and conducting research about the merits of technology, students focus on a topic (whether technology makes us happier, whether it makes us more efficient, whether it improves our social relationships, and whether it makes us smarter), and select evidence to prove their perspective. Students use an array of sources, and have the option of conducting additional outside research, or use sources with which they are more comfortable.

In Biology, students choose biology-related research topics to create propositions that would be on a fictional ballot. Students create a biology-focused voter guide, present information to the class, and their peers vote on the issue they explained. Biology teachers offer students choice both in topic and in reading level. There are a variety of reading options that are differentiated for student levels, and within their small groups, tasks can be differentiated according to student's individual strengths.

Across grade levels and subjects, teachers work to differentiate instruction through technology tools like Google Voice (to allow students to dictate their writing), audio recordings of texts (for students to hear and more completely understand texts), Newsela (to differentiate reading levels, and access current events in both English and Spanish) and Khan Academy (to provide differentiated learning opportunities in math classes). By using tools like Socrative and Padlet, teachers allow students to work collaboratively, to hold whole-class discussions, and to receive instant feedback in order to make revisions and improve. Teachers also use learning applications like Quizlet and NoRedInk, which allow students to practice skills based on their level of understanding, and gradually build proficiency. The use of cameras, computers, and recording equipment is essential in completing the curriculum in CTE courses. In most cases, the use of technology is the actual focus of the class, and students are assessed on their proficiency with these technology skills. The non-diploma track of Special Education uses Unique Learning Systems with built-in differentiated reading levels and response types.

Within core classes, several push-in teachers and instructional aides are assigned to classes with high needs to support students in their completion of classwork. Push-in teachers work in Algebra, Biology, Chemistry, Social Science and Geometry classes, and instructional assistants support students in History and English courses. These push-in teachers and assistants work to modify quizzes, tests, and assignments as needed, and give their co-teachers feedback about scaffolding strategies.

The teaching staff at Hillsdale consistently demonstrates a commitment to being the best in their field as reflected in their credentialing and degrees and the number of hours dedicated to professional

development inside and out of the school and district. All but one of Hillsdale teachers have been classified as highly qualified and/or are credentialed in the subject area they teach. Sixty-eight percent (57 of 85) of teachers hold Master's degrees in either their subject area or Education.

Each summer, many Hillsdale teachers participate in three days of professional development at the school site. In 2016, our staff began a professional development series around equity and culturally responsive pedagogy in the classroom, which we continued in professional development throughout the school year. However, much of our time as a staff is dedicated to improving the Portfolio and Defense project that students undertake and formally present their senior year.

The master schedule reflects Hillsdale's commitment to embedded collaboration time. As a result teachers have a unique opportunity to share best practices and new methodology during the school day. Each house and advisory team has a common collaboration period, as do most departments or common subject area teams. Other teams have time to meet during Advisory period. The time for Advisory teams to collaborate has been a cornerstone since the implementation of SLCs in 2003-04. Time for departments or other teams has been added over the years.

Each 9/10 House has a designated Special Education (SPED) teacher on the team with a common collaboration period. Additionally, in an effort to encourage more co-taught/ inclusion support, there is a common collaboration period for SPED teachers and their content team to discuss curriculum, modifications to curriculum, student work, and planning.

Additionally, each department has a teacher representative that serves on the district curriculum councils. Hillsdale teachers have chaired district Science, World Language, and Social Science councils. All teachers in English and Math have participated in content area development and planning as part of the district's Program Improvement efforts.

All the teachers in the English department have participated in professional development over the summer and during the school year, to develop a standard scope and sequence for the coursework in the department. In addition, individual teachers and teams of teachers have taken part in many professional development opportunities in recent years, including the Bay Area Writing Project Fall Forum of 2016, Authentic Student Discussion course (Stanford), Academic Language and Literacy, Tackling Power and Prestige through Language (Stanford Summer Teaching Institute), Google Apps for Education Summit, Humanities Institute (Summer 2017).

Most AP teachers have participated in weeklong AP Summer Institutes, particularly to keep abreast of the College Board's redesigned curriculum in AP Physics and AP U.S. History. The science department attended a three-day District NGSS professional development in the summer of 2017 where teachers collaborated by sub-discipline (biology, chemistry, physics) to create a NGSS-aligned unit to pilot in 2017-2018.

In the Career Technology Education and Visual and Performing Arts departments, faculty consistently and continuously have current industry professionals come to classes and assist and assess students in the skills expected in their professions. This keeps the students and the teachers as current as possible. Professionals come to campus, and students travel off-campus to meet with professionals.

Teachers at Hillsdale frequently use multimedia and technology tools in the delivery of curriculum, and our staff is working on integrating technology more seamlessly into the curriculum by becoming well-versed in digital literacy skills that students require to be prepared for life after high school. Hillsdale has two technology coordinators, who are also teachers. These coordinators created a "[Technology Scope and Sequence](#)" that focuses on seven major areas: creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts. The expectations laid out in the scope and sequence guide professional development. The technology coordinators and the professional development coordinator work in tandem to create time and space throughout the school year for teachers to receive consistent on-campus training.

In addition, a number of district-wide opportunities are available for teachers to gain further knowledge, skills and practice with digital tools. The district's Digital Bridge summer professional development is held every fall for teachers across the district. Every year, there is high representation of Hillsdale teachers in attendance. Even if a teacher has already participated, the information and workshops are updated. In this way, our teachers receive ongoing support and up-to-date information. Almost every Hillsdale teacher has attended the Digital Bridge summer professional development at least once.

Teachers across campus use a variety of digital tools as a means to engage students and enhance learning. Such tools include Vocaroo, Today's Meet, Kahoot, Poll Everywhere, Padlet, Nearpod, Plickers, Quizlet, Flocabulary, Socrative, Screencastify, Powtoon, Prezi, Edpuzzle, Khan Academy and Google documents, slides, sheets, forms and sites. These tools are used as "formative assessments," that is, they are ways to give students immediate feedback in achieving academic standards and outcomes. Student panelists agreed that these technology tools were beneficial to their learning. One senior stated that the app Kahoot "pushes you to understand the material quickly," and that apps that foster a sense of competition "force you to have a strong understanding of the material." Special Education students use technology to participate more fully in curriculum and daily school life (e.g. using touch screens, iPads, voice output and switches.)

In lower division English classes, teachers use "Socrative" in order to check for understanding, have students share work, collaborate on written work and give each other immediate feedback. Students create written pieces individually, in pairs and/or small groups, then share their writing with the class in real time. Students give each other immediate feedback and gather information generated in small groups. From there, the whole class rethinks their own perspectives and revises their own writing based on what the information shared through Socrative. Teachers also use the program to check for student understanding through formal or informal quizzes. The program allows them to create formative assessments and attend to writing issues immediately.

Many foreign language teachers use Quizlet as a review and study tool to prepare for benchmark exams, and most students are well-versed in the creation of digital flashcard sets. Teachers use Padlet to help students brainstorm ideas as a class, make connections with other students' ideas, and then synthesize ideas on a digital platform, and it has been used to lay the foundation for a critical paragraph in lower division English classes.

In Physical Education, students are increasing their use of technology with one of their sophomore Graduate Profile projects. For their Strength Training Project, students are designing their own training program based on previous class work. Using a phone or other similar device, they record their performance of the routine while another student narrates their work. This work is then uploaded via Seesaw for teacher assessment based on the rubric. Pervasive use of technology tools across disciplines has allowed students to become adept at experimenting with these digital tools and accessing their materials digitally. Because as a staff, we place an emphasis on helping students navigate Google tools (Drive, docs, sheets, sites) during freshman year (as part of our technology scope and sequence), students are able to organize their materials and quickly reference previous work throughout high school.

According to 2017 student survey data, students agree that teachers evaluate students in a variety of ways- through tests, projects, presentations, essays, and simulations (3.36), and that the variety of technology tools used in class are used effectively to improve their learning (3.36).

Teachers serve students as coaches through in-class assignments that are student directed, the Senior Defense, Advisory, and outside of class. Reflecting Hillsdale's cornerstone of *rigor*, almost all subject areas use project- or inquiry-based learning as part of the class. This type of instruction allows students to be responsible for learning through investigation and analysis while the teacher facilitates research, writing, and oral presentation. Examples of these types of lessons/projects include the use of Socratic Seminars in Social Science and English classes, Historical inquiries in Social Science, labs in Biology, Chemistry and Physics, and group investigations in math. In all subject areas and Advisory, students reflect on their learning and evaluate their strengths and areas for improvement. Students are often given the opportunity to give feedback on their partner or group member's work; Socratic seminars are often held in a fishbowl format to allow for students to have a coaching peer track their contributions to the conversation, and help them engage in the discussion.

The Senior Defense, involves all Hillsdale seniors and staff, and provides another example of teacher coaching. Students select a subject area that they are interested/invested in. They choose essays and assignments from this subject area that showcase their growth and proficiency. Each staff member serves as a caseload manager for at least three students. This requires teachers to meet with students throughout the course of the year to help guide them through the development and defense of their portfolio. In preparation for this, many lower division teams have developed a mini-defense at the end of sophomore year, and class advisors coach students through the preparation process. Currently, coaches are assigned students who have chosen to defend work from the content area that the coach

teaches. However, the coaching model is currently being modified to more intentionally pair at-risk students with the most suitable coach.

Students have the opportunity to receive feedback from teachers and peers in their junior year; juniors present their Junior Humanities Projects to a panel of one teacher and several students. Students watching these presentations prepare to ask questions of each other's research.

Advisors also guide students in all grade levels through inquiries into possible career paths and post-graduation options. Students complete a number of surveys and activities aimed at helping guide them to appropriate academic and social choices. Some advisories have students prepare a presentation on career paths and colleges that they are interested in. In Special Education students develop life plans and learn to plan appropriate budgets for living in San Mateo County.

There are also abundant opportunities for personal tutoring. Hillsdale offers students built in tutorial time on Thursdays to receive help from any teacher on campus. Teachers hold regular office hours to help students outside of class time. Some teachers offer help sessions on Saturdays to increase accessibility for students with heavy extra-curricular schedules. The After School Learning Center (ASLC) meets Mondays through Thursdays from 3:15-5:15 in the school library. Upper division students serve as peer tutors for lower division students (specifically AP Biology students). Because many exams are benchmarked, students have many opportunities to receive tutoring and feedback before attempting to retake a test. Students in Guided Studies have homework help sessions twice per week with peer tutors to receive individual attention during class.

According to student survey data, students agree or strongly agree that "teachers and staff at Hillsdale are willing to give students help outside of class time (3.49), and that "when [they] do not understand the material being taught in a class,[they] feel like [they] can get help during tutorial, advisory, and after school" (3.2), suggesting that students are aware of and take advantages of coaching opportunities. According to student panelists, during freshman and sophomore year, teachers offer "very specific structured times" to seek assistance, but as students enter their junior and senior year, that process "transitions from giant group study sessions after school to making an appointment with a teacher." Student panelists felt that students were "much more likely to get personalized help" through making an appointment to discuss assignments with their teachers. Students also agree that their "current advisor supports [their] academic growth" (3.45). Because we place an emphasis on developing relationships between students and advisors, students are in turn more confident and likely to ask for academic support from their advisors.

Much of the curriculum, school wide, is based on multi-tiered projects that give students opportunities to apply their knowledge and demonstrate their higher level cognitive skills in authentic ways. At each grade level, teams work collaboratively to design projects that hone skills within and across subject areas. Many of these projects require that students do group and independent research and original experimentation in order to come to sound conclusions. Students are encouraged to use a variety of technological tools as a means by which to acquire and apply knowledge. Most projects have a



component of performance or presentation, asking students to defend their research, process and conclusions in some form of public sharing. Since collaboration, in terms of curriculum design and assessment, is highly encouraged at Hillsdale, almost all teachers meet with various teams weekly in order to create authentic learning experiences in which students can demonstrate their knowledge.

The best example of this type of project is the Senior Defense. All students working toward a diploma at Hillsdale complete this Defense. The Senior Defense consists of written and oral reflection on previous work, an oral defense of proficient work in a chosen content area, demonstration of critical thinking through an oral defense in front of a panel of teachers and community members, an oral presentation and defense of subject area knowledge and completion of a written Application Task. Over the course of four years at Hillsdale, students work to build their portfolios in preparation for the Senior Defense.

Part of the Defense includes answering higher level questions about chosen work in which the student is ideally proficient. Students demonstrate command of their subject area content and respond to panelist questions in order to pass. That is, students present previous work in which they proved “proficient.” They explain how the skills of the discipline were used in order to come to their conclusions. Student then respond to questions from the panelists and explain how their examination of evidence led the student to certain conclusions.

Also, as part of the Defense, students must complete an Application Task. The Application Task is differentiated for some SAI students (e.g. given lower reading level texts). This task asks students to read a variety of documents that relate to a contemporary issue. Students read, interpret, analyze, and evaluate the sources before synthesizing the information to make a clear claim. As part of the Defense, they provide evidence from the documents to support their claim and discuss the credibility, reliability and bias of these sources with the panelists. According to student survey data from 2011, students agree or strongly agree that they “have been expected to answer questions about or defend [their] work” (9th 3.3, 12th 3.26).

Some portfolio-worthy projects that require students to apply acquired knowledge in the 9th and 10th grades can be found in the glossary (e.g. Concerned Biology Citizens of America, Finance Project, Pyramid Design Project). 11th and 12th grade projects (e.g. “Conservation of Mechanical Energy” project, “Thin Film Interference” portfolio project, American Journeys Project, Congressional Simulation, PBS Video Production documentaries, can be found in the glossary as well.

Students are given opportunities to demonstrate their ability to organize, access and apply knowledge. They are given the academic tools to gather and create knowledge and use these tools to research, inquire, discover, and invent knowledge on their own and communicate at all grade levels and across disciplines. Teachers give students opportunities to demonstrate and apply their knowledge in meaningful ways through portfolio projects in every course. The requirement to defend previous work during the culminating Senior Defense, ensures that lower division projects are expected. One way to ensure that such projects exist schoolwide is through the Senior Defense. Since students must defend previous work and explain what they have learned through these projects, teachers are expected to give

students opportunities to apply and use their knowledge in meaningful ways. According to the 2017 student focus group, the “Senior Defense in general is preparation for self-evaluation and how to apply tasks and focuses on problem solving,” particularly the application task.” We, as a committee, feel that there is an expectation from both the teachers and the students to create these authentic learning opportunities. As a result, students are more engaged because the inherent positive peer pressure, the unknown outcomes, the enduring questions, and the public nature of such assignments and projects.

According to the 2017 student survey, students agree (3) or strongly agree (4) that they are asked to “apply problem solving skills and critical thinking skills to real life situations, current events, and ideas” (overall 3.08 average). In addition, students agree (3) or strongly agree (4) that they are “asked to do a wide variety of activities” (overall 3.15 average). In addition, in the 2017 student focus group, students responded that science classes that involved labs, such as Physics, asked them to read about concepts, gain a “strong conceptual understanding” and then “apply it in practice in labs.” In the case of the sciences, students responded that they felt teachers moved away from asking them to complete tasks, and instead being asked to take multi-step processes in order to demonstrate their knowledge.

Students in the 2017 student focus group responded that projects like “The Trial of Human Nature,” allowed them to “delve into the detail” of sometimes “more obscure characters.” Students also researched, presented and simulated a trial with a variety of historical and contemporary characters in an actual trial setting. Students responded that they were able to “look at original resources in order to build character on own” and that the “research was more original” because they really needed to understand their character in order to successfully participate in the trial. In addition, they remarked that they were asked to read “dense texts” and use “skills from English” in their own individual research. Furthermore, if students played attorneys, they had to conduct research on all the characters. Students stated that it was beneficial for them to “hear different arguments” while listening to the questioning and cross-examination in order to come to their own individual conclusions. In addition, math and science classes ask students to investigate a variety of real life situations. In the Finance Project (See glossary.) students use “real life skills and knowledge” that they can “understand and use when they leave Hillsdale.” In the Modeling Project, students are asked to research different topics that have no relationship to one another. They are given sets of data about a topic of their choice, any random topic/phenomenon can be chosen as long as it is measurable. Students like the “connection between history and math” that is made while completing this project. They write about the reasons and predictions and explain why it (e.g. natural deaths) are happening in a given time period. Students are given some resources, but they must choose their own topic--one that fluctuates enough and is measurable--and conduct their own independent research. They also examine the credibility of their sources. The focus group students found this project pushed their thinking in a unique, engaging way.

Students in the 2017 focus group also agreed that Hillsdale is particularly strong in asking students to give public presentations across all disciplines. According to the focus group students, “public speaking is done well and [they] prepare for it.” They remarked that many “units and presentations are being assessed on [public speaking and presentations].” Even Advisory in the lower division asks students to speak in front of groups, which “helps students practice.” The emphasis on public speaking also allows

students to practice “using academic language.” According to one student, Hillsdale “helps build confidence . . . to be vocal and speak out; [they are] encouraged to do so.” This type of “open curricula” allows students to build a “sense of character” and to identify “how [they] want to view the world.”

Many students are engaged in real world experiences outside of school that encourage them to participate in democratic processes and solve problems creatively. Some of the most authentic types of student experience often happen outside of the school structure, not necessarily because of it. Indeed, this type of student-generated learning is becoming more prevalent on campus. This type of activity indicates the growing needs and concerns of students who desire to more inclusive and relevant curriculum and learning experiences. Both teachers and student survey data reported curriculum and instruction had low cultural and personal relevance.

According to the 2017 student survey, students agree (3) or strongly agree (4) that they are asked to “apply problem solving skills and critical thinking skills to real life situations, current events, and ideas” (overall 3.08 average). In addition, students agree or strongly agree that they are “asked to do a wide variety of activities” (overall 3.15 average). For example, students agree or strongly agree that teachers “use group work in their classes on a regular basis” (overall 3.32 average) and lecturing or “teacher talk” is only “one of many methods of instruction” used in classes (overall 3.07 average). Finally, according to the 2017 student survey, students largely agree (3) or strongly agree (4) that “teachers at Hillsdale evaluate what [they] know in a variety of ways (e.g. tests, projects, presentations, essays, simulations, etc.)” (overall 3.36 average).

Teachers are generally willing to experiment with new methodologies. Teachers encourage and support students to use technology in order to produce a desired outcome. Time is carved out in professional development sessions throughout the year for teachers to receive additional training and practice using technology. As a result, more teachers feel comfortable facilitating student use of programs that assist them in achieving academic standards. Chromebook carts are in almost every classroom or shared between two classrooms. Most students use the Chromebooks daily in almost every core class. However, certain classes do not have the same access to technology as students in general education and core classes. For example, not all VAPA and SPED students have access to technology, like Chromebooks, regularly and daily. The use of these technologies serve as tools that allow students to collaborate, demonstrate understanding in a variety of ways, conduct independent research and create original pieces of work. Despite this area of growth, some teachers and students still think that technology is not adequately available to all students. In addition, as our school continues to grow, teachers and students are concerned about sustainability; that is, there is worry that less students will have access to technology as our school grows in numbers but stays limited in devices.

A variety of classes on campus encourage and offer opportunities for students to develop their technological skills in order to meet discipline standards. The Audio/Video Production classes use Logic, Pro-tools, and Garage Band to help students create original pieces for various assignments. In Photo and Art and Multi-Media, students use programs from the Adobe Creative suite which is an industry standard for many creative professionals. In the past few years, we have been able to offer AP

Computer Science classes. The Yearbook class uses eDesign which is a web based page editing/layout program. Students, families and teachers communicate and share information in a variety of ways using technology See "School Loop," "Canvas," "turnitin.com." Senior Defense Table of Contents, NoRedInk, Today's Meet in Glossary. According to the 2017 student survey, students agree (3) or strongly agree (4) that they are "becoming skilled with important technology" (overall 3.03 average).

Teachers use particular resources and materials that help engage students and enhance skills needed in their specific content area. Almost every student on campus uses their Google drive to create, save and share work. Through Google documents, students complete written assignments, collaborate with each other, get teacher feedback, and share their work. Teachers and students can have online discussions about work while on specific documents. Teachers often create slideshows through their Google drive. The work can be shared with students and accessed at any time. Teachers gather information from students using Google forms and spreadsheets. Google forms allows teachers to create quizzes and surveys to check for student understanding. It can be used as a quick way to see how students are thinking and what conclusions they are making. With this information, teachers can revise instruction in a timely way in order to better meet students' needs. Google sites is a way for students to use their critical and creative thinking in order to demonstrate understanding. Students collaborate to make their own sites, synthesize information based on outside research, and demonstrate their understanding of content knowledge in a variety of visual and written ways. In addition, Special Education English teachers use "Speak It!" for reading online texts, audio texts on Bookshare with students with IEPs and the Voice tool on Google for speech-to-text access.

According to the 2017 student survey, students largely agree (3) or strongly agree (4) that "a variety of technology tools (Google docs, etc.) are used effectively in classrooms to improve [their] learning" (overall 3.37 average).

Students in the 2017 student focus group thought the feedback and work using Google tools in their drive was helpful in their learning. They discussed how "feedback [on writing] was really helpful" in English; it also allows teachers to model writing. They discussed how some classes on campus are almost all digital. They particularly thought projects that started with an open-ended prompt and which involved online research was a strong part of some classes. They commented that it was "efficient to gather resources quickly and synthesize information" using online tools and Google docs. Students felt that being able to "click on links" and decide their "own pacing" allowed them to "share information" in efficient and self-directed ways; they could also "connect easier with others/peers."

Most of the curriculum at Hillsdale is co-developed through collaboration with teams or pulled from individual expertise; teachers do not use standard textbooks as their main source of instructional material. While some classes may still use portions of textbooks, most teachers design curriculum that is project and inquiry-based. Many teachers design original projects, simulations and presentations to engage and challenge students. Authentic assessments are used often in many classes; these types of assessments encourage students to engage with the material in original and unique ways. Some elements that teachers consider while designing engaging curriculum for students are: unknown outcomes, questions that endure over time, peer collaboration and public presentation and critique.

A variety of discipline-oriented resources and materials beyond textbooks are used by almost every department (See “ELD “People’s History” Project, and the Mavericks Project in the glossary.). The Visual and Performing Arts department are based primarily on teacher-created curriculum. For example, all levels of dance, drama, art and music classes include some element of student creation that demonstrates proficiency of skills. Dance students are given an opportunity to create their own choreography and perform the pieces on stage in front of an audience. Music classes include method-based curriculum and literature and music from different time periods, genres, styles, and levels. Advisories incorporate projects that connect to the world outside of school (See “Advisory” in glossary.). One chemistry teacher is a part of the [American Modeling Teachers Association](#) (AMTA), which is an organization by teachers and for teachers who utilize Modeling Instruction in their Science, Technology, Engineering and Mathematics (STEM) teaching practice; and all chemistry teacher use AMTA curriculum. Math teachers across levels and grades make their curriculum project-based with authentic assessments. Special Education classes are split between a graduation and certificate of completion tracks. For students who are on the graduation track, teachers use teacher-designed materials, manipulatives, Smartboard instruction and presentations, graphing calculators, and toolkits for math and science units. Teachers consistently use online tools such as Naviance, audiobooks, Flocabulary, NoRedInk, Newsela, Week in Rap. For certificate of completion track students, teachers design their own curriculum through the use of Unique Learning Systems (online comprehensive curriculum), manipulatives, mentoring programs. Most of the curriculum is project-based, work-based and hands-on in nature. Life skills instruction includes goal setting, community-based instruction. Teachers across disciplines use online tools to help students access and process material. Some tools used daily in English classes include G Suite (slides, forms, docs, Google photo), Canvas, WordPress, SeeSaw, Adobe Spark, the school library databases, Screencastify, Google Read and Write, Edublogs, audio books, video recordings and WebQuest. In the Social Sciences, teachers use Flocabulary, Newsela, audiobooks and Week in Rap. In the biology classes, students participate in simulations about global warming, conduct labs, create videos to solidify concepts and academic vocabulary using Kahoot.

We think Hillsdale teachers are particularly strong in using materials and resources beyond textbooks. Teachers use a variety of methodology and resources as part of their instruction; lectures are far less pervasive than ever before across all subject areas. Teachers have strong content and pedagogical knowledge. Such knowledge allows them to be resourceful and creative with the use of material beyond textbooks and lecturing. In addition, the Hillsdale cornerstone of “shared decision-making” occurs at all levels of the educational experience. Collaboration is highly valued, as reflected in the design of the master schedule. Common prep periods allow teachers to collaborate within the school day. As result, the use of materials beyond the text allows students to engage at various levels and have multiples points of entry into the curriculum. According to the 2017 student survey, students agree (3) or disagree (2) that the “content that is taught is relevant” to their lives (overall 2.7 average), and that they “can see the connections between the work done in [their] classes and life outside of school (overall 2.8 average).

Career preparation happens mainly through Advisory classes in general education classes. These projects include the Two Paths Project and the Mock Interview Project (See glossary.). In the general

education Advisory classes, students work through the online Naviance program to research colleges and career information. Students also complete surveys, like the Holland Code career survey, which helps them see how their skills and strengths relate to certain fields. While at Hillsdale, students have an opportunity to visit two colleges and/or other post-secondary schools in the Bay Area. While students get exposure to post-secondary colleges and universities, there is a limited amount of exposure to career options outside of college. We need to start providing information on alternatives to college in Advisory classes: trade schools, vocational programs, and the like in order to normalize alternatives to colleges as viable and meaningful options. In addition, community members are asked to speak in Advisories and to on-campus clubs and organizations. These community members share with students information about what their jobs/career are like. Some Special Education classes offer vocational training to students both on and off campus. The off campus vocational training that is offer at this level or support are the students in the most restricted environment. In the SAI classes, a handful of students might have job shadowing/vocational support; they all have a Job Club class on Mondays that focuses on job and interview skills; there is a transitional specialist that pushes into classes to help students.

The Counseling and Career Center plays a significant role in preparing students for post-high school college and career planning. Hillsdale has a full-time College and Career Counselor and a College and Career Center. In addition, Hillsdale has a full-time internship advisor who will assist students in finding internships that are the right fit for them. Students are able to take classes at the local community college, the College of San Mateo, to advance them towards a college track. Finally, the counselors hold one-on-one meetings to help students create post-high school plans that is the best for them, organize workshops to aid in college readiness (e.g. how to fill out college applications, how to write the personal statement, how to fill out FAFSA and the like), brings in college and vocational school representatives, help students get scholarships, grants and other sources of higher education funding.

Career Technical Education (CTE) offer students opportunities, such as off-campus internships, to get direct experience in chosen fields, like Child Development, Audio/Video Production and Digital Photography. Although Hillsdale offers CTE courses, there is a demand for broader types of classes that better match post-secondary interests of all students, not just those who plan to go to college upon high school graduation.

Overall, according to the 2017 student survey, students feel that “Hillsdale is preparing [them] for the path [they] have chosen after high school” (overall 3.10 average). On a related note, students are in less agreement on seeing “the connections between the work done in [their] classes and life outside of school” (overall 2.8 average). The students in the 2017 focus group felt that there are not enough opportunities to experience more about different careers. More specifically, the focus group students observed that “students have to search on their own and spend a lot of time doing that . . . [career exploration is more] paperwork-oriented rather than experiencing--doing things in class to do the paperwork instead of doing/learning.” The focus group students suggested that some classes, like art, become CTE classes instead of electives. They feel that because of scheduling issues, students drop classes like art, but if such classes were offered as CTE classes, students would not have to make those choices. Overall, the focus group students would like more opportunities to experience different careers

by advertising and helping to set up internships, by offering more CTE classes and by offering more electives like mechanics, VAPA and ceramics.

Referenced Documents:

[Glossary](#)

[WASC Student Survey Responses](#)

[Student Focus Group](#)

## **Category D: Standards-based Student Learning: Assessment & Accountability**

Since the 2012 WASC report, the Hillsdale staff has worked to synthesize its school wide and department assessment efforts with wider initiatives and mandates while trying to use assessment systematically to inform curricular and instructional efforts. Specifically, the staff has produced and used rubrics based on the Graduate Profile we developed in 2009 while melding Common Core standards with the Graduate Profile. We have revised our Senior Defense to focus on department portfolio work and students' ability to demonstrate literacy and thinking skills. This has led departments to examine assessment results in order to revise curricular scopes and sequences and focus on instructional practices that help students better meet standards and address achievement gaps. Hillsdale, therefore, uses a combination of grade data, CAASPP results, surveys, and our own Senior Defense data to assess students, communicate internally and externally, and drive our professional development and practice. Though Hillsdale has put in place some impressive assessment structures, challenges remain. How do we determine the most useful data, how do we communicate it, how do we understand it, and how do we best act on it? How do we become more consistent while still maintaining house autonomy? Answering these difficult questions is our ongoing work.

### **The Effectiveness of the School's Assessment Processes**

Hillsdale High School conscientiously collects, disaggregates, analyzes, and reports a wide variety of data on student performance at the state, national, district, school, individual department, and SLC levels and evaluates that data to determine whether students are meeting department and Graduate Profile standards. In positive terms, the school collects a wide variety of data and uses that data to guide curriculum and instruction, has a senior defense that anchors assessment, curriculum, and instructional practices school wide around standards, and has a systematic democratic process to evaluate and revise its senior defense. In terms of challenge, the school is still looking for the most systematic way to process the massive stream of data and to use it to improve curriculum and instruction.

At the state and national level, Hillsdale has for the last three years examined the results of our juniors on the [SBAC](#). Three years in, the testing data is still new enough to viewed skeptically, but patterns are emerging. The first year's data was very poor and we saw significant gains across the board in the second year of testing--proficiency in ELA rose from 62% to 78%, for example. An honest accounting of the increase would lead us to believe that the testing environment, schedule and logistical preparation were largely responsible for improvements. The third year, scores essentially stayed the same in math and dropped by 5% in ELA. Latino students scored worse in both tests. This year should provide enough data to determine significant trends beyond the existence of achievement gaps that are greater than results in student surveys or grades. Hillsdale also examines yearly AP results. These results, as well as grade data, are disaggregated by race, gender, and ethnicity and also compared to other district schools.

Hillsdale Administration and the school registrar compile multiple [data documents](#) annually, including "Core Data %" and "A-G Completion", to provide staff with a thumbnail sketch of grade and course



completion trends across subject matter, gender, ethnicity, and language proficiency. While the whole staff have dedicated time to look for patterns and trends within the data, the school should systematize that analysis, the action plans that follow, and the use of that data to make our overall grading system more consistent and reliable.

Most of the collection and analysis of assessment data, however, occurs at the department level. For example, teachers receive individual grade data for F grades. Some departments, particularly math, world language, and science, have benchmarks (threshold assessments) that address particular content and skills standards. Students receive results of these assessments. Further, these departments routinely analyze student performance on these assessments to guide their planning.

All departments collaboratively design, implement, evaluate, and revise at least one grade level portfolio project that reflects the school's Graduate Profile and content level skills. These projects feed into the Senior Defense. The school moved to this portfolio senior defense model through a democratic process in 2014 to tie the former senior exhibition more closely to department work and skill and content standards. This portfolio and defense process allows departments to determine the level of student performance and revise curriculum and instruction accordingly.

The Assessment Committee has created annual "Defense Passing/Tracking" documents for the portfolio defense. Gender and ethnicity as well as language proficiency and information about special education accommodations are also collected. After the completion of each defense, 2015-17, the entire staff has reviewed data, drawn conclusions about their department efforts, critiqued the effectiveness of the portfolio defense model, and submitted suggestions for the next year's defense. The democratic model requires a three-year review of the senior defense, a process the school is undertaking in 2017-18, which includes teachers, students and parents.

While there is internal debate about the effectiveness of the senior defense (staff scored the prompt, "Hillsdale's portfolio system will ensure that all students demonstrate a high level of academic achievement" at 2.55 out of 4, down from 2.74 in 2011), it has forced departments to examine their practices and place a major emphasis on Common Core skills/Graduate Profile standards at all levels. The school also received a San Mateo County Kent award for the Senior Defense in 2017 and through its work is a key member of the California Performance Assessment Collaborative. Several staff members have consulted with CDE and the legislature on a proposed statewide social science assessment, AB761.

### **Monitoring and Reporting Student Progress**

Hillsdale routinely and effectively communicates assessment information—grades, test scores, UC A-G requirements, and local performance on Graduate Profile standards—to stakeholders, though there is no process in place for directly communicating to the business community. The governing board has access to Hillsdale grade, test scores, UC eligibility, and the Hillsdale senior Defense. Additionally the board and district electronically post relevant data to the community.

Teachers have access to all of the assessment data. Teachers, students and parents all have access to the [Hillsdale Graduate Profile and Senior Defense Home page](#), which includes links to all the graduate profile rubrics, department scope and sequence questions, and all relevant information about the senior defense. Staff has access to a huge collection of data on the [Hillsdale Data Homepage](#). The challenge going forward is to systematize the use of these resources, which is reflected in the relatively low score that teachers gave to the prompts, “I know how to access data that is valuable to my instructional practice.” (2.92) and, “Assessment of student work is regularly reported to the staff and school community. (2.63)

Students and parents are able to follow students’ performance daily now through Schoolloop, and in the future, through Canvas. In the WASC survey, students responded to the prompt, “I regularly use schoolloop/canvas to monitor assignments, grades, and communicate with my teachers.” with an average score of 3.44 out of 4.0 and with a score of 3.3 to the prompt, “My teachers regularly use schoolloop/canvas to post assignments and grades.” Scores on both prompts were consistent across gender, ethnicity and Special Education status. On a more personal level, through the SLC advisory system, advisory teams regularly monitor and coach students on keeping up their grades, meeting college requirements, and making progress on standards of the Graduate Profile, for which the school developed detailed rubrics, incorporating the Common Core standards, in 2013. Reflection and goal setting around grades is common and usually the basis of student led conferences with parents. For example, in Florence and Kyoto Houses, sophomores share their progress on the Graduate Profile. In general, parents are well informed about student performance and progress. Our student focus group indicated is some confusion among parents and students about different grading systems, particularly when teachers translate standards based rubric scores into percentages for grades.

Also, with their portfolio projects students have begun to keep track of their progress on the Graduate Profile with a [table of contents](#) of standards. Students also include reflection on these standards as part of the senior defense. Students are therefore generally aware of the standards they have to meet for the senior defense and the progress they are making. On our WASC survey, all sub-groups strongly agreed with the statements, “I am aware of the standards, projects and benchmarks that I need to pass in order to do well in my classes.” (3.49 out of 4) and “My teachers use rubrics and examples of student work which help me understand my level of performance and what I need to improve.” (3.35). Students also have access to the extensive information on the Graduate Profile Senior Defense Home Page. The senior defense process itself communicates to parents and students their performance level on the key Graduate Profile categories the school emphasizes. Because efforts are not as systematic as they could be, our focus group revealed that, while clear on the Graduate Profile and its purpose, and extremely conscious of rubrics used in classes, students don’t always see the connection between rubrics and the Graduate Profile.

Additionally, counselors and advisory teams keep students and parents informed of their progress towards graduation and UC/CSU eligibility. Each year counselors meet with parents to go over

requirements and look at transcripts. 11th grade loops require students to review their academic transcripts, high school graduation requirements, and UC/CSU eligibility forms before leading a student-family-advisor discussion. This generally occurs in the fall of junior year. Many advisory teams have students and parents look at transcripts sophomore year as well.

## Monitoring of Student Growth

As described in D 1.2, Hillsdale's system is effective in determining and monitoring student progress in meeting academic standards, college and career readiness standards, and Graduate Profile outcomes. It is less effective in making the grading system consistent and making sure each student advances with mastery. Hillsdale takes outside testing seriously, but does not base its program on mandated tests, rather on our own graduate profile. Hillsdale has several procedures to promote student integrity.

Hillsdale's assessment system is designed for teachers to build all of their assessments around Hillsdale's Graduate Profile and department standards. There are detailed Graduate Profile rubrics and each department has its own learning outcomes. This year's faculty survey revealed that 80% of teachers agree or strongly agree that they assess students in alignment with the Graduate Profile and over 90% assess students against department standards. All portfolio projects and their respective rubrics in the school are now aligned to Graduate Profile. However, there are different practices in place for utilizing these standards and rubrics. Some use only rubrics and no longer use points. Some use rubrics and convert them to points. Some weigh grades and standards. Some don't. And there are some teachers who still do not use the Graduate Profile. Some have higher demands of student work and the amount of student work. Some teachers give only electronic feedback while others still read hard copies. The school has not determined the relative effectiveness of these varying approaches. However, student focus groups reiterated widely held perceptions that some house loops are more challenging and that there are wide disparities between AP and regular courses in the upper division.

Therefore, grades are not as consistent across houses, departments, and grade levels as they could be. Students also do not always achieve standards based mastery in all Graduate Profile categories or other standards before moving on to the next level or even graduating. For example, students can graduate without passing a portfolio project and can move on in English or history classes without achieving mastery.

Several mitigating factors, however, make these problems less dire. First, the fact that teachers in departments collaborate around portfolio projects and benchmarks ensures that all students must demonstrate similar skills and content knowledge. Second, there are requirements before advancing to the next level, including the frequent use of benchmark assessments that must be passed. Third, the [senior defense rubric](#), which requires students to meet essential standards in reading, speaking, thinking, and content understanding, including an on-the-spot application task, ensures that similar standards apply to all students. Fourth, though practices may be different, the use of the rubrics

provides common areas of feedback. Still, there is major work to do to ensure that more of our students achieve our own and outside standards and that we can make that claim with integrity.

Hillsdale responds to mandated tests while still maintaining its independent practice. For example, results from the first SBAC administration led to logistical changes to accustom students to the online platform. Hillsdale's Graduate Profile and rubrics have incorporated the Common Core standards for better alignment. The application task for the senior defense, practiced by all students, is in part a response to the Common Core and the new tests. And professional development efforts have focused on discrete Common Core standards. However, because political winds change, Hillsdale's philosophy is to develop and focus on our own vision while adjusting to pendulum swings, and that means focusing on our Graduate Profile.

Finally, Hillsdale has several processes in place to ensure student integrity. Many teachers use Turnitin. The prevalent use of Google Drive allows teachers to examine revision history. Most houses have an Honor Code. Perhaps the best approach to integrity is the project-based and personalized nature of many class assessments, often performed in class, and the senior defense, which make it more difficult and less likely for students to cheat. Additionally, the school employs traditional test security measures for standardized tests and security measures for the senior defense application tasks.

### **Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Teachers use a wide variety of formative and summative strategies to assess student progress on subject matter standards and the Graduate Profile. Each department establishes a scope and sequence for content and skills; the Senior Defense provides a focus for all assessments.

As described earlier, teachers in all departments design and carry out annual portfolio tasks in each course and most teachers use benchmark assessments to assess student work and progress. Students have multiple opportunities to pass benchmarks--student responded to the prompt, "Teachers at Hillsdale give students multiple opportunities to revise their work until it meets the standard expected of them." at 3.14 out of 4, with Latino students scoring 3.47. Teachers scored 3.37 on a similar prompt. These assessments serve as both summative and formative assessments of discreet standards much like multi-draft essays in humanities. In focus group conversations, students saw benefits to benchmarks--they require mastery and reinforce concepts--and concerns as well--they can be repetitive and too high-stakes. However, teachers frequently use a wide range of other assessments, both formative and summative, to assess student achievement. These strategies include exit tickets, notebooks, lab reports, online polls and blogs, quizlets and Kahoots, screencasts, traditional tests and quizzes, cooperative group tests, reading assessments that require both comprehension and metacognition around strategies, multi-draft essays, narrative writing, and a wide range of project-based performance assessments in each subject. Formative assessments allow teachers to inform their instruction and construct better summative assessments.

While some of the above may double as summative assessments, teachers also continue to use more traditional comprehensive summative assessments such as pen and paper final exams, oral final exams in the form of Socratic discussions and oral presentations, or interactive simulations. These more comprehensive assessments are employed towards the end of units of study or as end-of-semester summative measures of student achievement.

### Demonstration of Student Achievement

Hillsdale teachers participate in department, grade level, house, and other professional learning communities to evaluate and revise assessments and use student work to modify curriculum and instruction.

Teams meet frequently during collaboration periods, dedicated professional development time, release days, and during breaks to engage in a cycle of inquiry about their practice. A key part of the cycle of inquiry is the interplay between student work and assessment. Teachers calibrate their grading and look at results from portfolio projects, benchmarks, the senior defense, and other common assessments to revise curriculum and instruction as well as the assessments themselves. Because major assessments are graded on graduate profile rubrics, staff is able to see patterns of student achievement and attempt to address them. The table below provides a sample of examples of staff using assessment to make adjustments.

Department	Example examined	Adjustment
English	Senior defense	Shore up content concepts, create benchmarks, greater four year emphasis on literacy devices and author's purpose
Social Science	World War I and Afghanistan portfolio Projects; whole school projects	inquiry into and implementation of new instructional and curricular approaches to causal analysis; have included inclusion of positive peer pressure in design to ensure more equitable participation
World Language	Major speaking projects and benchmarks	Redouble efforts to improve conversational skills: stronger lesson on conversational elements and skills, and now native speakers + non native speakers engage in cross-cultural lunch conversations
Chemistry	White Powder Lab portfolio project & benchmarks	Revise approach to experiments for appropriate analysis; use of particle model for benchmarks
Math	Portfolio Projects and	Focus student conversations on connecting

	senior defense	concepts between multiple representations; integrating questions and revising projects over four years in line with defense
Art	Journals on mood, style, concept; student critique	Surface confusions so practice is adjusted and standards synthesized; students revise & teachers reinforce vocabulary
PE	Formative and Performance Assessment	Teachers critique students while they are performing newly taught skills so students can revise on the spot.

Teams also bring in outside voices to look at student work on portfolio projects and departments to spur revision. Several examples illustrate this practice. “Critical friends” suggested that English teachers might limit the number of narrative writing standards in the 9<sup>th</sup> grade portfolio piece, the Autobiography of a Soldier. Teachers in turn have revised requirements and instruction. For Spanish, an administrator inspired the now popular lunchtime “Spanish only” intercultural conversations.

### Student Feedback

Students understand the expected level of performance through the use of rubrics, sample performances, peer editing, senior defense requirements, and the process of personalization and reflection that advisory provides. In our recent student survey, over 90% of respondents agree or strongly agree that they are aware of the standards, projects, and benchmarks that they need to do well in their classes. Nearly 90% of respondents report that their teachers use rubrics and student work examples to help them understand what they’ve done well and what they must improve on. Focus groups corroborated the survey. Students also have informal opportunities to give the staff feedback on assessment. For instance, students provide [feedback](#) on how the school could improve the Senior Defense or individual projects, and whether those experiences were valuable. For example, many students believe the Senior Defense process feels backward-looking. In response, the staff is exploring ways to make the Defense more engaging and relevant to students’ academic futures. However, Hillsdale does not yet have a formalized process of regularly gathering feedback from students.

Students come into frequent contact with the Graduate Profile and other rubrics. They receive feedback from teachers, they use rubrics to self-assess and complete reflections, to assess sample work, and to conduct peer edits. For example, students in AP art critique each other’s work every month. Students also have access on the [Graduate Profile home page](#) to all of the department questions and sample reflections and videos of senior defenses as well as practice on and access to the senior defense application tasks. So students have plenty of opportunities to understand and practice for expected levels of performance.

In some courses, students give teachers feedback about how a unit or entire year went for them, whether it be a short reflection or a formal end-of-year survey. For example, art teachers solicit feedback from students, which they use to help students both critique their work and choose and design their future projects.

## [Using Assessment to Monitor and Modify the Program Schoolwide Criterion](#) **Schoolwide Assessment and Monitoring Process**

Stakeholder impact depends on the nature of the assessment data. The district and board play their biggest role in test data and grade data, particularly achievement gaps and the performance of EL students. The board and district have been supportive of Hillsdale own assessment practices, such as the Graduate Profile and senior defense. The staff has played the greatest role in developing Hillsdale's own practices, with parents and students playing a minor role.

### **Curriculum-Embedded Assessments**

Hillsdale is able to examine the assessment of English and Math standards across the curriculum through the use of Graduate Profile rubrics and portfolio projects. This assessment across the curriculum is more common for English than for Math because of the role of literacy and communication in all classes and the skills assessed in the senior defense. Portfolio projects and the senior defense along with standardized test data provide the data for decisions around curriculum and instruction.

For example, math teachers assess literacy while teaching word problems and assess communication when requiring students to explain and justify their work. Chemistry teachers assess students' communication in lab reports. Social Science teachers focus on document work and assessing literacy. All teachers (and the Senior Defense) require oral communication and most teachers use Graduate Profile rubrics in Think, Communicate, and Read that embed English skills.

Math is less widespread across the entire school. There are exceptions. Science's use of formulas and analysis of data is an obvious example. Spanish teachers have students look at percentages, Mayan numbers, reading graphs. Social Science teachers regularly have students look at graphs and statistics, primarily in economics, but also in all classes to have students analyze trends and look for biases.

Changes in California's standardized test system, reasonably strong scores and a historical ambivalence about standardized testing have resulted in a culture where standardized tests don't drive decisions as much as our internal systems do. In fact, in our teacher WASC survey, the prompt regarding the importance of standardized tests received the lowest average response of any prompt (2.38). Still CAASPP data is now becoming detailed enough over a long-enough period of time to give teachers actionable information. Students have taken the exams reasonably seriously, in part because of the connection to college placement, and teachers have begun to look at strand data enough to impact curriculum. For example, a greater emphasis on listening strategies have resulted in new lessons that require students to listen to text and respond.

The ELD team carefully maps student assignments to their standards and then records student performance on school assignments and standardized reading assignments against the standards. This model, described in Chapter 2, allows the team to monitor progress and help determine whether students are ready to move up to a new level. Consistent tracking of Long Term EL students is not as consistent or thorough and is an area for growth.

### **Schoolwide Modifications Based on Assessment Results**

Hillsdale engages in a continual process of revising the school program, professional development, and resource allocation to support students based on assessment data.

As described earlier, Hillsdale uses assessment data to revise school programs. Since the last WASC report in 2013, Hillsdale established its Graduate Profile rubrics with incorporation of the Common Core. In 2014, Hillsdale revised the senior defense from a research paper to a subject and Graduate Profile based portfolio defense in good part to emphasize core content and skills. This in turn has led departments to develop a more coherent curricular scope and sequence of content and skills and a set of essential department questions.

As part of the continual revision process, Hillsdale is again revisiting the school-wide Senior Defense process with the hope of securing the school-wide coherence the current system has begun to bring about while addressing concerns about student choice.

Another example is the analysis of data that shows achievement gaps by race in our grade data. One response was the senior defense itself, which was designed with the intent that performance assessments lead to more equitable results than standardized testing and has shown some promise in [closing gaps between whites and Latinos](#), though it is too soon to determine how reliable that data is. Another example is the school's equity committee, a group of teachers who have organized, secured professional development time for the whole staff, and launched several student programs; their approach is to focus on implicit bias and culturally responsive practices. It is too soon to determine if this approach will yield results.

### **Review and Assessment of the Effectiveness of Each Program Area**

Hillsdale has some structures in place to review and assess the effectiveness of program areas and through its Graduate Profile ; however, this is an area of improvement.

The Hillsdale High School Leadership team examines all data (Grade, SBAC, Senior Defense, UC Eligibility, Healthy Kids Survey and other surveys) and in combination with Department Heads and SLC Council determines the course for professional development. The Hillsdale administration also personally examined every student receiving D's and F's in the summer of 2016 to look for patterns. Additionally,



the three year cycle of review for school wide assessment guarantees that the school regularly evaluates our assessment process. As a result of the present form of the Senior Defense, departments have had to formulate and focus their scope and sequence of content and skills, providing a more coherent experience for students and a more coherent assessment of student performance. It also forms the basis for school professional development efforts and the cycles of inquiry for each professional learning community. The Senior Defense has also become a graduation requirement for students who wish to graduate with a Hillsdale diploma. Departments annually review portfolio projects, including assessment of student work, as part of these structures. The existence and use of the Graduate Profile, the Senior Defense, and the inclusion of all students in core curriculum help ensure that all students engage in challenging and coherent curriculum.

However, this process could be more systematic and transparent to ensure a more effective review and revision process. Additionally, while Hillsdale has little control over district credit or overall graduation requirement policies, we could do more to use results around UC eligibility to make changes. Despite the existence of our Graduate Profile rubrics, we could also have more coherence around grading and homework policies. There is also disagreement about what best constitutes relevant curriculum.

### **Assessment Security**

As described above, Hillsdale has several processes in place to ensure the integrity of assessment. As described above, TurnItIn and Google Drive can aid teachers in monitoring student integrity, most houses have an Honor Code, and performance assessments and personalization minimize cheating as well. Additionally, the school employs traditional test security measures for mandated standardized tests and security measures for the senior defense application tasks, with new ones produced and kept secure each year. Hillsdale maintains a test security room that is keyed to allow minimal access. All teachers involved in testing sign affidavits and rooms are carefully organized to ensure integrity.

### **ACS WASC Category D. Summary**

Hillsdale's assessment system has many strengths and areas of need. Our first strength is having developed a culture that can sustain an organic, locally driven assessment system, which allows us to adapt to rather than blindly follow outside mandates. The prevalent and historic use of individually designed performance assessments provided the basis for that culture. This has led to a coherent school-wide definition of achievement, our Graduate Profile, that is presently in line with the Common Core. It has also led to a school-wide portfolio system and Senior Defense that involves all students and teachers and allows departments to more coherently focus their curriculum and instruction around assessment and act independently while still being a part of a larger structure. These efforts occur democratically with the involvement of the whole staff. Our second strength is our SLC and advisory program which is also historically a result of the school assessment culture. This allows students, teachers, and parents to interact in an ongoing personalized way to provide awareness of and support for student progress. Few public schools of Hillsdale's size have these two strengths.

However, there are clear areas of need. The first is to synthesize and apply the vast data we gather in a more coherent, transparent, and widespread way to more effectively address achievement gaps in grades, increase AP scores, SBAC scores, and UC eligibility percentages, make our grades more coherent and calibrated, make our senior defense more reliable and relevant for students, and make sure that all students have a challenging, coherent, and relevant experience all four years at Hillsdale. The second is to do a better job of systematically bringing support staff, students, and parents into a process that has been so democratic for teachers.

## **Category E: School Culture and Support for Student Personal and Academic Growth Culture**

### **Family, Business, Industry, and Community Involvement**

Hillsdale's faculty, staff, and administration are comprised of professionals dedicated to serving the needs of students and parents. One of Hillsdale's four cornerstones is personalization, and to that end, we have taken great efforts to generate greater parental involvement on campus. In our WASC parent focus group, parents agreed that there are excellent opportunities for parent participation at Hillsdale, one of them stating that the administration is very receptive and open to community and parent volunteers. Overall, parents stated that communication is good and that they have many opportunities to give opinions to administrators because they are very available.

The school's SLC structures, which include smaller class sizes in the lower grades, advisory and a collaborative team of core academic teachers, ensure that students are known well and supported academically, and the school's culture is one which expects all students to develop an academic identity. SLCs also ensure parental involvement, as advisors communicate regularly with parents of their advisees about their student's academic and personal growth. For many parents, awareness of this support is a key reason they want their children to attend Hillsdale.

Our student-led parent conferences held by Advisors during 9th and 11th grades allow students to communicate their progress and goals and share examples of student work. A modified bell schedule allows for all students and teachers to participate. In our WASC student survey, students rated 3.3 on the "My parents/guardians have met my advisor or a teacher on campus within the past year (Back-to-School-Night, conference, etc.)." One parent from the WASC focus group also stated that they were able to Skype with the teacher instead of an in-person meeting because they were sick.

Further opportunities for parental involvement, some part of SLCs, some part of Hillsdale's comprehensive program, include being a PTSO or Site Council representative, working with the Foundation, volunteering as a Parent Advisory Liaison, working with our Special Education parent group, volunteering as an interviewer for our Junior Mock Interview Unit and school-wide Career Fair.

In addition to our numerous Booster and parent groups that meet regularly, a Latino Parent group, Padres Unidos, in its ninth year, is flourishing as its monthly evening meetings have been tailored to

accommodate the needs of our Latino families covering topics carefully created by the parents themselves, such as Balancing Cultural and Community Pressures and Academic resources available on campus. Translators, student presentations, and food and celebration are central components of the meetings. As a result, the gatherings have taken on a greater and more relevant and community centered school-to-home component that was previously lacking. In our WASC student survey, 9th grade Latino students rated 3.1 out of 4 and our 12th grade students rated 3.4 for the question, “At least one teacher knows and cares about me as a person.” For the statement “I feel welcome and part of a community at Hillsdale” 9th graders rated 3.49 and our 12th graders at 3.21. Our Latino population continues to grow and represents the largest minority group on campus. Therefore, we do continue to reflect on what we still need to do to meaningfully support this vital community.

For all families of English Language Learners, we hold quarterly English Learner Advisory Committee (ELAC) meetings for parents. Letters announcing the meetings are sent home in several languages, and translators are available the night of the meetings as well. These meetings include presentations on graduation requirements, standardized tests, post high school options, and available resources. In addition, we have translators on campus who can assist with written or verbal translation of Mandarin, Cantonese, Spanish, and Portuguese for non-English speaking families.

Before students enter Hillsdale in 9th grade, the counseling department reaches out to incoming parents and students. An 8th grade orientation is provided for families where the counselors work to individually schedule each student with the input of the parent. Additionally, our Parent Outreach Coordinator, along with a counselor, hold a separate 8th grade orientation night for our Spanish speaking families. Over 40 families attended the evening, where they also receive internal registration forms translated into Spanish. Overall, families have been invited to be more involved in the course registration process by having course requests sent home. Families now have access to a curriculum guide online that outlines all of the courses that HHS offers.

The Counseling Department and Career Center continue to communicate with families throughout their four years by holding informational evenings for each class: a Senior Night to discuss post-high school options and the college application process; a Sophomore/Junior Night to discuss college and other post-secondary options and how to prepare for the various options; and presentations for Freshman parents at Open House on 4-year planning and course selection. All nights have Spanish and Chinese translation services available.

To regularly communicate expectations and student progress with all of our families, all teachers at Hillsdale use Schoolloop (we provide Chinese and Spanish registration options), an Internet-based program where teachers upload homework assignments, lecture notes, web links, attendance and student grades. Our school web site has also been redesigned and streamlined to provide greater access to schedules, calendars, school-wide events, and general announcements. While we are proud of our improved web presence, we acknowledge that for students and parents with limited Internet accessibility, their ability to view this information can be problematic and inequitable. We have three modernized computer labs and after-school library access for students with limited home technology, and have developed a laptop loaner program for students. We also often send out information in

English and Spanish regarding important dates and events via our auto-dialer system, *Blackboard Connect Ed*, which reaches over 92% of our families via telephone and email communication.

## Community Resources

The Hillsdale Foundation supports our SLC model and, with the PTSO, fulfills many of our classroom needs every year (calculators, technology, etc). The staff continually depends on the community to enhance their curriculum. In Junior year, as part of the Junior Humanities Project that typically addresses a local social issue, presentations were provided by the local food bank, and students visited different locations to learn about food sustainability. Additionally, all Juniors must interview an immigrant in our community for their American Journeys Project.

GATE grants fund various activities designed to enrich and enhance the academic experiences of students. In addition to field trips to see plays and visits to museums, there are also classes that are offered throughout the year such as an Introduction to Mindfulness Course, an annual salsa dance workshop for third-year Spanish students, teacher-led enrichment courses, ACT/SAT prep classes, and college essay writing workshops over the summer. GATE funding has enabled English teachers to add curriculum materials to supplement the works they teach to offer students other perspectives/counter-narratives.

Hillsdale also utilized our community through two annual events - a school-wide Career Fair and Mock Interviews for Juniors. The community members give back to the students by providing their time and expertise to the students to help them better prepare for post-high school life. We had nearly 30 community members do presentations for a school-wide Career Fair and approximately 50 parents who helped facilitate mock interviews.

The implementation last year of our Wellness Program or MTSS (Multi-Tiered System of Support) has brought an increased awareness of mental health topics to both parents and staff to better support students. There have been trainings for staff and evening events for parents from community resources like Star Vista, One Love, and Stanford on topics of Depression/Suicide, Trauma, and Healthy Relationships as well as being able to access these neighboring providers for school-wide crisis. In 2016 Hillsdale also hosted a Wellness Resource Night with a panel of community providers to discuss Mental Health and Substance Use, as well as providing a Resource Fair.

Hillsdale's College and Career Center hosts multiple college representatives and also has had private college counselors offering free college application services for our historically underrepresented students. Each year Hillsdale has a school-wide field trip where each House will take a field trip to a variety of places. Some of the destinations include our Community Colleges, 4-year Colleges and trade programs. The Career Center also takes students up to the Community Colleges when they highlight their various certificate programs, like automotive technology and cosmetology. Additionally, this year we have introduced a new position, the Career Coordinator to better connect our students with post-high school plans, including internships and application of CTE coursework.

Some additional collaborations happening on campus are:

- In our computer science course, industry employees help teach our first and second year courses through the TEALS program.
- A collaboration with PBS was established during the 2016-2017 school year that provided students the opportunity to tell their individual stories about immigration experiences.
- Advanced Art students were able to collaborate with a professional film-maker.
- Teachers in CTE courses are encouraged to participate in the District Industry Advisory Committee which brings local employers and workforce development professionals to meetings that provide guidance to teachers on industry development and best practices.
- A number of our clubs have community members come in to help advise our students, such as having local lawyers advise Mock Trial and a local rabbi advise our Jewish Club.

### Safe, Clean, and Orderly Environment

In the 2016-17 Healthy Kids survey, approximately 83% of 9th and 73% of 11th graders reported feeling “safe” or “very safe” at school, up from our 2011-12 survey of 78% in 9th grade but down from 79% in 11th grade. This has been a consistent strength across previous Healthy Kids surveys, but has continued to rise in recent years to its current high. Incidents of verbal and physical violence have also decreased. Students reporting that they have never been verbally harassed went from 60% in 2011-12 to 73% in 2016-17 amongst 9th graders but stayed consistent amongst 11th graders at 70% (down slightly from 71%). Students reporting not having any incidents of physical violence, victimization or threats of safety went from 81% in 2011-12 in 9th grade to 90% and also rose amongst 11th graders from 88% to 91% in that same time. On our WASC student survey, students scored 3.11, up from 3.02 in 2011 that “Hillsdale has and enforces clear and consistent rules for student behavior.”

100% of staff completed the Keenan Safe Schools Training, which provides information and training on Child Abuse, Blood-borne Pathogens and Pest Control, as well as Kognito, which trains staff on identifying students in need, how to approach them and connect them support. All staff participated last year in professional development about gender equity for our students and colleagues, as well as helping to enforce and clarify professionalism and sensitivity in the workplace. The past two years, one of the areas of our ongoing staff p.d. is focusing on the topic of Equity. Through these discussions and trainings, we are learning to recognize our own internal biases around race and privilege and how to promote discussions with our students in order to build more tolerance and understanding on campus.

We have codified how to refer students to our Multi-Tiered System of Support (MTSS) based on the seriousness of the situation. There is a link on our homepage, plus emergency phone numbers that are shared with teachers to facilitate this process. There have also been additional hires to our Wellness Staff, many of whom are designed to serve certain populations of students (ELL or Special Needs). We are providing additional drop in hours, support for families and individual counseling for students.

Our Wellness Team has done multiple grade-level presentations. All of our Freshmen participate in a Cyber-safety/Cyber-bullying presentation. All of our Sophomores hear from members of Narcotics Anonymous to hear about drug and alcohol use and abuse. Last year, all Juniors participated in One Love, which helps students explore healthy relationships and all Seniors also heard a presentation on Sexual Consent. Multiple classroom and house-level presentations have been made on Stress and

Anxiety as well as Depression at varied grade levels. This year the Wellness Team presented “Cyber-Health” to all grade levels and is also doing Wellness Wednesdays where they are present during lunches with activities to get more visibility to help in normalizing mental health needs.

Our Leadership class every year participates in Red Ribbon Week by providing awareness and activities around drug and alcohol use. Last year the Leadership team was instrumental in the planning of the Every 15 Minutes program for the whole school, which address the issues of drug and alcohol use and impairment while driving. Black balloon day, (hate crime awareness) is another event that raises awareness and creates a dialogue around student safety on the HHS campus. Mental health awareness week is another joint activity run in conjunction with the Wellness Program to bring a heightened sense of awareness and increasing the access to supports available offered here at Hillsdale.

### **Atmosphere of Caring, Concern, and High Expectations for Students**

Individualized support to ensure student success begins with advisory and the personalization of a core house team. The four teachers have the same approximately one hundred students for two years and use their collaboration time to share information about students. Students get to know one another well and feel part of a community, which helps create an academic identity in classes. In daily interactions, advisors know their students best, and to that end, can advocate for their students or direct them to the individuals who can provide necessary services. For instance, an advisor would be most aware of a student’s financial need and would arrange for a student to have a free or reduced yearbook or dance tickets. An advisor functions as the effective school-to-home go-between for students, and while advisors are not counselors, they can communicate with families and other teachers and act as a liaison to manage and support their students’ needs.

Overall, our WASC student survey results between 2011-12 and 2016-17 remained fairly consistent in many areas. On a 4-point scale, 9th and 12th grade students averaged 3.42 that there is “an adult on campus knows and cares about me”. Students also averaged 3.23 on the question of “I am satisfied with the help I receive for academic issues” and 3.04 for “I am satisfied with the help I receive for personal issues.” We saw growth in the area of “Teachers/staff respect and treat equally students of all races and backgrounds” up 3.47 from 3.31 in 2011, “Teachers/staff respect and treat all students with respect regardless of sexual orientation” which went from 3.35 in 2011 to 3.55 and also the addition of a new category of “gender identity” was 3.53. For our Latino population, students rated themselves higher (3.04) than our overall student body (2.88) on the statement “If I had a problem, I would likely talk to my current/former advisor.” The same was true for seeking help from a counselor where they rated 2.82 versus 2.65 for the overall student body.

WASC student focus groups generally commented that they felt the campus was safe for students. Most of the students said they had not experienced first-hand bullying but some had heard of it happening to others but said it was handled by administration. Students commented that teachers set a good example but they believe they could do more to promote awareness. Our WASC parent focus group all strongly felt like the campus was a safe space for students. Parents felt like it was rare to hear

about bullying and the SLC helps with this as well as the school making it clear that inclusion, safety and caring are a goal.

Advisors also regularly refer students for Student Study Teams (SST) where an intervention plan is created with all the student supports (parents, teacher, counselor and student). With monitoring, if the implemented plan does not show improvement, a follow-up meeting would be held where a referral for special education assessment may be pursued if the team believes that all possible interventions and assistance have been put into place and an underlying learning disorder may be inhibiting a student from being academically successful.

Hillsdale administrators and many staff members have been trained in Restorative Justice. The deans often use the Restorative Justice practices when dealing with discipline issues and additionally, some teachers use them as a foundation of their Advisory class.

Hillsdale has multiple cultural clubs to celebrate the diversity of the campus. Black Student Union, Latinos Unidos, the Filipino Club and the Pacific Islander Club hold multiple events throughout the course of the year to bring cultural experiences to the larger student body. Every year they hold a Cultural Night, where students and families are invited to celebrate all the various cultures with food, music, dance and conversation. Last year, the groups hosted an open forum for the school to discuss issues of immigration, where students and family members discussed their own personal stories. Many teachers brought their classrooms down to participate in this learning experience and students were also excused to attend on their own as well. We also have a very active GSA Club to support our LGBTQ community and annually they host a lunchtime celebration for Coming Out Day.

### **Atmosphere of Trust, Respect, and Professionalism**

Hillsdale's faculty is characterized by professionalism, attention to continually improving teaching practices, and putting the needs of students first. Teachers in content areas and teams meet daily or weekly to discuss student work, plan lessons, and design common assessments. Hillsdale's professional environment is characterized by a climate of genuine respect and collegiality. Teachers maximize time during scheduled professional development, prep periods, after school time, and quite often during summer 'vacation,' to continually refine the work they are doing. Teachers' commitment as advisors to the success of their students, the vast scope of Hillsdale's professional development plans, the collaborative requirements of the many meetings Hillsdale teachers attend, the after school and lunch hours teachers spend tutoring students, and the willingness of all staff to support the senior defense project are all testament to a staff willing to go the extra mile to make continual improvements to help all students meet high standards.

This level of professionalism is also integral to another cornerstone of our school, shared decision-making. The Leadership Team, a collaborative group of administrators and teachers, generates major proposals, which staff then discuss in smaller house meetings. Proposals are then discussed and voted on at our monthly Site Council meetings in which house leaders represent their houses. Meetings, both small and large, are guided by a set of community agreements or professional expectations that

attendees are expected to follow and are structured with an agenda and recorded minutes. As a staff we meet using our agreed upon norms that allow staff members to participate in difficult, challenging and uncomfortable conversations that lead to better student involvement and achievement. We have a multi-tiered approach to respect that includes teacher to teacher relationships, teacher to student, student to outside community members and other staff members that creates a positive and safe learning environment.

General information and announcements are sent to staff via the weekly email "Hillsdale Happenings." Another challenge of shared-decision making is the tension between the autonomy teachers exert in their core teams and the constraints they face when it comes to whole school decisions.

Implications for the work we do at Hillsdale reveal that while we have democratic structures in place to facilitate equitable decision making, there is a continual push and pull between the needs of the cohesion of a larger, comprehensive high school, and the requirements to attend to the autonomy required by a SLCs. Since the last report, we have been more attentive to supporting the needs of our Latino students, but our school continues to struggle with certain smaller minority populations at our school who reflect in their responses that they either do not feel as connected to school or the adults on campus as we would like.

### Academic and Personal Support Services

Hillsdale teachers continually make themselves available to remediate or provide make-up work during school-wide Thursday Tutorials, and office hours during lunch or after school. Our Spanish department shares their office hours and because of that, someone is available almost every day during both lunch and after-school for help in that subject area. On our WASC student survey, students rated at a 3.49 out of 4 on "Teachers and staff are willing to help students outside of class time" as well as 3.20 on "When I do not understand the material being taught in class, I feel like I can get help during tutorial, advisory, after school, etc." Both WASC student and parent focus groups echoed that academic support was readily available, other than one parent commenting on it being more difficult for student athletes. One parent commented that the parent newsletter occasionally contains references for academic help and resources.

Hillsdale counselors work with the Middle School counselors to identify students who could use additional academic or personal support for their freshman year. From these referrals, counselors work with families to place students into Math or English support classes, as well as our Guided Studies class which provides both academic and social/emotional support. All of these identified students receive outreach by a counselor in the first months of school. Students low skilled in math are also recommended by their middle school teachers to participate in the Summer Bridge to Algebra Success program in which they receive academic support and mentoring prior to attending Hillsdale. An incoming 9<sup>th</sup> Grade Orientation is also held at the end of the summer just before the start of school to help transition our new students.

Along with the Student Study Teams mentioned earlier, counselors also coordinate the 504 meetings to



address students with any physical or medical disabilities and accommodate their needs. We currently have approximately 90 students on 504s. Any time a student is hospitalized for Suicidal Ideation, we hold a Safety Re-entry meeting. The parent/guardian, student, admin, counselor and wellness counselor attend to discuss a safety plan for students, helping the student identify adults on campus, and developing what additional supports are needed for the student in reintegrating back to school, including academic needs. At this time, Releases of Information are signed so that the Wellness Team can communicate with the outside therapist to coordinate services for the student. Last year HHS had 23 students hospitalized for possible self-harm, suicidal and/or homicidal ideations as opposed to 32 students hospitalized for same as mentioned above, during the 2015-2016 school year.

Last year Hillsdale's MTSS program provided the following for students in our general education, special education and specialized programs:

- Two hundred students during drop-in hours
- Eleven therapeutic student groups last school year
- Seven total advisory presentations - either full grade level presentations or individual advisory presentations
- Multiple Guided Studies classroom presentations
- Two staff presentations on Suicide Awareness and Mindfulness
- Three Parent Education Series, including a Community Resource Fair

In our WASC student focus group, students felt that there were multiple sources of support for them to go to if needed, whether advisor, teacher, counselor or wellness counselor. Students commented that drop-in hours made wellness counselors very accessible. They also commented that many of the school-wide or grade level presentations were interesting and helpful. Parents in the focus group also commented that there were good supports available to students and parents, although it was difficult for them to often attend at times. One parent commented that the social emotional support was strong and gave an example of her daughter remaining very calm during a bomb threat because of the great discussion about it during advisory.

This year started with a Grief Group to address a recent school-wide loss and two other groups have also been run in the first semester. Additionally, two of our counselors are running groups - a Boys Group in the Guided Studies class to help the young men with identifying emotions and supporting them through family issues and another counselor began a First-Generation Latina Girls group to help support the young women through high school and planning beyond. The Wellness counselors, school counselors, administration, deans and School Resource Officer meet weekly in COST (Co-ordinated Service Team) meetings to discuss students of concern, referred by teachers through the online form or through Kid Talk meetings.

Hillsdale is the district satellite for many self-contained Special Education programs serving students who are identified as Autistic, Intellectually Disabled, Emotionally Disturbed and Speech and Language

Impaired. Hillsdale was one of two schools to pilot a social skills class to serve students on the Autism Spectrum. These students are served by having access to integrated electives, speech and language therapy, adaptive PE, and vocational planning. Each SPED teacher works as both instructor and case manager to the students on their caseload. Many of our general education Advisory classes are helping with AAC (Applied Academic Curriculum - certificate program students) where they volunteer in the classes to spend 1:1 time with them. SPED students also have opportunities to help as managers of the football and basketball teams and participate in after school curricular events: prom, homecoming dances, senior activities, etc. with adult support provided to assure that all students participate fully. Knight train is a pre-vocational activity where SPED students circulate with beverages to sell to faculty and staff. Additionally, Hillsdale hosts several Special Olympics tournaments throughout the year where general education students participate as referees and guides and the cheerleading team helps cheer. Prospective SPED 9th graders are offered support in order to participate in school "Shadow Days."

Six years ago, parents of SAI Special Education students created what has now become a formalized parent club with a formal directory and e-mail list to contact parents about monthly meetings. The group meets to discuss topics such as the IEP process, the transition after high school, and scholarship and financial planning. A similar organization for parents of students in the AAC Special Education classes began monthly meetings in the fall of 2016. In conjunction with SPED teachers, the parent groups plan student activities, dances, and picnics. Events and activities, through Club U-Knighted, occur monthly, with both general education and students with special needs attending.

The communication between our mainstream and SPED teachers is fundamental because the district has moved toward a "push in" instruction model with many of our Special Education day class students taking one or more classes in the mainstream. Instructional aides have been invaluable in helping to support this model of instruction and offer additional resources for our SPED students to receive equal access to all classes and enable students to participate in larger mainstream school functions.

Our English Language Learner (EL) population is offered a full range of courses for students who need language support as either recent immigrants to the United States or as long-term language learners. We have four ELD teachers and two student aides with many ELD students being scheduled into strategic sheltered math and science sections where they can better receive adequate language support. Based on initial assessment of academic ability and language proficiency, teachers assign students to ELD 1-2 or 3-4. The EL classes emphasize development of, and training in, language acquisition and skill development. Upon mastery of specific criteria in speaking, writing, and listening, CELDT and standards-aligned skill assessments, students move into a Transitional class that is the bridge between the EL and mainstream academic classes. The Social Studies department also offers Sheltered Modern World History, which makes the instruction more pedagogically accessible to our English Language Learners.

In our 2012 WASC report, we identified our EL and Special Education students as needing better integration into the House structure and larger school community. The good news is that we continue to improve at integrating and supporting Special Education students in the mainstream through our push-in model. We are also doing a better job at offering support services and parental outreach to our

EL community. However, while the SLC Model creates tight knit and cohesive communities for most students, it has had the unexpected effect of isolating some of these localized special populations.

### **Personalized Approaches to Learning and Alternative Instructional Options**

At the heart of our SLC model is the dedicated advisory time and curriculum, which allows staff to build personalized individual relationships with students, as well as serve as an advocate for a student's instructional needs in other classes. Some ways this happens:

- Regular check-ins with advisees to monitor personal and academic progress towards individual goals.
- Kid Talk, a dedicated weekly meeting, when all house (core) teachers and the counselor discuss student wellness and academic progress, as well as create and adjust personalized instructional plans as necessary to optimize the individual student learning experience.
- Tutorial to receive academic help or work on elective/activity of choice
- Advisory curriculum to discuss organization, study habits, academic skills, goal setting and reflective practice, personal health, and community building.
- Upper division advisory efforts are more tailored to the individual needs of the student such as developing a credit recovery plan, working on Financial Aid applications or exploring a variety of post-high school options.
- Student-led conferences.

2016-17 was the first full-year implementation the push-in model of Special Education into General Ed classes. Through the process of a Student Study Team, stakeholders in student success meet to determine what modifications and personalization options and/or programs can be offered to allow for more student success. In classrooms, many assignments or projects involve flexibility so that students are able to choose topics or data to study (i.e. Precalculus Modeling Project, Senior Defense project, etc.). Schoolwide changes in daily schedules meet program needs, such as Student-led conferences or Senior Defense.

As an alternative to home suspension, our students serve suspension on campus, supervised by school staff, so that they can have access to getting and time to complete schoolwork. Some students are referred to the District's Alternative to Suspension for more severe infractions where a Wellness counselor helps lead a more restorative and reflective day for the students.

Individual students requiring emotional support may follow a shortened-day schedule until they are ready to attend school full-time.

OSCR is an online credit recovery program that allows students to earn credits at their own pace.

At the district level, there are a number of alternative programs to serve the various needs of students. Jump Start serves as a bridge for students who are not quite independent enough to attend community college but can still take CSM classes with some additional scaffolding and support. Middle College allows students to have an option during their junior year and/or senior year to earn high school and community college credit by taking classes at CSM; it also serves as alternative instruction for students

not thriving on the HHS campus. Additionally, there are both Independent Study and Therapeutic Day Programs offered for students with various special needs.

## Intervention Services

In addition to Tutorial and Teachers Office Hours, one of our most visible and successful support programs is our After School Learning Center (ASLC). Over 200 students have accessed the program this year, with an average of 20 students a day. Support includes peer tutoring in multiple languages in multiple subjects and access to all the library materials, including the computers, in a structured and supportive environment. Advisors have been instrumental in encouraging students to take advantage of this valuable program and to this end; more than one hundred students are receiving additional support.

Students who need even greater academic support may benefit from the academic support classes in algebra and english mentioned earlier. We currently have 28 students enrolled in our algebra support classes, and 14 students in our English support class for our English Language learners. Our Guided Studies class, with 32 students enrolled in two sections, provides more individualized attention to our students with identified need for academic support and some kind of emotional or social support needed as well. The students in the class are provided with study skills like time management and effective studying, personalized attention and check-ins with the teachers, special guest speakers on post-high school paths, social emotional support and guidance through groups and guest speakers, as well as structured homework time with upper division tutors available.

Many of our Advanced Placement students volunteer to help tutor during tutorial, after school during teachers office hours, in the library, or independently. For example, our AP Biology students receive extra credit for helping tutor in the 9th grade Biology courses.

Our College and Career Center offers assistance with college and career planning, intensive workshops for financial aid planning, and scholarship application support. Students have the opportunity to participate in information sessions from a variety of schools, learn about scholarship opportunities and have personalized college and career discussions. For the past two years, Hillsdale has sponsored presentations by Colleges That Change Lives, a non-profit organization dedicated to the advancement and support of a student-centered college search process. We realize that not every Hillsdale graduate will pursue higher education, but we are committed to providing them with robust resources to make informed post-high school plans.

At Hillsdale we offer 3 sections of EL Advisory. Each section of Advisory consists of students of the same EL designation so students vary in grade level. In EL Advisory students activities and curriculum differ by level. For EL 1 and EL 2 students Advisory is mainly focused on academic support for classes. The EL 3 Advisory offers academic support in addition to more mainstream Advisory curriculum such as post high school planning. In addition, Vilma Olivera is our bilingual Family Engagement Coordinator who reaches out to Spanish-speaking families for assistance with school services, important announcements, and parent teacher translation. In our after school learning center we have bilingual

tutors.

GATE students at Hillsdale High School are provided with many opportunities during the year to enrich their academic experience. For instance, for the past several years, the Oregon Shakespeare Company has visited our campus to perform various scenes from Shakespeare's plays. They have also conducted acting workshops. These performances and workshops give students the opportunity to experience Shakespeare's works and language in a live performance, which enhances their reading of Shakespeare's plays (all students at Hillsdale read *Romeo and Juliet*, *Othello*, and *Hamlet*).

### Demographic Distribution and Support of Students

Every summer, San Mateo Union High School District offers summer school at one of the campuses in the District for remediation purposes - to retake a failed graduation requirement or to replace a D grade to stay eligible for a 4-year college. The Algebra Bridge class during the summer supports incoming 9th graders with math deficits. On our campus the past three summers, we offered an Accelerated Geometry class for students who had done well in Algebra during their freshman year. Additionally through the district, students also have an opportunity to take a Biotechnology class on another campus after school through the course of the school year.

Hillsdale continues to strengthen the relationship between the local community college system. The school has helped support students in designing their schedule around these classes, helped to provide transportation, and match their course projection to their CTE. Students have the option of taking classes at our local community college during the summer in order to accelerate in the Math and Sciences. We also have a number of senior students taking classes there during the school year and we have been able to accommodate their schedules with only morning classes in order to take an afternoon class off-campus. During the 2017-2018 school year approximately 65 students had access to taking at least one class during their school day. This has been an increase from approximately 20 students during 15-16, to 35 students during the 16-17 school year.

Counselors work with students with 504 plans to schedule students based on their needs, such as a reduced school day in combination with online courses through the district's independent study program or strategic scheduling of academic classes during certain periods of the day. Additionally, we try to schedule all of our students with IEPs to have their Directed Studies class with their case manager so that they can be in regular communication with the student and more closely monitor their school work.

When creating our Master Board for programming, we always start with our ELD classes. We try to keep our lower division classes below 30 and cap our support classes at twenty students max, often with less than that.

Through the use of equitable support all students at Hillsdale have access to a challenging, relevant, and coherent Curriculum. Hillsdale offers 13 AP classes and 16 honors and/or other advanced classes. Over 40% of the students are enrolled in one or more AP class. Every year, the school holds an AP and Elective fair during the school day in order for all students to have a chance to learn about the various course offerings at the school. In addition, the school offers an AP Night where the AP course teachers speak about their individual classes and what to expect when taking that class and answer questions from parents and students.

In 2017 57.8% (303) of seniors completed A-G Requirements. Freshman year, all students are enrolled in classes in order to meet the A-G Requirements. 72% of Certification of Participation students are enrolled in a mainstream classes. 120 other SPED students are on diploma track and are in mainstream classes.

### **Curricular and Co-curricular Activities**

As a comprehensive school, Hillsdale has a full range of electives, extracurricular programs, and clubs in which students can participate. Hillsdale has rich and vibrant programs in music, art, drama, dance, and athletics. For many students these elective courses and extracurricular activities, performances, and competitions are central to their experience and their personal and academic growth at Hillsdale. Student Leadership class includes over 60 students who are consistently working to improve inclusion in the HHS school culture. They act as a bridge between clubs, groups, sports teams and many other facets of the student experience including an increased positive social media presence which is key to today's generation. In the WASC student survey, students rated themselves at 3.13 out of 4 for "I am involved in at least one extracurricular activity at Hillsdale" and 3.29 that "I feel welcomed to be a part of extracurricular activities on campus." However, it is important to note that our Latino students scored much lower in the area - 2.67 on "I am involved in an extracurricular activity."

Students at Hillsdale continue to have access to multiple clubs on campus that enhance their academics through their involvement. In addition to the cultural clubs mentioned earlier, we also have academic clubs like Mock Trial, Quiz Kids, Robotics, Science Club and Environmental Club, and a chapter of FCCLA for students in Child Development, that allow students to work towards reaching academic standards as well as college and career readiness standards. The clubs participate in deep thinking, reading, and writing through rigorous, collaborative, and engaging projects, competitions, and conversations. We also have a number of clubs that focus on larger social issues and volunteerism like Hillsdale Effect, the Girl Up Club, Key Club, and American Red Cross, where students volunteer hundreds of hours and also raise thousands of dollars for community and international programs.

Hillsdale promotes a connection to academic readiness through extra and co curricular activities like athletics, band, chorus, drama and Yearbook. We have around 750-800 students involved in athletics every year, 246 students in band, chorus, and drama and 58 students involved in Leadership. We open up all co-curricular and extracurricular activities to the entire student body, with the majority of sports programs being non-cut sports throughout all three seasons in the year. Additionally, athletics has moved towards adding freshmen teams to each program, further eliminating cuts.

All students must complete a year of a Career Technical Education as a graduation requirement, taking classes such as Computer Science, Audio Production, Video Production or Child Development, where students actually work with children in our onsite preschool program. Students are able to gain work experience to help prepare for post secondary goals through on site job training.

Students in the certificate of completion program have had a mixture of experiences that include the Knight Train - selling coffee and tea drinks to their peers and staff members and working in the community with local organizations. This allows students to learn math skills, and develop social interaction skills.

Advisory affords all students the opportunity to hone real-life skills, such as self-reflection, job searching (resume and interview skills), and post-high school exploration and college application through some of the following:

- Regular visits during advisory period and lunch on a variety of topics - from public to private schools, 2-year, technical training, and military.
- Junior class mock interviews.
- Class lessons and workshops held by the counselors and College and Career Center devoted to filling out applications and FAQs - for both students and families.
- Upper division advisors present a variety of paths students can take after HHS and students explore different options and write up and present at least two possible paths they might take.
- School-wide field trips vary every year to various post-secondary options.

All students participate in curricular project-based activities that enhance the curriculum in each discipline. Activities and projects such as Battle at Dawn, Golding Trial, Energy in a Puff, Parabolic Cooker Project, American Journeys, Congressional Simulation Project, and the White Powder Mystery. These projects are based around the Graduate Profile and the Common Core State Standards. The projects relate to the four cornerstones of Hillsdale and prepare students for college and career readiness. Additionally, all students at Hillsdale have the opportunity to take the PSAT on campus during the day which provides an opportunity for students to build college readiness.

At Hillsdale, we have a great deal to be proud of in our sincere efforts over the past six years to better serve all students in an atmosphere that meets our four cornerstones of rigor, personalization, equity, and shared decision making. Our WASC student survey, students rated a 3.35 out of 4 on "I am proud that I attend Hillsdale." While we are pleased, we will likely never be completely satisfied and we clearly still have more work to be done to continue to improve.



## Chapter 4:

### Critical Areas of Need



## **Task 4: Critical Areas of Need**

The following Critical Areas of Need were identified by the five chapter committees:

### **Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

#### **Areas of Strengths**

1. Coherent visions for purpose and structure
2. Positive leader for change in the district.
3. Collaborative/common-planning time with Special Education and Counseling
4. Professional Development and supporting collaboration time
5. Teacher voice in collaboration and professional development time
6. Family Outreach Coordinator provide more outreach to Latino community
7. Governance structures and systems that ensure faculty decision-making and regular, de-personalized discussion of critical issues every third year
8. District and Foundation resources provide opportunities for p.d., technology and facilities

#### **Areas of Growth**

1. Process for providing input around LCAP and key decisions, and increase stakeholder involvement
2. More parent and student participation in governance committees and decision-making
3. Improved orientation of new staff to the Hillsdale SLC model's vision/structures/processes and continued cultivation of teacher leaders
4. Continue to revise Student Government systems and structures
5. Develop sustainable SLC models and Administrative structures within a 4-house model

### **Category B. Standards-based Student Learning: Curriculum**

#### **Areas of Strength**

1. Teacher collaboration around curriculum and projects that cross houses and teachers.
2. Advisory curriculum, which focuses on personal exploration, investigation of post-high school options, and personalized student support
3. Project based curriculum, which originally began with humanities projects, is now common practice across all subject areas
4. Strong connections with the College of San Mateo which has allowed us to expand our curriculum and allow many students to take college level courses on the CSM and Hillsdale campuses

### **Areas of Growth**

1. Low UC a-g completion rates--need to facilitate higher grades and enrollment in key courses
2. Lack of diversity in AP/honors courses and certain electives
3. Address the achievement gap through culturally relevant curriculum connected to student diversity
4. Examine opportunities to broaden course offerings in electives, community college and CTE
5. Students need to become more familiar with non-college, post high school options such as trade schools and union paths to careers.

### **Category C. Standards-based Student Learning: Instruction**

#### **Areas of Strengths**

1. Variety of methodology and resources used in instruction
2. Richness and diversity of alternatives to textbook (project- and inquiry- based learning, simulations)
3. Teachers have strong content and pedagogical knowledge
4. Time available for teacher collaboration, which is highly valued at Hillsdale
5. Use of instructional technology - teachers are generally willing to experiment with new methodologies; more and more technology available for student use (cars)

#### **Areas of Growth**

1. Both teachers and student survey data reported instruction had low cultural and personal relevance
2. Teachers believe that technology is not adequately available to students
3. Most teachers do not feel comfortable in their ability to adequately differentiate instruction
4. Instructional strategies that facilitate key elements of the Graduate Profile: reading, writing, academic language acquisition and discourse
5. Instructional strategies that support EL, LTEL, low-income and Special Education students

### **Category D. Standards-based Student Learning: Assessment and Accountability**

#### **Areas of Strength**

1. School wide rubrics aligned with Graduate Profile which is aligned to Common Core standards
2. Consistent department-based benchmarks reflect required core competencies
3. School-wide, consistent expectations of graduates through Senior Defense and common assessments created through collaboration
4. Skills expectations are aligned with Common Core, NGSS, and other relevant standards
5. Balance of teacher autonomy and school structure so there is a combination of coherence between teachers and freedom for teachers to create diverse and rich assessments--the support of administration for innovation is empowering
6. Advisory system provides organic and systematic approach for tracking, monitoring, and communicating student progress

### **Areas of Growth**

1. Calibration of assessments across houses and teachers, including definitions of proficiency
2. Examining scaffolding of assessments from lower division to upper division
3. Effective use of Canvas as a new student information system
4. Better communication and use of data (e.g. ELD and Special Ed progress), including timeliness
5. Ensure consistent and equitable grading across content and team based on Graduate Profile standards
6. Developing school-wide senior defense that is relevant and satisfactory to all content areas
7. Develop awareness of other types of post-high school assessments

### **Category E. School Culture and Support for Student Personal and Academic Growth Culture**

#### **Areas of Strength**

1. Personalized learning and support through SLCs, especially Advisory
2. Collaboration and professionalism of the teachers
3. SST process and the identifying and awareness of student needs including Kid Talk
4. Student Leadership program
5. Wellness Program resources

#### **Areas of Growth**

1. Communication systems around students with special programs, needs and services
2. Collaboration/communication with elective teachers, coaches, etc. outside of the core
3. Continued growth in terms of equity, to better know and understand the students and their needs
4. Efforts to improve diversity and success in AP/honors classes
5. Integration of EL and SPED students in the house system
6. Continued improvement in connecting every student with school, from 9th through 12th grades
7. Consistent and proactive behavior management systems based on Restorative Justice

#### **Schoolwide Critical Areas of Need:**

1. Develop sustainable SLC models and administrative structures within a 4-house model
2. Consistent and equitable achievement of Graduate Profile standards through:
  - a. Rigorous and engaging defense and portfolio tasks
  - b. Relevant curriculum
3. Implementation of instructional practices that:
  - a. Ensure and promote differentiation
  - b. Improve outcomes for EL/LTEL/Special Education/low-income students
4. Equitable inclusion and participation throughout the Hillsdale community:
  - a. AP/Honors courses, push-in models, SLCs, electives, extra-curricular activities
5. Supporting all students' social-emotional wellness by understanding the needs of all students, implementing preventative programs, and improving the Wellness Center systems and coordination.
6. Ensure consistent and equitable grading across content and team based on Graduate Profile standards.



## Chapter 5:

[Link to: School Wide Action Plans](#)

**Appendix Links-General Resources**

A-HHS Campus Map-[HHS Campus Map 2017-18](#)

B-Master Schedule-[HHS-Master Schedule 2017-2018](#)

C-DNA Model-[HHS DNA Model](#)

D-Graduate Profile Rubrics-[Graduate Profile Rubrics](#)

E-Senior Defense-[Graduate Profile/Senior Defense/Portfolio](#)

F-Local Control and Accountability Plan: [LCAP](#)

G-Results of Student [WASC Survey](#)

H-Results of Parent [WASC Survey](#) and [Focus Group Interviews](#)

I-Results of Staff [WASC Survey](#)

J-Approved AP Course List-[Approved AP Course List](#)

K-UC A-G Approved Course List-[UC A-G Approved Course List](#)

L-Additional School Programs:

[Constitution](#) and [Governance](#) and [Roles and Responsibilities](#)

[Advisory Scope and Sequence](#)

[Hillsdale Bell Schedule](#)

[HHS MTSS Tiered Student Support](#)

[Wellness Program Brochure](#)

[Facilities and Emergency Procedures](#)

M-[California Local Control Funding Formula \(LCFF\)](#)

N-[School Accountability Report Card](#)

O-[Graduation Requirements](#)

P-Pertinent Additional Data

[Single Plan for Student Achievement](#) and [CBEDS data](#)

[Schools of Opportunity Award](#)

[Hillsdale Homepage](#)

Q. Budgetary Information, including [School Budget](#)

R. [Glossary](#) of terms unique to the school

S. Healthy Kids Survey, [2017-18](#)