# Hillsdale High School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

| | |
|---|---|
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Hillsdale High School |
| **Street** | 3115 Del Monte St. San Mateo, CA 94403 |
| **City, State, Zip** | San Mateo, CA 94403 |
| **Phone Number** | (650) 558-2600 |
| **Principal** | Jeff Gilbert |
| **Email Address** | jgilbert@smuhsd.org |
| **School Website** | https://ca02206192.schoolwires.net/Page/15#calendar20271/20201215/month |
| **County-District-School (CDS) Code** | 4133070 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | San Mateo Union High School District |
| **Phone Number** | (650) 558-2299 |
| **Superintendent** | Randall Booker |
| **Email Address** | rbooker@smuhsd.org |
| **District Website Address** | www.smuhsd.org |

## 2022-23 School Overview

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

Hillsdale High School is an innovative educational community in its 20th year of a teacher led redesign into Smaller Learning Communities, which aim to help all students achieve high academic and personal standards. Currently we have seven "houses" delivering a UC/CSU preparatory curriculum to all students. At the 9th and 10th grades, teams of four teachers (math, science, English, and social science) have common preparation periods, share and advise approximately112 students, and teach their cohort for two years. Teachers communicate regularly about the students they have in common, coordinate learning activities and integrate curriculum in order to create deeper and more authentic learning experiences. Students in the 11th and 12th grades are divided into three "upper division" houses, and also have advisors; some of whom are within the academic core and others who are elective teachers or administrators. Upper division teachers, like their ninth and tenth grade colleagues, share students, collaboration periods and advisory curriculum and stay with their students for two years. Manila

## 2022-23 School Overview

House now serves Hillsdale's growing ELD population, with an Advisory team and teachers focused on the needs of that student population.
Major Achievements

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

Stanford Graduate School of Education Alumni Excellence Award given to Lead Principal (2018)

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 399 |
| **Grade 10** | 410 |
| **Grade 11** | 427 |
| **Grade 12** | 411 |
| **Total Enrollment** | 1,647 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 48.6 |
| **Male** | 51.3 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 16.0 |
| **Black or African American** | 1.5 |
| **Filipino** | 4.3 |
| **Hispanic or Latino** | 34.8 |
| **Native Hawaiian or Pacific Islander** | 1.2 |
| **Two or More Races** | 10.3 |
| **White** | 31.8 |
| **English Learners** | 14.7 |
| **Foster Youth** | 0.2 |
| **Homeless** | 0.4 |
| **Migrant** | 0.0 |
| **Socioeconomically Disadvantaged** | 26.4 |
| **Students with Disabilities** | 12.5 |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 74.20 | 83.34 | 391.50 | 82.79 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 0.40 | 0.10 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.10 | 2.38 | 12.10 | 2.57 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.30 | 0.44 | 10.20 | 2.17 | 12115.80 | 4.41 |
| **Unknown** | 12.30 | 13.83 | 58.50 | 12.37 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 89.00 | 100.00 | 472.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 81.20 | 89.13 | 387.40 | 79.14 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 0.80 | 0.88 | 4.80 | 1.00 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.90 | 3.28 | 13.30 | 2.72 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.08 | 5.20 | 1.06 | 11953.10 | 4.28 |
| **Unknown** | 6.00 | 6.62 | 78.60 | 16.07 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 91.10 | 100.00 | 489.50 | 100.00 | 279044.80 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| **Permits and Waivers** | 0.00 | 0.00 |
| **Misassignments** | 2.10 | 2.90 |
| **Vacant Positions** | 0.00 | 0.00 |
| **Total Teachers Without Credentials and Misassignments** | 2.10 | 2.90 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.00 |
| **Local Assignment Options** | 0.30 | 0.00 |
| **Total Out-of-Field Teachers** | 0.30 | 0.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.80 | 5.90 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.20 | 1.30 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Hillsdale High School has recently adopted new textbooks in several areas - AP Physics, Finite math, Geometry, US History, AP Statistics, Algebra I and II, Chinese levels 1-4 and Health. All students at Hillsdale have access to textbooks for core subject areas and the school meets the guidelines for the Williams Law. The ELD department uses the most supplemental materials and continue to be updated as needed. The ELD department continues to order books to keep up with the demand for the number of students in the program. In 2021, students who took a dual enrollment class through the local community colleges received textbooks specific to those courses - both hard copies and digital copies.

| | |
|---|---|
| **Year and month in which the data were collected** | 10/2021 |

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

## School Facility Conditions and Planned Improvements

Hillsdale High School is a clean, comfortable campus that is more than adequate for the purposes of teaching and learning. The robust school and district maintenance departments ensure that repairs, modifications and safety issues are completed in a timely manner. School buildings range in age from more than 65 years to just 5 years old. A series of school bonds have allowed for upgrades and renovations: $31 million for renovation and remodeling was completed in the of Spring 2006, Auditorium and athletic facilities modernization was completed in November of 2013 and the new 40,000 s.f. building, opened in 2017, has created additional science and world language instructional capabilities. The campus is currently undergoing significant construction to further modernize the building and encapsulate transite panels. This will include a complete refurbishing of the school's exterior, with constructions ongoing and slated for the summer of 2023. A comprehensive camera system has been installed to provide additional safety for staff and students. The existing fire alarm systems are being updated and integrated with the newer systems of the World Language and Science Wing that was completed in the spring 2017. Other projects, including classroom upgrades and delayed maintenance and repairs will be completed using the bond funds. School Administration works closely with the school's plant manager to prioritize cleaning and maintenance schedules that ensure a clean, safe, and functional school. The conditions on campus are continually improving.

| | |
|---|---|
| **Year and month of the most recent FIT report** | 11/7/22 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## B. Pupil Outcomes

# State Priority: Pupil Achievement

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 71 | N/A | 76 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 44 | N/A | 50 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 429 | 351 | 81.82 | 18.18 | 71.35 |
| **Female** | 220 | 181 | 82.27 | 17.73 | 80.66 |
| **Male** | 209 | 170 | 81.34 | 18.66 | 61.31 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 72 | 65 | 90.28 | 9.72 | 87.69 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 16 | 16 | 100.00 | 0.00 | 75.00 |
| **Hispanic or Latino** | 155 | 113 | 72.90 | 27.10 | 44.64 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 38 | 32 | 84.21 | 15.79 | 87.10 |
| **White** | 135 | 116 | 85.93 | 14.07 | 85.34 |
| **English Learners** | 73 | 42 | 57.53 | 42.47 | 14.29 |
| **Foster Youth** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 20 | 17 | 85.00 | 15.00 | 52.94 |
| **Socioeconomically Disadvantaged** | 119 | 80 | 67.23 | 32.77 | 41.77 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Students with Disabilities** | 54 | 32 | 59.26 | 40.74 | 36.67 |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 429 | 362 | 84.38 | 15.62 | 44.20 |
| **Female** | 220 | 185 | 84.09 | 15.91 | 46.49 |
| **Male** | 209 | 177 | 84.69 | 15.31 | 41.81 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 72 | 65 | 90.28 | 9.72 | 78.46 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 16 | 15 | 93.75 | 6.25 | 40.00 |
| **Hispanic or Latino** | 155 | 128 | 82.58 | 17.42 | 14.84 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 38 | 30 | 78.95 | 21.05 | 56.67 |
| **White** | 135 | 116 | 85.93 | 14.07 | 56.90 |
| **English Learners** | 73 | 53 | 72.60 | 27.40 | 1.89 |
| **Foster Youth** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 20 | 19 | 95.00 | 5.00 | 42.11 |
| **Socioeconomically Disadvantaged** | 119 | 95 | 79.83 | 20.17 | 11.58 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0.00 | 0.00 | 0.00 |
| **Students with Disabilities** | 54 | 34 | 62.96 | 37.04 | 14.71 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | NT | 38.6 | NT | 50.81 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 394 | 342 | 86.8 | 13.2 | 38.6 |
| **Female** | 209 | 173 | 82.78 | 17.22 | 41.04 |
| **Male** | 184 | 169 | 91.85 | 8.15 | 36.09 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 57 | 51 | 89.47 | 10.53 | 62.75 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 18 | 15 | 83.33 | 16.67 | 40 |
| **Hispanic or Latino** | 140 | 112 | 80 | 20 | 16.07 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 42 | 41 | 97.62 | 2.38 | 43.9 |
| **White** | 129 | 116 | 89.92 | 10.08 | 49.14 |
| **English Learners** | 40 | 30 | 75 | 25 | 6.67 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 32 | 28 | 87.5 | 12.5 | 25 |
| **Socioeconomically Disadvantaged** | 95 | 74 | 77.89 | 22.11 | 16.22 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 31 | 22 | 70.97 | 29.03 | 9.09 |

## 2021-22 Career Technical Education Programs

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

## 2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 565 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 25 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission** | 95.62 |
| **2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission** | 74.08 |

## B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | -- | -- | -- | -- | -- |
| Grade 7 | -- | -- | -- | -- | -- |
| Grade 9 | 86% | 89% | 89% | 88% | 88% |

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

Hillsdale is fortunate to be supported by an involved parent community. Parents from each Smaller Learning Community (SLC) are represented on the Hillsdale Site Council which oversees the vision and goals for the school, directs professional development, and allocates state grant funds. Parents are also drawn into the school community through SLC events, including potlucks and, at the 9th and 11th grades, Student-led Conferences. Parents provide significant volunteer support for our library and career center programs and volunteer to support academic programs such as the 12th grade Portfolio Defense and 11th grade Resume and Interview project. The Athletic, Drama, Dance, and Music Boosters provide enormous support, financial and other, for their respective programs.
Hillsdale also has active parent organizations such as the PTSO, Athletic, Music and Drama Boosters, Latino Parent Association, Special Needs Parents group and an English Learner Advisory Committee. Hillsdale just completed its third year of a partnership with Parent Institute for Quality Education (PIQE) which graduated nearly 100 parents through its program. Hillsdale's Foundation is a parent and alumni directed organization that serves to provide resources for Hillsdale's programs. Hillsdale also has a Parent Engagement Coordinator whose goal is to increase overall parent engagement.

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

## C. Engagement

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | 2.2 | 3.5 | | 3.9 | 3.9 | | 8.9 | 7.8 |
| Graduation Rate | | 91.2 | 93.5 | | 91 | 92.2 | | 84.2 | 87 |

### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 397 | 371 | 93.5 |
| Female | 208 | 197 | 94.7 |
| Male | 188 | 173 | 92.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 57 | 55 | 96.5 |
| Black or African American | -- | -- | -- |
| Filipino | 17 | 17 | 100.0 |
| Hispanic or Latino | 143 | 121 | 84.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 43 | 42 | 97.7 |
| White | 129 | 128 | 99.2 |
| English Learners | 57 | 37 | 64.9 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 126 | 109 | 86.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 32 | 29 | 90.6 |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 1700 | 1670 | 153 | 9.2 |
| **Female** | 822 | 808 | 84 | 10.4 |
| **Male** | 875 | 860 | 68 | 7.9 |
| **American Indian or Alaska Native** | 4 | 4 | 1 | 25.0 |
| **Asian** | 265 | 263 | 13 | 4.9 |
| **Black or African American** | 24 | 24 | 2 | 8.3 |
| **Filipino** | 70 | 70 | 4 | 5.7 |
| **Hispanic or Latino** | 616 | 597 | 70 | 11.7 |
| **Native Hawaiian or Pacific Islander** | 21 | 20 | 10 | 50.0 |
| **Two or More Races** | 169 | 167 | 12 | 7.2 |
| **White** | 531 | 525 | 41 | 7.8 |
| **English Learners** | 292 | 280 | 37 | 13.2 |
| **Foster Youth** | 5 | 5 | 0 | 0.0 |
| **Homeless** | 9 | 9 | 4 | 44.4 |
| **Socioeconomically Disadvantaged** | 489 | 476 | 60 | 12.6 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0.0 |
| **Students with Disabilities** | 227 | 212 | 31 | 14.6 |

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| **Suspensions** | 4.13 | 2.49 | 2.45 |
| **Expulsions** | 0.12 | 0.05 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **Suspensions** | 0.58 | 3.12 | 0.22 | 6.06 | 0.20 | 3.17 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.07 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 3.12 | 0.00 |
| **Female** | 0.49 | 0.00 |
| **Male** | 5.60 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 1.51 | 0.00 |
| **Black or African American** | 4.17 | 0.00 |
| **Filipino** | 1.43 | 0.00 |
| **Hispanic or Latino** | 4.22 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 14.29 | 0.00 |
| **Two or More Races** | 1.78 | 0.00 |
| **White** | 2.82 | 0.00 |
| **English Learners** | 5.48 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 5.32 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 6.17 | 0.00 |

## 2022-23 School Safety Plan

The Hillsdale High School Safe School Plan is reviewed and revised annually in the spring semester. The 2021-22 plan was approved by the SMUHSD Board of Trustees in Spring, 2022. Currently, the school has two goals which have been approved by School Site Council (2022-23):

(1) Hillsdale will align Incident Command protocols with newly introduced district protocols to develop a more robust and flexible incident command structure.

(2) Hillsdale will train members of the Incident Command team in line with SMCOE's "three deep" protocol so all members of Incident Command team understand their roles and responsibilities

Annually, the Safe Schools Plan is drafted with input solicited from a variety of community members, approved by Small Learning Community Council, then reviewed, and approved by the SMUHSD Board of Trustees. Hillsdale High School aligns our Safe Schools plan with the SMCOE Big Five protocol. This includes training staff and students, by engaging in drills every 1-2 months during the school year. Similarly, HHS follows the SMCOE Level 1 and Level 2 Threat Assessment Protocols to investigate any concerns and prevent harm to the campus. Finally, HHS reviews student perception data closely to understand the needs of students and respond accordingly (e.g. providing learning experiences in areas of specific need).

The full Safe Schools Plan will be reviewed for approval by SMUHSD Board of Trustees in February, 2023 and published for the community after approval.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 22 | 33 | 27 | 18 |
| **Mathematics** | 26 | 16 | 29 | 16 |
| **Science** | 27 | 13 | 24 | 16 |
| **Social Science** | 25 | 17 | 28 | 18 |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 15 | 89 | 22 | 6 |
| **Mathematics** | 22 | 33 | 34 | 9 |
| **Science** | 24 | 18 | 28 | 10 |
| **Social Science** | 20 | 42 | 34 | 8 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 17 | 74 | 18 | 11 |
| **Mathematics** | 27 | 14 | 32 | 16 |
| **Science** | 32 | 5 | 27 | 14 |
| **Social Science** | 23 | 38 | 24 | 13 |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 433.42 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 3.8 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1.0 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 2.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 13,715.38 | 3,048.14 | 10,667.25 | 118,313.00 |
| **District** | N/A | N/A | 14,225.97 | $117,180.81 |
| **Percent Difference - School Site and District** | N/A | N/A | -28.6 | 1.0 |
| **State** | N/A | N/A | $6,594 | $94,126 |
| **Percent Difference - School Site and State** | N/A | N/A | 47.2 | 22.8 |

## 2021-22 Types of Services Funded

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

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

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

The Hillsdale High School Foundation began a major Family Partnership Program campaign in 2008 which now raises approximately $500,000 annually, which is used to support dual-enrollment community college classes on our campus, technology support, staffing and funds for extra-curricular programs. Over the past two years, Hillsdale has grown an Empowerment Through Action program that supports 180 struggling students through mentorships, extra-curricular activities and tutoring. The Athletic, Drama, and Music Boosters also do other fundraising throughout the year and Gilead and the Hillsdale Shopping Center have also provide additional funds.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $71,432 | $55,947 |
| **Mid-Range Teacher Salary** | $115,228 | $90,080 |
| **Highest Teacher Salary** | $135,718 | $117,121 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | $146,364 |
| **Average Principal Salary (High)** | $193,088 | $164,633 |
| **Superintendent Salary** | $322,400 | $261,984 |
| **Percent of Budget for Teacher Salaries** | 30% | 31% |
| **Percent of Budget for Administrative Salaries** | 5% | 5% |

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|---|---|
| **Percent of Students in AP Courses** | 30.9 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| **Computer Science** | 1 |
| **English** | 10 |
| **Fine and Performing Arts** | 3 |
| **Foreign Language** | 3 |
| **Mathematics** | 6 |
| **Science** | 11 |
| **Social Science** | 8 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 42 |

## Professional Development

State funding. the collective bargaining agreement and Hillsdale's school calendar allow for four days of teacher training each year. These days have been divided between site specific work and collaboration across campuses in the district--this year, the agendas have been driven by the district-wide focus on anti-racist practices, led by outside facilitators. Administration and Hillsdale Foundation funds are allocated to provide 2-5 additional paid days of collaboration and p.d. during the summer.

In order to supplement the staff days, Hillsdale's schedule include an earlier release for students on Wednesdays and Fridays, which provides two hours of collaboration and staff development time each week. Additionally, Hillsdale's master schedule ensures that all teachers have common collaboration periods built into their day for team and content area professional development. Teams work on equity goals, literacy strategies and data-based discussions on instructional practices. The San Mateo Union High School District also provides targeted professional development for teachers, including new, content and ELD teachers and teachers working on specific strategies.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 8 | | |