

# WASC Self-Study 2024



## Kyoto-Florence-Oaxaca-Jakarta- Cusco-Timbuktu-Manila

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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 respect all voices, ensure equity among houses, assume positive intent, and collectively own and solve 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

**Randall Booker**, Superintendent  
**Kirk Black**, Deputy Superintendent, Human Resources and Student Services  
**Yancy Hawkins**, Associate Superintendent and Chief Business Officer  
**Julia Kempkey**, Assistant Superintendent of Curriculum and Instruction

## San Mateo Union High School District Board of Trustees

**Ligia Andrade Zúñiga**, President  
**Robert H. Griffin**, Vice President  
**Teri Chavez**, Clerk  
**Jennifer Jacobson**, Trustee  
**Greg Land**, Trustee

## WASC Visiting Committee Members

**Paul Aaron Landshof**, Visiting WASC Chair, Associate Principal, Independence HS, San Jose  
**Stephanie Cazarez**, Teacher, Everett Alvarez HS, Salinas  
**Jonathan Michael Fey**, Principal, Amador Valley HS, Pleasanton  
**Marek Pearse**, Teacher, Live Oak HS, Morgan Hill  
**Vanessa Sifuentes**, Executive Director of Instruction, Oakland Unified SD  
**Janee Montelongo Waters**, Vice Principal, Bear Creek HS, Stockton  
**Cindy York**, Vice Principal, Theodore Roosevelt HS, Fresno

## Hillsdale WASC Leadership Team

**Ashley Milton**, Co-Principal, Oaxaca  
**Sarah Prensky-Pomeranz**, Co-Principal, Kyoto  
**Jesse Boise**, Co-Principal, Manila  
**Jeff Gilbert**, Lead Principal, Florence  
**James Madison**, Dean of Athletics  
**Sarah Berger**, Oaxaca House Leader  
**Matt Springman**, Kyoto House Leader  
**Perri Devon-Sand**, Florence House Leader  
**Ethan Stewart**, Jakarta House Leader  
**Jenny Caughey**, Cusco House Leader  
**Jenny Macho**, Timbuktu House Leader

## Hillsdale WASC Focus Groups

Hillsdale's [Smaller Learning Communities](#) served as the WASC focus groups:

Focus Group A: **Jakarta House**

Focus Group D: **Kyoto House**

Focus Group B: **Oaxaca & Cusco Houses**

Focus Group E: **Florence House**

Focus Group C: **Timbuktu House**

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## Introduction

## Brief History, Background, and Programs

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.

Hillsdale is divided into seven Smaller Learning Communities (SLC)—three for 9th and 10th grade students, three for 11th and 12th grade students and one for English Language Learners (EL). Incoming 9th graders are assigned to an SLC randomly and each “House” is balanced to ensure heterogeneous and equitable student populations. Each lower division House has four teachers—English, Social Studies, science and math—and those four teachers only teach the approximately 112 students in the House and then act as the Advisor for a quarter of the cohort. Advisors meet with students every day to create a supportive community that is rooted in strong relationships and a curriculum that ranges from social-emotional learning to post-high school planning. House teachers all have common prep periods so that they can meet and discuss curriculum and students with the House counselor and Ed Specialist. The students and teachers in the 9th and 10th grades loop together for two years, except for the Biology teacher, who gives the students over to a Chemistry teacher. Upper Division (11th and 12th grade) SLCs are smaller, with the students having a common English, Social Studies and Advisory teacher for two years. Hillsdale’s SLC model is enriched by extensive programs that serve English Language Learners (EL) and a broad range of students with IEPs, including a Bay Academy that serves students who will receive Certificates of Completion. Hillsdale’s key Tier II program is Empowerment Through Action (ETA), a targeted mentoring and support program for approximately 10% of Hillsdale’s 1565 students.

## 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, because of extraordinary 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 well over \$1.5 million and 1 bedroom apartments rent for over \$3000/month. The demographics of the area continue to shift, with low-income and Latinx populations increasing and, as enrollment decreases across the district, Hillsdale anticipates a slow decline in its student population.

## Diversity, Equity, and Inclusion Initiatives

Hillsdale's intentional work on diversity, equity and inclusion dates back to the beginning of SLCs when one of the driving questions the staff asked was how a redesigned high school could end predictable patterns of inequality. In the past decade, a staff-led Equity Committee formed and drove professional development that pushed staff to think deeply about their own identities and how those identities shaped students' experiences. Utilizing writers such as Zaretta Hammond, Hillsdale's Equity Committee presaged district equity professional development that has been led over the past two years by Shane Safir and Joe Truss. Hillsdale's professional development sessions, more than 20 hours in each of the past two years, have utilized the concept of Street Data and Equity Transformation Cycles to develop collaborative processes that allow staff to move through self-examination while listening deeply to student experience and then the examination of student work to improve practice. Practices such as affinity groups, analysis of student work, empathy interviews, and the consideration of Discourse 1 and Discourse 2 conversations are now part of the school culture. More equitable student voice has been cultivated through revisions in recruitment and practice in Student Leadership, as well as the on-going work of our Tier I Student Equity Council. Hillsdale's staff and student body have become increasingly capable of confronting and discussing issues of equity and taking concrete steps through Advisory, curriculum development and professional development.

## Hillsdale's Self-Study Process:

Hillsdale High School's staff began the self-study process during the Fall of 2022, with a close examination of the school's Graduate Profile, resulting in a revised document in the Spring of 2023. The conversation about Graduate Profile allowed for a parallel conversation about the status of Hillsdale's "Shared Decision-making" Cornerstone and resulted in twelve amendments to the Hillsdale Constitution in the Spring of 2023. These foundational conversations happened with little reference to WASC. In the Fall of 2023, the school met in Focus Groups for the first time. The staff's 2022-23 conversation about governance indicated that the pandemic had eroded the sense of House identity so the Leadership Team decided to have each Smaller Learning Community/House serve as a Focus Group since those groups already crossed disciplines. Teachers did meet in content teams to address issues as Home Groups. House Leaders, serving on Hillsdales' Leadership Team, met weekly to oversee the WASC process (as well as other issues), creating a consistent and coherent organizational structure. The Leadership Team used Canvas to organize documents and data for the self-study and created Google docs to allow Focus Groups to organize responses. House Leaders acted as editors of these open-source documents, reducing repetition and increasing clarity, without eliminating the unique voices that emerged in the writing.

Many classified staff members served as active members of the Focus Groups, meeting to help draft responses and provide information relevant to the report. Others, because of contractual hours, met in focus groups and completed surveys to provide feedback about their roles and the strengths and areas for improvement that they see at Hillsdale. Parents served on the school's SLC/School Site Council and participated in a series of focus groups leading up to the writing of Chapter 3, with a particular focus on gathering feedback from the school's ELAC. Parents also completed a site survey and Panorama survey. Students were involved in drafting the school's Graduate Profile in 2022-23 and participated in the drafting of Chapter 3. Student voice has become increasingly present in school-wide discussions of culture and language.



## **Chapter 1**

### **Progress Report**



**Significant Developments: Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Administrative changes and organizational redesign	During the Fall semester of 2022, new Superintendent Randall Booker budgeted for significant additions to administrative staffing, including increasing the Athletic Director and Dean’s positions from 0.6 FTE to full-time. Starting during the second semester of 2022-23, Assistant Principal Brett Stevenson shifted from administration to the Dean’s position, allowing Hillsdale to hire Jesse Boise as an Assistant Principal
Enrollment Changes	At the time of our last WASC visit in 2018, Hillsdale was at the beginning of what was perceived to be a long and sharp increase in enrollment which has since not come to fruition. The short-lived enrollment bump did require us to redesign our Smaller Learning Community (SLC) model so that we had four lower-division (9 <sup>th</sup> and 10 <sup>th</sup> grade) SLCs and 3 upper division SLCs. We are now redesigning backward, returning to 3 SLCs in 9 <sup>th</sup> and 10 <sup>th</sup> grades and 3 in 11 <sup>th</sup> and 12 <sup>th</sup> . This era of unpredictable enrollment has created significant strain on our planning and master schedule.
Manila House	In order to create a more supportive and personalized learning environment for Hillsdale’s growing ELD population, the school created Manila House, with dedicated Advisors and structures.
Measure L	In the Fall of 2020, voters in our district approved Measure L, a \$380+ million Bond measure that allowed for upgrades in facilities, including landscaping, improvements in the cafeteria and the replacement of the exterior of our aging buildings.
Empowerment Through Action	Since 2020, Empowerment Through Action (ETA) went from an initial idea and experiment to an organized and deeply-rooted mentoring and support program and Community Resource Center for Hillsdale’s most marginalized students, with around 200 impacted students and families and multiple community partnerships.
Senior Capstone Project	Hillsdale’s 12th graders have completed a significant Senior Project, including an oral defense, since 1998, until the pandemic. Seniors have not completed a portfolio or Senior Project the past three years—the staff decided in the Spring of 2021 to pause this important part of Hillsdale’s culture, pending a revision of the Graduate Profile and performance-assessment model. Seniors will participate in a Democracy Day in the Spring of 2024, which will serve as a laboratory for future iterations of a Senior Project.
Special Education Inclusion Model	In the 2021-2022 school year, the Special Education department engaged in a redesign process with the goal of supporting increased inclusion for students with IEPs. Ed specialists serve as consultants in partnership with general education teachers to design more universally accessible curriculum and accommodations so students with IEPs can more successfully participate in the standard program. This model was implemented in the 2022-2023 school year.
Geometry For All 9th Graders	During the Pandemic, Hillsdale’s math team and counselors were struck by the disparity in math learning across different feeder schools and teachers. This reality pushed the math department to create a “Geometry For All” structure, a research-based and largely heterogeneous course (a small number of 9th graders go directly to Algebra 2). Starting in 2022-23, students now take Geometry in 9th grade with acceleration options provided during the second semester to allow students a full-range of pathways starting in 10th grade.

## Process for Implementation/Monitoring School-wide Action Plan/SPSA:

Hillsdale's School-wide Critical Areas for follow up from the [2018 visiting committee](#) report are aligned with [Hillsdale's 2018 Action Plan](#) and [San Mateo Union High School District's LCAP](#). Each year, Hillsdale refines its Single Plan to clarify the goals outlined in 2018 and by the district. This coordination aims to facilitate Hillsdale's four Cornerstones (Equity, Personalization, Rigor, Shared Decision Making) which 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.
- Leadership reviews input and prepares the SPSA for SLC/School Site Council.
- SLC/School Site 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/School Site 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.

## Progress on School-wide Action Plan/SPSA:

**WASC Action Plan Goal 1: Access:** All students will have greater access to academic support services, course offerings and academic opportunities and technology.

### **SPSA Goal 1: Authentic Relationships**

Strong, positive and proactive relationships are critical to student success and engagement. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of Hillsdale's culture.

<p style="text-align: center;"><b>PROGRESS</b></p> <p>Summarize progress on each section of the current school-wide action plan/SPSA that incorporated growth areas</p>	<p style="text-align: center;"><b>IMPACT</b></p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p>	<p style="text-align: center;"><b>EVIDENCE (linked)</b></p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement.</p>
<ul style="list-style-type: none"> <li>● <b>1:1 devices</b>/free wi-fi checked out through the library/ Comcast installation in partnership with the district</li> <li>● <b>Dual Enrollment Partnership</b> with the College of San Mateo (CSM)</li> <li>● <b>Community Resource Center</b></li> <li>● <b>ELD course offerings/Advisory</b></li> <li>● <b>Guided Studies&gt;Self and Social Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>● All students now have district-provided Chromebooks and can check out wi-fi devices. District worked with Comcast to support wi-fi installation/access.</li> <li>● Dual and concurrent enrollment opportunities have increased and stabilized, including bridging opportunities to CSM after graduation.</li> <li>● Targeted tutoring and mentoring provided on campus throughout the day and after school.</li> <li>● ELD students now have a wider range of core and elective courses, sequenced to prepare students to transition to mainstream courses and graduation.</li> <li>● Formally Guided Studies, Self and Social Engagement is now aligned with Empowerment Through Action to create a seamless academic support and mentoring program.</li> </ul>	<p><a href="#">1:1 Chromebook Initiative &amp; WiFi Hot Spot Check-Out</a></p> <p><a href="#">Slide w/enrollment over time</a></p> <p><a href="#">ELD Master Schedule</a></p> <p><a href="#">District description</a> (page 31)</p>

**WASC Action Plan Goal 2: Achievement and Equity:** Hillsdale will continue to revise and refine curriculum, instruction, and assessment systems and Advisory to better support all students.

**SPSA Goal 3: Inclusive and Relevant Learning for Every Student:**

Every Hillsdale student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

<p style="text-align: center;"><b>PROGRESS</b></p> <p>Summarize progress on each section of the current school-wide action plan/SPSA that incorporated growth areas</p>	<p style="text-align: center;"><b>IMPACT</b></p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p>	<p style="text-align: center;"><b>EVIDENCE (linked)</b></p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement</p>
<ul style="list-style-type: none"> <li>● Graduate Profile</li> <li>● Lower Division Advisory Planning</li> <li>● Upper Division Advisory: Post-high school planning, Interview Project</li> <li>● Standards-based grading</li> <li>● UD planning/committee</li> <li>● Ethnic Studies/literature/ Humanities units</li> <li>● Expansion of Project-Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Hillsdale aligned all courses and grade-levels around a common Graduate Profile</li> <li>● 9th/10th grade collaboration to align key advisory outcomes and strategies across House</li> <li>● Upper Division Advisors collaborated with the College and Career center to streamline post-high school information and preparation</li> <li>● Content teams and individual teachers piloting standards-based grading</li> <li>● Committee investigating potential revisions to Upper Division SLCs to better support students</li> <li>● Ethnic Studies implemented as a graduation requirement, resulting in significant revisions to curriculum and content in English and all Humanities courses, as well as revised projects.</li> </ul>	<p><a href="#">Graduate Profile</a></p> <p><a href="#">9/10 Advisory Curriculum Binder</a></p> <p><a href="#">College &amp; Career Website</a></p> <p><a href="#">Upper Division SLC Planning Committee Agendas/Notes</a></p>

**WASC Action Plan Goal 3: Student Wellness and Student/Family Engagement:** Hillsdale will implement systems and practices that better support social-emotional wellness and student connectedness to school.

**SPSA Goal 2: Safe & Connected Communities:**

We are dedicated as a school to create a culture and community that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

<p><b>PROGRESS</b></p> <p>Summarize progress on each section of the current school-wide action plan/SPSA that incorporated growth areas</p>	<p><b>IMPACT</b></p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p>	<p><b>EVIDENCE (linked)</b></p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement</p>
<ul style="list-style-type: none"> <li>● Wellness Counseling</li> <li>● Family Outreach Coordinator</li> <li>● Empowerment Through Action (ETA)</li> <li>● Peace Pantry/Community Closet/Community Garden</li> <li>● Student Leadership</li> <li>● Pride Week/Culture Week</li> <li>● More inclusive Graduation, including Bay Academy and ELD students</li> <li>● All gender restrooms, preferred names</li> </ul>	<ul style="list-style-type: none"> <li>● Students have much greater access to SEL support through a Social Worker, and TEC and ELD therapists</li> <li>● New Family Outreach Coordinator has broadened and improved connections to families</li> <li>● Around 200 students now receive mentoring and access to job placement, tutoring and extra-curricular opportunities through ETA</li> <li>● In alignment with ETA, students and families now have access to free food and clothing weekly</li> <li>● Student Leadership has redesigned to become more inclusive and diverse</li> <li>● School-wide conversations about equity and inclusivity, focusing on language, Pride Week and Culture Week</li> <li>● Recognizing and celebrating diverse groups of students at graduation, including speeches in second languages and from Bay Academy</li> <li>● Installation of all gender restrooms and changing spaces for athletics, allowing all students to identify their preferred name for school use</li> </ul>	<p><a href="#">Wellness Counseling</a></p> <p><a href="#">Family Engagement Coordinator</a></p> <p><a href="#">Spanish Facebook Page</a> <a href="#">Sample Latino Parent</a></p> <p><a href="#">Organization Meeting Slides</a></p> <p>Peace Pantry <a href="#">Website</a></p> <p>Student Leadership <a href="#">Website</a> Empowerment Through Action <a href="#">Website</a></p> <p><a href="#">2023 Graduation program</a></p> <p><a href="#">Hillsdale High School Handbook</a></p>

**WASC Action Plan Goal 4: Shared Decision Making:** Hillsdale will revisit its democratic governance structures and processes to ensure equitable and efficient decision making and to ensure the sustainability of SLCs.

**SPSA Goal 4: Supporting and Empowering Staff:**

Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

<p style="text-align: center;"><b>PROGRESS</b></p> <p>Summarize progress on each section of the current school-wide action plan/SPSA that incorporated growth areas</p>	<p style="text-align: center;"><b>IMPACT</b></p> <p>Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.</p>	<p style="text-align: center;"><b>EVIDENCE (linked)</b></p> <p>Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement</p>
<ul style="list-style-type: none"> <li>● Constitution: Amendments-Governance process revised</li>   <li>● Graduate Profile</li>   <li>● Professional Development: Scope and Sequence</li>   <li>● Student Equity Council</li> </ul>	<p>Hillsdale’s Constitution was reviewed and amended to increase representation and increase efficiency and clarity</p> <p>The Graduate Profile was revised through a year-long process, realizing a more inclusive and holistic vision of student accomplishment</p> <p>Professional Development coalesced around Equity Transformation Cycles, creating a sustainable process for significant growth and change while integrating conversation around equity</p> <p>The Student Equity Council is a site-based district wide initiative in partnership with the Restorative Equity Partnership to bring more diverse student voices into conversations and actions around school culture and climate.</p>	<p><a href="#">Hillsdale Constitution 2022-23 Amendment Ballot</a></p> <p><a href="#">Approved Graduate Profile</a></p> <p>PD Scope and Sequence: <a href="#">22-23 2023-24</a></p> <p><a href="#">Student Equity Council curriculum guide</a></p>

**Prior Accreditation Findings: Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

The critical areas for follow-up, identified by the 2018 self-study and affirmed by the visiting committee, have shaped Hillsdale’s SPSA over the past six years. Much of the work is on-going and iterative—there is no end-point, but a series of steps and improvements that unfold over time. The pandemic substantially impacted the trajectory of the school’s work, interrupting data and taking up time that would otherwise have been spent building out systems and structures. One notable example is the school’s decision to pause a 20+ year ritual of Senior Projects in order to address the school closure and revisit existing structures and systems.

The silver lining in the pandemic has been the opportunity to revisit many elements of Hillsdale’s redesign, now dating back over twenty years. Over the past two years, the school has retraced many of the formative conversations that led to current structures and rituals, a healthy and empowering process in a school where the original discussions are now just legend for most of the staff. Those discussions have included the school’s governance structure and Constitution, Hillsdale’s Graduate Profile, the design of Upper Division SLCs, and the Senior Project and performance-assessment. The 2024 visiting committee will walk into a school that is openly re-considering a model that has received national attention and served our community extraordinarily well since the early 2000s, not to tear the model down, but to update it and allow the current staff to own it in a way that will allow Smaller Learning Communities to thrive for another twenty years.



## Chapter 2

# School and Community Profile, Analysis and Data

For additional information about our school, see the WASC Introduction for a brief background on the school, [Small Learning Communities](#), the self study process, and in Chapter 3 Category A, where we provide our mission, vision and school-wide learner goals.

### **Student Demographics Enrollment**

Hillsdale is the southernmost school in SMUHSD and the school’s attendance boundary is the southern portion of San Mateo and about 20% of Foster City, on the east side of Highway 101. Enrollment at Hillsdale is 1,585 in 2023-24, a slight decline from last school year, with projected enrollment across the district continuing to decline slightly over the next five years. SMUHSD is an open-enrollment district; students within a school’s boundary have priority. In 2022-23, 123 students requested transfers into Hillsdale and 87 requested transfers out.

Over the past 15 years, Hillsdale has seen a steady decline in our White population, from 47.8% in 2007-08 to 37.8% in 2010-11 to 30.4% in 2022-23. At the same time, we have seen an increase in our “mixed race or other” and Latinx populations. Latinx students now make up 37.4% of our total.

The other two significant demographic shifts are an increase in the number of students enrolled in our ELD program and students with IEPs. Our ELD program has increased from 99 students in 2017-2018 to 114 in 2022-2023. Our multilingual student population has risen from 180 in 2018-19 to 254 in 2022-23. 87% of our ELD student population is Spanish-speaking. Students with IEPs have risen from 176 to 237 over the same time span. Hillsdale’s Special Education population includes 43 students in “Bay Academy”, our Certificate of Completion program.

**\*Data Notation:** all data included in this chapter excludes Certificate of Completion and off site alternative education settings

### **Academic Achievement**

1. [CAASPP- English Language Arts; Table \(same data\)](#)

#### **Current Data Trends:**

- 67% of students met or exceeded the CAASPP English Language Arts standards
  - 79% of Multiracial, 77% of Asian, 76% of Filipino and 74% of White students scored meeting/exceeding the standard, our highest performing demographic groups.
  - Our greatest need for improvement in serving students as demonstrated by English CAASPP scores, includes Latinx students (47% met/exceeded), students with IEPs (35% met/exceeded), Socio-economically disadvantaged students (26% met/exceeded), and English Learners (10% met/exceeded).
- The percentage of students who have met or exceeded the standard has decreased from spring 2017 (73%) to spring 2023 (67%).

2. [CAASPP- Mathematics; Table \(same data\)](#)

#### **Current Data Trends:**

- 39% of students met or exceeded the CAASPP Mathematics standards
  - 70% of Asian students, 50% of Multiracial students, 46% of White students, 43% of Filipino students met or exceeded the standard.
  - Our greatest need for improvement in serving students as demonstrated by Math CAASPP scores, are Latinx students (12% met/exceeded), students with IEPs (14% met/exceeded), Socio-economically disadvantaged students (11% met/exceeded), and English Learners (0% met/exceeded)
- The percentage of students who have met or exceeded the standard has decreased from spring 2017 (56%) to spring 2023 (39%).

### Analysis:

As a school, we observed a decline in CAASPP performance from Spring 2019 to Spring 2022. While interrupted schooling (as a result of the pandemic) has had a large impact on student skills, we need to continue to develop specific interventions for our Latinx students to develop their skills in ELA and Math.

3. [Grade Data](#) (% of students who achieved a C or better or a P)
4. [Peninsula High School Student Transfer Data](#)

### Current Data Trends:

- C or better rates in almost all core classes at all grade levels have improved since the 2013-14 school year. Exceptions include:
  - Geometry: 92% in 2013-14 (10th grade) to 82% in 2022-23 (9th grade)
  - Spanish III: 100% in 2013-14 (71 students) to 94.1% in 2022-23 (101 students)
- Biology and Chemistry C or better rates have gone up significantly
  - Biology: 78% in 2013-14 to 93.5% in 2022-23
  - Chemistry: 68% in 2013-14 to 91.6% in 2022-23
- Our largest demographic groups are Asian, Latinx, and White
  - Asian and White students have higher C or better rates than their Latinx peers
  - Higher proportion of White students vs. Latinx taking Advanced Standing (AS) classes in the lower division and AP classes in the upper division
- Of all math classes offered at HHS, the C or better rate is lowest in our Data Science classes
- C or better rates for Latinx students improved in most core classes in a single cohort 9th (2021-22) to 10th grade (2022-23)
  - 9th History 78% to 10th History 85%
  - 9th English 78% to 10th English 84%
  - 9th math (Geometry) 76% to 10th math (Algebra I) 95.4%
  - Exception: 9th science (Biology) 88% to 10th science (Chemistry) 84%
- 2022-23 AP Literature and Physics C or better rate was 100% for all groups
- [Out of bottom 200 GPAs, 159 identify as Latinx](#)
- Our overall student referrals to Peninsula High School have remained consistent between 2018-19 to present and are significantly lower than other schools within the San Mateo Union High School with similar demographics.

### Analysis:

Core structures at the school are supporting the pass rates of all students. Some examples include: (1) looping with the same set of core teachers in both the upper and lower division which has especially supported our Latinx students who perform better in the second year of a loop (both in 10th and 12th grade) after establishing strong relationships with their teachers, (2) adopting more equitable grading practices primarily in science and math which have provided more opportunities for students to demonstrate mastery and improve their grades, and (3) heterogeneous classes which have higher pass rates than when the classes become more subdivided in the upper division. [Enrollment](#) of many students who require additional support has increased over time, but the pass rates at the school have not decreased which indicates that students are accessing and benefiting from the support available on our campus. As a school, we need to continue to center our Latinx students who comprise the largest demographic group on campus, but typically have the lowest C or better rates of all demographic groups. Recent pushes by our counseling department and advisors have increased enrollment in AP classes for our Latinx students, but they are still lower than that of their White and Asian peers so we need to continue to encourage and support increased proportional enrollment. We need to continue to support math initiatives, such as [Geometry for All](#) in the 9th grade, which has initially lowered our Geometry pass rates, but seems to promote success in Algebra I, now moved to 10th grade.



**Current Data Trends:**

5. English Learner Data ([ELPAC](#) & [Reclassification Rates](#))

**Current Data Trends:**

- Overall on ELPAC, Level I scores have increased and Level 4 scores have decreased
- EL reclassification rates have decreased from 19% to 17% of students annually since 2019-20

**Analysis:**

There has been a significant increase in our number of English language learners since the last report. Our student population in ELD 1 has grown most significantly. Overall, graduation rates have increased for students entering HHS within the ELD program as access to courses and supports have improved. This includes content courses (social studies, science, VAPA, and math) which provide students access to graduation requirements in earlier stages of language acquisition. ELPAC scores have declined in recent years. This could be the result of numerous factors. Students are more frequently entering HHS within ELD I and/or significantly interrupted formal education, while there also appear to be areas of growth necessary in serving students in ELD. For example, though we have a robust attendance monitoring and support system in ELD, [our attendance rates](#) within ELD are lower than the overall population at HHS. As a school, we have identified the need to improve our reclassification system for students with IEPs to ensure that learning disabilities are not the barrier to reclassification. During the IEP process for Long Term English Language Learners, discussion takes place regarding their language fluency and disability(ies). As a result, we anticipate an increase in our reclassification rates and a more accurate reflection of student language proficiency.

**College and Career Preparation**

1. [Students Meeting A-G Requirements](#)
2. [Career Technical Education Rates](#)
3. [Advanced Placement Data](#)
4. [California College and Career Readiness Dashboard](#)
5. [Hillsdale Dual Enrollment Data](#)
6. [College Board AP Honor Roll](#)

**Current Data Trends:**

- Overall A-G eligibility has remained between 70%-78% from 2017-2023. The most recent data indicates a decrease in 2022-2023.
- A-G eligibility among Asian students remains high
- Decrease in African-American A-G eligibility in 2022-2023
- Latinx A-G eligibility decreased slightly between 2018-2023
- Large fluctuations in Filipino A-G eligibility
- Enrollment in AP courses of students with IEPs has increased
- African-American and Filipino students are enrolled in AP courses at demographically proportional rates.
- Asian and White students are overrepresented in AP enrollment; Latinx students are underrepresented
- AP scores in Computer Science are higher than district scores
- Hillsdale received College Board Honor Roll “silver” status in 2023 for “college culture”, “college credit”, and “college optimization”.
- 23.7% of students received the State Seal of Biliteracy
- Per CDE, only 5% of students completed one CTE pathway
- The number of students enrolled in dual enrollment classes has increased by 93% from 2015-2023
- Students meeting the SMUHSD CTE graduation requirement over the last 5 years has remained above 95%

### **Analysis:**

Our A-G eligibility has remained relatively stable, with some fluctuations post-pandemic. In our last WASC self-study we identified that as an area of desired growth and we would like to see that percentage increase among all groups, especially among our Latinx population (though it is important to note that the majority of our ELD population is Latinx, and some ELD classes do not meet A-G eligibility requirements). We are proud that our [AP enrollment](#) shows increased proportionality to our student population, especially for our students with IEPs, a testament to our inclusion efforts, and a proportional increase in Latinx representation based on our changing population. We are proud that African-American and Filipino students are enrolled in AP courses at demographically proportional rates. Though, as a percentage of the population, Latinx students are slightly underrepresented, an area of needed growth for us. AP enrollment among our Asian and White students remains high relative to their population overall. Still, in 2023, Hillsdale received College Board “silver” status for “schools whose AP programs are delivering results for students while broadening access” (College Board). Hillsdale partnerships with local community colleges are making a positive impact for students, with 17% of students having completed at least one semester of a college credit course in 2022-2023. Hillsdale High School has several programs that allow students the chance to explore courses in pathways that build towards potential careers. Some of these pathways, however, are not listed as CDE pathways (thus the 5% statistic from the CDE about CTE pathway completion). Students at Hillsdale have the chance to take the second level of AP Computer Science, and the chance to take AP/Advanced Visual and Performing Arts courses after the introductory course. Through our dual enrollment program, students have the opportunity to take first and second level courses in psychology, business, criminal justice, and career awareness. In the area of child development, students have the opportunity to take the second, third and fourth levels of child development, leading towards a certificate eligible for employment. In 2017 to 2021 there was a 12% increase in students enrolled in the dual enrollment program - from 8% to 20%.

### **Graduation Report**

1. [Graduation Data](#)
2. [College Enrollment Rates](#)
3. [CSU Graduation Data](#)
4. [National Clearinghouse Data](#) (college enrollment data)

### **Current Data Trends:**

- Overall graduation rate has increased post-pandemic: 92.4% in 2019 to 93.4% in 2022
- The graduation rate for English Language Learners increased significantly from 2018 to 2019, 48% to 76.2%, before decreasing post-pandemic to 68.8% in 2022.
- The graduation rates for Latinx students, students with Disabilities, and Socioeconomically Disadvantaged students have all increased since 2018.
- 4-year college enrollment increased from 45% in 2019 to 46.8% in 2022.
- Students with IEPs enrolled in college increased from 43.8% in 2017 to 70.4% in 2022.
- There has been a decrease in overall college enrollment from 83.6% in 2019 to 77.5% in 2022.
- Notable decrease in 2-year college enrollment from 38.7% in 2019 to 30.7% in 2022.
- English Language Learner college enrollment has fluctuated since 2018; 37.5% in 2018, 52.6% in 2019, 40.9% in 2020, and 32.1% in 2022.
- 72% of Hillsdale graduates in the 2012-2016 HHS cohorts who enrolled in a CSU graduated with a degree within six years.

### **Analysis:**

Long-term trends for graduation are overall positive. In the past five years, we have seen significant increases in graduation rates for several significant groups, such as Latinx students, students with IEPs, and Socioeconomically Disadvantaged students, even as those populations have increased. However, after a large jump from 2018 to 2019, we see a drop in the graduation rates for English Learners post-pandemic. This is an

area of concern and an opportunity for growth. This decrease in graduation rates correlates with an increase in chronic absenteeism in our Multilingual Learner population. We are addressing this through increased support for Multilingual Learners in our wellness program, our Empowerment Through Action (ETA) program, and additional Tier II supports targeted at our multilingual learner population. The decrease in college enrollment from 2019 to 2022 is largely because of a significant drop (8.7%) in 2-year college enrollment. As a school, we have begun to devote more resources to educating students about post-high school options other than college, such as trades, which could account for some of the difference.

## School Climate

- [Suspension and Expulsion Rates \(SMUHSD comparison\)](#)
- Selected [Perception Data](#) (Spring 2023 Panorama Survey results from selected questions)
- [Student Club List](#)
- [Student-Athlete Demographic Data](#)

### Current Data Trends:

- Overall, suspension rates have decreased from 3.9% in 2017-2018 to 2.07% in 2022-2023
- The percentage of Pacific Islander and Latinx students who are suspended is higher than their demographic percentage
- 41% of students report feeling that they are valued members of the community, matching the district average. Students identifying as being two or more races responded most favorably, while African-American, LGBTQ+, and Latinx students responded less favorably.
- 51% of students responded favorably to having a strong sense of belonging at Hillsdale
- The percentage of students who reported feeling connected to adults on campus is higher than the rest of the district
- The participation rate in athletics for White and Asian students is higher than their proportional demographic representation, while Latinx students are underrepresented
- 34% of students reported feeling “always” or “often” interested in their classes
- 85% of students reported they have not been a target of hate speech but when they have witnessed incidents of hate speech, students observed staff responding favorably 50% of the time
- There are 58 active clubs on campus

## Analysis:

Our selection of climate data is limited but is an attempt to reflect the many factors that shape school climate. Per the Spring 2023 Panorama survey, 41% of students report feeling that they are valued members of the community, matching the district average. Within that statistic, students who identify as being two or more races responded the most favorably, while students who identified as African-American, Latinx, and LGBTQ+ had the lowest favorability responses and we need to seek out the rationale for these response rates. However, 51% of students responded favorably overall to having a strong sense of belonging at the school so the difference between these statistics should be something we explore further. We are proud that 85% of students reported they have not been a target of hate speech, but know we can do better and this has become a focus for our MTSS team, Student Equity Council, and student Leadership class. These groups are also working to address the student observation that adults are only responding to incidents of hate speech 50% of the time. Our decreased suspension rates represent our efforts to implement restorative practices and programs and develop school-based alternatives to suspension programs, along with utilizing our district programs. They are also reflective of the community building programs on campus, including, but not limited to, Advisory and Empowerment Through Action (ETA). 34% of students reported feeling “always” or “often” interested in their classes (41% reported “somewhat interested”), a point we are working to improve through our Equity Transformation Cycle work in PD, our revision and implementation of a new Graduate Profile, and through many efforts of PLC collaboration. We also need to work towards improving our athletic participation rates for Latinx

efforts, rates that have increased through our ELD athletic programs but have room for growth within our general athletics program. Our 58 student clubs represent our continuous efforts to provide students with many places of community on campus and we are working to center our multicultural clubs in campus events. As a school we are working to center our students on the margins and continue to develop means for them to feel an increased sense of belonging on campus.

### Attendance Data

#### 1. [Chronic Absenteeism](#)

##### Current Data Trends:

- 45% of English Learners were considered Chronic Absentee (absent for 10% or more of the total SY)
- 30% of students who were Socioeconomically Disadvantaged were identified as a chronic absentee
- Students with disabilities and who have emotional disturbance also had a significant jump in absenteeism

##### Analysis:

Overall, there has been an increase of 6% in chronic absenteeism with the whole school but is disproportionate because most of the absences are English Language Learners. The following groups have been most impacted by chronic absenteeism: English Language Learners, Foster Youth and students identified as Socioeconomically Disadvantaged. While we have a robust set of ELD attendance support through Advisors and Tier II interventions, our outcomes are falling short proportionally relative to other populations within the school.

**Additional information on staffing, professional development, school safety, facilities, and more can be found on our [SARC](#)**

### Major Preliminary Student Needs

- Improve graduation and A-G eligible rates for students classified as English Language Learners (ELLs) and for students who identify as Latinx.
- Increase proficiency rates in math and close achievement gaps in English (CAASPP).
- Increase the sense of student belonging (last reported at 51% “Strong”) through Advisory, Small Learning Communities, responsive curriculum, and school-wide initiatives to create a more inclusive school
- Reduce chronic absenteeism, particularly for specific sub-groups (e.g. English Language Learners)

### Important Questions Raised by Analysis of Student Performance Data and Demographic Data

- What is the relative performance on CAASPP and of grades for our students who identify as Latinx that are English proficient compared to school-wide performance data?
- How can we provide additional support for enrollment and success for Latinx students in AP classes?
- How can we more regularly collect and analyze whole school student performance and demographic data to inform the work of Small Learning Communities?



## Chapter 3

### Self-Study Findings

#### Focus Group Categories:

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

[B. Standards-Based Student Learning: Curriculum](#)

[C. Standards-Based Student Learning: Instruction](#)

[D. Standards-Based Student Learning: Assessment and Accountability](#)

[E. School Culture and Support for Student Personal and Academic Growth](#)

**Criterion A1: Vision and Purpose**

Hillsdale High School is anchored in a set of Cornerstone values that shape all resource allocations and decisions: Equity, Personalization, Academic Rigor and Shared Decision-making. For over twenty years, these Cornerstones have served as the non-negotiable and aspirational guide for the school, leading Hillsdale to design and implement so many transformative structures: Smaller Learning Communities, Advisory, looping, Graduate Profile, Empowerment Through Action, to name some. Hillsdale has a consistent vision and the flexibility to examine and revise the structures and processes necessary to realize that vision. To understand Hillsdale, you must first understand that it is a faculty-led school, where the administration facilitates processes but does not make major decisions. This democratic system can be time-consuming but it has created a culture of ownership that sustains reform.

<p><b>A1.1 Vision and School-wide Learner Goals/Graduate Profile:</b> The school has established a clear, coherent vision and purpose and school-wide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.</p> <p><b>A1.2 Equity and Inclusion:</b> The vision and purpose of the school reflects a belief that all students can learn and achieve.</p> <p><b>A1.3 Development/Refinement of Vision and Purpose:</b> There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and school-wide learner goals/graduate profile.</p> <p><b>A1.4 Communicating and Understanding Vision and Purpose and School-wide Learner Goals:</b> There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and school-wide learner goals/graduate profile.</p>	
Findings	Evidence
<p><b>A1.1</b> Hillsdale High School has a clearly defined, coherent vision and purpose articulated in our Mission Statement and supported by our Cornerstones: Equity, Personalization, Rigor, and Shared Decision-Making. In addition, Hillsdale’s Single Plan for Student Achievement (SPSA) is aligned with the District's Local Control Accountability Program (LCAP) goals, and our Graduate Profile (GP) is also central to our vision and learning goals. 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, resource allocation, school structure, instruction and assessment.</p> <p><b>A1.2</b> Hillsdale has relied upon our Cornerstones and <a href="#">Graduate Profile</a> (GP) to define our learner outcomes, and infuse the GP in all classrooms. Our comprehensive effort to realize these Cornerstones has been informed by ongoing research on small schools, literacy, and pedagogies linked to equity-based outcomes. Hillsdale has a 25-year tradition of performance assessment, which have included portfolio projects, capstone projects, and performance projects. Our 12th grade Humanities teams are currently in the process of creating a senior project called Democracy Day, which will involve the entire student body and staff.</p> <p>Professional Development for both certificated and classified staff has centered on student equity and inclusion through anti-racist teaching. Teachers are encouraged to use student-specific data to determine the needs of multilingual language learners, students with IEPs, 504 plans, and other students from marginalized backgrounds.</p> <p>Empowerment Through Action (ETA), implemented in 2017, was created to support our historically underserved students. Via ETA, students are placed in affinity groups with a mentor to discuss social situations relevant to their personal and educational lives. ETA</p>	<p><a href="#">Hillsdale Mission Statement</a> and <a href="#">Cornerstones</a></p> <p><a href="#">Graduate Profile</a></p> <p><a href="#">2022-23 SPSA</a></p> <p><a href="#">LCAP</a></p> <p>Site Leadership Minutes <a href="#">2022-23 Leadership</a> <a href="#">2023-24 Leadership</a></p> <p><a href="#">SLC/School Site Council meeting minutes current year</a></p> <p><a href="#">Hillsdale Website</a></p> <p><a href="#">Empowerment Through Action</a></p>

students are also provided support with post-high school planning and access to the Community Resource Center (CRC), which serves as a hub for ETA students to access tutors, technology, and other academic materials four days a week.

**A1.3** 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 continue to revisit 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) has been undergoing revision over the past two years and is being implemented in its current form. In addition, SLC/School Site Council includes parents and students in the refinement and revision of Hillsdale's Mission and goals.

**A1.4** 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. 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 EL parents from across all of 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 all school sites.
- Collective Bargaining Units - both classified and certificated.
- District Curriculum Coordinators and site administrators
- Superintendent's Cabinet and Council

In addition to LCAP, Hillsdale communicates with the stakeholders twice weekly through the principal's Sunday Admin Memos, Hillsdale Happenings, PTSO bulletin, and ETA Newsletter.

Our College and Career Center sends out frequent communication and conducts classroom visits to each grade level about post high school planning, scholarships, internships, job training, and college visits. The College and Career Center hosts a monthly Career Speaker Series, where we reach out to current parents, alumni, and community members to join us for a panel of professionals who present their jobs, and experiences with our students. Upper-division advisories also send out a monthly family letter to inform parents and students of important events, reminders, and updates on Advisory curriculum. These letters are often used to get families involved in various activities such as the Mock Interview Project, Student Led Parent Conferences, volunteer opportunities, and field trips.

[Graduate Profile Committee](#)

[LCAP](#)

[Hillsdale Happenings](#)

[November 2023 ETA Newsletter](#)

**Criterion A2: Governance**

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for post-high school readiness.

**A2.1 Relationship Between the Governing Board and the School:** The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
<p>The San Mateo Union High School District regularly communicates with its school communities (students, families, staff and the community at large) via an electronic newsletter providing a preview of actions that will be considered, discussed and/or adopted by its Board of Trustees. This communication includes information about accessing Board Meetings, provides a direct link to the agenda and a summary of actions to take place called “What’s Coming Up.” The District also disseminates a Board Meeting Summary including a synopsis of actions taken by the Board to the same audience. The District website includes an <a href="#">Accessing SMUHSD Board Meetings</a> page which gives members of the public directions on how to attend Board Meetings and make public comments. The District webpage also includes a <a href="#">Spotlight on Student Learning</a> page which provides more in depth information related to reports made to the Board related to student success, areas for improvement and student outcomes.</p> <p>The Superintendent and his cabinet provide the leadership for the board. Since our last WASC FOL, we have a new Superintendent and new Assistant Superintendents. Decisions resulting from board actions are implemented through the Superintendent’s office down through the established channels for action at the school site. Assistant Principals meet with Directors and Associate Superintendents regularly and school Principals meet three times a month with the district leadership. The district welcomes input from site leadership, including on-going conversations about resource allocation, staffing and professional development.</p> <p><b>Summary Analysis:</b> The school board and district administration work collaboratively with site administrations to define the vision and actions of the larger district, while allowing for significant autonomy at the site level. Hillsdale’s community continues to support and share in the district and school’s visions for educational excellence and actively support school initiatives from projects to student conferences to financial support, including bond measures for new facilities and upgrades. Hillsdale has been fortunate to work with a parent community that is engaged but that trusts the teachers and site to make decisions.</p>	<p><a href="#">Family/Student Handbook</a></p> <p><a href="#">SLC/School Site Council</a></p> <p><a href="#">ELAC</a></p> <p><a href="#">District Equity Advisory Committee</a></p> <p><a href="#">Parent Square Board Summaries</a></p> <p><a href="#">Board Agendas</a></p> <p><a href="#">Board Policy and Procedures</a></p> <p><a href="#">Hillsdale Homepage</a></p> <p><a href="#">Uniform Complaint Procedure</a></p>

**Criterion A3: Leadership for Learning**

Hillsdale’s Constitution outlines the roles and processes that guide decision-making at the school. All major questions around the allocation of resources and design of structures run through the faculty before going to the school’s SLC/School Site Council. The Action Plan that emerges from each WASC self-study guides the development of an annual SPSA to shape the governance agenda for a given school year. Through the LCAP, the district sets a broad vision for the schools in the district and each site is given significant freedom to realize that vision. Hillsdale spends significant time in staff-wide conversations about goals, actions and accountability and is continuing to grow the role of students and parents in this work.



**A3.1 Broad-based and Collaborative:** The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

**A3.2 Leadership Role in Accountability:** The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

**A3.3 School Action Plan/SPSA Correlated to Student Learning:** The school-wide action plan is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
<p><b>A3.1</b> 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 2023-24 school year are after school on Wednesdays and Fridays. There are also four PD days in the district calendar, split between district and site initiatives. Hillsdale also offers collaborative paid PD time throughout the year and during the summer, supplemented by the Foundation.</p> <p>This structure supports focused attention to student work. For example, department work this year focused on the analysis of student work along with previously gathered street data to review and revise instructional practices. Structures help facilitate this practice, Hillsdale provides 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.</p> <p><b>A3.2</b> Hillsdale focuses on shared decision making, accountability and transparency in shared governance as reflected in our structures and in Panorama Survey results. These results suggest a high rate of faculty and staff satisfaction in regards to their workplace, their feeling valued and their concerns and interests being heard and acted upon. Particular growth has centered around staff and site leadership, with 96% favorably responding to the prompt around leadership acting upon feedback from staff. This connects to work done during the 2022-23 school year around the graduate profile, governance amendments and SLC/School Site Council decisions. Additionally, in 2021-22, collaboration with Special Education transitioned to a consultation/push in model which was vetted and approved by the school and SLC/School Site Council. This decision making process reflects our commitment to a teacher led school by working with PLCs and houses to propose, plan, and vote on significant changes to our model. Both the new model for Special Education and for the creation of an ELD Manila House reflected this process. In 2022-23, the school wide decision centered around the revision/creation of a new Graduate Profile. These followed our Ballot procedure to amend our constitution and to move the school forward in several key areas. Additionally the Graduate Profile is an example of accountability in terms of the staff seeking ways to make it applicable to our instructions and practice this year.</p> <p><b>A3.3</b> In terms of the School action plan, SPSA and LCAP data help support our existing school-wide PD work around anti-racist teaching, upper division revision and senior experience revision and creation.</p>	<p><a href="#">2023-24 Governance Committees</a></p> <p><a href="#">LCAP</a></p> <p><a href="#">2022-23 Amendment Ballot</a></p> <p><a href="#">Decision Making Flow Chart</a></p> <p><a href="#">SLC/School Site Council</a></p>

**Summary Analysis:**

Hillsdale prioritizes student data at the most meaningful level through its PD focus on gathering student data, by using advisory based kid talk and leveraging PLC work to reflect upon student work, identify needs, modify instruction, and practice to better meet student needs. Our shared decision making and school-wide accountability to goals and decisions is reflected through the decision making flowchart, our SLC/School Site Council votes, our constitutional amendment process and governance committee and school-wide PD focus. This is exemplified by the Graduate Profile decision of 2022-23, and its application and refinement through departments and planning committees in 2023-24. Additionally, the Panorama survey results exemplify Hillsdale as a place that centers both teachers and student learning, with strong favorable results particularly around a clear direction for the future of the school, staff feeling informed about decisions and setting high expectations for students all in a positive work environment.

**Criterion A4: Qualified Staff and Professional Development**

**A4.1 Qualifications, Preparation, and Supervision of Staff:** The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.  
**A4.2 Professional Learning and Impact on Student Learning:** The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.  
**A4.3 Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p><b>A4.1</b> Hillsdale High School follows the hiring guidelines established by San Mateo Union High School District (SMUHSD) to ensure the most highly qualified, diverse, suitable candidate be hired for any open position. School Administration along with a trained and selected interview committee makes site hiring decisions, following recently adopted district guidelines to support diverse hiring. Hillsdale’s hiring process includes multiple interviews and demonstration lessons. In 2022 - 2023 the District provided funding for an additional assistant principal and Hillsdale was able to hire an experienced administrator that is a former Hillsdale teacher whose values and skill set are closely aligned with the vision of the school.</p> <p>Teachers are observed by Site Administration on a regular basis in addition to being evaluated formally no less frequently than every two years. Instructional coaching is an important element of the formal evaluation process. Teachers are supported by their coaches in continuously improving their planning, instructional, and classroom management practices.</p> <p><b>A4.2</b> Teachers continue to hone their skills by participating in ongoing staff development and personalized training in antiracist work and the implementation of equity transformation cycles and development of instructional practices that are</p>	<p><a href="#">District Hiring Guidelines</a></p> <p><a href="#">Hillsdale Hiring Policy</a></p> <p><a href="#">Evaluation Handbook</a></p> <p><a href="#">Hillsdale Homepage</a></p> <p><a href="#">Administration Roles</a></p> <p><a href="#">PD Scope and Sequence</a></p>

<p>student centered and attempt to meet the needs of all students, particularly those who are historically marginalized. During the pandemic, the staff focused on effective instructional practices for teaching over Zoom and have since been expanded to support student learning at home.</p> <p>There are two primary ways educators use data to ensure that all of our students are growing and meeting our learning objectives. First, content Area PLCs look at assessment data and develop common assessments and evaluate student work. Advisory teams focus on social, emotional, academic and wellness data in their Kid Talk documents for student progress across all their classes.</p> <p><b>A4.3</b> Hillsdale administrative team uses a variety of channels to communicate policies and procedures. For example, once a week we receive Hillsdale Happenings that announces school activities, updates to policies and practices, upcoming PD, schedule changes, counseling and operational and facility updates. Additionally, every year the staff receives an updated Hillsdale Homepage that houses all the important documents, handbooks, policies, procedures, request forms, and communication information. In the most recent Panorama Survey, over 90% of staff surveyed said they felt well informed about school and worksite policies.</p>	<p><a href="#">Hillsdale Faculty Meeting Calendar</a></p> <p><a href="#">PD Team Agenda 22-23</a></p> <p><a href="#">District PD Program</a></p> <p><a href="#">HHS Teacher Instructional Technology Practices Training Materials</a></p> <p><a href="#">Hillsdale Constitution and Governance Homepage</a></p>
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**Criterion A5: Resources**

<p><b>A5.1 Resource Allocation Decisions:</b> School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the school-wide action plan/SPSA and the LCAP.</p> <p><b>A5.2 Practices and Procedures:</b> Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.</p> <p><b>A5.3 Instructional Materials:</b> The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p><b>A5.4 Facilities Conducive to Learning:</b> The school’s facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.</p>	
Findings	Evidence
<p><b>A5.1 and 5.2</b> The San Mateo Union High School District (SMUHSD) is a Basic Aid district and receives higher per pupil funding than most other districts. District budgets are adequate to cover basic needs and expenditures support the goals of the SPSA, LCAP and site, although the budgets are not adequate to fund Hillsdale’s SLC and ETA programs. The district is responsive to site needs and open to discussions about resource allocation. Processes are designed at the district level and carried out at the site level by Hillsdale’s Financial Analyst, who works closely with the Lead Principal.</p> <p>The SLC/School Site Council members (Administration, SLC House Leaders, at-large certificated representatives, classified, parents and students) meet monthly to discuss the allocation of funds at Hillsdale, including approximately \$600,000 in funding through the school’s Foundation. Hillsdale’s Foundation operates separately from the site, with the sole mission of raising funds and without any authority over allocations. The majority of Foundation funds go toward the staffing necessary to support SLCs, approximately 1.4-2.0 FTE each year. In general, WASC goals lead to</p>	<p><a href="#">SPSA</a></p> <p><a href="#">SLC/School Site Council</a></p> <p><a href="#">Annual Budget Summary</a></p> <p><a href="#">Foundation Budget PDF</a></p> <p><a href="#">Budget Spreadsheet PDF</a></p> <p><a href="#">Hillsdale Funding Process</a></p> <p><a href="#">ETA Budget</a></p>

<p>SPSA goals, which drive expenditures.</p> <p><b>A5.3</b> The site administrative budget covers basic administrative costs: copy paper, postage, graduation, furniture, technology replacement, etc. and then each SLC and department is given a budget to manage, based on requests and previous expenditures. Teachers can access funds through their department chair or House Leader and can request additional funding through the PTSO wishlist or administration/Foundation budgets—all requests over \$400 go through SLC/School Site Council.</p> <p>Hillsdale’s Financial Analyst and Library Media Technician (LMT) monitor supplies and textbooks and order materials as necessary. Basic supplies such as dry erase markers are ordered in bulk and available to all teachers in the lounge. The school’s LMT regularly circulates textbooks and novels through Destiny; maintains needed repairs of books; and coordinates distribution of textbooks</p> <p><b>A5.4</b> Hillsdale High School takes pride in providing a safe, well-maintained, accessible, and comfortable learning environment for all of our students, employees, and visitors. This is always a work-in-progress with a constant focus on inspection, feedback, and best practices.</p> <p>Hillsdale has an on-site staff of ten Operations employees dedicated to the campus' day-to-day upkeep, as well as grounds and custodial needs. Additionally, through our Work Order Process, the school receives robust district support of in-house engineers, carpenters, electricians, and painters to address these many and varied maintenance needs. Through funding provided by Measure L, the site has received a plethora of updates, including the replacement of Transite paneling, new Tennis Courts, new pool lighting, exterior grounds beautification, an exterior awning, new storefronts, and a complete exterior paint.</p>	<p><a href="#">Maintenance Requests</a></p> <p><a href="#">Maintenance Spreadsheet</a></p> <p><a href="#">Facilities Report (p. 7)</a></p> <p><a href="#">Safety Training Materials</a></p>
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**Areas of Strength**

1. Clear vision and purpose supported by four long standing cornerstone values
2. Hillsdale’s operations team functions in support of the students and teachers effectively as collaborative partners to fulfill the vision of the school and support student learning.
3. Hillsdale benefits from a highly qualified and experienced staff, in part due to structures and collaboration which create an enjoyable and meaningful work environment that centers educator leadership.
4. Hillsdale’s governance structure including its constitution, amendment process, and leadership team center shared decision making through educator-led systems to support the school vision and purpose in better serving students.

**Areas of Growth**

1. Continue to grow and diversify faculty and staff to better reflect or student body and its needs
2. Continue to improve the role of student involvement, voice and representation of interests on SLC/School Site Council.
3. Fully incorporate classified staff into the PD vision as a whole by providing meaningful PD opportunities especially for instructional aides to strengthen the whole school moving forward towards its vision.

**Criterion B. Rigorous and Relevant Standards-Based Curriculum**

Hillsdale has created a rigorous and relevant curriculum for all students in our diverse community. Hillsdale puts an unusual emphasis on heterogeneous groupings in the 9th and 10th grades, resulting in a curriculum that allows multiple entry points and a focus on the creation of ideas and products rather than the absorption of facts. Hillsdale’s Graduate Profile establishes a framework within which all teachers operate and toward which all students strive. The school’s curriculum has traditionally been shaped by a school-wide culminating project or portfolio for all students, a system that is currently being revised post-pandemic.

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the school-wide student goals and academic standards.  
**B1.2 Congruence with School-wide Student Goals:** There is congruence among the concepts and skills taught, the school-wide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Findings	Evidence
<p><b>Current Educational Research and Thinking</b></p> <p>Hillsdale High School is committed to providing a rigorous and relevant curriculum for all students. Each course has been developed to meet the academic standards outlined by the California State Board of Education and the school-wide student goals outlined in our recently revamped graduate profile.</p> <p>Since the 2017-18 WASC cycle, Hillsdale has undergone extensive self-exploration around ways that marginalized students—particularly students of color, English Learners, and students with learning differences—access or are prevented from accessing a full experience on campus. Readings, including Zaretta Hammond’s Culturally Responsive Teaching and the Brain, Joe Feldman’s Grading for Equity, and Ari Luis Palos’ film “Precious Knowledge” set the stage for teacher-led whole staff professional development on implicit bias, instructional practice, and the need to create vibrant Ethnic Studies curricula for all ninth graders. More recently, HHS has been engaged in Equity Transformation Cycles (ETC) in collaboration with equity consultants Joe Truss and Shane Shafir. These led to the collection of “street data” that elevates students’ voices and informs instructional change. The focus was on students who have been historically marginalized, to hear from them directly so we can better understand their experience with a racially unjust educational system. We took that data and, within PLCS, developed or revised curriculum that reflected the students’ observations and experiences.</p> <p>Examples of curricular changes include:</p> <ul style="list-style-type: none"> <li>● Manila House was created in 2021-22 to create a learning community for our ELD 1-3 students. Manila House teachers provide adapted curriculum in all core subjects and additional language development support classes. In response to low attendance rates and student accounts of their school experience, Manila House’s advisory curriculum focuses on wellness, survival and self advocacy strategies that are specifically tailored to the needs of Hillsdale’s newcomer students.</li> <li>● Since the 2020-21 school year, all ninth graders have enrolled in and completed <i>Intro to Ethnic Studies</i>, an interdisciplinary humanities course that explores the intersections of race, culture, and power in America.</li> <li>● In Fall 2022, math began teaching Geometry for all incoming ninth graders, moving Algebra 1 to 10th grade in order to provide a platform for historically marginalized students to accelerate and for typically accelerated students to deepen their</li> </ul>	<p><a href="#">CDE Content Standards</a></p> <p><a href="#">HHS Graduate Profile</a></p> <p><a href="#">PD Slides 2022-23</a></p> <p><a href="#">PD Slides Fall 2023</a></p> <p><a href="#">Fall 2023 ETC work by PLC</a></p> <p><a href="#">Intro to Ethnic Studies</a></p> <p><a href="#">Geometry for All</a></p>

<p>understanding through collaborative experiences.</p> <ul style="list-style-type: none"> <li>Starting in 2018, science teachers have revised units to make them more relevant and accessible. For example in biology, students research the disproportionate prevalence of diabetes in communities who have endured systemic oppression.</li> </ul> <p><b>Congruence with School-wide Student Goals</b></p> <p>In order to ensure congruence between the academic standards and school-wide goals outlined above as well as the state’s college and career readiness indicators, interdisciplinary groups of teachers regularly convene to develop, audit and revise individual classes and whole school structures.</p> <p>Examples of a school-wide emphasis on congruence include:</p> <ul style="list-style-type: none"> <li>Lower division core teachers and upper division humanities teachers loop with their students which helps to create congruence in the instructional strategies that students are exposed to and ensures robust vertical alignment within the loop.</li> <li>Starting in 2021, the Graduate Profile Committee used multiple cycles of whole staff feedback to redesign the HHS Graduate Profile.</li> <li>Starting in the Summer of 2022, Lower division advisors met to develop 4 themes that anchor common learning objectives. Additionally, advisors created a shared bank of resources and lessons to facilitate common practices based on the Learning Goals.</li> <li>After a three year pause in culminating senior experiences, the class of 2024 will convene a Senior Symposium focused on threats to and opportunities to enhance democracy. “Democracy Day” is a pilot senior experience involving humanities research, collaboration, and community involvement. In addition to the defense of portfolios (2015-18) and Senior Capstone Defenses (2018-19), Democracy Day will inform the development and implementation of future senior experiences.</li> </ul>	<p><a href="#">Type 1 and Type 2 Diabetes Macromolecule Challenge</a></p> <p><a href="#">CDE College and Career Readiness Indicators</a></p> <p><a href="#">Graduate Profile Committee Slides</a></p> <p><a href="#">Lower Division Learning Objectives Binder</a></p> <p><a href="#">Democracy Day Project Overview Graduate Profile Demonstration Committee Slides</a></p>
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<p><b>B1.3 Academic Standards and College and Career Readiness Indicators:</b> The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p><b>B1.4 Curricular Integration:</b> There is integration between/among areas of study, academic standards and college and career readiness indicators.</p>	
Findings	Evidence
<p><b>Academic Standards and College and Career Readiness Indicators</b></p> <p>Students work closely with teachers, counselors and advisors to ensure that they are able to meet or exceed Hillsdale’s graduation requirements and are prepared for post high school life.</p> <p>Each department bases curricular design on standards adopted by the state of California or those published by national organizations such as the College Board. Courses are organized in robust learning pathways that give students the opportunity to exceed graduation requirements in every department (based on student interest) including 20 AP courses and 11 Dual Enrollment courses.</p> <p>Using the college and career readiness indicators, as defined by the CA Department of Education, Hillsdale students have achieved the following: 74% of graduates have completed the A-G requirements (class of 2021), 34% of students have participated in a CTE pathway,</p>	<p><a href="#">HHS Graduation Requirements</a></p> <p><a href="#">Academic Standards by Department</a></p> <p><a href="#">Hillsdale Academics</a></p> <p><a href="#">CDE College and Career Readiness Indicators</a></p>

<p>and the percent of students who have met or exceeded standards on the Smarter Balanced Summative Assessments is higher than the state average (77% vs 47% ELA, 44% vs 33% math, 39% vs 29% science, as of 2022).</p> <p><b>Curricular Integration</b> Hillsdale prioritizes collaboration within and between disciplines by providing all full-time Advisory teachers with 3 periods with no student contacts. 1.4 FTE is funded by Hillsdale’s Foundation in order to support our unique small learning community model.</p> <p>This embedded time allows teachers on departmental teams to co-develop curriculum based on academic standards that supports school wide student goals and preparation for post high school life. For example, VAPA teachers frequently meet to ensure that they all have students consistently investigate the foundational elements and principles of art and train students to effectively communicate ideas in a number of modalities including visually, kinesthetically and sonically. The VAPA department also strives to build real world connections and integrates modern technology/equipment into our curriculum to enhance learning. Across many classes, students are exposed to visiting industry professionals and have the opportunity to engage with industry standard labs and equipment.</p> <p>There is also strong interdisciplinary integration including:</p> <ul style="list-style-type: none"> <li>● 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. In the upper division, nearly all juniors complete an immigration research and writing project (aka the American Journeys Project) where they study and research issues (“push factors”) around immigration in their history class and write a narrative based on an interview with someone who immigrated to this country in their English class.</li> <li>● Hillsdale’s Education Specialists use a consult model to collaborate with the mainstream teachers in their SLC in order to improve curriculum and teaching for all students, using their professional knowledge as a lens to embed scaffolds and support prior to students experiencing a lesson.</li> <li>● Common instructional and assessment practices in lower division math and science classes which are further explored in Chapters C and D.</li> </ul>	<p><a href="#">2022 School Accountability Report Card</a></p> <p><a href="#">Hillsdale Foundation</a></p> <p><a href="#">Elements of Art Principles of Design</a></p>
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<p><b>B1.5 Community Resources and Articulation and Follow-up Studies:</b> The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.</p>	
Findings	Evidence
<p><b>Community Resources and Articulation and Follow-up Studies</b> Supporting students with the transition to high school:</p> <ul style="list-style-type: none"> <li>● ETA (Empowerment Through Action) <ul style="list-style-type: none"> <li>○ Hillsdale’s Bridge program proactively initiates a circle program with students at our main feeder middle school who are high on their intervention list.</li> <li>○ Additionally, counselors identify 9th graders who may need transitional support. These students are enrolled in an affinity group that meets once weekly to build</li> </ul> </li> </ul>	<p><a href="#">ETA Board Presentation</a></p>

bonds with an adult on campus and provide a safe space for students to share how they are doing and what challenges they face.

- 8th and 9th grade counselors and administration have an annual articulation meeting. This provides an opportunity for Hillsdale to proactively use the information received from middle schools to plan for our incoming students. Teams use 504, attendance, discipline and additional support needs data to provide pre-meetings with families, enrollment in support classes and connections with the school family engagement coordinator or social worker.
- Special Education Transition Meetings: In the spring before the end of the school year, all incoming 9th graders with an IEP hold a transition meeting on our campus with an Ed Specialist and a general education specialist. The team works with the student and parents to plan courses and discuss what the transition to high school will be like for the student.

Supporting students with the transition to college and post high school careers:

- Since 2017, the number of students who have participated in dual enrollment on campus has grown from 8% to 17% and have added several new classes over the past five years. The course options have also expanded to include subsequent semesters within the same area of study which offers students a deeper level of exposure to curriculum.
- Hillsdale continues to offer a robust schedule of up to 80 four-year colleges that present to HHS students in person about their institution. In addition, once a month, Hillsdale hosts a career speaker series where students can hear from 6-8 professionals in their career area of interest.
- Students who are attending our local community college are offered multiple hands-on supports for enrollment, course selection, and financial aid information during the school day and in the evening. School-wide 4-year college application support sessions are held twice a week through the end of November for students, and an evening presentation for families, which addresses all aspects of application and financial aid support.
- All students who are eligible to complete the FAFSA/DREAM Act application are provided support within the school day and classrooms. Further, each high school in the District holds evening financial aid workshops (in person and Zoom) to support families with completing the applications, as per the state law. Information is provided in English and Spanish.
- Hillsdale has a Knights of the College Roundtable program wherein academically ambitious, low income students are paired with an independent college counselor to research, apply to, and decide on a 4 year college pathway. In 2023-24, the program is in its 6th year. There is no cost to the student and counselors work with students for a stipend that is paid for by donations.
- Hillsdale also works with individual students to facilitate field trips, and contacts for students who are interested in pursuing a career in the trades. (Dual enrollment; college representative visits; college events; college/career evenings by grade level)
- Since 2019, a part time employee connects our CTE classes with relevant field trips, speakers, and events. Hillsdale has CTE classes in multiple content areas. The District CTE coordinators have had a yearly “Stay in the Bay with 100K” event that invites over 50 local Bay Area employers and trade schools to support students’ interest in going straight to a career after high school.

[Dual Enrollment](#)  
[Dual Enrollment Patterns](#)

[Concurrent enrollment](#)  
[SMUHSD Career Expo](#)

[College Visit List](#)

[Career Speaker Flyer](#)

[Additional Notes](#)  
[regarding Counseling](#)

[Counseling lessons for](#)  
[advisory + resources](#)



<ul style="list-style-type: none"> <li>● In Junior year advisories, all 11th graders participate in the Resume and Mock Interview project in which community members volunteer to interview students and students craft resumes and learn how to interview.</li> <li>● Junior and Senior students from Bay Academy are provided with internship and volunteer opportunities as a preparation for their transition to BAY University and BAY Quest which are the District’s Adult Post-Secondary Education programs. In their internship, students learn and practice a variety of job skills in different workplaces (e.g. retail stores, food industry, city library, senior center) with the support and supervision of a job coach. Students also attend Job Club sessions with the district’s vocational specialist where they discuss work and employment.</li> </ul>	
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<p><b>B2.1 Variety of Programs — Full Range of Choices:</b> All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.</p>	
Findings	Evidence
<p><b>Variety of Programs — Full Range of Choices</b></p> <ul style="list-style-type: none"> <li>● <b>CTE curriculum includes career pathways as well as building resumes, biographies.</b> HHS offers numerous CTE pathways to all of its student body. These course sequences in Publications, Child Development, Digital Art, and Computer Science offer career focused curriculum.</li> <li>● <b>Wide variety of math courses and pathways available to meet students’ needs:</b> We offer three AP math courses: Calculus AB, Calculus BC and Statistics, adding AP Statistics to increase accessibility. In addition, we added a Data Science course for students interested in getting more real world experience in coding.</li> <li>● <b>Support for students to select courses:</b> All students get input from their advisors, counselors, and teacher presentations at the Course Selection Fair. Our high-needs students get additional support from Guided Studies, the CRC, Ed Specialists, and ETA Group Leaders. In addition, we offer an “AP for First Gen Students” recruitment and informational meeting that precedes our AP and Elective Course Selection Fair. In addition, the Dual Enrollment coordinator supports students in selecting and finding success in Dual Enrollment classes offered in partnership with local Community Colleges.</li> <li>● <b>College and Career Counseling Post High School Counseling:</b> HHS hosts weekly college visits and promotes the district-wide college fairs. Every senior has access to the College, Career and Financial Aid advisor via one on ones, zoom meetings, or office hours.</li> </ul>	<p><a href="#">CTE courses and pathways at HHS</a></p> <p><a href="#">Math Pathways</a></p> <p><a href="#">Professional biographies project students for students in Data Science</a></p> <p><a href="#">Course Selection Fair 2024 AP course descriptions Elective courses First Gen AP Pre-Fair Counselors’ 11th grade presentation</a></p> <p><a href="#">College/Career Center programs and resources SMUHSD College Fair HHS College &amp; Career Info</a></p>

<p><b>B2.2 Access to Curriculum, Including Real World Experiences, by All Students:</b> A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.</p>	
Findings	Evidence
<p><b>School Structure</b> Our school is structured around (1) heterogeneous classes in lower division houses, (2)</p>	

differentiated instruction (3) interdisciplinary and culturally responsive curriculum, and (4) a student centered advisory model. Our classrooms look like our community – a place where students get to know each other and better understand their strengths and challenges and those of others in their community. Our classrooms have students from our Bay Academy, Directed Studies, Self and Social Empowerment program and with Advanced Standing/Honors designations. In addition, all students are assigned to an Advisor who serves as their academic coach and mentor. Students attend their Advisory class, taught by their advisor, four times a week. Tutorial, when students can meet with any teacher for academic support, is offered once a week

### **Accessibility to All Students**

We differentiate our instruction to meet the needs of all children. Scaffolds are created for students in Directed Studies and those recently exited from our English Language program.

Each Advisory team (Advisors, counselor, Administrator, and Ed Specialist) meet once a week for “Kid Talk” to discuss their students’ accomplishments and struggles. As a team they work to find strategies to support students.

ELD students receive a range of academic and socio-emotional supports to ensure their success. ELD students attend advisory classes just for English Language Learners that incorporate weekly check-ins and community circles, granting students a safe space to connect and share. Additionally, ELD students have access to membership in ETA groups, which provide further support and resources. A self and social empowerment course is also available to help students develop important life skills. Furthermore, we have recently added more content classes for ELD students such as Physics, Biology, and 3-D art. Finally, daily after school homework club support is offered and instructional assistants are present in the classroom to provide additional support during instruction.

Bay Academy is designed for students who have intensive educational support needs. The program uses an alternative curriculum which focuses on functional academics, life and independent living skills, adaptive and self-advocacy skills, socio-emotional and behavioral needs, and vocational training and job skills. The BAY Academy uses a variety of educational tools and curriculums which include, but not limited to, Unique Learning System, TeachTown, IXL, Learning Ally, and other computer-assisted instructional tools. Teachers differentiate instructions based on students’ abilities and educational needs.

Moreover, Bay Academy students are provided opportunities to learn side-by-side with their typically developing peers by enrolling in general education elective and academic classes as stipulated on their Individualized Educational Plan. BAY Academy students are also given opportunities to Specialized Academic Instruction (SAI) classes.

Hillsdale offers Specialized Academic Instruction (SAI) in English, Algebra and Geometry. Education Specialists in the math department meet with the general education math teachers and collaborate with them. Students who are enrolled in these SAI classes are working on the key standards that have been identified and use the general education curriculum and assessments aligned with those key standards. The SAI English teacher also meets with the English department and uses some of the same units that the general education teachers use. This structure allows students to spend more time on reading comprehension and writing in order to help prepare them for their post-secondary

[Oaxaca 9 Kid Talk document](#)

[ELD 3-D Art Ceramic Incensario Project Rubric](#)

[ELD Incensario Student Examples](#)

<p>education.</p> <p><b>Advisory Curriculum</b></p> <p>Through advisory, all 9th and 11th grade students and their parents meet with their advisors for student led conferences. Students use Naviance to identify skills and interests and use this information to explore career options. Through advisory curriculum such as the post high school planning projects and field trips, students are exposed to and learn more about their options.</p> <p><b>Culturally Responsive Practices that include Real World Experiences</b></p> <p>Humanities teachers use an interdisciplinary and <u>culturally responsive curriculum</u> to meet our students where they are – including the integration of Ethnic Studies curriculum into Fall of 9th grade History and English. Elective teachers ensure that <u>their curriculum makes meaningful real world connections</u>, and in Advisory classes, students do <u>college visits</u> and an <u>interview project</u> during their junior year. In VAPA classes, students are encouraged to look into their own cultural backgrounds or ones that interest them to find real world examples on how different people might represent an artistic concept.</p>	<p><a href="#">Life beyond High School Project</a></p> <p><a href="#">Post-High School Choose your own adventure</a></p>
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<p><b>B2.3 Student-Parent-Staff Collaboration:</b> Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.</p>	
Findings	Evidence
<p><b>Student-Parent-Staff Collaboration</b></p> <p>All students belong to an advisory class which is their ‘home’ on campus. We build belonging through community- and trust-building activities to learn about each other as people. Advisors, counselors, and Special Ed teachers meet weekly to discuss students (Kid Talk), looking for patterns and interventions that will help students who are struggling or to recognize students who deserve recognition for their work. Advisors follow up with one-on-one meetings with students and/or parents. This knowledge of students is passed from lower- to upper-division advisors in a meeting each year, helping our students to feel known. In addition to Advisory, the Leadership and ETA (Empowerment through Action) programs have made intentional efforts to include Latinx culture and students. Student clubs also provide ways for students with diverse backgrounds and interests to find a sense of belonging.</p> <p>Teachers, parents, and students have a variety of opportunities to review and monitor students’ personal learning plans. In the fall of 9th grade and 11th grade every student meets with their advisor and parents for a student-led conference where the student discusses their goals. 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.</p> <p>Hillsdale reaches out to families through a variety of methods to inform them about student progress, opportunities for the future, and to promote a sense of belonging.</p>	<p><a href="#">Lower Division Advisory Binder</a></p> <p><a href="#">Manila Advisory Curriculum</a></p> <p><a href="#">List of Active Clubs</a></p> <p><a href="#">ETA page</a></p> <p><a href="#">Student-Led Conference (9/10)</a></p> <p><a href="#">IEP at Hillsdale</a></p> <p><a href="#">Student-Led Conference (Junior/Senior)</a></p> <p><a href="#">Peace Pantry</a></p> <p><a href="#">Memory and Legacy Night</a></p> <p><a href="#">Oaxaca Night 2022</a></p>

Families can track student progress in classes and communicate with teachers through our online learning system Canvas and our communication and attendance system Aeries. Families are often invited to view exhibitions of class projects or to celebrate the house culture in the celebratory days throughout the year. Specifically, to include and support our Latinx families, we have a Family Engagement Coordinator and a Latinx Parent Organization (Padres Unidos), as well as ELAC (English Learner Advisory Committee) which informs parents of our English Language Learners about our school and programs to enable their active participation as advocates for their students. Families can get involved in supporting the school through our booster groups and PTSSO. Finally, Hillsdale has an extensive community support program, The Peace Pantry, Community Garden and Community Closet, to address food and clothes insecurity.

[Parent and Guardian Organizations \(PTSSO and Boosters\)](#)

[ELAC](#)

[Community Closet and Community Garden](#)

**Strengths:**

1. Teacher collaboration in course alike PLCs, humanities teams, and departmental vertical alignment of curriculum.
2. The Career and College Center is fully integrated into our campus. It provides resources, speaker programs, individual support to students, Advisory visits, and consultation with teachers.
3. Leveraging personalization to support each individual student in their course selection.

**Areas for Growth:**

1. Support for recently mainstreamed multilingual learners
2. Revamp upper division experience to better serve all students.
3. Continue to create common practices and structures for Advisory curriculum and work as a staff to clarify the role of Advisory.

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school-wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.	
Findings	Evidence
<p>Students are routinely challenged with rigorous tasks centered around equity during their four years at Hillsdale. Equity is a primary focus of curricular activities in Advisory, as evidenced by the student-led conferences done in the freshman and junior years. In these conferences, students engage with parents and teachers in discussions about learning styles, goals, student strengths, and areas where they can grow. Our advisory courses include a comprehensive unit on post-high school plans. This includes exploring various options, including 2- and 4-year colleges, trades, and the military.</p> <p>In their Professional Learning Communities, teachers use Equity Transformation Cycles (ETCs) to design, implement, and assess student learning. By definition, ETCs center our most marginalized students to ensure that when planning instruction, we are doing it with them in mind. ETCs involve using student feedback and observation to inform planning both in the moment and for subsequent years.</p> <p>Because our AP classes do not have specific prerequisites that could exclude many students, a wider variety of students can gain access to these rigorous courses. In particular, our AP Environmental Science courses have recently begun to reflect the full demographics of our student body. The end-of-year narrative surveys for this and AP Biology suggest a widespread appreciation for the relevance of the course material to the students’ daily lives.</p> <p>Classroom experiences reflect the spirit of the old and new Graduate Profiles, where the content is a vehicle to develop school-wide attributes: literacy, communication, application of knowledge, sense of community and sense of self. Many of our courses ask students to engage in challenging thinking that asks them to make connections between different topics. The <i>Golding Trial</i>, an interdisciplinary project that all tenth-grade students have been doing for many years, provides an opportunity to engage in a variety of rigorous endeavors centered around a discussion of human nature and a reading of <i>Lord of the Flies</i> and culminating in a full trial at a local courthouse with lawyers and witnesses and even upperclassmen guest starring as jurors. In math, all levels provide multiple opportunities for success on a variety of assessments. Many lessons include material where students can see themselves in the assignments. For example, an instructional coach observed Data Science students analyzing trends in income by race and education, on both the local and national levels.</p> <p>Students within specific specialized programs are also engaged in challenging work. In our SAI Geometry class, students cover the same content as the general education geometry classes but modified for their learning style. For example, in a specific lesson,</p>	<p><a href="#">Introduction to Student-Led Conference w/Rubric</a></p> <p><a href="#">11th Grade Two Paths Unit Folder</a></p> <p><a href="#">Equity Transformation Cycle Tool</a></p> <p><a href="#">ETC PLC Tool</a></p> <p><a href="#">Sample Responses from End of Year APES and AP Bio Survey</a></p> <p><a href="#">The Golding Trial Project Overview and Links</a></p> <p><a href="#">Observation Data from Administrators &amp; Instructional Coaches</a></p>

<p>students created a poster about a polygon and its characteristics such as congruent or parallel lines. Students then presented their information to the class. In an ELD Designated class, technology is used to discuss and improve student thinking and writing. Students are asked to evaluate, assess, and revise sentences in the moment, working collaboratively with their teacher and peers to improve their English skills.</p> <p>All Hillsdale freshmen take a semester of Ethnic Studies, in which they participate in Socratic seminars centered around moral dilemmas that students generate and vote on as the most relevant and interesting to discuss. The content from Ethnic Studies is incorporated into other courses in the same grade level as well: in biology, students use each other and their knowledge from ethnic studies to make connections about how diabetes disproportionately affects populations as a result of systemic inequalities.</p>	<p><a href="#">Ethnic Studies Moral Dilemmas Socratic</a></p> <p><a href="#">Evidence Launchpad</a></p>
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<p><b>C1.2 Student Understanding of Learning Expectations:</b> All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p>	
Findings	Evidence
<p>For the past two school years, Hillsdale High School teachers have been working on revamping and updating our Graduate Profile. Hillsdale’s Graduate Profile is used as a goal-setting guide to what students will be able to show/demonstrate throughout their four years of high school. One major goal for the next few years as a school is going to be embedding the new Graduate Profile into our curriculum and orienting students to it so that they fully understand what is expected of them by the time they graduate.</p> <p>Expectations are communicated to students in a variety of ways. Most courses publish syllabi at the beginning of the year that lay out long-term learning goals. Many teachers supplement their course syllabi with unit overview sheets, which provide even more detailed information about content, standards, and learning outcomes. Syllabi and unit overviews are published on Canvas to ensure that students have access to course expectations at all times. During individual classes, teachers communicate learning goals and objectives to students on the white board or through their daily slideshows.</p> <p>Teachers at Hillsdale frequently use rubrics to communicate expected performance levels to students. Rubrics will typically describe four levels of performance toward the standard: Exceeding, Meeting, Approaching, and Initial Stages. Many teachers build Pre- and Post-Assessments into units using these rubrics so students are aware of any areas of growth in their learning. Through feedback and guidance during the unit, students can see growth in a Post-Assessment.</p> <p>For example, in the Humanities 11 classes, students were given rubrics based on the Graduate Profile when the Native Identity project was introduced to them. The project was scaffolded by previous lessons that covered similar issues to their research topics such as the writing of critical paragraphs in both English and History. To help ensure students were on track to meeting learning goals, teachers did individual check-ins, and gave one-on-one help during Tutorial periods.</p> <p>In another example, 9th-grade English students did a self-pre-assessment of their annotation skills using a rubric that clearly outlined the different levels of performance</p>	<p><a href="#">Graduate profile</a></p> <p><a href="#">Hillsdale Small Learning Communities &amp; Cornerstones, which include our Shared Decision-Making Model</a></p> <p><a href="#">AP Lit Syllabus 23-24</a></p> <p><a href="#">Spanish 2 Agendas</a></p> <p><a href="#">Humanities 11 Native Identity Project Rubric; Rubric 2</a></p> <p><a href="#">9th English Literacy Panel</a></p>

<p>and created unit learning goals. During the Literacy Panel individual portion, teachers gave students strict time frames for sharing their takeaways and guided them about which part of the script to focus on. After the Literacy Panel, students reflected on their performance by doing a post-self-assessment using the same rubric and completing a written reflection.</p> <p>Newcomer students (0-3 years in the US) join classes to support their language development (speaking, listening, reading, writing). There, they take ownership of goals/progress tracking by setting end-of-year reading level goals. This helps students to reach fourth-grade reading level; this reading level is necessary to successfully enter standard courses. Every 4-6 weeks, teachers assess students' reading levels through running records, and students track the progress they are making towards their goals.</p>	<p><a href="#">9th English Literacy Panel: Group Discussion</a></p> <p><a href="#">Newcomer SEI Goal Setting and Progress Tracking</a></p>
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**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem-solving, and application of learning.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

**C2.3 Digital Learning and Problem Solving:** Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
<p>Technology is integrated into student learning throughout the school. Among the technology tools utilized across various departments include a range of software programs such as Canvas, Desmos, the Google suite of products, the Adobe suite of products, Otter.ai transcription tool, Flipgrid, Edpuzzle, Blooket, Kahoot, Lexia, Nearpad, Quizlet, Padlet, and Peardeck. The foundation of this principle is our use of Canvas, which provides a platform to share content with students, to enable students to be self-sufficient and organized and to increase communication between students and teachers (as well as parents/guardians) around student learning. Canvas also allows teachers to give quick formative assessments to students to check for understanding and to provide immediate feedback on student progress.</p> <p>More specifically, students in science and Math classes use a range of discipline-specific tools in their learning activities. For example, in 9th Grade Biology, students use Vernier CO2 probes to measure the rate of cellular respiration. In Physics and Chemistry classes, students engage in online PhET simulations. In Math, students use Desmos (a software tool that allows for interactive learning) to learn content in a more inquiry-based way. For example, Desmos allows teachers to pose questions and then provides interactive tools for students to explore solutions. The platform also allows students to share possible solutions and their reasoning.</p> <p>Likewise, in ELD classes, students utilize a range of tools as part of curriculum and instruction. For example, Lexia gives students individualized practice in English language acquisition. Students also regularly use Flipgrid to practice and prepare for oral presentations. Finally, students can access various translation tools that help scaffold new and/or unknown vocabulary.</p>	<p><a href="#">Cellular Respiration Lab Assignment</a></p> <p><a href="#">PhET Simulation Website</a></p> <p><a href="#">Desmos Wave Model Assignment</a></p>

<p>Teachers at Hillsdale employ a wide variety of instructional strategies, many of which put the onus on students to drive and direct their learning, whether by themselves or collaboratively. Heterogeneous classes in the lower division, as well as frequent small group work throughout the school, increase the number of perspectives to which all students are exposed and allow students to contribute their unique assets to community learning. Teachers often use group roles to make sure all students are engaged in group learning and have a specific task of which they are in charge. In 9th grade Geometry, for example, for an end-of-unit project on Transformations, students worked in groups using specific roles to card sort, which provided a way for students to physically interact with the materials and maintain focus on a common shared element. In Biology, students participated in a series of group tasks that supported students in constructing explanations about homeostasis in organ systems.</p> <p>Many projects and tasks at Hillsdale are also inquiry-based, requiring students to make decisions about questions with uncertain answers or outcomes. In Humanities classes, students work to comprehend and analyze multiple sources and then use them to develop their own arguments about particular issues or questions. Students also apply their learning to real-world events. For example, during U.S. History in junior year, students learned about Black history and engaged in deliberation about whether reparations should be provided today and, if so, in what form. Moreover, in AP Government in senior year, students examined a pending Supreme Court case and negotiated a decision as part of a judicial panel, using their knowledge of principles of judicial philosophy to guide their analysis. For Math, students in Precalc wrote sinusoidal functions to model live buoy data published by the National Buoy Data Center and analyzed the sinusoidal model to predict if the wave is suitable for the Maverick Big Wave surfing competition.</p>	<p><a href="#">Geometry Group Roles</a></p> <p><a href="#">Transformations Activity</a></p> <p><a href="#">Biology Diabetes Group Activity</a></p> <p><a href="#">U.S. History Reparations Project Task Card</a></p> <p><a href="#">A.P. Gov SCOTUS Project Task Card</a></p>
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<p><b>C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students</b>, empowering them to be meaningfully engaged in decision-making about their own learning, strategic thinking, and problem solving.</p> <p><b>C2.4 Career Preparedness and Applied Learning:</b> Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.</p>	
Findings	Evidence
<p>All students at Hillsdale meet with their counselors at the end of their Freshman, Sophomore, and Junior years to make decisions about their courses for the upcoming year. Students have multiple options for fulfilling each graduation requirement and work with their counselor and advisor to decide on the best choices for them. Every January, we hold a course selection fair for students to learn about those options, as well as an additional AP information session for first-generation students. Advanced Placement courses at Hillsdale are open to all students regardless of previous enrollment or grades.</p> <p>Career Technical Education (CTE) is part of our graduation requirements and A-G eligibility and offers students opportunities including Child Development, Audio and Video Production, Digital Photography, Animation, and Publications. Although Hillsdale offers CTE courses, there is a demand for more of these types of classes that better match the post-secondary interests of all students. Vocational classes do not exist but there are some opportunities for students including Job Corps.</p>	<p><a href="#">Course Selection Fair Schedule</a></p> <p><a href="#">AP Bio or APES Elective Fair Handout</a></p> <p><a href="#">AP Access Fair Invitation</a></p> <p><a href="#">CTE Courses</a></p> <p><a href="#">Job Corps</a></p>



At Hillsdale, there are also several options for extra academic support, tutoring, mentoring, and community building embedded throughout the school week, including built-in tutorial time on Wednesdays to receive help from any teacher on campus. Students have the agency to select which classes they need to prioritize and work on. 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 (CRC) is open for students from Mondays through Thursdays from 2:30-5:00 and provides tutoring support. Upper-division students also serve as peer tutors to provide support in content classes for students with learning differences and specialized academic instruction. Because many exams are benchmarked, students have many opportunities to receive tutoring and feedback before attempting to retake a test. Students in Self and Social Empowerment and Directed Studies have opportunities for one-on-one support to complete homework.

In the general education Advisory classes, students work through the online Naviance program to research colleges and career information. Students at Hillsdale also complete career surveys, which help guide and hone in on their various skills and strengths related to specific career fields.

The Empowerment Through Action (ETA) program works with students to help them reach their highest academic, social, and personal potential. Only ten percent of the students at Hillsdale will be selected for the ETA program. The Empowerment Through Action program at Hillsdale pairs a group mentor who meets with a small group of students once a week. The group leaders are members of the Hillsdale staff. Empowerment Through Action or ETA students will have the opportunity to participate in meaningful and healthy activities that provide self-confidence and personal fulfillment.

The College and Career Center plays a significant role in preparing students for post-high school college and career planning. Hillsdale has a full-time College Counselor and a career coordinator who assist students in finding internships and jobs. Students can take classes at the local community college, the College of San Mateo, to advance them toward a college track. Finally, the counselors hold one-on-one meetings to help students create post-high school plans that are the best for them, organize workshops to aid in college readiness, and help students access scholarships, grants, and other sources of higher education funding. The College and Career Center has held a Career Speakers Series where professionals in a variety of fields come to speak to students about their experiences.

Students with IEPs receive Transition services provided by the district office that help support students with preparing resumes and finding internships and jobs. Services also include resume preparation, practice interviews, and keeping jobs.

In the Extensive Support Needs program “Bay Academy” students receive instruction in home economics and life skills (travel planning, budgeting). Students also receive Career Awareness through “Job Club” activities with support of the district’s Vocational

[Naviance](#)

[ETA Program](#)

[College & Career Center Website](#)

[Career Speakers Series Flyer](#)

[Bay Academy Program Overview](#)

<p>Specialist. Lastly, students receive Social Emotional Learning and Sexual Education through Teen Talk Curriculum and the Unique Curriculum.</p> <p>Seniors with IEPs are exposed to various vocational programs based on their interests. The Department of Rehabilitation (DOR) also provides graduating seniors with IEPs more support in college and in the workforce. One eight-week program named Fortitude provides certifications including forklift license, pneumatic tools experience, and carpentry, electrical, and plumbing skills. Another program for students who receive support from DOR is Novaworks. This is another summer program that teaches students skills to join the workforce.</p>	<p><a href="#">Teen Talk Curriculum</a></p> <p><a href="#">Vocational Program List</a></p> <p><a href="#">Fortitude Careers</a></p> <p><a href="#">Nova Works</a></p>
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**Areas of Strength**

1. We have improved our offerings of rigorous courses over the past six years and made those courses equitably accessible to our changing population.
2. As a school, we are constantly updating and iterating on our instructional practices through professional development, redesign of our Graduate Profile, and greater incorporation of technology.
3. We offer a wide range of academic supports to a wide variety of students, ranging from school-wide Tutorial to more targeted supports like the CRC and ETA.
4. Our schedule is set up for teachers to have many opportunities to collaborate around instruction, including weekly shared PLC time and professional development time twice a week.

**Areas of Growth**

1. We need to work to incorporate our updated Graduate Profile into our instructional practices and build a deeper understanding of the new GP with students.
2. We need to find ways to improve and expand our CTE offerings to give students a broader range of opportunities and perspectives that match their interests and needs while preparing them for a variety of post-high school options.

**Criterion D: Assessment and Accountability**

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report school-wide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the school-wide action plan/SPSA aligned with the LCAP.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.  
**D1.2 Basis for Determination of Performance Level:** The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Evidence
<p>In 22-23, Hillsdale undertook a yearlong process to revise our Graduate Profile. The Graduate Profile is used to anchor assessment, curriculum and instructional practices school-wide. Most departments collaboratively design, implement, evaluate, and revise various projects that reflect the school’s Graduate Profile and content level skills. These projects feed into the Senior Experience. A Graduate Profile Demonstration Committee has been soliciting input from staff and students and is currently working on the next iteration of a culminating senior experience that reflects the aspirations of the Graduate Profile and infuses a greater sense of celebration and personalization in the student experience. In 23-24, our 12th grade loop will be piloting a Senior Experience called Democracy Day.</p> <p>The school leadership and instructional staff use a variety of equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Instructional staff use rubrics to provide students with immediate feedback (for example, 10th grade Humanities teachers use a detailed rubric that they share with students before and after the paper). Teachers also provide multiple opportunities for retakes and/or revisions to promote deeper student understanding. Additionally, a number of departments have moved towards standards-based grading. For example, the chemistry department assesses students on discrete standards that are rooted in the NGSS. The math department has also switched to grades that only reflect students’ content knowledge via retakeable quiz standards (9th grade Geometry, 10th grade Algebra 1/Algebra 2).</p> <p>Assessment data is made available to staff regularly and in disaggregated form from all school grade and/or testing data (for example, C or better data for core classes by ethnicity). Additionally, PLCs disaggregate grade data for focal students in groups with identified special needs to adjust instruction and curriculum. For example, the Humanities 10 team looked at multiple drafts of an assignment and saw the potential for strong analysis skills in focal students and chose to do a second draft to allow students to further strengthen their skills.</p> <p>Student performance data is reported to parents and students via the Canvas platform.</p>	<p><a href="#">Graduate Profile</a> (updated May 2023)</p> <p><a href="#">Graduate Profile Demonstration Committee Running Agenda</a></p> <p><a href="#">Democracy Day</a></p> <p><a href="#">10th Humanities Rubric</a></p> <p><a href="#">Spanish 3 rubric</a></p> <p><a href="#">Chemistry grading standards by unit</a></p> <p><a href="#">Geometry standards</a></p> <p><a href="#">C or better grade data</a></p> <p><a href="#">Canvas Grade Guardian Example</a></p> <p><a href="#">Geometry Standards</a></p>

<p>Advisors have access to students’ grades in all their classes and communicate both with students and parents if grades indicate a need for more support. Advisors (and all staff) also receive 6 week grade reports which provide information about which students are failing or in danger of failing classes. Staff can provide appropriate additional support.</p> <p>Hillsdale High School collects, disaggregates, analyzes, and reports a wide variety of data on student performance at the national, state, district, school, and individual department levels and evaluates that data to determine whether students are meeting the various standards. In positive terms, the school collects a wide variety of data and uses that data to guide curriculum and instruction.</p> <p>There are dedicated hours of professional development time in which departments meet to determine the level of student performance and revise curriculum and instruction accordingly. Most of the collection and analysis of assessment data occurs at the department level. Some departments, particularly math, world language, and science, have benchmarks/standards assessments that address particular content and skills standards. All Departments routinely analyze student performance on these assessments to guide their planning</p>	
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**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
<p>At Hillsdale, we are continually looking to improve our programs based on assessments and student data. Our community is diverse, and our student population has a variety of needs related to their English language fluency levels, their previous enrollments outside of Hillsdale (from a range of cities, states, and countries), their abilities and disabilities, and their parents’ or guardians’ education levels. Our staff use an assortment of assessments to determine student course placements, help determine the level of support that students may need in and outside of the classroom, and whether or not other interventions (i.e. SSTs, 504 plans, IEPs, alternative program placements) or additional assessments that may be needed.</p> <p>Our relationship with our main feeder district also allows us to communicate about students who may need additional support before starting high school. We also offer a Summer Bridge program for math that helps incoming 9th grade students prepare for Geometry.</p> <p>Our ELD department uses students’ ELPAC scores to help determine what level of Designated ELD students will be placed in. Students are retested annually to monitor individual improvement and to reevaluate whether our ELD curriculum and program infrastructure as a whole are meeting the current needs of our students.</p> <p>The English department uses student Lexile scores to help them determine the reading materials they offer to their students. When possible, they give students reading text options, and the Lexile scores allow them to help guide students to choose texts that will be appropriately challenging for them.</p>	<p><a href="#">Core Grade Data 2008-2023</a></p> <p><a href="#">CAASPP ELA Scores</a></p> <p><a href="#">CAASPP Math Scores</a></p> <p><a href="#">ELPAC Scores</a></p> <p><a href="#">Geometry for All Article</a></p>

<p>The World Language department uses rubrics to determine how well a student demonstrates the skills or concepts they are working on. At level 1, in particular, teachers make it a point to employ a series of small quizzes paired with a larger project for each of their course concepts/units. Written quizzes help the instructor determine how well the students understand the concepts with regard to reading and writing. The larger projects help give our staff an idea of how their students are able to implement those skills and lessons and to test their oral speaking skills. The combination of these in-class assessments gives these teachers a more holistic view of whether or not their students have a grasp of the material in theory and in practice.</p> <p>Our Special Education department also uses a battery of assessments to help evaluate students' abilities and determine appropriate course placements. Students with IEPs have goals written into those IEPs that help their teachers scaffold coursework and help our SpEd staff measure their progress. School psychologists, case managers, and counselors also hold tri-annual IEP meetings for students and their parents/ guardians to review previous goals, and to continue working on a course of action going forward.</p>	
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**D1.4 School-wide Modifications Based on Assessment Results:** School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
<p>Different site leadership groups work with District level in a variety of ways. Principals meet three times a month; site department chairs meet multiple times a year; athletic directors meet with the superintendent; activities directors meet with district leadership. MTSS coordinators and PD Coordinators also meet at the District-level. A further example of cross-district collaborative work would be between the District Special Education and World Language councils, in which HHS has played a key role in creating a new (beta) IEP Accommodations "menu" to help support students with IEPs and World Language teachers across the district when tailoring assessments to different student disability types.</p> <p>Hillsdale shares assessment data disaggregated by race and income in staff professional development meetings. Hillsdale's Equity committee, partnered with the district, has educated teachers on more fair and equitable grading practices such as using 4-point scales and other revision or remediation opportunities. In response to achievement gaps, several important programs were developed at the school: our ETA groups and Self and Social Empowerment classes have been introduced to help historically underrepresented groups, and we now have a popular Community Resource Center (CRC) where students can meet to get work done or socialize.</p>	<p><b>Resources</b>  <a href="#">WL Curriculum Council Agendas 2023-24</a>  <a href="#">Athletic Director Meeting Agenda</a>  <a href="#">WL IEP Accommodations Menu</a>  <a href="#">Graduate Profile</a> (updated May 2023)  <a href="#">Sample Spanish 1 rubric</a>: 4pt scale + remediation opportunities</p>

**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

**D2.1 Monitoring Student Growth:** Teachers determine and monitor all students' growth and progress toward meeting

the school-wide student goals/graduate profile, academic standards, and college and career readiness expectations.

Findings	Evidence
<p>The staff has worked to co-create and redesign our Graduate Profile to reflect our goals for students throughout their high school experience. The staff agreed on updated language and bands for our Graduate Profile in the Spring of 2023, and we are currently working on redesigning a school-wide assessment and potential senior demonstration that reflects and celebrates students’ growth.</p> <p>In advisory, students explore potential college and career options throughout their four year experience. In lower division advisory, students explore areas/subjects of strength and growth (through the online platform Naviance). They research potential careers and college options. In the upper division, students write resumes, conduct an Interview Project in which they prepare for and experience a mock-job interview, attend college and career information sessions, complete a 2-Paths project in Advisory to explore potential post-high school options, and receive support and time to work on college applications. All seniors attend the state-required Financial Assistance presentation and FAFSA workshops for students and families.</p> <p>All advisors take part in Kid Talk as a process meant to monitor the progress of all students in the school. Content area teachers are joined by education specialists, counselors, and administrators in order to discuss and recommend effective interventions for students who are struggling academically, emotionally, or socially.</p> <p>9th and 11th grade advisors conduct student-led conferences with students and parents in the fall semester, where we require students to reflect metacognitively about their academic and social progress, as well as their goals moving forward. In addition, advisors conduct transcript checks with students to help students track and monitor their own progress.</p> <p>Grade level content teams have common preparation time, and develop and use common assessments and projects for students across houses (e.g. Pyramid Project, Mavericks Project, Chemistry Investigation Reports); some projects are interdisciplinary and require students to demonstrate mastery in more than one content area (e.g. Golding Trial, the Truth and Reconciliation Commission). Teaching teams use common instructional practices and learning objectives in order to ensure common experiences for students.</p> <p>Staff professional development has focused on conducting Equity Transformation Cycles, a cycle of inquiry focused on our most marginalized students. Teachers collect “street data”, a term coined by Shane Shafir and Jamilla Duggan in their book, <i>Street Data</i>, to assess areas of need in our instruction and curriculum and adjust in response. This work has been the basis of our PD for the last three years and has included student interviews, focal student panels/circles, and class surveys.</p>	<p><a href="#">HHS Graduate Profile (rev 05/2023)</a></p> <p><a href="#">Lower Division Career Exploration</a></p> <p><a href="#">11th Grade 2-Paths Post-HS Exploration Project</a></p> <p><a href="#">11th Grade Mock Interview Unit</a></p> <p><a href="#">Kyoto-9 Kid Talk Template</a></p> <p><a href="#">Kyoto student-led conference form</a></p> <p><a href="#">Advisory transcript review</a></p> <p>Interdisciplinary Projects: <a href="#">Truth and Reconciliation Commission</a></p> <p><a href="#">Golding Trial Witness Statement: Steps 1-5</a></p> <p><a href="#">Equity Transformation Cycles</a></p>

**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which

learning experiences are understood, relevant, and prepare students for college and careers.

**D2.3 Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<p>Teachers employ a variety of assessment strategies and opportunities for students to self-reflect and receive feedback throughout a learning experience.</p> <p>An example of effective and specific feedback that teachers provide is the feedback humanities teachers provide in the Golding Trial, a trial simulation which puts William Golding on trial for libel against the human race for his depiction of humans in Lord of the Flies.</p> <p>In the trial, students play characters from history, science, politics and literature, as well as attorneys on both sides. In preparation for the trial, students playing witnesses write witness statements for their character based on their own research. Teachers then provide extensive feedback on the witness statements with a focus on ensuring the witness has sufficient evidence to testify at trial. The witness statements provide the basis for both the direct examination and cross examination of each witness. Teachers then provide feedback on the direct examination and cross examinations of each witness, with a focus on storytelling. Before the trial students rehearse in front of the class while the teacher (and students) provide real-time feedback on both the content and delivery of the material, with a focus on presentation skills and courtroom demeanor. Teachers and students are in a constant dialogue over how to improve their performances, and the feedback pays off in the final product.</p> <p>This process provides opportunities to receive constructive feedback and incorporate that feedback to improve performance, skills necessary for any career that will inevitably require listening and responding to feedback to improve job performance.</p> <p>When preparing for summative assessments, students are often given the summative assessment’s rubric to understand what they need to master. These rubrics have historically been tied to elements of the Graduate Profile. For example, in English classes, when students have completed an in-class paragraph to prepare for their in-class essay, students can receive the same rubric as their in-class essay to see what they can improve on and what they can keep doing well. This practice of student self-reflection on both formative and summative assignments is common in many departments.</p> <p>All Hillsdale departments have a culture of revision. In most classes, students are able to retake assessments to demonstrate mastery. There is a widespread culture overall of reflect, revise and retake in most classes and students are encouraged and expected to reflect on how they did and how they can improve in order to prepare for retakes. Grades mostly reflect this system and the level of difficulty of questions/problems in assessments is clearly stated as Initial, Approaching, Meeting and Exceeding.</p> <p>Across departments, teachers use regular embedded collaboration to align on curriculum, assessments, grading of assessments, and instructional strategies. This means collaborating to create and compare outcomes of formative and summative</p>	<p><b>Chemistry</b>  <a href="#">Unit 1 KWL and Reflection</a>  <a href="#">Unit 1 Student Survey</a>  <a href="#">1.C Exit Ticket</a></p> <p><b>Physics</b>  <a href="#">Sequence of review questions that are adapted in the moment based on student answers</a></p> <p><b>9th Grade</b>  <a href="#">Truth and Reconciliation Commission</a></p> <p><b>10th Grade</b>  <a href="#">Golding Trial Witness Statement: Steps 1-5</a></p> <p><b>11th Grade</b>  <a href="#">Identity, Culture and Sovereignty Project Display Student Critique Feedback Form</a>  <a href="#">American Journeys Project Historian’s Note Task Card</a>  <a href="#">Black History &amp; Reparations Assessment Task Card</a></p> <p><b>12th Grade</b>  <a href="#">Congressional Simulation Debrief Task Card</a></p> <p>9th grade  <a href="#">Literacy Panel Reflections</a>  <a href="#">Literacy Panel Student Survey</a>  <a href="#">Literacy Panel Student Survey Results</a>  <a href="#">Literacy Panel Student Survey II</a>  <a href="#">Literacy Panel Student Survey II Results</a></p> <p>10th grade  <a href="#">Analysis Formative Assessment</a></p> <p><b>Visual Arts</b>  <a href="#">Pinch Pot Project. Low stakes.</a></p>

assessments, and working together to adjust instruction and curriculum accordingly. Many departments use formative assessments to provide feedback in anticipation of summative assessments. In the Science and Math departments, teachers use student reflections to support adjustment of the curriculum and identify effective instructional strategies. In the English and History departments, they use assessments as a starting point for designing curriculum, ensuring the curriculum supports students' learning and preparation for the assessments. Across the board, students receive teacher feedback and are allowed to revise assessments in order to show learning. Grading is based on students' demonstration of knowledge and content understanding, and many departments use tools like standards based grading or making the majority of the grade based on assessments, which allows teachers to think critically about how their curriculum and instructional strategies affect student learning. In addition to content assessments, the English Language Development Department and Special Education Department use additional assessments to monitor student skills and provide additional supports to students. The Special Education Department collaborates with each department to adjust assessments to include accommodations for students with IEPs.

In Manila House, our ELD department, teachers collaborate to make common rubrics and discuss how to use consistent vocabulary to increase student mastery and add to the continuity of academic literacy. Some teachers have used assessments (e.g. phonics - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to identify student needs (e.g. not yet fully developed foundational skills). Raz-Kids is used by some teachers to monitor the reading levels students are at throughout the year. Assessments are designed and proctored equitably and are graded with 4 point rubrics by some teachers. All teachers practice a gradual release of scaffolds to increase independence as students move throughout ELD levels. Teachers strive to understand student progress across content areas to ensure that rigor is maximized and appropriate for all students.

**Special Education**

[Directed Studies Progress Check in](#)  
[Bio test](#); [Bio accommodated test](#)

**Manila House (ELD)**

[Common Rubric](#)  
[Raz Kids Reading Levels](#)

**Math**

[Fall Standards Tracker](#)

**Areas of Strength and Growth****Strength:**

- All departments have made progress towards implementing more equitable grading practices
- Teachers collaborate in PLCs weekly to create common assessments, calibrate grading, and align instructional practice
- Teacher planning is informed by student feedback, especially from students on the margins (street data)
- Staff monitor student achievement regularly through Canvas Grade Guardian and communicate it through Kid Talk, Student-led conferences, and contacts home. Parents/guardians have up to minute access via Canvas.
- Humanities, VAPA, and World Language departments utilize performance based assessment.

**Growth:**

- Establishing what the demonstration of the graduate profile looks like.
- Consistency of assessment in upper division.



**Criterion E1: Family and Community Involvement**

Hillsdale High School’s 20+ year redesign work is based on the idea that learning is a social process, that the environment in which students learn is directly related to the quality of their education, and that schools have to align and allocate resources to the needs of their most underserved students. Small Learning Communities, Advisory and Empowerment Through Action are the three most intensive support services, involving the entire school and integrating a strong counseling and wellness program.

<b>E1.1: How does the school implement a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students?</b>	
<b>Findings</b>	<b>Evidence</b>
<p><b><i>Ongoing Family &amp; Community Involvement</i></b>            One way Hillsdale uses ongoing family and community involvement is through a series of community outreach programs aimed at supporting our families with clothing drives, access to our Community Closet, and family evening presentations for Spanish-speaking families about different services on campus and post high school options. Additionally, we provide weekly food distribution through a joint effort with parents, teachers, student volunteers of the Peace Pantry and Community Garden. This occurs in partnership with Second Harvest for our families with food insecurities.</p> <p><b><i>Family Engagement Coordinator (FEC)</i></b>  <i>FEC and Parent Outreach Coordinator (Leti Cottrell)</i>            The Family Engagement Coordinator works closely with the admin team, counseling team, ETA, and ELD department to make sure that parents are informed and engaged in all school-wide events and have an understanding of the school logistics and protocols. The FEC takes the lead for LPO (Latino Parent Organization) meetings, minimum four a year, where various topics are covered concerning school graduation requirements, culture, protocols and resources that are available to students and parents. The FEC also works with the district's FEC to plan workshops that help guide Spanish-speaking parents on how to use CANVAS, Aeries and ParentSquare. Also, we build a curriculum around mental health and navigating the school system in the United States (many of the parents we serve in our ELD department are immigrant families).</p> <p><b><i>Student Led Conferences</i></b>            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.</p> <p><b><i>Translation services available during presentations and IEPs</i></b>            HHS offers translation and interpretation services along with providing resources in Spanish for all presentations with the community. Fliers and school announcements are always delivered in both Spanish and English. Our Special Education Department works</p>	<p><b>Family Outreach Program</b>  <a href="#">Community Garden, Peace Pantry, and Community Closet - Website</a>  <a href="#">Community Garden Instagram</a></p> <p><a href="#">Golden Apple Award for HHS Family Engagement Coordinator</a>  <a href="#">ELAC Meeting</a>  <a href="#">ELAC/LPO Evidence Presentations</a>  <a href="#">ELAC and LPO Flyers</a></p> <p><a href="#">Mental Health Services presentation from Family Services Coordinator</a>  <a href="#">OnPoint Language Solutions (Aeries) Parent Square Translation</a></p> <p><a href="#">Sample Principal’s Sunday Memo</a></p> <p><b>Curriculum</b>  <a href="#">Sample Student-Led Conf. Script Instructions and Rubric</a>  <a href="#">Reflection</a></p> <p><a href="#">Kyoto 10 Passion Projects Program</a>  <a href="#">Humanities 10 Memory &amp; Legacy Program</a></p>

<p>with OnPoint Language Solutions to provide interpretation during IEP meetings and prepares a translated copy of the IEP so families can be sure of the decisions they make to guide their student’s education.</p> <p><b>Aeries Communication (a.k.a. Parent Square)</b></p> <p>This has internal language translations (e.g. Mandarin, Portuguese, Tagalog). Any emails from a school official (like principal's Sunday email, and teacher posts) will automatically be translated into the language of the parent's choice. There is a full range of languages from Albanian to Zulu.</p> <p><b>Counseling Services</b></p> <p>Before students enter Hillsdale in 9th grade, the Counseling department reaches out to incoming parents and students. Counselors give students an Orientation at their middle school and later, meet with families who attend a second orientation and programming evening event (four separate sessions) 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. Overall, families have been invited to be more involved in the course registration process by having course requests sent home. Additionally, Counselors correspond with 8th grade Counselors to understand more background information on students.</p> <p>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.</p>	<p><a href="#">Junior Mock Interviews: Prep</a></p> <p><a href="#">Junior Mock Interviews: Interviewer Training Memo</a></p> <p><a href="#">Junior Humanities Project</a></p> <p><a href="#">Additional Notes on Counseling Services</a></p>
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**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

Findings	Evidence
<p>As a comprehensive school, Hillsdale’s <b>whole school culture</b> comprises a full range of electives, extracurricular programs, and clubs in which students can participate. While these programs have existed for a long time, in recent years, we have relaunched efforts to bring them together in a more organized and cohesive manner (using our Multi-Tiered System of Supports and implementation through student-driven Leadership class) to ensure that “the Hillsdale way” is living out for all students in all corners of campus.</p> <p>Teachers at Hillsdale have been committed to furthering their own <b>professional learning</b> towards more culturally relevant curriculum and culturally responsive pedagogy. Our district’s Equity Vision supports HHS’s Equity Transformation Cycles in which teachers examine their practices by gathering student voice and experiences (“Street Data”), reflecting on how students experience the curriculum, and changing curriculum to be more responsive to student identities and needs. Professional learning sessions are</p>	<p><b>Whole School Culture</b></p> <p><a href="#">HHS Activities Website</a></p> <p><a href="#">List of Campus Activities</a></p> <p><a href="#">List of Clubs</a></p> <p><a href="#">Ritmo Latino Week Slides</a></p> <p><a href="#">Pride Week Slides</a></p> <p><b>Teacher Professional Learning</b></p> <p><a href="#">SMUHSD Equity Vision Statement</a></p> <p><a href="#">Professional Learning Equity Transformation Cycle Overview</a></p> <p><a href="#">ETC Process</a></p> <p><a href="#">Street Data Modules</a></p> <p><a href="#">Ongoing “Circles” PD work</a></p> <p><a href="#">Affinity Groups</a></p>

<p>sometimes organized by affinity groups in order to support equity work, especially in supporting teachers of color.</p> <p>Through our <b>Ethnic Studies curriculum</b>, we seek to center the knowledge, skills, and needs of our most historically marginalized students for the benefit of all students. In the 9th grade, students begin with a semester of Ethnic Studies, a course that is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. Particular focus is given to the contributions, and struggles of historically marginalized groups for liberty, equality, and justice in the United States. Every other year during the final unit of Ethnic Studies focused on joy and justice, we host the HHS Activism Panel during which we invite guest speakers to share their stories of how they became involved in activism and advocacy. Previous panelists have included Rob Bonta (CA Attorney General), Linda Darling-Hammond (CEO and President of the the Learning Policy Institute), Krysty Shen (Stop AAPI Hate representative), Lauryn Matsumoto (student activist; Class of 2025), among others.</p> <p>Through our <b>Advisory courses</b>, students loop with the same advisor and group of peers for 2 years, which allows us to build a family-like community where all students feel safe, heard, valued, and welcomed every day. Advisory is a place for students to know each other in a class that is not academic. Our curriculum is designed to help students “answer” four key questions: <i>How do I navigate school systems and transitions? How do I grow as a student? How do I grow as a person? How can advisory build connections, trust, and help us see each other?</i> Much of the curriculum is also reworked every year to be more responsive to student needs. Finally, for Fall 2023, HHS is innovating the Advisory model with teacher professional learning to conduct community and restorative circles.</p> <p><b>Multicultural Week and Multicultural Knight</b> showcase the different cultural groups and clubs on campus. Students <b>perform</b> dances, <b>play</b> games, and <b>run</b> activities, culminating in a celebration at the end of the week.</p>	<p><a href="#">Teacher Affinity Group Sign Up</a></p> <p><b>Ethnic Studies Curriculum</b>  <a href="#">SMUHSD District Ethnic Studies Course of Study</a>  <a href="#">SMUHSD Ethnic Studies Curriculum Guide</a>  Unit 1: Stories (Self/Community)  <a href="#">Unit 1 Cover Sheet</a>  <a href="#">Unit 1 Key Concepts</a>  Unit 2: Systems &amp; Solidarity  <a href="#">Unit 2 Cover Sheet</a>  <a href="#">Unit 2 Key Concepts</a>  Unit 3: Joy &amp; Justice  <a href="#">Unit 3 Cover Sheet</a>  HHS Activism Panel (12/1/23)  <a href="#">Student-generated questions</a>  <a href="#">Panel slides</a>   <a href="#">Panel video</a></p> <p><b>Advisory Curriculum</b>  Lower Division Advisory  Collaboration Summit (5/31/22)  <a href="#">Slides + Agenda</a>  <a href="#">22-23 Ongoing Agenda/Notes</a>  <a href="#">LD Advisory Curriculum “Binder”</a>  <a href="#">Affinity Groups Protocol</a>  <a href="#">Safe vs. Unsafe Classrooms Lessons</a></p> <p><b>Multicultural Week and Knight</b>  <a href="#">Multicultural Week and Knight Culture Knight Folder</a></p>
<p><b>E1.3 Rapport and Trust:</b> School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals</p>	
<p style="text-align: center;"><b>Findings</b></p> <p>Much of the rapport and trust between school leadership and students, staff, families, and the greater community is developed through its robust relationships and partnerships.</p> <p><b>8th Grade Family (K)Night</b> showcases, from corner to corner, the entire HHS campus, from clubs, to sports, to academics, to district Student Services, to our Latino Parent Group, to the Smaller Learning Community model. Students and staff represent their areas of expertise to attract and inform prospective families. The Visual and Performing Arts Department also puts on student-run performance and presentations in the Great Court comprising open studios (Ceramic Studio, Printmaking), Dance and Drama Performances, and a Knight Train (Jazz Band) Concert.</p>	<p style="text-align: center;"><b>Evidence</b></p> <p><a href="#">8th Grade Family Knight</a>  <a href="#">Family Knight Layout</a>  <a href="#">Alumni Networks</a></p>

<p>A large number of <b>HHS alumni have joined the staff</b> in order to give back to the community that served them. Additionally, many <b>current teachers started as student teachers</b> at HHS.</p> <p>A <b>strong and diverse</b> alumni, parent, student, staff (both site and district-level), and community <b>volunteer base</b>, enables HHS to run its Peace Pantry, Community Closet, and Community Garden in order to support HHS families.</p> <p>The HHS PTSO, which also includes some HHS alumni, performs outreach to families at HHS in order to inform, support, and provide volunteer opportunities. The Parent Activities Committee is a robust, highly visible support that enriches student experiences and recruits parents to get more involved at HHS.</p> <p>The <b>Counseling Department</b>, which includes College/Career, Guidance, and Mental Health and Wellness counselors, is a critical link in supporting families, partnering with advisors in providing 1-1 personalization.</p> <p><b>Empowerment Through Action</b> has extended beyond student support into becoming the home for a community hub through the Peace Pantry, Community Garden, and Community Closet. The Hillsdale community has raised over \$500,000 since March, 2020 to support over 140 low-income Hillsdale families. The CRC Cafe also serves and even delivers coffee to staff who purchase memberships, with the proceeds benefiting the program as well as directly funding community-building and enrichment activities for the students who work in the Cafe. Additionally, while ETA is a space for community, staff, and student affinity-building, it also houses socioemotional and leadership-building curriculum.</p> <p><b>Shared decision-making</b> builds trust among staff as well as between staff and administrators. Administration is very conscious of respecting teacher autonomy in decision-making.</p>	<p><a href="#">Stanford Teacher Education Program (STEP)</a>  <a href="#">20%+ of Teachers are STEP Alumni</a>  <a href="#">Back to School Knight</a></p> <p><a href="#">PTSO</a>  <a href="#">PAC (Parent Activities Committee)</a>  <a href="#">Parent/Guardian Organizations</a></p> <p><a href="#">Counseling and Wellness</a>  <a href="#">SLC/School Site Council meetings</a>  <a href="#">Florence Family Knight</a>  <a href="#">End-of-the-Year Celebration</a>  <a href="#">2023 Governance Overview</a></p> <p><b>Empowerment Through Action</b>  <a href="#">CRC</a>  <a href="#">Community Closet</a>  <a href="#">Community Garden, Peace Pantry, Community Closet - HHS Website</a>  <a href="#">Article from SMDJ - May 2022 on Peace Pantry</a>            ETA Newsletters: <a href="#">22-23</a> and <a href="#">23-24</a>  <a href="#">ETA Graduation</a>  <a href="#">ETA Graduation Program</a>  <a href="#">2019 Shared decision-making and governance model</a></p>
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**Criterion E2: School Culture and Environment**

<p><b>E2.1 Policies and Resources:</b> The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety</p>	
Findings	Evidence
<p>Hillsdale utilizes a broad set of practices to ensure a safe, clean, and orderly campus. First, Hillsdale is organized into Small Learning Communities that are arranged in close physical proximity. This allows for students and staff to build community and collaborate with fewer barriers and minimizes travel time for students.</p> <p>100% of staff complete required trainings around Sexual Harassment Prevention,</p>	<p><b>Safe Community</b>  <a href="#">Hillsdale Campus Map</a></p> <p><b>Student Behavior Expectations</b>  <a href="#">Slides to review in Advisory</a>  <a href="#">Grade Level Community Talks</a>  <a href="#">Student Handbook document</a></p>

<p>Mandated Reporting, Bloodborne Pathogens, Hate Speech, and supporting Homeless/Foster students. Advisory time at the very beginning of each school year is used to ensure that every student receives explicit instruction on Student Behavior expectations, as well as the key components and policies of the Student Handbook. Advisors (with administrative support) then follow up with students and families as needed to ensure that every family completes a form acknowledging these same policies and expectations. Advisory is also a key forum for students to annually work through various curricula around cyber health and digital media literacy/safety. A yearly emergency drill calendar is distributed along with teaching materials and process reminders at the beginning of the school year, and the entire school completes monthly drills to practice each of the Big 5 protocols. As a result of Measure L, improvements to the campus have been made in the following areas: cameras, PA, meeting rooms, campus access, outdoor learning areas, and encapsulation of transite panels.</p>	<p><b>Staff Online Training Sites</b>  <a href="#">McKinney-Vento Vector/Target Training Site</a>   <a href="#">Staff PD on Language</a></p> <p><b>Digital Literacy &amp; Safety</b>  <a href="#">Wellness Digital Health Presentation</a>  <a href="#">Cyber Health Lesson Series</a>  <a href="#">Common Sense Media - Digital citizenship curriculum</a></p> <p><b>Emergency Preparedness</b>  <a href="#">Big 5 Procedures Slideshow and Teaching Materials</a>  <a href="#">Measure L - Facilities Upgrades</a></p>
<p><b>E2.2 Trust, Respect, and Equity:</b> The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.</p>	
<p style="text-align: center;"><b>Findings</b></p>	<p style="text-align: center;"><b>Evidence</b></p>
<p>The Smaller Learning Communities structure provides students with the personalization and individualized support of a core team of teachers to ensure student success. Four teachers share a group of approximately 120 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.</p> <p>Many teachers work together to incorporate curriculum into Advisory to help students honor individual differences. Some examples include a unit on learning differences and a unit on cultural community wealth. 9th grade advisors also implement a unit on group work to coach students to use more constructive behaviors in groups. The lessons also provide students with language they can use to identify and address challenging behaviors from group mates.</p> <p>Several routines in Advisory are in place to address students’ social-emotional needs. Students regularly reflect on their wellbeing in journals that their advisors can read and respond to. 9th and 10th grade Advisors have also made an effort to use community circles in class to help students get to know each other and address sensitive topics.</p> <p>The Counseling Department, Mental Health and Wellness Counselors, and College/Career Center reach out to students through widely-posted and publicized QR codes and resource links.</p>	<p><b>Small Learning Communities</b>  <a href="#">Kid Talk Template</a> (sample used by teams to share concerns and celebrations of shared students)</p> <p><b>Advisory Curriculum</b>  <a href="#">LD Advisory Curriculum Binder</a>   <a href="#">Learning Differences</a> (project)</p> <p><a href="#">Cultural Community Wealth</a> (lesson on assets and artwork to represent their community)</p> <p><a href="#">Humans of Hillsdale</a>.(project)  <a href="#">One Love Lessons</a>  <a href="#">Florence Learning Community</a></p> <p><b>Advisory Routines to address Social-Emotional Needs</b>  <a href="#">Community Circles</a>  <a href="#">Praise Journals</a>  <a href="#">Intro to Wellness/Coping</a>  <a href="#">Wellness/Counseling</a>  <a href="#">Wellness LinkTree</a></p>

**E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
<p>During mental health awareness week students can engage in activities during lunch that encourage self-soothing behaviors and educate students on where they can seek emotional support on campus. Additionally, students are invited to sign a pledge to declare their intention to reduce mental health support stigma.</p> <p>Bring Change 2 Mind is a student led club to bring awareness gives students a platform to share their voices and raise awareness around mental health. Our goal is to empower students to educate one another, and their communities, and to create a culture of peer support within their schools. With the support of student leadership, BC2M created a forum to discuss the intersectionality with race and mental health and held a powerful “green out” during a basketball game to promote mental health awareness. We also bring in dog therapy for finals week and other stress buster activities.</p> <p>Hillsdale has multiple cultural clubs to celebrate the diversity of the campus. 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.</p> <p>Hillsdale also has a robust creative club that brings dozens of students from all neurotypes together to play Dungeons and Dragons. In D&amp;D Club, students get to practice social skills and self-expression safely via a collaborative storytelling game.</p> <p>This year we had school wide integration for Pride Week aiming to create a safer environment for students and staff of all genders and identities. We also have a very active GSA Club to support our LGBTQ+ community. Annually the GSA hosts a lunchtime celebration for Coming Out Day. Prior to Coming Out Day during lunch, our staff received professional development on language and, with student support, gained student perspective to encourage our staff to advocate for students connected to the LGBTQ+ community. During Pride Week, all students participated in coordinated discussions during Advisory. There was a week-long campaign where students were invited to wear pride themed clothes, and make and wear gender pronoun pins.</p> <p>Last year an initiative was founded to help make campus feel safer for students of all genders. This initiative included reallocating a few single stall gender-specific bathrooms to become single stall all-gender restrooms. Student handbooks were updated to specify how and where students could access these inclusive bathrooms.</p> <p>The Shield yearbook staff represents the school community by including multilingual learners and Bay Academy students. The coverage expanded in 2023 to include ETA, ELD sports and academics, Manila House and Bay Academy activities. Plans for the new TV studio include all school video announcements in both English and Spanish starting in 2024.</p>	<p><b>Whole School Culture</b>  <a href="#">HHS Activities Website</a>  <a href="#">List of Campus Activities</a>  <a href="#">List of Clubs</a>  <a href="#">Ritmo Latino Week Slides</a>  <a href="#">Pride Week Slides</a>  <a href="#">Bring Change to Mind (BC2M)</a>  <a href="#">Yearbook Page Ladder 2024</a>  <a href="#">Hillsdale Film Festival 2023</a>  <a href="#">Show presentation</a></p> <p>Video production students record and edit <a href="#">Live Event highlight videos</a> that include Sports Highlights, Music, Drama and Knight Moves performances and are linked to the yearbook using <a href="#">these videos</a></p> <p><a href="#">Master Schedule with Common Preps and Meetings</a>  <a href="#">Student Equity Council District Presentation</a></p>

Opportunities for students to participate in performances that introduce them to professionalism in the Arts include: Drama productions, student stage and lighting crews, Music competitions and performances, Dance performances and the Film Festival.

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, along with faculty participation in the Senior Symposium are all testament to a staff willing to go the extra mile to make continual improvements to help all students meet high standards.

Administration supports institutional professionalism and teamwork through deep attention to master scheduling, supporting and balancing common prep periods for departments and advisory teams.

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 SLC/School 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.

A challenge of shared-decision making is the tension between the autonomy teachers experience 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 SLCs. Since the last report, we have been more attentive to supporting the needs of our Latinx 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. Student Equity Committee is a district-created student group on every

campus in the district that focuses on empowering student leaders to focus on equity issues at our school site. The students are trained by professionals from Youth Catalyst Liberatory Leadership to understand and identify equity issues on our campus. The students listen to students and educators through interviews and surveys to learn more about the equity issue and present solutions to the administrator and school board.	
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**Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports**

**E3.1 Multi-tiered Support:** School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

Key Findings	Supporting Evidence
<p>At the heart of our SLC model is the dedicated advisory time, collaboration, and curriculum, which allows staff to build personalized individual relationships with students. The shared planning time allows Tier I teams (Core teachers, counselor, ed specialist, administrator) to share student progress and concerns (wellness and academic) at a weekly ritual called Kid Talk. Advisors serve as an advocate for a student’s instructional needs in other classes and complete regular check-ins with advisees to monitor progress towards individual goals (which can be personal or academic and transition towards larger post-secondary or life concerns in upper division) as well as larger student-led conferences in 9th and 11th grade. Additional personalized support is given through weekly Tutorial time, which allows students to receive academic help from a teacher of their choice. Advisory curriculum is geared towards Tier I support in the areas of organization, study habits, academic skills, goal setting and reflective practice, personal health, and community building.</p> <p>Teachers develop lessons which include best instruction, embedding supports such as language frames, rubric based assessment, and interdisciplinary project based learning.</p> <p>Hillsdale has worked to develop alternative measures in addition to and in lieu of punitive consequences. This includes Improved Site Attendance Meetings, Attendance Check-In/Check-Out, Student Study Teams, Restorative Circles, Wellness Counseling, Online Credit Recovery, Empowerment Through Action, the Self and Social Empowerment class, and substance use programs. There are also a number of different educational options within the school district, including Middle College, Peninsula High School, E-College, and Independent Study.</p>	<p><b>Multi-Tiered Support</b>  <a href="#">Manila House MTSS Program Evolution</a>  <a href="#">Special Ed Consult Model</a>  <a href="#">Kid Talk Artifact</a>  <a href="#">Attendance Tracking</a>  <a href="#">Advisor Common Assurances</a>  <a href="#">ETA Artifacts</a>  <a href="#">Alternatives to Suspension/Restorative Justice/Restorative Fridays</a>  <a href="#">Weekly Canvas Academic and SEL Check-In during Advisory</a></p>

**E3.2 Multi-tiered Support Effectiveness:** School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.

Findings	Evidence
<p><b>Advisory</b>  As a small learning community each house is responsible for implementing Tier I interventions and monitoring efficacy of Tier II interventions. We see this in our weekly Kid</p>	<p><b>Social Emotional Supports</b>  <a href="#">Mental Health 24/7 Support</a>  <a href="#">SPSA</a>  <a href="#">Counselor Evaluation Handbook</a></p>



<p>Talk meetings and parent-student-teacher conferences.</p> <p>As a school, we have moved away from satellite data in an effort to focus on our street data, or our individual students, specifically our historically underrepresented groups. This data is significantly more robust as we have spent the last three years on qualitative data for individual students, through Equity Transformation Cycles.</p> <p><b>Restorative Practices</b></p> <p>As a desire to decrease suspensions and forge stronger relationships, we have implemented more Restorative Practices like Restorative Fridays and Restorative Circles. We currently have 26 lower division teachers who are participating in a training dedicated to Restorative Practices, led by professor and educational activist, Carlos Hagedorn. We also have 270 students in our Empowerment Through Action Program, which is designed to work with students weekly to improve self-efficacy, confidence levels, academic achievement, and overall mental health and well-being. Through their participation in this program, they have entrepreneurial opportunities, such as working at the school’s coffee cafe. They also have access to outside resources and clubs, such as djing, soccer, and paid tutoring.</p> <p><b>Mental Health Supports</b></p> <p>Teen Health Van: The District’s Teen Health Van is available monthly for students to access. This health resource is for students who are 12-25 years old who are uninsured, underinsured, homeless and/or in need of sensitive health care support. All services and medications are provided at no charge to the student. Services do not require parent approval or signature.</p> <p><b>ETA Effectiveness</b></p> <p>Our Empowerment Through Action Program has grown from 60 students in 2018 to over 260 in 2023. The program focuses on social, emotional, and academic support with the lens of restorative practices and trauma literacy. The effectiveness of the program is measured by graduation rates, truancy rates, suspension data, and semester grade data. Students in the program have a 96% graduation rate on average over the last 3 years. Effectiveness is also measured by qualitative surveys given to students each Spring. Success in ETA is a growth in student belonging, self-confidence, self-efficacy, and motivation. 70% of students in ETA report that their participation in groups has helped them feel more confident and feel they have a healthy way to respond to stress.</p>	<p><a href="#">Rubric</a>  <a href="#">Tier II Referral Form</a>  <a href="#">23-24 Tier II Interventions</a>  <a href="#">ETA Newsletter</a>  <a href="#">Care Solace</a>  <a href="#">Link Tree Sign Up for Wellness</a>  <a href="#">Appointments</a>  <a href="#">TUPE referral and Brief</a>  <a href="#">Intervention</a>  <a href="#">Teen Health Van</a></p> <p><b>Restorative Practices</b></p> <ul style="list-style-type: none"> <li>■ MH&amp;W 2022_23sy Repor...</li> </ul> <p><a href="#">ETA Grade, Suspension, Attendance and Graduation Data</a>  <a href="#">2023 ETA Data Summary (Qualitative)</a>  <a href="#">2022 ETA Data Summary (Qualitative)</a></p>
<p><b>E3.3 Student Involvement:</b> The school ensures a high level of student involvement in curricular and co-curricular activities that link to school-wide student goals/graduate profile, academic standards, and college and career readiness.</p>	
<p style="text-align: center;"><b>Findings</b></p>	<p style="text-align: center;"><b>Evidence</b></p>
<p>Hillsdale promotes a connection to academic readiness through extra and co curricular activities like athletics, band, chorus, drama and Yearbook. Hillsdale also has a robust student-led club culture, with over 45 clubs on campus.</p> <p>Our student Leadership class consists of the A.S.B. officers, the Senior Class Council and</p>	<p><b>Extracurricular Activities</b>  <a href="#">HHS Athletics Page</a>  <a href="#">Athletics Parent Meeting Slides</a>  <a href="#">Distinguished Scholar Athletes</a>  <a href="#">Three Sport Athletes</a></p>

<p>Appointed commissioners, delegates and liaisons. The A.S.B. Leadership students work closely throughout the year with all four Class Councils, clubs, the captains and of all athletic teams. They also collaborate with the administration on a number of hospitality events such as Back to School Night, Open House, and 8<sup>th</sup> Grade Family Night. Leadership class has worked hard to diversify its representation and connect with clubs and other student organizations. Examples of this include the Ritmo (Spanish language) dance, culture week and culture night.</p> <p>Hillsdale’s College and Career Center, in conjunction with the Counseling team, hosts multiple college representatives, intensive workshops regarding financial aid and the four year application process, and monthly career panels in which professionals share their experiences in various fields. Advisory supports these initiatives by offering further application and personalization.</p> <p>All students participate in project-based activities that enhance the curriculum and link to real world applications in each discipline.</p> <p>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.</p>	<p><a href="#">Performing Arts Leadership</a> website  <a href="#">Leadership Class Overview</a>  <a href="#">HHS Club Page</a></p> <p><b>Career and Technical Education</b>  <a href="#">HHS College and Career Page</a>  <a href="#">Career Technical Education</a></p> <p><b>Project Based Activities</b>  Project: <a href="#">Truth and Reconciliation Commission</a> (9th grade)  Project: <a href="#">Golding Trial</a> (10th)  Project: <a href="#">Junior Humanities Project</a> (11th grade)  Project: <a href="#">Identity, Culture, and Sovereignty</a> (11th grade)</p>
<p><b>E3.4 Student Self Advocacy:</b> Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
<p style="text-align: center;"><b>Findings</b></p> <p>Looping in the lower division means that students develop deeper relationships with teachers and peers in the crucial first years of high school; these relationships support them as they develop the habits they need for independent learning</p> <p>Advisory lessons help students reflect upon their behavior and habits (both personal and academic) and then guide students to reinforce positive behaviors that support their mental wellness and academic success. Some examples of lessons we do in advisory are the Health Wheel, Community Circles, Emailing an Adult, and Student Led Conferences. In addition, advisors serve as academic and personal coaches and mentors; advisors check in with students frequently about their progress, challenges, and help them come up with personalized plans for achieving their goals.</p> <p>Hillsdale offers a campus-wide tutorial period once a week as well as after school once a month, in which students choose where to go for help and advocate for what they need from their teachers.</p> <p>Students with IEPs are <i>encouraged</i> to self-advocate by emailing their teachers with requests</p>	<p style="text-align: center;"><b>Evidence</b></p> <p><a href="#">Community Circle</a> and <a href="#">Community Circles</a>  <a href="#">Email an Adult Lesson</a>  <a href="#">This I Believe Journals</a> and <a href="#">2 Paths Project</a> in Upper Division Advisories  <a href="#">Squire Meeting Slides</a></p>

<p>and/or accessing their accommodations in class starting in the lower division, so that it is ingrained by the time they get to the upper division.</p> <p>Students in the “multilingual learner” Manila House learn their SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) and reading levels, and regularly track progress so that they can advocate for themselves around their learning needs in reading.</p> <p>Students drive school activities, communication, decision-making, and initiatives, usually in partnership with the Leadership class. Students in this class run Squire meetings that serve to inform the student body and collect data through town hall-style components. The Leadership class has a comprehensive structure for helping to run student culture on campus</p>	
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**Areas of Strength**

- **The Small Learning Community (SLC)** structure allows us to provide a culture of personalization and community, with the benefits of a large comprehensive school. Over the course of two years, the teams really know their students.
- **Strong and positive camaraderie** among the staff and students. There is an open door policy at lunch to create a safe place for students to go and where they feel valued by their teachers. There are a plethora of campus activities, clubs, and celebrations (often through project-based learning) and robust service learning and alternative projects (Peace Pantry, Community Garden and Closet, ETA). The school serves the community just as the community serves the school. Additionally, there is a clear atmosphere of trust, respect, equity and professionalism among the faculty developed through regular collaboration, communication, and professional development.
- **Shared decision making:** HHS has made intentional institutional choices to create shared time to inform and connect staff around decision-making and voting, building a culture of professionalism and trust. This is built into the school day as shared preps, shared curriculum, House meetings, and professional learning.

**Areas of Growth**

- Due to our SLC structure, we have more **limited class offerings**. For example, we do not offer anything with regards to trades or the industrial arts
- We need to do more in addressing **chronic absenteeism**. We need to continue to provide more supports for students who have social emotional needs and identify more ways to get them back on campus.
- We can continue to grow in the area of **inclusion and representation**. We have started to create more clubs and programs to support our students, but we still have an ongoing issue with **harmful language** on campus.
- While our advisory program is strong, we could always benefit from a clearer **scope and sequence for the program** over the course of four years.



## **Chapter 4:**

# **Critical Areas of Need**

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

<p><b>Category A</b> Governance, Leadership, Vision</p>	<p>Strength</p> <ol style="list-style-type: none"> <li>1. Clear vision and purpose supported by 4 long standing cornerstone values</li> <li>2. Hillsdale’s operations team functions in support of the students and teachers effectively as collaborative partners to fulfill the vision of the school and support student learning.</li> <li>3. Hillsdale benefits from a highly qualified and experienced staff, in part due to structures and collaboration which create an enjoyable and meaningful work environment that centers educator leadership.</li> <li>4. Hillsdale’s governance structure including its constitution, amendment process, and leadership team center shared decision making through educator-led systems to support the school vision and purpose in better serving students.</li> </ol>
	<p>Growth</p> <ol style="list-style-type: none"> <li>1. Continue to grow and diversify faculty and staff to better reflect our student body and its needs.</li> <li>2. Continue to improve the role of student involvement, voice and representation of interests on SLC/School Site Council.</li> </ol>
<p><b>Category B</b> Curriculum</p>	<p>Strength</p> <ol style="list-style-type: none"> <li>1. Teacher collaboration in course alike PLCs, humanities teams, and departmental vertical alignment of curriculum.</li> <li>2. The Career and College Center is fully integrated into our campus. It provides resources, speaker programs, individual support to students, Advisory visits, and consultation with teachers.</li> <li>3. Leveraging personalization to support each individual student in their course selection.</li> </ol>
	<p>Growth</p> <ol style="list-style-type: none"> <li>1. Support for recently mainstreamed multilingual learners</li> <li>2. Revamp upper division experience to better serve all students.</li> <li>3. Continue to create common practices and structures for Advisory curriculum and work as a staff to clarify the role of Advisory.</li> </ol>
<p><b>Category C</b> Instruction</p>	<p>Strength</p> <ol style="list-style-type: none"> <li>1. We have improved our offerings of rigorous courses over the past six years and made those courses equitably accessible to our changing population.</li> <li>2. As a school, we are constantly updating and iterating on our instructional practices through professional development, redesign of our Graduate Profile, and greater incorporation of technology.</li> <li>3. We offer a wide range of academic supports to a wide variety of students, ranging from school-wide Tutorial to more targeted supports like the CRC and ETA.</li> <li>4. Our schedule is set up for teachers to have many opportunities to collaborate around instruction, including weekly shared PLC time and professional development time twice a week.</li> </ol>

	<p>Growth</p> <ol style="list-style-type: none"> <li>1. We need to work to incorporate our updated Graduate Profile into our instructional practices and build a deeper understanding of the new GP with students.</li> <li>2. We need to find ways to improve and expand our CTE offerings to give students a broader range of opportunities and perspectives that match their interests and needs while preparing them for a variety of post-high school options.</li> </ol>
<p><b>Category D</b> Assessment</p>	<p>Strength</p> <ol style="list-style-type: none"> <li>1. All departments have made progress towards implementing more equitable grading practices</li> <li>2. Teachers collaborate in PLCs weekly to create common assessments, calibrate grading, and align instructional practice</li> <li>3. Teacher planning is informed by student feedback, especially from students on the margins (street data)</li> <li>4. Staff monitor student achievement regularly through Canvas Grade Guardian and communicate it through Kid Talk, Student-led conferences, and contacts home. Parents/guardians have up to minute access</li> <li>5. Humanities, VAPA, and World Language departments utilize performance based assessment</li> </ol> <p>Growth</p> <ol style="list-style-type: none"> <li>1. Establishing what the demonstration of the graduate profile looks like</li> <li>2. Consistency of assessment in upper division</li> </ol>
<p>Category E: School Culture</p>	<p>Strength</p> <ol style="list-style-type: none"> <li>1. <b>The Small Learning Community (SLC)</b> structure allows us to provide a culture of personalization and community, with the benefits of a large comprehensive school. Over the course of two years, the teams really know their students.</li> <li>2. <b>Strong and positive camaraderie</b> among the staff and students. There are a plethora of campus activities, clubs, and celebrations (often through project-based learning) and robust service learning and alternative building projects (Peace Pantry, Community Garden and Closet, ETA). The school serves the community just as the community serves the school. Additionally, there is a clear atmosphere of trust, respect, equity and professionalism among the faculty developed through regular collaboration, communication, and professional development.</li> <li>3. <b>Shared decision making:</b> HHS has made intentional institutional choices to create shared time to inform and connect staff around decision-making and voting, building a culture of professionalism and trust. This is built into the school day as shared preps, shared curriculum, and professional learning.</li> </ol> <p>Growth</p> <ol style="list-style-type: none"> <li>1. Due to our SLC structure, we have more limited class offerings. For example, we do not offer anything with regards to trades or the industrial arts</li> <li>2. We need to do more in addressing chronic absenteeism. We need to continue to provide more support for students who have social emotional needs and identify ways to get them on campus.</li> <li>3. We can continue to grow in the area of inclusion and representation. We have started to create more clubs and programs to support our students, but we still have an ongoing issue with harmful language on campus.</li> <li>4. While our advisory program is strong, we could always benefit from a clearer scope and sequence for the program over the course of four years.</li> </ol>



## Chapter 5:

### School-Wide Action Plans

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

[SMUHSD LCAP](#)  
[Hillsdale High School SPSA](#)

## Appendix

### Links to General Resources

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [California School Dashboard Summary performance indicators](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. The most recent [California Healthy Kids Survey Summary Results](#) (2020)
- F. [HHS-Master Schedule](#)
- G. [Approved AP course list](#)
- H. [UC A–G approved course list](#)
- I. **Additional School Programs**
  - [Constitution](#) and [Governance](#) and [Roles and Responsibilities](#)
  - [OSCR](#)
  - [Advisory Scope and Sequence](#)
  - [HHS MTSS Tiered Student Support](#)
  - [Empowerment Through Action](#)
  - [Wellness Program Brochure](#)
- J. [School accountability report card \(SARC\) 2023](#)
- K. [Graduation requirements](#)
- L. Summary of School Budget; [Summary of the support programs, actions and services funded with supplemental and concentration funds, federal Title 1, Title II, Title III and other federal funds](#)
- M. [Glossary](#) of terms unique to the school
- N. [Single Plan for Student Achievement](#)
- P. **Pertinent Additional Data**
  - [2023 Hillsdale PLC Equity Transformation Cycle documentation](#)
  - [Hillsdale Bell Schedule](#)
  - [Schools of Opportunity Award](#)
  - [Hillsdale Website](#)
  - [Hillsdale Homepage](#)
  - [Campus Map](#)
  - [Facilities and Emergency Procedures](#)
  - [Athletics](#)
  - [Peace Pantry](#)
  - [Hillsdale Handbook](#)
  - [Hillsdale High School Foundation](#)