

Hillsdale High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|--|---|
| School Name | Hillsdale High School |
| Street | 3115 Del Monte St., San Mateo |
| City, State, Zip | San Mateo, CA 94403 |
| Phone Number | (650) 558-2600 |
| Principal | Jeff Gilbert |
| Email Address | jgilbert@smuhsd.org |
| School Website | https://ca02206192.schoolwires.net/Page/15#calendar20271/20201215/month |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 4133070 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

Hillsdale High School is an innovative educational community in its 23rd year of a teacher led redesign into Smaller Learning Communities, which aims to help all students achieve high academic and personal standards. Currently we have seven "houses" delivering a UC/CSU preparatory curriculum to all students. At the 9th and 10th grades, teams of four teachers (math, science, English, and social science) have common preparation periods, share and advise approximately 118 students, and

2025-26 School Description and Mission Statement

teach their cohort for two years. Teachers communicate regularly about the students they have in common, coordinate learning activities and integrate curriculum in order to create deeper and more authentic learning experiences. Students in the 11th and 12th grades are divided into three “upper division” houses, and also have advisors; some of whom are within the academic core and others who are elective teachers or administrators. Upper division teachers, like their ninth and tenth grade colleagues, share students, collaboration periods and advisory curriculum and stay with their students for two years. Manila House now serves Hillsdale’s growing ELD population, with an Advisory team and teachers focused on the needs of that student population.

Major Achievements

- Six year clear accreditation from the Western Association of Schools and Colleges (WASC) (2018), Six year accreditation (2024)

Selected as a demonstration school for the RedesignED school network, a recipient of the 2025 California redesign grant

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

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

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 372 |
| Grade 10 | 393 |
| Grade 11 | 409 |
| Grade 12 | 411 |
| Total Enrollment | 1,585 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.2 |
| Male | 54.6 |
| Non-Binary | 0.3 |
| American Indian or Alaska Native | 0.1 |
| Asian | 15.5 |
| Black or African American | 1 |
| Filipino | 4.3 |
| Hispanic or Latino | 37.7 |
| Native Hawaiian or Pacific Islander | 1 |
| Two or More Races | 9.4 |
| White | 31 |
| English Learners | 13.1 |
| Foster Youth | 0.1 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 26.9 |
| Students with Disabilities | 13.5 |

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 81.2 | 89.13 | 387.4 | 79.14 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0.8 | 0.88 | 4.8 | 1 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.9 | 3.28 | 13.3 | 2.72 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0.08 | 5.2 | 1.06 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 6 | 6.62 | 78.6 | 16.07 | 15831.9 | 5.67 |
| Total Teaching Positions | 91.1 | 100 | 489.5 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 82.3 | 89.18 | 382.9 | 80.38 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 2 | 0.43 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.8 | 3.09 | 12.4 | 2.61 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.4 | 0.51 | 5.8 | 1.23 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 6.6 | 7.21 | 73 | 15.34 | 14303.8 | 5.15 |
| Total Teaching Positions | 92.3 | 100 | 476.4 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 78.8 | 91.03 | 382.3 | 79.45 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 5.9 | 1.24 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.1 | 2.53 | 15 | 3.12 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.1 | 0.2 | 3 | 0.62 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 5.4 | 6.25 | 74.8 | 15.56 | 13705.8 | 4.91 |
| Total Teaching Positions | 86.6 | 100 | 481.2 | 100 | 278927.1 | 100 |

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 2.90 | 2.8 | 2.1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.90 | 2.8 | 2.1 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.4 | 0 |
| Local Assignment Options | 0.00 | 0 | 0.1 |
| Total Out-of-Field Teachers | 0.00 | 0.4 | 0.1 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.9 | 4.9 | 6.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.3 | 0.8 | 3.1 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Hillsdale High School has recently adopted new textbooks in several areas - AP Environmental Science, Finite math, Geometry, US History, AP Statistics, Algebra I and II, Chinese levels 1-4 and Health. All students at Hillsdale have access to textbooks for core subject areas and the school meets the guidelines for the Williams Law. The ELD department uses the most supplemental materials and continue to be updated as needed. The ELD department continues to order books to keep up with the demand for the number of students in the program.

Year and month in which the data were collected

12/2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|--|--|
| Reading/Language Arts | Current and Meet State and Local Standards/2023 | 0 |
| Mathematics | Current and Meet State and Local Standards: CPM/ Upper division texts 2020 | 0 |
| Science | Current and Meet State and Local Standards / 2023 | 0 |
| History-Social Science | Current and Meet State and Local Standards / 2020 | 0 |
| Foreign Language | Current and Meet State and Local Standards / 2018 | 0 |
| Health | Current and Meet State and Local Standards/2018 | 0 |
| Visual and Performing Arts | Current and Meet State and Local Standards | 0 |
| Science Laboratory Equipment (grades 9-12) | Current and Meet State and Local Standards / 2019 | 0 |

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

School Facility Conditions and Planned Improvements

Hillsdale High School is a clean, comfortable campus that is more than adequate for the purposes of teaching and learning. The robust school and district maintenance departments ensure that repairs, modifications and safety issues are completed in a timely manner. School buildings range in age from more than 65 years to just 5 years old. A series of school bonds have allowed for upgrades and renovations: \$31 million for renovation and remodeling was completed in the of Spring 2006, Auditorium and athletic facilities modernization was completed in November of 2013 and the new 40,000 s.f. building, opened in 2017, has created additional science and world language instructional capabilities. The campus is completing construction to further modernize the building, including the encapsulation of transite panels. Additional construction to renovate the school's exterior is slated for the summers of 2024, 2025, and 2026. A comprehensive camera system has been installed to provide

School Facility Conditions and Planned Improvements

additional safety for staff and students and additional cameras are being proposed. The existing fire alarm systems are being updated and integrated with the newer systems of the World Language and Science Wing that was completed in the spring 2017. Other projects, including classroom upgrades and delayed maintenance and repairs will be completed using the bond funds.

School Administration works closely with the school's plant manager to prioritize cleaning and maintenance schedules that ensure a clean, safe, and functional school. The conditions on campus are continually improving. Fitness report for 2025-26 currently in progress.

Year and month of the most recent FIT report

January 16, 2026

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 65 | 70 | 71 | 74 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 37 | 41 | 47 | 51 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 401 | 367 | 91.52 | 8.48 | 69.95 |
| Female | 188 | 169 | 89.89 | 10.11 | 76.79 |
| Male | 212 | 197 | 92.92 | 7.08 | 64.47 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 63 | 60 | 95.24 | 4.76 | 93.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 19 | 17 | 89.47 | 10.53 | 88.24 |
| Hispanic or Latino | 153 | 138 | 90.20 | 9.80 | 48.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 39 | 36 | 92.31 | 7.69 | 80.56 |
| White | 120 | 110 | 91.67 | 8.33 | 79.09 |
| English Learners | 47 | 35 | 74.47 | 25.53 | 5.71 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 90 | 79 | 87.78 | 12.22 | 45.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 51 | 45 | 88.24 | 11.76 | 22.73 |

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 401 | 370 | 92.27 | 7.73 | 40.81 |
| Female | 188 | 172 | 91.49 | 8.51 | 39.53 |
| Male | 212 | 197 | 92.92 | 7.08 | 42.13 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 63 | 61 | 96.83 | 3.17 | 80.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 19 | 17 | 89.47 | 10.53 | 35.29 |
| Hispanic or Latino | 153 | 138 | 90.20 | 9.80 | 18.12 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 39 | 37 | 94.87 | 5.13 | 56.76 |
| White | 120 | 111 | 92.50 | 7.50 | 45.05 |
| English Learners | 47 | 37 | 78.72 | 21.28 | 5.41 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 90 | 78 | 86.67 | 13.33 | 21.79 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 51 | 41 | 80.39 | 19.61 | 14.63 |

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 39.49 | 38.8 | 49.35 | 48.61 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 391 | 366 | 93.61 | 6.39 | 38.80 |
| Female | 182 | 168 | 92.31 | 7.69 | 38.10 |
| Male | 208 | 197 | 94.71 | 5.29 | 39.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 62 | 60 | 96.77 | 3.23 | 65.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 18 | 18 | 100.00 | 0.00 | 50.00 |
| Hispanic or Latino | 132 | 122 | 92.42 | 7.58 | 19.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 36 | 32 | 88.89 | 11.11 | 62.50 |
| White | 129 | 122 | 94.57 | 5.43 | 38.52 |
| English Learners | 38 | 33 | 86.84 | 13.16 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 13 | 12 | 92.31 | 7.69 | 50.00 |
| Socioeconomically Disadvantaged | 68 | 61 | 89.71 | 10.29 | 14.75 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 59 | 51 | 86.44 | 13.56 | 13.73 |

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 436 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 14.3 |

2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 97.73 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 74.32 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 97.50% | 97.78% | 98.89% | 96.94% | 98.61% |

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Hillsdale is fortunate to be supported by an involved parent community. Parents from each Smaller Learning Community (SLC) are represented on the Hillsdale Site Council which oversees the vision and goals for the school, directs professional development, and allocates state grant funds. Parents are also drawn into the school community through SLC events, including potlucks and, at the 9th and 11th grades, Student-led Conferences. Parents provide significant volunteer support for our library

2025-26 Opportunities for Parental Involvement

and career center programs and volunteer to support academic programs such as the 11th grade Resume and Interview project. The Athletic, Drama, Dance, and Music Boosters provide enormous support, financial and other, for their respective programs. Hillsdale's English Language Advisory Committee (ELAC) meets four times per year, providing feedback on school needs, along with providing input to the District English Language Advisory Committee (DELAC).

Hillsdale also has active parent organizations such as the PTSO, ELAC, Athletic, Music and Drama Boosters, Latino Parent Association, Special Needs Parents group. Hillsdale's Foundation is a parent and alumni directed organization that serves to provide resources for Hillsdale's programs. Hillsdale also has a Parent Engagement Coordinator whose goal is to increase overall parent engagement. Parent volunteers and Board member play an integral part in Hillsdale's community school design, including Empowerment Through Action, Peace Pantry and Community Closet.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 6.1 | 5.4 | 5.5 | 6.7 | 5.3 | 4.6 | 8.2 | 8.9 | 8 |
| Graduation Rate | 90.6 | 92 | 90.8 | 91.5 | 92.5 | 93.5 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 403 | 366 | 90.8 |
| Female | 190 | 174 | 91.6 |
| Male | 212 | 191 | 90.1 |
| Non-Binary | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 62 | 61 | 98.4 |
| Black or African American | -- | -- | -- |
| Filipino | 18 | 18 | 100.0 |
| Hispanic or Latino | 139 | 113 | 81.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 36 | 36 | 100.0 |
| White | 134 | 126 | 94.0 |
| English Learners | 74 | 49 | 66.2 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 141 | 115 | 81.6 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 71 | 55 | 77.5 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1630 | 1601 | 202 | 12.6 |
| Female | 736 | 723 | 100 | 13.8 |
| Male | 892 | 876 | 102 | 11.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 249 | 247 | 13 | 5.3 |
| Black or African American | 16 | 16 | 6 | 37.5 |
| Filipino | 68 | 68 | 7 | 10.3 |
| Hispanic or Latino | 633 | 608 | 113 | 18.6 |
| Native Hawaiian or Pacific Islander | 18 | 18 | 7 | 38.9 |
| Two or More Races | 151 | 150 | 14 | 9.3 |
| White | 493 | 492 | 41 | 8.3 |
| English Learners | 232 | 215 | 57 | 26.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 12 | 12 | 9 | 75.0 |
| Socioeconomically Disadvantaged | 485 | 473 | 97 | 20.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 230 | 227 | 44 | 19.4 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 2.84 | 2.59 | 2.52 | 3.52 | 3.35 | 2.96 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.12 | 0.06 | 0.02 | 0.05 | 0.09 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.52 | 0.06 |
| Female | 1.09 | 0.00 |
| Male | 3.70 | 0.11 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.80 | 0.00 |
| Black or African American | 18.75 | 0.00 |
| Filipino | 1.47 | 0.00 |
| Hispanic or Latino | 4.11 | 0.16 |
| Native Hawaiian or Pacific Islander | 11.11 | 0.00 |
| Two or More Races | 1.32 | 0.00 |
| White | 1.01 | 0.00 |
| English Learners | 6.03 | 0.43 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 8.33 | 0.00 |
| Socioeconomically Disadvantaged | 4.33 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.17 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Hillsdale High School Safe School Plan is reviewed and revised annually in the spring semester. The 2024-25 plan was approved by the SMUHSD Board of Trustees in Spring, 2025. Currently, the school has one goal which has been approved by School Site Council (2025-26):

1. Hillsdale will implement and train new Incident Command teams to be enacted in the event of a major emergency per new county guidance. Success towards this goal will be assessed during the Spring District emergency drill.

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

The full Safe Schools Plan will be reviewed for approval by SMUHSD Board of Trustees in February, 2026 and published for the community after approval.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 17 | 78 | 16 | 8 |
| Mathematics | 26 | 18 | 24 | 19 |
| Science | 28 | 6 | 25 | 8 |
| Social Science | 24 | 35 | 25 | 12 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 17 | 77 | 16 | 9 |
| Mathematics | 25 | 18 | 31 | 14 |
| Science | 29 | 2 | 36 | 5 |
| Social Science | 22 | 35 | 26 | 10 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 18 | 74 | 15 | 11 |
| Mathematics | 25 | 16 | 33 | 14 |
| Science | 30 | 1 | 28 | 10 |
| Social Science | 25 | 30 | 25 | 18 |

2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 316.2 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.6 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 3 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 18,106.07 | 4,184.30 | 13,921.77 | 127,143.93 |
| District | N/A | N/A | 19,167.22 | \$133,238 |
| Percent Difference - School Site and District | N/A | N/A | -31.7 | -4.7 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | 15.5 | 10.6 |

Fiscal Year 2024-25 Types of Services Funded

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

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

Under Program Improvement, the San Mateo Union High School District implemented specific programs to assist students who tested below grade-level in reading and math. Within this initiative, Hillsdale has developed Geometry Support (SAS) to augment the core program that exists in each of Hillsdale's Smaller Learning Communities. Hillsdale also provides students with an opportunity to make up credits through a blended learning program.

The Hillsdale High School Foundation began a major Family Partnership Program campaign in 2008 which now raises approximately \$600,000 annually, which is used to support dual-enrollment community college classes on our campus, technology support, staffing and funds for extra-curricular programs. Over the past four years, Hillsdale has grown an Empowerment Through Action program that supports 160 struggling students through mentorships, extra-curricular activities and tutoring and partners with the school's Guided Studies classes--ETA formed its own 501(c)3 in 2024. The Athletic, Drama, and Music Boosters also do other fundraising throughout the year and Gilead and the Hillsdale Shopping Center have also provide additional funds.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$79,574 | \$67,238 |
| Mid-Range Teacher Salary | \$128,361 | \$106,841 |
| Highest Teacher Salary | \$151,187 | \$136,881 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$167,233 |
| Average Principal Salary (High) | \$237,089 | \$193,950 |
| Superintendent Salary | \$307,000 | \$314,304 |
| Percent of Budget for Teacher Salaries | 27.52% | 29.51% |
| Percent of Budget for Administrative Salaries | 5.08% | 4.87% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 38.4 |
|-----------------------------------|------|

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

| Subject | Number of AP Courses Offered |
|---------------------------------|------------------------------|
| Computer Science | 3 |
| English | 12 |
| Fine and Performing Arts | 3 |
| Foreign Language | 4 |
| Mathematics | 6 |
| Science | 11 |
| Social Science | 10 |
| Total AP Courses Offered | 49 |

Where there are student course enrollments of at least one student.

Professional Development

State funding, the collective bargaining agreement and Hillsdale's school calendar allow for four days of teacher training each year. These days have been divided between site specific work and collaboration across campuses in the district--this year, the agendas have been influenced by the district's commitment to an Instructional Framework. Administration and Hillsdale Foundation funds are allocated to provide 2-5 additional paid days of collaboration and P.D. during the summer.

In order to supplement the staff days, Hillsdale's schedule include an earlier release for students on Wednesdays and Fridays, which provides two hours of collaboration and staff development time each week. In 2025-26, teachers are using this time to develop projects and tasks that provide students the opportunity to demonstrate Hillsdale's new Graduate Profile, specially with

Professional Development

a focus on our multilingual learners and developing the faculty capacity to act as critical friends. Additionally, Hillsdale's master schedule ensures that all teachers have common collaboration periods built into their day for team and content area professional development. Teams work on equity goals, instructional strategies and data-based discussions on best practices. The San Mateo Union High School District also provides targeted professional development for teachers, including new, content and ML teachers and teachers working on specific strategies.

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

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | | |