



Hillside High School

1558 W. 9th Street • Upland, CA 91786 • (909) 949-8400 • Grades 10-12

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<https://hhs-uusd-ca.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

District Governing Board

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

District Administration

Nancy Kelly, Ed.D.

Superintendent

Shinay Bowman

**Assistant Superintendent,
Elementary Education**

Pamela Salgado

**Assistant Superintendent,
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business
Services**

Sergio Canal

**Assistant Superintendent, Human
Resources**

School Description

Hillside High School is one of 14 schools in the Upland Unified School District. Our school is located at the base of the San Gabriel Mountains in the southwest section of the City of Upland. Hillside High School can be found among a mixture of residential single dwelling homes, apartments, townhome/condominiums, and commercial buildings.

Our student population of 153 students, grades 11 through 12, reflects the changing demographics of our community. We value the rich experiences and opportunities that our diversity offers as we learn and work together.

Hillside High School has built a tradition of academic excellence and a strong commitment to helping every student meet his/her potential. The Hillside staff believes that all children can learn, and to that end, our highly qualified professional staff strives to provide every student access to a rigorous, standards-based core curriculum. We are extremely proud of our staff's hard work, our parents and community involvement, and of our students' academic success. We have embraced Common Core and shifted to A thru G curriculum. We are incorporating more student-centered lessons driven by 21st Century technology that promote greater student achievement and increase student engagement. Our teachers are incorporating more student performance assessments and facilitating communication and collaboration within their classes. Hillside is embracing the necessary changes in education to build student proficiencies with 21st Century skills. I am proud to work with such caring and dedicated professionals, who take pride in the influences they have on our students.

The dedicated staff of Hillside High School is committed to our District Vision: "All students will acquire and apply knowledge, develop understandings, learn skills and meet the challenges of a changing world." We at HHS truly care about our students and help them achieve success down the path they have chosen. The mission of Hillside High School is to provide a safe environment where students can re-establish their academic, personal, and career goals necessary for success in a global society. By providing a low student to teacher ratio, attention to the individual and personalized instruction, students are able to re-establish their academic and personal goals.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	61
Grade 12	99
Total Enrollment	160

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.3
Asian	1.3
Filipino	0.6
Hispanic or Latino	65.6
White	20
Two or More Races	0.6
Socioeconomically Disadvantaged	85.6
English Learners	20
Students with Disabilities	10
Foster Youth	1.3
Homeless	6.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Hillside High School	17-18	18-19	19-20
With Full Credential	13	13	13
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Hillside High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2017 McGraw-Hill Study Sync 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Algebra I, 2015 Houghton Mifflin - Geometry, 2015 Houghton Mifflin - Algebra II, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Prentice Hall - Biology Prentice Hall - Earth Science California Prentice Hall - Chemistry California Prentice Hall - Conceptual Physics Pearson - AP Edition Biology Houghton Mifflin - Chemistry 7th Edition Pearson-Addison Wesley - College Physics Thomson Learning - Living in the Environment McGraw Hill / Glencoe - Anatomy & Physiology Holt, Rinehart & Winston - Environmental Science Adoption Year: 2007 Thomson Del Mar Learning - Animal Agriculture Thomson Brooks/Cole - Oceanography McGraw Hill - Journey to the Cosmic Frontier Mountaineers Books - Mountaineering: Freedom of the Hills The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2001 Glencoe/McGraw-Hill - Economics Glencoe/McGraw-Hill - West's American Government Glencoe/McGraw-Hill - Street Law Worth Publishing - Exploring Psychology Worth Publishing - Psychology Prentice Hall - Essentials of Sociology: A Down to Earth Approach McDougal-Littell - The Americans: Reconstruction Through the 20th Century McDougal-Littell - Modern World History: Patterns of Interaction McDougal-Littell - The American Pageant: A History of the Republic McDougal-Littell - A History of Western Society McDougal-Littell - American Government: Institutions & Policies Holt, Rinehart - California Politics & Gov't Prentice Hall - American Government: Readings and Cases Adoption Year: 2006 Prentice Hall - Economics: Principles in Action Adoption Year: 2010 Holt-McDougal – The Earth & Its People, 5th Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Adoption Year: 2017 McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016 McGraw-Hill - Spanish for Spanish Speakers - El Espanol Para Nosotros, 2016 Vista Higher Learning - AP Spanish - Temas 2014 Vista Higher Learning - French I, II, III - D'accord!, 2015 Vista Higher Learning - AP French - Thème, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: May 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	32	53	53	50	50
Math	0	1	39	39	38	39

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

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	91	93.81	31.87
Male	56	54	96.43	25.93
Female	41	37	90.24	40.54
Black or African American	11	11	100.00	18.18
Hispanic or Latino	65	61	93.85	27.87
White	18	16	88.89	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	79	94.05	30.38
English Learners	15	15	100.00	20.00
Students with Disabilities	14	12	85.71	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

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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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97	91	93.81	1.10
Male	56	53	94.64	0.00
Female	41	38	92.68	2.63
Black or African American	11	11	100.00	0.00
Hispanic or Latino	65	60	92.31	0.00
White	18	17	94.44	5.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	79	94.05	1.27
English Learners	15	15	100.00	0.00
Students with Disabilities	14	11	78.57	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

At Hillside High School, we recognize that education is a team effort. Each parent/guardian is required to attend a comprehensive orientation in which all facets of the program are described along with opportunities for parental involvement in the school. We encourage and appreciate parental involvement through our various school events, School Site Council, and other site-based committees. Parents are invited to attend Report Card Night which is held twice a year, once during the Fall after the close of 1st quarter grades, and again during the Spring after the close of 3rd quarter grades. During this event, parents are able to meet with each of their student's teachers to discuss their academic progress. Parents are also able to check their student's academic progress and correspond with teachers through School Loop, Hillside's website and online grading program. Hillside uses an automated phone system to inform parents of their child's attendance, testing, and other school events. Administrators and counselors meet regularly with students and their parents to discuss attendance, academics, and behavior.

Upland Rotary and Kiwanis Club partners with Hillside by offering an annual scholarship and youth leadership program.

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.

School Safety Plan

A safe and orderly environment is one characteristic of an effective school. Hillside High School is committed to the safety of students, staff, and parents. The district office coordinates the development, annual review, and updating of the district-wide Comprehensive Safety Plan through a committee comprised of school representatives. Hillside aligns procedures and routines to fit our specific site needs. All staff members have copies and regularly review the site and district emergency manual and plan. Emergency procedures are posted throughout the campus and regular emergency drills are held. We regularly practice safety drills, have Interquest do random searches and work actively to prevent unsafe situations. Here at Hillside High School we pride ourselves on being proactive instead of reactive.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.3	7.0	3.9
Expulsions Rate	0.0	0.4	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	200.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	11	17			14	13			13	12		
Mathematics	16	8			13	8			10	9		
Science	13	7			12	7			16	6		
Social Science	13	18			15	14			14	18		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSA) program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	15218.29	4782.43	10435.86	77265.1
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	45.1	-3.7
School Site/ State	32.7	-6.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Hillside High School receives funding from LCAP, Site funding, and donations.

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

Rate for Hillside High School	2015-16	2016-17	2017-18
Dropout Rate	19.2	19.8	19.1
Graduation Rate	75.8	74	76.4

Rate for Upland Unified School District	2015-16	2016-17	2017-18
Dropout Rate	5.1	5.1	3.6
Graduation Rate	94	92.4	94.8

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Career Technical Education Programs

Hillside High School offers career technical education programs through Baldy View ROP in the following areas: Information Technology/Media Support, Food Service and Hospitality, Accounting Services, Automotive Service Technology, Fashion Design and manufacturing, Architectural and Structural Engineering, Metal Manufacturing, Multimedia Design, Cabinet Making and Wood Products, and Commercial Photography. Each of these Industry sector areas has a two year course of study available to students. These courses are available to all students including special education students, limited English proficient students, and economically disadvantaged students.

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).

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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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