



Hillview Middle

1100 Elder Avenue • Menlo Park, Ca, 94025-5503 • 650-326-4341 • Grades 6-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Menlo Park City Elementary

181 Encinal Avenue

Atherton, CA, 94027

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District Governing Board

David Ackerman

Caroline Lucas

Stacey Jones

Sherwin Chen

Scott Saywell

District Administration

Erik Burmeister

Superintendent

School Description

Hillview Middle School is the sole middle school in Menlo Park City School District, serving over 950 students in grades 6 - 8. A 1:1 iPad school with a focus on design thinking, competency- and mastery-based grading, social emotional learning, and asset development, we focus on the whole child in fulfilling our mission, "The Hillview Community inspires and empowers all students to be curious and resilient problem solvers, compassionate and constructive contributors, and lifelong learners during their individual and collective journey of academic and personal growth." Our school goals reflect our district LCAP. As such, we look to improve the academic outcomes of all students, especially those who are underrepresented in the UC and Cal State systems. In addition, student wellness and parent engagement are of paramount importance. Finally, we are engaged in efforts to personalize learning, using both technological platforms and project-based learning as lenses for this work. Our Site Council monitors progress of our school goals, and faculty participate in Collaboration Around Student Outcome days to review student evidence of learning and respond with adjustments to curriculum, interventions, and tighter progress monitoring. We are proud to offer such programs as over 20 lunchtime clubs, strong visual and performing arts electives, a vibrant Associated Student Body, a focus on service, restorative practices that co opt students into repairing harm to the community, and collaborative structures that allow our teachers to meet weekly to discuss students.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	319
Grade 7	321
Grade 8	319
Total Enrollment	959

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	9.6
Filipino	0.3
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.8
White	61.9
Two or More Races	10.8
Socioeconomically Disadvantaged	8.7
English Learners	4.5
Students with Disabilities	8.4
Foster Youth	0.0

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			
Hillview Middle	16-17	17-18	18-19
With Full Credential	51	52	55
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0
Menlo Park City Elementary	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hillview Middle	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGrawHill-StudySync</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Mathematics	<p>Big Ideas Math Common Core Advanced 1, Cengage Learning, 6th</p> <p>Big Ideas Math Common Core, Cengage Learning, 7th</p> <p>Big Ideas Math Common Core Advanced 2, Cengage Learning, 7th/8th</p> <p>Big Ideas Math Common Core Algebra 1-HS, Cengage Learning, 8th</p> <p>Big Ideas Math Common Core Algebra 2, Cengage Learning, 8th</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Science	<p>Science Explorer: Focus on Earth Science, Pearson Prentice Hall, 6</p> <p>Science Explorer: Focus on Life Science, Pearson Prentice Hall, 7</p> <p>Glencoe Science Focus on Physical Science, Glencoe/McGraw - Hill, 8</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
History-Social Science	<p>Teachers Curriculum Institute, History Alive! The Ancient World, 6th</p> <p>Teachers Curriculum Institute, History Alive! The Medieval World and Beyond, 7th</p> <p>Teachers Curriculum Institute, History Alive! The United States Through Industrialism, 8th</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Foreign Language	<p>ML En Espanol! Level 1a, 1b, 1, and 2, McDougal Littell, 7th/8th</p> <p>El Espanol Para Nostros, Level 1 and 2, McGraw-Hill, 6th-8th (Spanish for Spanish Speakers - Former Spanish Immersion Students)</p> <p>Abriendo Paso Lectura, Grade 12, Pearson Education, 6th-8th (Spanish for Spanish Speakers - Former Spanish Immersion Students)</p> <p>Bien Dit! Level 1a, 1b, 1, and 2, Houghton Mifflin, 7th/8th, Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Skills for Adolescence, Lions-Quest, 6-8 Teen Talks, Health Connected, 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2006, the community approved a \$91.1 million bond measure to improve district facilities. As part of the Bond program, the School District decided to replace the existing facility with new facilities on the existing field and convert the current building area to a new field. The new state-of-the-art campus was completed and opened in September 2012 with the field being completed in March 2013. The new school includes 48 teaching spaces including a gym building, performing arts building with music classrooms, specialized science classrooms, library, administration, and support space. The school includes a large new synthetic field with a running track and blacktop area for basketball and other physical activities. The gym facility was built in 2002 and was integrated into the new school. The District has made improvements to the HVAC, and interior finish during the summers of 2013-2015. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct an annual walk-through to identify and prioritize necessary maintenance projects. The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning standards for all schools in the district have been established. The principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets monies aside for long-term maintenance projects. The district's complete maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

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	(G6, G9, D12) Sinks need to be repaired
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	82.0	85.0	82.0	84.0	48.0	50.0
Math	80.0	82.0	80.0	81.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.5	32.5	35.9

* 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.

School Year 2017-18 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	952	931	97.79	84.75
Male	498	487	97.79	81.31
Female	454	444	97.80	88.51
Black or African American	13	13	100.00	53.85
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100.00	89.36
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.30	58.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	584	564	96.58	91.31
Two or More Races	105	105	100.00	91.43
Socioeconomically Disadvantaged	90	90	100.00	38.89
English Learners	90	88	97.78	48.86
Students with Disabilities	73	67	91.78	26.87
Foster Youth	--	--	--	--

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.

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.

School Year 2017-18 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	952	929	97.58	81.81
Male	498	486	97.59	81.48
Female	454	443	97.58	82.17
Black or African American	13	13	100	30.77
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100	95.74
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.3	53.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	584	562	96.23	87.72
Two or More Races	105	105	100	87.62
Socioeconomically Disadvantaged	90	90	100	28.89
English Learners	90	88	97.78	54.55
Students with Disabilities	73	67	91.78	28.36
Foster Youth	--	--	--	--

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 2018-19)

Community support for Hillview is demonstrated in many ways. Back-to-School night and Open House routinely draw the parents of almost all of our students. The Hillview PTO, with membership of more than 70% of our families and teachers, raises thousands of dollars for school programs, contributes over a thousand hours of volunteer time, runs an extensive afterschool sports program, organizes weekly hot food days for students, sets up frequent parent network meetings, and makes many other contributions. The Hillview Site Council is responsible for overseeing and approving the School Improvement Plan and manages its annual budget for enhancement of the school site and curriculum. Additionally, serve as outside editors to our young writers, chaperone dances, and field trips, and assist in the school library. Hillview receives additional program support from local universities, the Menlo Park Police, Fire, and Recreation Departments, and other local organizations. Special mentor relationships between Hillview students and community members are arranged by our counselors and after-school programs.

We engage all parents, including our College Bound parents, with parent education events, and we are attuned to our parent voices as they give us annual feedback on our Panorama Family School and Teacher surveys.

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

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	0.4	0.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.2	0.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	21.0	20.0	17	12	15	12	19	18			
Mathematics	20.0	21.0	20.0	13	14	17	17	18	11			5
Science	21.0	23.0	21.0	18	8	13	9	19	18			
Social Science	20.0	24.0	22.0	18	8	10	9	18	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

Hillview utilizes its three Staff Collaboratively Developed Professional Development Days and its three Collaboration Around Student Outcomes days to engage its teachers in meaningful activities that support and enrich our students. Our professional development choices help us meet our site goals, which align to MPCSD strategic directions. We organize and run our own professional development days using site and district staff, we bring in coaches and trainers to support our efforts, and we send our teachers to the conferences that enrich their practice.

Our ELA, Social Studies, and Science teachers are all engaged to various degrees in the selection and implementation of adopted materials, and this process does require time for thoughtful deliberation and piloting.

Teachers attend conferences and home-grown institutes on our current focuses, including personalization, mastery and competency-based grading, equity, learner variability, project-based learning, restorative practices, and discipline-specific conferences such as NSTA, NCTM, and CAFE. We strongly believe that teachers need to seek out and attend those training that will further their growth.

During implementation, teachers are supported by PLC's and administrators during our existing collaborative structures (weekly Weds. and Thurs. afternoon meetings, common prep periods) and during planned release days.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,662	\$48,064
Mid-Range Teacher Salary	\$96,593	\$75,417
Highest Teacher Salary	\$118,323	\$94,006
Average Principal Salary (ES)	\$171,573	\$119,037
Average Principal Salary (MS)	\$159,380	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$235,205	\$183,692
Percent of District Budget		
Teacher Salaries	44.0	36.0
Administrative Salaries	7.0	6.0

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

Types of Services Funded

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full-time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and we also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7272	1036	6235	101231
District	◆	◆	9028	\$103,622
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-30.9	0.2
Percent Difference: School Site/ State			-5.2	36.4

* Cells with ◆ 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.