



Hillview Middle

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

Willy Haug, Principal, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Menlo Park City Elementary

181 Encinal Avenue
Atherton, CA, 94027
650-321-7140
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District Governing Board

David Ackerman
Stacey Jones
Joan Lambert
Caroline Lucas
Terry Thygesen

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	336
Grade 7	324
Grade 8	311
Total Enrollment	971

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	9.1
Filipino	0.5
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0.6
White	62.3
Two or More Races	10.6
Socioeconomically Disadvantaged	6.4
English Learners	4.7
Students with Disabilities	7
Foster Youth	0.3

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			
Hillview Middle	15-16	16-17	17-18
With Full Credential	54	51	62
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Menlo Park City Elementary	15-16	16-17	17-18
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hillview Middle	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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>Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall, 6-8</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Mathematics	<p>Big Ideas Math Common Core Advanced 1, Houghton Mifflin, 6 Big Ideas Math Common Core, Houghton Mifflin, 7 Big Ideas Math Common Core Advanced 2, Houghton Mifflin, 7/8 Big Ideas Math Common Core Algebra 1-HS, Houghton Mifflin, 8 Big Ideas Math Common Core Algebra 2, Houghton Mifflin, 8</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 Science Explorer: Focus on Life Science, Pearson Prentice Hall, 7 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, 6 Teachers Curriculum Institute, History Alive! The Medieval World and Beyond, 7 Teachers Curriculum Institute, History Alive! The U.S. Through Industrialism, 8</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Foreign Language	<p>ML En Español!, Level 1a, 1b, 1 and 2, McDougal Littell, 7/8 Bien Dit! Level 1A, 1B, 1 and 2, Houghton Mifflin, 7/8 El Español Para Nostros Level 1 and 2, McGraw -Hill, 6-8* *(Spanish for Spanish Speakers –Previous Spanish Immersion Students)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Health	<p>Skills for Adolescence, Lions-Quest, 6-8 Teen Talks, Health Connected, 6</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Visual and Performing Arts	<p>Percent of students lacking their own assigned textbook: 0.0 %</p>

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: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	83	82	82	82	48	48
Math	80	80	81	80	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	269	263	97.8	95.8
Male	132	130	98.5	93.9
Female	137	133	97.1	97.7
Asian	18	18	100.0	100.0
Hispanic or Latino	37	37	100.0	78.4
White	166	162	97.6	99.4
Two or More Races	24	23	95.8	100.0
Students with Disabilities	15	14	93.3	57.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	93	96	91	93	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.7	30.5	37.4

* 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 2016-17 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	967	918	94.93	81.59
Male	485	458	94.43	75.55
Female	482	460	95.44	87.61
Black or African American	16	16	100	18.75
American Indian or Alaska Native	--	--	--	--
Asian	90	88	97.78	87.5
Filipino	--	--	--	--
Hispanic or Latino	143	136	95.1	50.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	604	565	93.54	89.91
Two or More Races	102	101	99.02	83.17
Socioeconomically Disadvantaged	69	69	100	27.54
English Learners	95	93	97.89	38.71
Students with Disabilities	75	66	88	31.82
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 2016-17 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	967	920	95.14	79.78
Male	485	458	94.43	76.86
Female	482	462	95.85	82.68
Black or African American	16	16	100	18.75
American Indian or Alaska Native	--	--	--	--
Asian	90	88	97.78	92.05
Filipino	--	--	--	--
Hispanic or Latino	143	137	95.8	48.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	604	566	93.71	86.22
Two or More Races	102	101	99.02	87.13
Socioeconomically Disadvantaged	69	69	100	23.19
English Learners	95	93	97.89	45.16
Students with Disabilities	75	67	89.33	23.88
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 after-school 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, parents volunteer to teach lessons in our character education program, 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. Finally, our Mini-Course program involves not only a core team of parents to help plan and organize the various course offerings, but many parents serve as outside experts who share their experiences with students or welcome them into their workplaces for in-depth explorations.

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	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.4	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

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	
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
6	25	25	23	15	15	22	58	58	65	10	10	6

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	19	19	19	19	19	17	10	10	12			
Mathematics	20	20	20	16	16	13	13	13	17			
Science	20	20	21	17	17	18	11	11	9			
Social Science	19	19	20	22	22	18	6	6	9			

* 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

Several teachers attended conferences throughout the school year including the National Math Innovat& Conference in Las Vegas, SMCOE PBL conference, CABE Bilingual Conference in Sacramento, and Reimaging Grading conference in Oregon. Teachers also participate in staff development with our three teachers on special assignment who support in a variety of ways including curriculum mapping, unit planning, integrating technology, in-class coaching to name a few .

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,207	\$47,034
Mid-Range Teacher Salary	\$94,237	\$73,126
Highest Teacher Salary	\$115,437	\$91,838
Average Principal Salary (ES)	\$167,388	\$116,119
Average Principal Salary (MS)	\$178,141	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$229,468	\$178,388
Percent of District Budget		
Teacher Salaries	44%	37%
Administrative Salaries	6%	6%

* 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 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	\$101,064
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-30.9	0.2
Percent Difference: School Site/ State			-5.2	36.4

* Cells with ♦ do not require data.