

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

### Erik Burmeister, Principal

Principal, Hillview Middle

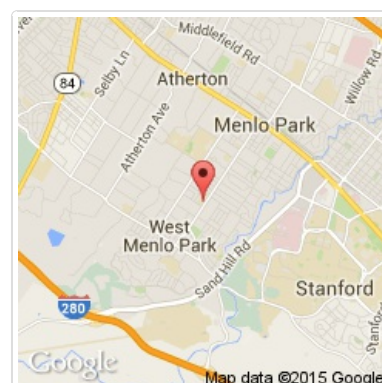
## About Our School

Hillview Middle School prides itself on innovation, partnering with the Stanford d.school and applying a design thinking approach to chart its course over the next five years. Our design team gathered information from crucial stakeholders to create a master schedule that - among other outcomes - expanded elective options, introduced a modified block schedule that allowed for deeper learning experiences, and created a week-long spring mini-course session where students explored such topics as coding, auto mechanics, rocketry, and scuba diving. Hillview is also hard at work preparing students for their futures, implementing a school-wide 1:1 iPad program informed by such frameworks as the SAMR model. We believe strongly that tablet devices will increase engagement and provide students with the tools to work collaboratively, think critically, and create; in addition, we help our students become more efficient, productive, and responsible users of technology through a 6th grade "Digital Drivers License" program. Furthermore, Hillview is proud of its work implementing a full-fledged Response to Intervention and Instruction program. Academically, strategic and intensive interventions accelerate students to grade level, while social and emotional supports help them create strong relationships with caring adults and assist them with behavior management. Finally, Hillview has made great strides in the way we respond to serious disciplinary issues. With the pilot of a restorative justice program in 2013 - 14, we reduced the number of suspensions from 83 in the previous school year to only 10.

## Contact

1100 Elder Ave.  
Menlo Park, CA  
94025-5503

Phone: 650-326-4341  
E-mail: [eburmeister@mpcsd.org](mailto:eburmeister@mpcsd.org)



[View Larger Map](#)

## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Hillview Middle
<b>Street</b>	1100 Elder Ave.
<b>City, State, Zip</b>	Menlo Park, Ca, 94025-5503
<b>Phone Number</b>	650-326-4341
<b>Principal</b>	Erik Burmeister, Principal
<b>E-mail Address</b>	<a href="mailto:eburmeister@mpcsd.org">eburmeister@mpcsd.org</a>
<b>Web Site</b>	<a href="http://hillview.mpcsd.org">http://hillview.mpcsd.org</a>
<b>County-District-School (CDS) Code</b>	41689656044150

District	
<b>District Name</b>	Menlo Park City Elementary
<b>Phone Number</b>	(650) 321-7140
<b>Web Site</b>	<a href="http://district.mpcsd.org">http://district.mpcsd.org</a>
<b>Superintendent First Name</b>	Maurice
<b>Superintendent Last Name</b>	Ghysels, Ed.D.
<b>E-mail Address</b>	<a href="mailto:mghysels@mpcsd.org">mghysels@mpcsd.org</a>

*Last updated: 1/29/2015*

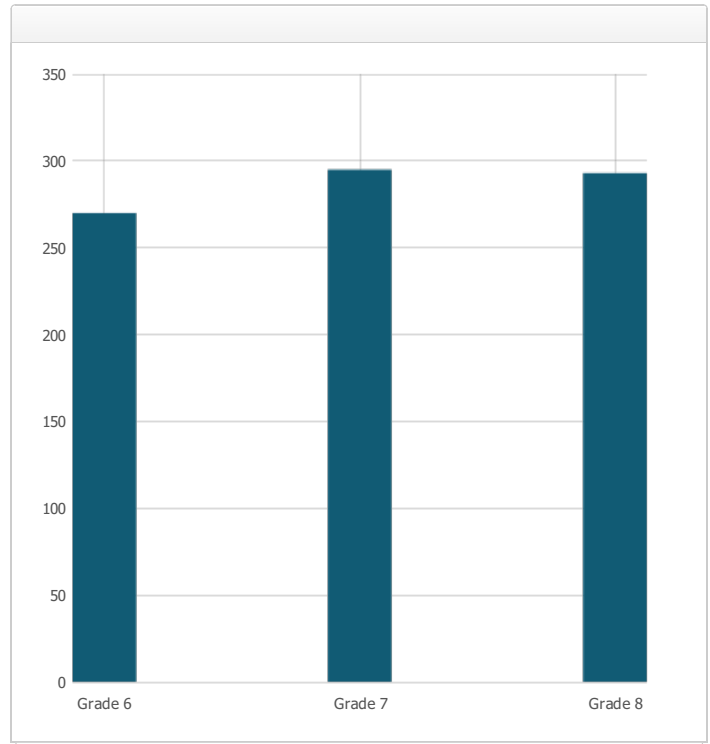
### School Description and Mission Statement (Most Recent Year)

Hillview Middle School, with a current enrollment of approximately 860 students, is the single middle school for sixth through eighth grade students in the Menlo Park City School District. In 2000, Hillview was recognized by the United States Department of Education as one of the nation's Blue Ribbon Schools. In 2009 Hillview was named a California Distinguished School for the eighth time, making it the most frequently named school in the history of the California School Recognition Program. The school staff includes 52 full or part-time teachers, 1.8 full & part time counselors, 2 part-time librarians, 2 part-time student activities directors, 10 para-educators/ instructional aides, 7 classified staff, 1 vice principal, and 1 principal. The student body is approximately 65% white and 35% minority, with Latinos/Hispanics, Asians, and Mixed Race the largest minority groups. The Hillview community values education very highly, which is reflected in daily attendance rates of over 96% of our students present on an average daily basis. The goals of middle-level education in Menlo Park are to maintain a strong educational program, meet the needs of preadolescent students, and prepare them for the rigors of high school. To that end, Hillview students are assigned to an Academy each of their three years. These "small learning communities" consist of one teacher each in the subjects of Language Arts, History, Mathematics, and Science. In the 6th grade, however, math teachers are also part of the academy, and 6th graders have one "humanities core" teacher who serves as a two-period home base to assist with the transition to middle school. We have three academies per grade level, for a total of nine. The nine academies all have the same rigorous expectations in the core curricular areas of language arts, mathematics, social science, and science, and each academy teaches the same course content, incorporating state-mandated standards and district benchmarks in each subject area. Teachers are also divided into grade/subject level teams called Professional Learning Communities (PLCs). Teachers are given time in the day to collaborate as an Academy or PLC Team. In these environments, teachers are better able to work together to assist students who may need extra help and support, collaborate on Common Core curricula, and meet with parents to address the academic, social, and emotional needs of students. All students are expected to meet or exceed the same high learning standards at Hillview. Our Response to Intervention and Instruction program meets students where they are academically or socially/emotionally and supports and accelerates them toward success.

*Last updated: 1/29/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

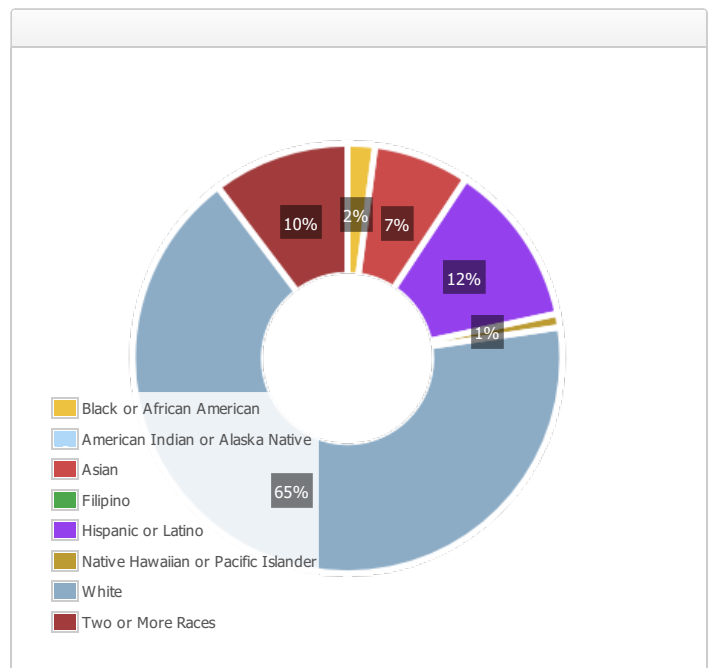
Grade Level	Number of Students
Grade 6	270
Grade 7	295
Grade 8	293
Total Enrollment	858



Last updated: 1/29/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.0
Asian	7.5
Filipino	0.2
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	1.4
White	65.3
Two or More Races	10.7
Socioeconomically Disadvantaged	5.1
English Learners	2.4
Students with Disabilities	4.8



Last updated: 1/29/2015

## A. Conditions of Learning

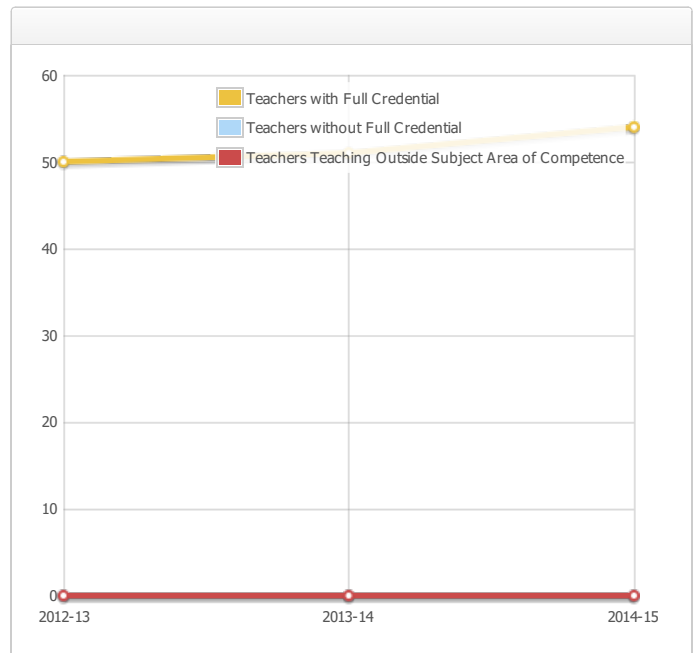
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

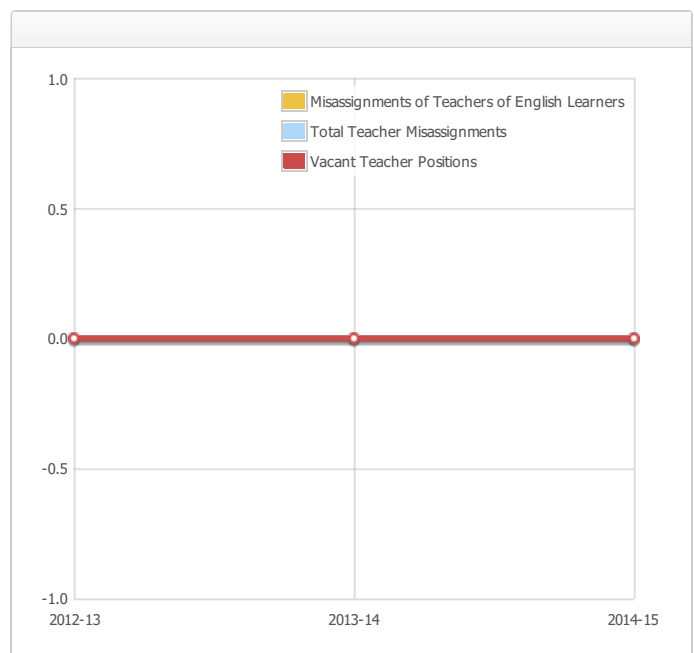
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	50	51	54	180
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of 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.

Last updated: 1/30/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2015

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: November 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	PRENTICE HALL LITERATURE: TIMELESS VOICES, TIMELESS THEMES, Prentice Hall ('02)	Yes	0.0
Mathematics	Big Ideas Math, Green, Larson and Boswell, Big Ideas Learning Big Ideas Math, Blue, Larson and Boswell, Big Ideas Learning Big Ideas Math, Red, Larson and Boswell, Big Ideas Learning Big Ideas Math Advanced 2, Orange, Larson and Boswell, Big Ideas Learning	Yes	0.0
Science	Science Explorer 6: Focus on Earth Science, Pearson Prentice Hall ('07) Science Explorer 7: Focus on Life Science, Pearson Prentice Hall ('07) Glencoe Science 8: Focus on Physical Science, Glencoe/McGraw-Hill ('07)	Yes	0.0
History-Social Science	Grade 6: Teachers Curriculum Institute, History Alive! The Ancient World ('05) Grade 6: Supplemental : Oxford University Press, The World in Ancient Times ('05) Grade 7: Teachers Curriculum Institute, History Alive! The Medieval World and Beyond ('05) Grade 7: Supplemental: Oxford University Press, The Medieval and Early Modern World ('05) Grade 8: Teachers Curriculum Institute, History Alive! The U.S. Through Industrialism ('05) Grade 8: Supplemental : Oxford University Press, A History of US ('05)	Yes	0.0
Foreign Language			0.0
Health	6-8 Lions-Quest: Skills for Adolescence ('01)		0.0
Visual and Performing Arts			0.0

*Last updated: 1/30/2015*

### 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 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. For the 2014-15 budget the district will set aside \$580,000 district wide. This will cover roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems upgrades. The district's complete maintenance plan is available at the district office.

*Last updated: 1/30/2015*

### School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	In 2014 the gym interior was painted, replacement of carpeted wall, and wall repairs to the gym lockers.
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 Facility Rate - Most Recent Year

Overall Rating	Exemplary
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*Last updated: 1/30/2015*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	96	96	90	94	93	89	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/30/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	90
Male	91
Female	90
Black or African American	
American Indian or Alaska Native	
Asian	96
Filipino	
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	95
Two or More Races	94
Socioeconomically Disadvantaged	33
English Learners	
Students with Disabilities	61
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/30/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	85%	88%	88%	84%	85%	86%	54%	56%	55%
Mathematics	82%	84%	85%	85%	87%	88%	49%	50%	50%
History-Social Science	87%	86%	82%	87%	86%	82%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/30/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	8	8	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	3	9	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	5	7	1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2015

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	19.7%	31.4%	37.9%
9	N/A	N/A	N/A

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.

*Last updated: 1/30/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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 work places for in depth explorations.

### State Priority: Pupil Engagement

*Last updated: 1/30/2015*

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

- High school dropout rates; and
- High school graduation rates.

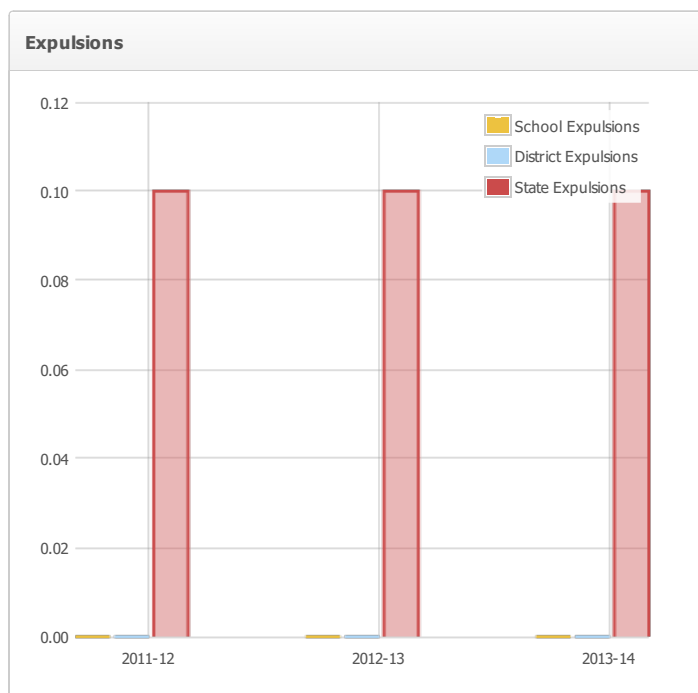
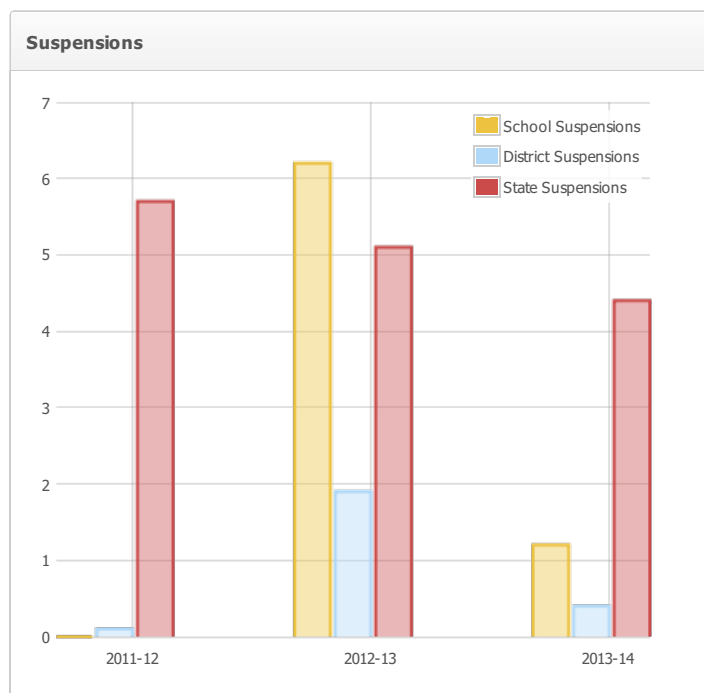
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	6.20	1.20	0.10	1.90	0.40	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/30/2015

## School Safety Plan - Most Recent Year

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.

Last updated: 1/30/2015

## 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.

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement *		Year 2
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/30/2015*

**Average Class Size and Class Size Distribution (Elementary)**

2011-12		2012-13			2013-14							
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6					23.0	14	74	9	19.0	47	50	3
Other												

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

*Last updated: 1/30/2015*

**Average Class Size and Class Size Distribution (Secondary)**

2011-12		2012-13			2013-14							
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	9	12	0	21.0	11	14		18.0	18	15	
Mathematics	22.2	9	12	0	23.0	8	11		16.0	25	12	
Science	23.3	9	11	0	24.0	5	17		21.0	15	12	
Social Science	23.2	8	12	0	24.0	4	18		21.0	15	13	

\* 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.

*Last updated: 1/30/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.8	477.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\* 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.

*Last updated: 1/30/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6,740	\$1,315	\$5,426	\$97,106
District	N/A	N/A	\$7,604	\$95,258
Percent Difference – School Site and District	N/A	N/A	-28.60%	1.90%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	15.70%	44.30%

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

*Last updated: 1/30/2015*



## Types of Services Funded (Fiscal Year 2013-14)

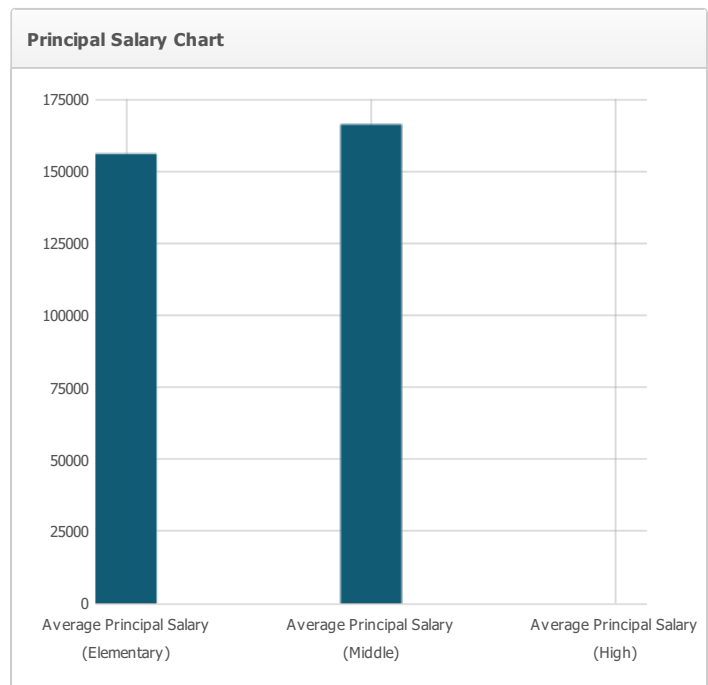
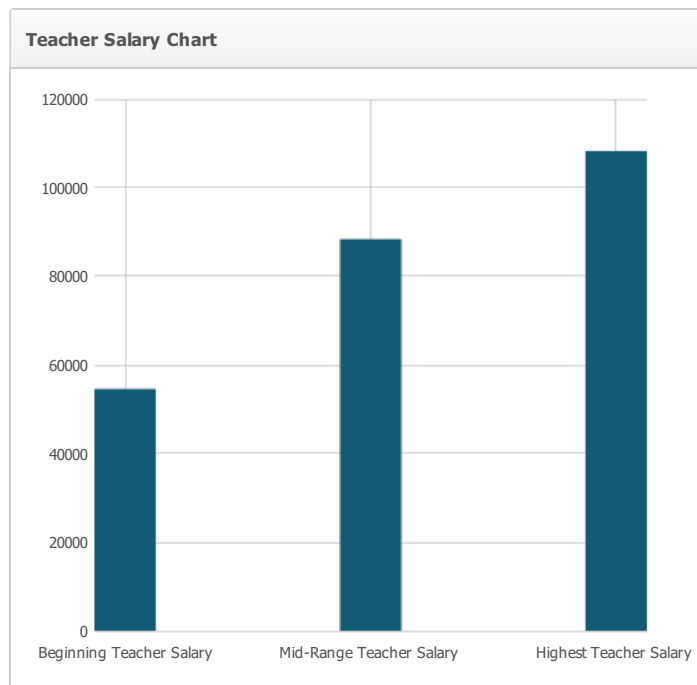
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading, Music Teachers, and full time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and 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.

Last updated: 1/30/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,600	\$41,535
Mid-Range Teacher Salary	\$88,398	\$64,101
Highest Teacher Salary	\$108,285	\$82,044
Average Principal Salary (Elementary)	\$156,039	\$104,336
Average Principal Salary (Middle)	\$166,245	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$205,000	\$155,309
Percent of Budget for Teacher Salaries	47.0%	41.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2015

## Professional Development – Most Recent Three Years

The District values professional development of teachers and administrators as an ongoing process of professional growth and learning for the individual, and as a tool for increasing student achievement. Professional development opportunities provided by the District include three staff development days, and three collaborative planning days. Professional Learning is also provided through attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development on early release days, and professional learning community work to analyze data and plan for instruction.

This year we continued workshops designed by our teachers for their peers where our teachers can share their expertise.

*Last updated: 1/30/2015*