

Hillview Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



Willy Haug, Principal

Principal, Hillview Middle

About Our School

Hillview Middle School prides itself on innovation, having partnered with the Stanford d.school to create a master schedule that - among other outcomes - offers expansive elective options, includes a modified block schedule that allows for deeper learning experiences, and features a week-long spring mini-course session where students explore such topics as coding, auto mechanics, rocketry, and scuba diving. These and other efforts earned Hillview California Gold Ribbon School Status in 2015. 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. Our 1:1 iPad program garnered Hillview Apple Distinguished School status for 2015-2017. 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. We are also growing in the way that we provide feedback to our students, exploring master- or competency-based approaches that focus students on clear learning targets and levels of proficiency for each target. Finally, Hillview has made great strides in the way we respond to serious disciplinary issues. Our well established Restorative Justice program has reduced the number of suspensions to nearly single digits, down from triple digits just four years ago, and Restorative Practices now permeate our approach to behavior management.

Contact

Hillview Middle
1100 Elder Ave.
Menlo Park, CA 94025-5503

Phone: 650-326-4341
E-mail: whaug@mpcsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Menlo Park City Elementary
Phone Number	(650) 321-7140
Superintendent	Maurice Ghysels, Ed.D.
E-mail Address	mghysels@mpcsd.org
Web Site	district.mpcsd.org

School Contact Information (School Year 2016-17)	
School Name	Hillview Middle
Street	1100 Elder Ave.
City, State, Zip	Menlo Park, Ca, 94025-5503
Phone Number	650-326-4341
Principal	Willy Haug, Principal
E-mail Address	whaug@mpcsd.org
Web Site	hillview.mpcsd.org
County-District-School (CDS) Code	41689656044150

Last updated: 12/22/2016

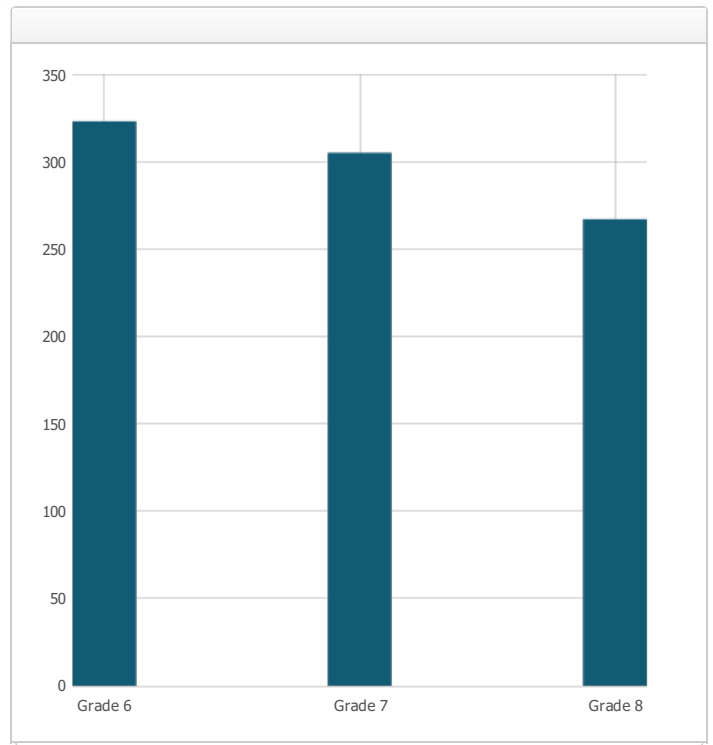
School Description and Mission Statement (School Year 2016-17)

Hillview Middle School, with a current enrollment of approximately 900 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 53 full or part-time teachers, 2 full-time counselors, 2 part-time librarians, 7 full- or part-time paraeducators/instructional aides, 7 classified staff, 1 assistant principal, 1 associate 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 97% of our students present on an average daily basis. Hillview's mission statement is as follows: "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." To this 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 - except for 6th grade, where there are 4 - for a total of ten. The ten 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 and Next Generation Science Standards 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: 12/22/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	323
Grade 7	305
Grade 8	267
Total Enrollment	895



Last updated: 12/22/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	0.0 %
Asian	7.4 %
Filipino	0.4 %
Hispanic or Latino	14.4 %
Native Hawaiian or Pacific Islander	1.1 %
White	60.0 %
Two or More Races	9.4 %
Other	5.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.1 %
English Learners	4.2 %
Students with Disabilities	5.5 %
Foster Youth	0.0 %

Last updated: 12/22/2016

A. Conditions of Learning

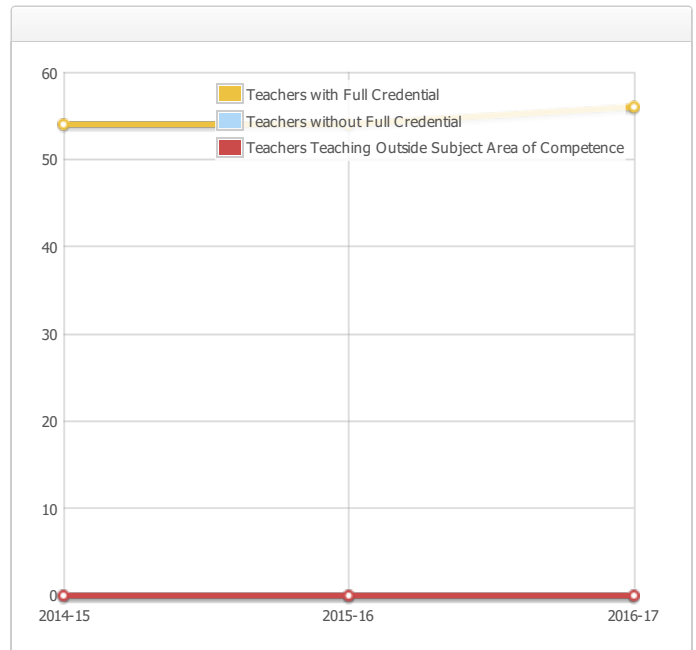
State Priority: Basic

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

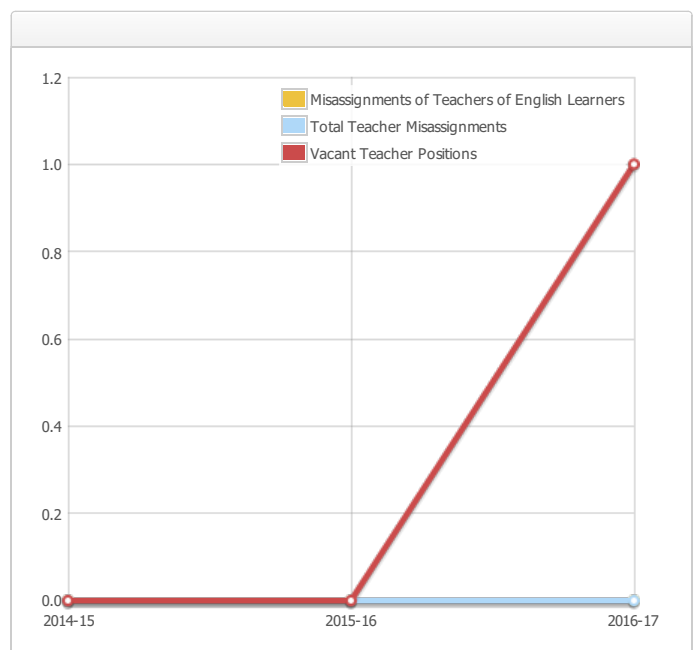
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	54	54	56	206
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/22/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 12/22/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District		
Low-Poverty Schools in District		

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: 12/22/2016

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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, 6-8	No	0.0 %
Mathematics	Houghton Mifflin Harcourt: Grades 6-8 Big Ideas Math Common Core Advanced 1, 6th Big Ideas Math Common Core, 7th Big Ideas Math Common Core Advanced 2, 7th/8th Big Ideas Math Common Core Algebra 1 - High School, 8th	Yes	0.0 %
Science	Pearson Prentice Hall: Science Explorer: Focus on Earth Science, 6th Pearson Prentice Hall: Science Explorer: Focus on Life Science, 7th Glencoe/McGraw Hill: Glencoe Science: Focus on Physical Science, 8th	Yes	0.0 %
History-Social Science	Teachers Curriculum Institute: History Alive! The Ancient World, Grade 6 The Medieval World and Beyond, Grade 7 The U.S. Through Industrialism, Grade 8	No	0.0 %
Foreign Language	Houghton Mifflin Harcourt: Bien Dit! Level 1A, 1B, 1, and 2, Adopted 2013 McDougal Littell: ML En Espanol! Level 1A, 1B, 1 and 2, Adopted 2004	Yes	0.0 %
Health	Lions Quest: Skills for Adolescence, Grades 6-8	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/13/2016

School Facility Conditions and Planned Improvements

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. For the 2015-16 budget the district set aside about \$600,000 district wide to 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: 12/21/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	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 Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
----------------	------

Last updated: 12/21/2016

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	81.0%	83.0%	82.0%	82.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	76.0%	80.0%	79.0%	81.0%	34.0%	36.0%

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.

Last updated: 1/4/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	316	96.3%	80.7%
Male	171	164	95.9%	78.1%
Female	157	152	96.8%	83.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.4%	88.9%
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	48.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	194	185	95.4%	87.0%
Two or More Races	29	28	96.6%	82.1%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	9	81.8%	22.2%
Students with Disabilities	20	20	100.0%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/4/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	303	96.8%	80.9%
Male	151	145	96.0%	69.7%
Female	162	158	97.5%	91.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.2%	85.0%
Filipino	--	--	--	--
Hispanic or Latino	53	50	94.3%	54.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	179	97.3%	89.9%
Two or More Races	32	31	96.9%	83.9%
Socioeconomically Disadvantaged	16	16	100.0%	18.8%
English Learners	18	18	100.0%	5.6%
Students with Disabilities	20	20	100.0%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/4/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.7%	88.9%
Male	132	130	98.5%	87.7%
Female	137	130	94.9%	90.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	68.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	161	97.0%	90.7%
Two or More Races	24	23	95.8%	100.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	14	93.3%	21.4%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/4/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	328	318	97.0%	78.6%
Male	171	166	97.1%	80.1%
Female	157	152	96.8%	77.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.4%	92.6%
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.0%	44.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	194	186	95.9%	85.0%
Two or More Races	29	28	96.6%	85.7%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	10	90.9%	30.0%
Students with Disabilities	20	20	100.0%	15.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/4/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	302	96.5%	77.5%
Male	151	145	96.0%	71.7%
Female	162	157	96.9%	82.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	95.2%	95.0%
Filipino	--	--	--	--
Hispanic or Latino	53	50	94.3%	52.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	178	96.7%	86.0%
Two or More Races	32	31	96.9%	80.7%
Socioeconomically Disadvantaged	16	16	100.0%	37.5%
English Learners	18	18	100.0%	16.7%
Students with Disabilities	20	20	100.0%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/4/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.7%	83.1%
Male	132	131	99.2%	82.4%
Female	137	129	94.2%	83.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	37	35	94.6%	48.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	160	96.4%	88.8%
Two or More Races	24	23	95.8%	95.7%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	14	93.3%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/4/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	93.0%	96.0%	89.0%	91.0%	93.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/4/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent 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%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	18	18	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	78.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	162	97.6%	99.4%
Two or More Races	24	23	95.8%	100.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	14	93.3%	57.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: 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.

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: 1/4/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.4%	27.1%	47.1%

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: 1/4/2017

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 2016-17)

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: 1/4/2017

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

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

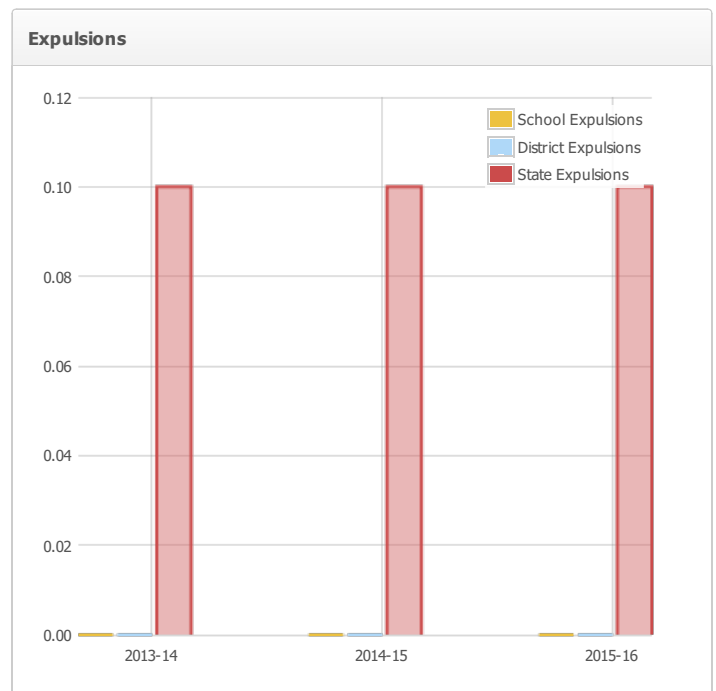
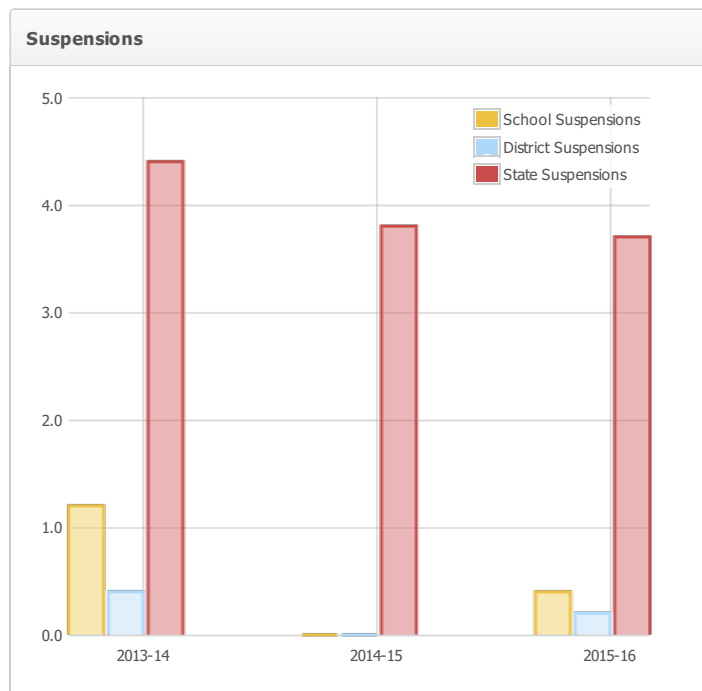
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.2	0.0	0.4	0.4	0.0	0.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

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: 1/4/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
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.

Last updated: 1/4/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	21.0	36	47	4	25.0	15	58	10	23.0	16	55	10
Other												

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

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	18.0	18	15		19.0	19	10		22.0	16	10	
Mathematics	16.0	25	12		20.0	16	13		24.0	5	17	
Science	21.0	15	12		20.0	17	11		21.0	18	8	
Social Science	21.0	15	13		19.0	22	6		22.0	19	8	

* 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: 1/27/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	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: 1/10/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7136.5	\$1049.5	\$6087.0	\$103253.0
District	N/A	N/A	\$8426.3	\$100890.0
Percent Difference – School Site and District	--	--	-27.8%	2.3%
State	N/A	N/A	\$5677.0	\$71610.0
Percent Difference – School Site and State	--	--	7.2%	44.2%

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

Last updated: 1/5/2017

Types of Services Funded (Fiscal Year 2015-16)

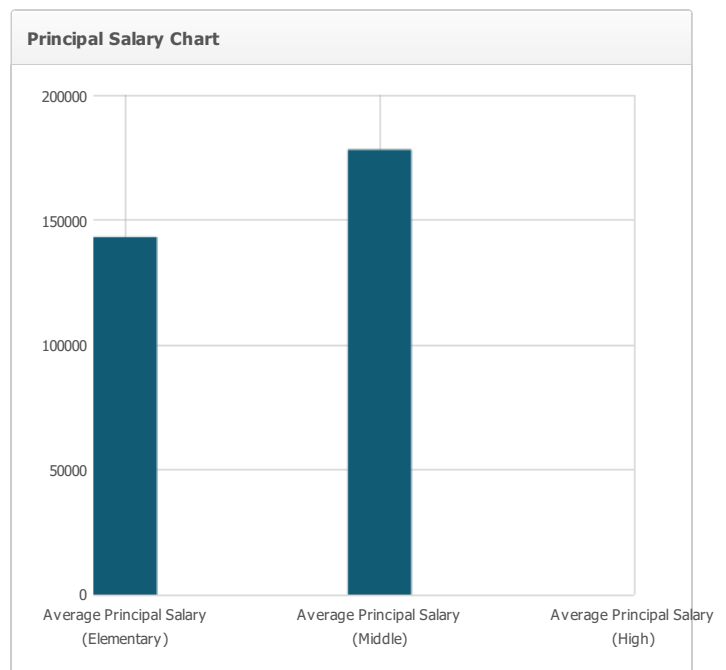
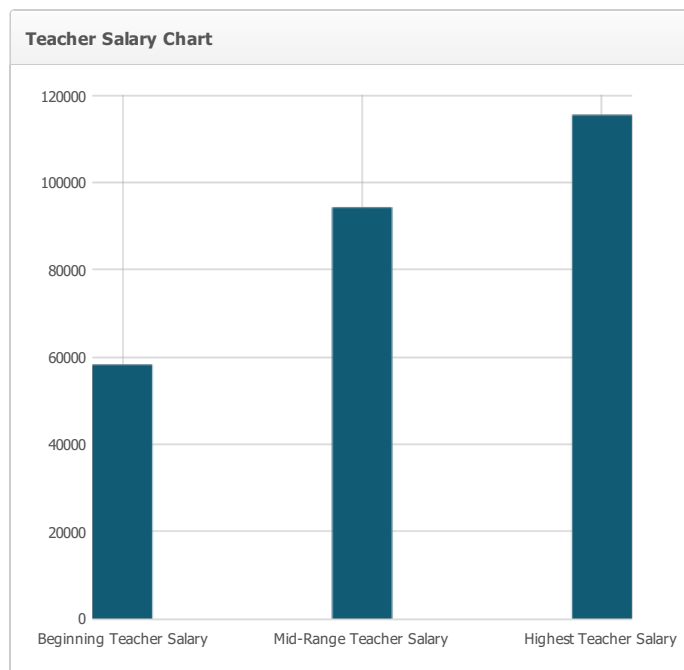
With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full time Teacher Library Specialists, and Science Aides enhance our instructional Programs, and we 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: 1/4/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,207	\$44,507
Mid-Range Teacher Salary	\$94,237	\$68,910
Highest Teacher Salary	\$115,437	\$88,330
Average Principal Salary (Elementary)	\$143,154	\$111,481
Average Principal Salary (Middle)	\$178,141	\$115,435
Average Principal Salary (High)	\$	\$113,414
Superintendent Salary	\$229,468	\$169,821
Percent of Budget for Teacher Salaries	44.0%	39.0%
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: 1/4/2017

Professional Development

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, in addition to local and out-of-state off-site conferences, we our teachers developed and delivered workshops to their peers, thereby sharing and growing their expertise, especially in the area of instructional technology.

Last updated: 1/4/2017