



Hillview Middle

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

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



Menlo Park City Elementary

181 Encinal Avenue

Atherton, CA, 94027

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District Governing Board

Stacey Jones

President

Sherwin Chen

Vice President/Clerk

David Ackerman

Scott Saywell

Mark Box

District Administration

Erik Burmeister

Superintendent

Willy Haug

Principal

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." In addition, Hillview has identified five "core skills" that we seek to develop in our students over the course of their middle school years: curiosity, compassion, critical thinking, ownership, and resilience. Our school goals reflect the Menlo Park City School District Local Control and Accountability Plan. 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 progress monitoring. We are proud to offer such programs as over 20 lunchtime clubs, strong visual and performing arts electives, a vibrant Associated Student Body, a focus on service, restorative practices that co opt students into repairing harm to the community, and collaborative structures that allow our teachers to meet weekly to discuss students.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	339
Grade 7	311
Grade 8	318
Total Enrollment	968

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	9.6
Filipino	0.5
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.9
White	58.7
Two or More Races	13.4
Socioeconomically Disadvantaged	9
English Learners	5.7
Students with Disabilities	9.1
Foster Youth	0.3
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Hillview Middle	17-18	18-19	19-20
With Full Credential	52	55	55
Without Full Credential	0	3	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Menlo Park City	17-18	18-19	19-20
With Full Credential	♦	♦	183
Without Full Credential	♦	♦	0.5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Hillview Middle

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

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	<p>Skills for Adolescence, Lions-Quest, 6-8</p> <p>Teen Talks, Health Connected, 6</p> <p>The textbooks listed are from most recent adoption: Yes</p> <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: October 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	85	85	84	84	50	50
Math	82	82	81	83	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	19.3	31.7	29.1

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	954	931	97.59	84.96
Male	501	488	97.41	80.94
Female	453	443	97.79	89.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	93	98.94	94.62
Filipino	--	--	--	--
Hispanic or Latino	143	143	100.00	58.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	561	544	96.97	89.89
Two or More Races	129	124	96.12	93.55
Socioeconomically Disadvantaged	89	88	98.88	42.05
English Learners	88	86	97.73	44.19
Students with Disabilities	83	75	90.36	38.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	954	926	97.06	82.40
Male	501	487	97.21	81.93
Female	453	439	96.91	82.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100.00	94.68
Filipino	--	--	--	--
Hispanic or Latino	143	142	99.30	52.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	561	540	96.26	88.15
Two or More Races	129	123	95.35	88.62
Socioeconomically Disadvantaged	89	87	97.75	33.33
English Learners	88	87	98.86	42.53
Students with Disabilities	83	75	90.36	29.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 countless hours of volunteer time, runs an extensive after school sports program, organizes weekly hot food days for students, and plans parent engagement events. In addition, parents serve as outside editors to our young writers, serve as coaches for our many sports teams, chaperone dances and field trips, and assist in the school library. The Hillview Site Council, which includes six parent representatives, is responsible for developing and overseeing the School Plan for Student Achievement

We engage all parents, including our College Bound parents, with community and education events, and we are attuned to our parent voices as they give us annual feedback on our Panorama Family School and Teacher surveys. Our annual parent-teacher-student conferences involve parents meaningfully in their students' education and growth. Hillview receives additional program support from local universities, the Menlo Park Police, Fire, and Recreation Departments, and other local organizations. Special mentor relationships between Hillview students and community members are arranged by our counselors and after-school programs.

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 includes a description of our Emergency Management System, our emergency actions and procedures, as well as our practices and policies to ensure a positive school climate. Hillview's School Safety Plan was approved by our School Site Council, which consists of parents, school staff, and students, on November 12, 2019. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.9	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.4	0.4
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	484.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	2.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	12	19		20	15	18		19	22	13	
Mathematics	21	14	18		20	17	11	5	18	21	15	
Science	23	8	19		21	13	18		22	12	17	
Social Science	24	8	18		22	10	18		21	16	12	

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

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

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

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,855	\$49,378
Mid-Range Teacher Salary	\$98,524	\$77,190
Highest Teacher Salary	\$120,689	\$96,607
Average Principal Salary (ES)	\$155,372	\$122,074
Average Principal Salary (MS)	\$160,002	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$223,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	36%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8464	1743	6721	105045
District	N/A	N/A	9683	\$106,986.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.1	-1.8
School Site/ State	-11.0	30.0

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

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

Types of Services Funded

Hillview provides a myriad of programs and services to meet the needs of all students. In the 2018-29 school year, numerous specialists, including special education teachers and an English Learner specialist, supported students as collaborative partners in mainstream classes, as well as provided direct instruction for students who required remediation or additional support. Instructional aides and paraprofessionals also push in to classrooms to assist student growth. Hillview is a fully inclusive school that features the Advancing Independent Minds (AIMs) program for students who require additional support in a comprehensive middle school setting. Additional services at Hillview include speech and language specialists, resource specialists, psychologists, school counselors, mental health services, 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. Finally, lunch time and after-school support programs funded by both the district and the PTO give students access to mentoring, teacher, and staff support.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.