

Hillview Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Hillview Middle School
Street	1100 Elder Avenue
City, State, Zip	Menlo Park, Ca, 94025-5503
Phone Number	650-326-4341
Principal	Danielle O'Brien
Email Address	dobrien@mpcsd.org
School Website	hillview.mpcsd.org
County-District-School (CDS) Code	41689656044150

2022-23 District Contact Information

District Name	Menlo Park City Elementary
Phone Number	650-321-7140
Superintendent	Kristen Gracia
Email Address	kgracia@mpcsd.org
District Website Address	district.mpcsd.org

2022-23 School Overview

Hillview Middle School is the sole middle school in Menlo Park City School District, serving 862 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." This year, as a reflection of our mission, our site is focused on creating a middle school where students, staff, and families feel valued, connected and inspired. We leverage our 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 to engage all students in their academic and social emotional development. 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. 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	293
Grade 7	279
Grade 8	290
Total Enrollment	862

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Non-Binary	--
American Indian or Alaska Native	0.0
Asian	10.6
Black or African American	1.2
Filipino	1.2
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	1.4
Two or More Races	10.7
White	55.8
English Learners	2.7
Foster Youth	0.1
Homeless	.0
Migrant	0.0
Socioeconomically Disadvantaged	10.8
Students with Disabilities	8.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47	74	45	93	---	---
Intern Credential Holders Properly Assigned	0	0	0	0	---	---
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10	16	4	3	---	---
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6	10	2	2	---	---
Unknown	0	0	0	0	---	---
Total Teaching Positions	63	100	50	10034	---	---

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	20	34	78	---	---
Intern Credential Holders Properly Assigned	0	0	0	0	---	---
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10	18	4	4	---	---
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	37	62	10	15	---	---
Unknown	0	0	0	0	---	---
Total Teaching Positions	59	100	48	100	---	---

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	10	15
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	10	15

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	6	37
Total Out-of-Field Teachers	6	37

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9	11

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGrawHill-StudySync	Yes	0.0 %
Mathematics	Big Ideas Math Common Core Advanced 1, Cengage Learning, 6th	Yes	0.0 %
	Big Ideas Math Common Core, Cengage Learning, 7th		
	Big Ideas Math Common Core Advanced 2, Cengage Learning, 7th/8th		

	Big Ideas Math Common Core Algebra 1-HS, Cengage Learning, 8th Big Ideas Math Common Core Algebra 2, Cengage Learning, 8th		
Science	Elevate Science Middle Grades for California 2020, 6th/7th/8th	Yes	0.0 %
History-Social Science	Teachers Curriculum Institute, History Alive! The Ancient World, 6th Teachers Curriculum Institute, History Alive! The Medieval World and Beyond, 7th US History American Stories: Beginnings to World War I, Cengage Learning/National Geographic Learning	Yes	0.0 %
Foreign Language	ML En Espanol! Level 1a, 1b, 1, and 2, McDougal Littell, 7th/8th El Espanol Para Nostros, Level 1 and 2, McGraw-Hill, 6th-8th (Spanish for Spanish Speakers - Former Spanish Immersion Students) Abriendo Paso Lectura, Grade 12, Pearson Education, 6th-8th (Spanish for Spanish Speakers - Former Spanish Immersion Students) Bien Dit! Level 1a, 1b, 1, and 2, Houghton Mifflin, 7th/8th, Adopted in 2017	Yes	0.0 %
Health	Skills for Adolescence, Lions-Quest, 6-8 Teen Talks, Health Connected, 6 RULER	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

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. The district's complete maintenance plan is available at the district office.

Year and month of the most recent FIT report

December 13, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C2 heater is making a loud noise. G-6 closet door wont open/stuck.
Interior: Interior Surfaces	X			D8 needs patch and paint on the wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Light bulb replacements for girls/boys locker rooms, gym stage
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room G-6, G-8, G-9, water fountain is loose. Science prep/lab sink faucet is loose. Gym toilet seat covers in girls bathroom are in bad condition, need to be replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	80.05	N/A	80.62	N/A	47.06
Mathematics (grades 3-8 and 11)	N/A	73.08	N/A	76.85	N/A	33.38

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	848	827	97.5	2.5	80.05
Female	409	393	96.0	4.0	82.7
Male	435	430	98.8	1.2	77.91
American Indian or Alaska Native	*	*	*	*	*
Asian	88	87	98.8	1.2	90.8
Black or African American	9	8	88.8	11.2	*
Filipino	9	9	100	0	*
Hispanic or Latino	160	156	97.5	2.5	53.21
Native Hawaiian or Pacific Islander	11	11	100	0	63.64
Two or More Races	93	90	96.7	3.3	88.89
White	477	465	97.4	2.6	86.67
English Learners	18	16	88.8	11.2	18.75
Foster Youth	*	*	*	*	*
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	89	98.8	1.2	46.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.5	3.5	33.93

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	848	823	97.0	3.0	73.08
Female	409	392	95.8	4.2	71.94
Male	435	427	98.1	1.9	74.36
American Indian or Alaska Native	*	*	*	*	*
Asian	88	87	98.8	1.2	87.35
Black or African American	9	8	88.8	11.2	*
Filipino	9	8	88.8	11.2	*
Hispanic or Latino	160	156	97.5	2.5	43.87
Native Hawaiian or Pacific Islander	11	11	100	0	18.18
Two or More Races	93	88	94.6	5.4	88.64
White	477	463	97.0	3.0	79.7
English Learners	18	16	88.8	11.2	25.00
Foster Youth	*	*	*	*	*
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	88	97.7	2.3	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.5	3.5	28.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	N/T	76.56	N/T	69.52	28.72	29.45

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	284	273	96.1	3.9	76.56
Female	137	128	93.4	6.6	73.44
Male	144	142	98.6	1.4	78.87
American Indian or Alaska Native	*	*	*	*	*
Asian	26	26	100	0	80.76
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	50	47	94.00	6.00	55.31
Native Hawaiian or Pacific Islander	6	6	100	0	*
Two or More Races	30	29	96.6	3.4	86.2
White	164	158	96.3	3.7	83.54
English Learners	7	6	85.7	14.3	*
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.5	3.5	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.2	4.8	25.0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	---	---	---	---	---
Grade 7	97.86	98.21	98.57	98.57	98.93
Grade 9	---	---	---	---	---

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, 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. We develop our own programming that is specific to the middle school experience, our most recent event being one of several Community Connection Coffees, a morning connection event for families to gather and fulfill our goal of creating a middle school where all students, staff, and families feel valued, connected, and inspired.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	862	874	95	10.9
Female	416	417	50	12.0
Male	445	453	45	9.9
American Indian or Alaska Native	1	*	*	*
Asian	91	93	4	4.3
Black or African American	10	*	*	*
Filipino	10	*	*	*
Hispanic or Latino	163	165	31	18.8
Native Hawaiian or Pacific Islander	12	12	3	25.0
Two or More Races	92	92	8	8.7
White	481	489	47	9.6
English Learners	23	27	8	29.6
Foster Youth	1	*	*	*
Homeless	0	*	*	*
Socioeconomically Disadvantaged	93	105	25	23.8
Students Receiving Migrant Education Services	0	*	*	*
Students with Disabilities	72	74	18	24.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	0.2	2.5
Expulsions	0.0	0.0	0.1

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.0	1.1	0.0	0.6	0.2	3.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.1	0.0
Female	0.2	0.0
Male	1.3	0.0
American Indian or Alaska Native	*	*
Asian	0.0	0.0
Black or African American	*	*
Filipino	*	*
Hispanic or Latino	3.0	0.0
Native Hawaiian or Pacific Islander	8.3	0.0
Two or More Races	0.0	0.0
White	1.0	0.0
English Learners	11.1	0.0
Foster Youth	*	*
Homeless	*	*
Socioeconomically Disadvantaged	*	*
Students Receiving Migrant Education Services	*	*
Students with Disabilities	*	*

2022-23 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 assistant 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, in the fall of 2022. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	23	---
Mathematics	17	22	15	---
Science	23	4	23	---
Social Science	23	8	20	---

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	5	23	---
Mathematics	18	23	11	---
Science	25	3	21	1
Social Science	24	4	22	---

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	35	17	---
Mathematics	21	33	16	4
Science	21	27	16	---
Social Science	21	29	17	---

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	---

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	---
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	---
Other	---

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,999.04	1,252.22	8,746.83	128,555
District	N/A	N/A	12,089.92	127,608
Percent Difference - School Site and District	N/A	N/A	-32.1	0.7
State	N/A	N/A	8,867.31	85,856
Percent Difference - School Site and State	N/A	N/A	-1.4	39.8

2021-22 Types of Services Funded

Hillview provides a myriad of programs and services to meet the needs of all students. Numerous specialists, including special education teachers and an English Learner specialist, support 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 into 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, lunchtime and after-school support programs funded by both the district and the PTO give students access to mentoring, teacher, and staff support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,459	\$51,591
Mid-Range Teacher Salary	\$109,012	\$79,620
Highest Teacher Salary	\$133,788	\$104,866
Average Principal Salary (Elementary)	\$198,286.42	\$131,473
Average Principal Salary (Middle)	\$203,459.60	\$135,064
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$263,314	\$205,661
Percent of Budget for Teacher Salaries	42.24%	33.33%
Percent of Budget for Administrative Salaries	4.80%	5.87%

Professional Development

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. This year, much of our professional development is led by our instructional coach around our transition to competency and evidence based grading (standards based grading). Hillview will implement a fully standards based report card in the fall of 2023.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6