



School Accountability Report Card (SARC) Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Hillview Middle	District Name	Menlo Park City Elementary
Street	1100 Elder Ave.	Phone Number	(650) 321-7140
City, State, Zip	Menlo Park, CA 94025-5503	Web Site	www.mpcsd.org
Phone Number	(650) 326-4341	Superintendent	Kenneth Ranella
Principal	Michael Moore	E-mail Address	cmetzler@mpcsd.org
E-mail Address	mmoore@mpcsd.org	CDS Code	41-68965-6044150

School Description and Mission Statement

This section provides information about the school's goals and programs.

Hillview Middle School, with a current enrollment of approximately 660 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 2005 Hillview was named a California Distinguished School for the seventh time, making it the most frequently named school in the history of the California School Recognition Program. The school staff includes 41 full or part-time teachers, 2 part-time counselors, 1 librarian, 3 part-time student activities directors, 5 aides, 8 classified staff, 1 vice principal, and 1 principal. The student body is approximately 70% white and 30% minority, with Asians, African-Americans, Pacific Islanders, and Hispanics the largest minority groups.

The Hillview community values education very highly, and this is reflected in daily attendance rates, with over

96% of our students present on an average daily basis.

The goals of middle-level education in Menlo Park are to maintain a strong educational program and to meet the needs of preadolescent students. The Hillview Mission Statement reads as follows:

Hillview Middle School offers a challenging academic program in a safe, caring environment. We encourage students to master basic skills, sample a variety of educational, social, and cultural experiences, and begin assuming more responsibility for their learning and their citizenship. We recognize and address the needs of individual learners, and provide integrated, active, innovative, and exciting learning experiences. Staff, parents, and students work together to create an educational community whose members treat one another with concern and respect. Our goal is to provide students with the skills and opportunities necessary for them to make a direct contribution to their community. Hillview honors educational achievement and excellence at every level.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Community support for Hillview is demonstrated in many ways. Back-to-School and Open House evenings routinely draw the parents of almost all of our students. The Hillview PTO, with membership of almost 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 writing the School Improvement Plan and manages its annual budget for enhancement of the school site and curriculum.

Hillview receives additional program support from the University of San Francisco Psychology Department, the Menlo Park Police, Fire, and Recreation Departments, and from Mid-Peninsula Tennis Patrons. Special mentor relationships between Hillview students and community members are arranged by our counselors.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	220
Grade 7	224
Grade 8	215
Total Enrollment	659

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.28 %	White (not Hispanic)	70.86 %
American Indian or Alaska Native	0 %	Multiple or No Response	12.59 %

Asian	4.86 %	Socioeconomically Disadvantaged	4 %
Filipino	0.3 %	English Learners	4 %
Hispanic or Latino	6.07 %	Students with Disabilities	10 %
Pacific Islander	3.03 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			Avg. Class Size	2005-06			Avg. Class Size	2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	23-32			33+	1-20			23-32	33+	1-20	23-32	33+
English	22.0	19	29		23.3	7	36	1	23.5	4	40			
Mathematics	23.6	12	16		25.8	8	14	3	23.8	10	16	1		
Science	22.5	16	13		23.8	9	18		23.6	8	19			
Social Science	23.1	11	19		24.7	4	22	1	23.5	3	25			

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students, and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Student involvement in school life is encouraged under the leadership of the Student Activities Directors, the Hillview Student Council, and the school staff, who sponsor a variety of spirit building, incentive, and recognition programs. Recess and lunchtime activities also occupy students. Activities are organized through homerooms, which meet daily, and which compete all year for a special spirit prize. Many students participate on service squads, performing a variety of tasks necessary for the school's smooth functioning. For their efforts, these students receive points toward a "Block H" award, a school letter emblematic of achievement and contributions to Hillview. Block H winners, Honor Roll students, and other award recipients are recognized quarterly. School talent, music, and drama assemblies serve to showcase students' co-curricular abilities. Record keeping for Block H purposes indicates that all Hillview students participate in student activities.

Hillview students are held accountable to a high standard of responsible behavior and, for the most part, meet that standard. The school's discipline plan is described in the Student Handbook. Consequences for misbehavior include warnings, parent/student conferences, campus cleanup, detentions, Saturday School, and suspension. The average suspension rate for the past three years has been 5.7%. Four students have been formally expelled for serious misbehavior during the past three years. Students are encouraged to discuss their personal concerns with teachers or the counselor. General student concerns, of any sort, may be addressed through the Student Council.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	7.8	6.4	2.9	2.5	1.4	0.9
Expulsions	0.0	0.5	0.5	0.0	0.1	0.1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Hillview Middle School has 39 classrooms, a multipurpose room, a library, and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 2002 thanks to a \$22 million bond measure approved by the community to upgrade all district facilities. As a result, all classrooms are wired for Internet, phone, and cable TV.

In addition, the school acquired a new library, multipurpose room, locker rooms, music/drama room, woodshop, computer lab, and science rooms. The entire campus was attractively landscaped.

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 participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District budgets and transfers 0.5% of the general fund budget to the deferred maintenance program annually. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	GOOD - As a result of the most recent inspection, no outstanding deficiencies were reported. (Submitted quarterly to the Board of Education.)			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	41	40	39	139
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.6	5.4
All Schools in District	96.6	3.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	96.6	3.4

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

When teachers are absent, their classes are covered by substitute teachers or by Hillview teachers who give up their preparation periods to cover for their peers. Efforts are continually made to recruit qualified substitute teachers, all of whom must have a valid California teaching credential and have passed the CBEST exam.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

By District contract, all permanent teachers are evaluated every two years, and every non-tenured employee is observed at least three times each year. Administrators participate in ongoing inservice to refine skills in educational supervision and evaluation.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.55	425
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall Literature ('02) State approved, Board adopted 2003	0
Mathematics	Grades 6-7: Concepts and Skills, Courses 1 & 2, McDougal Littell ('01) State approved, Board adopted 2002 Grade 8: Concepts and Skills - Algebra I, McDougal Littell ('01) State approved, Board adopted 2002 Algebra: Algebra: Structure and Method, Book 1, McDougal Littell, ('00) Board adopted 2002 Geometry: Discovering Geometry, Key Curriculum Press ('97) Board adopted 2002	0
Science	Grades 6-7: Science Explorer, Pearson Prentice Hall ('07) State approved, Board adopted 2007 Grade 8: Glencoe Science Focus on Physical Science, Glencoe/McGraw-Hill ('07) State approved, Board adopted 2007	0
	History Alive!, Teachers Curriculum Institute ('05)	

History-Social Science	State approved, Board adopted 2006 Oxford University Press ('05) Various Supplementary Titles State approved, Board adopted 2006	0
Foreign Language	Discovering French: Nouveau!, McDougal Littell ('04) State approved, Board adopted 2004 En Espanol!, McDougal Littell ('04) State approved, Board adopted 2004	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,819	\$1,256	\$4,563	\$74,723
District	N/A	N/A	\$6,585	\$74,760
Percent Difference - School Site and District	N/A	N/A	-30.7%	0.0%
State	N/A	N/A	\$4,943	\$58,519
Percent Difference - School Site and State	N/A	N/A	-7.7%	27.7%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Instructional and curriculum needs are met through various funding sources. District funds support, in addition to core academic programs, additional personnel for student support and instructional leadership. The PTO, the Student Council, the Site Council, and the Education Foundation have all supplied grants to provide for major core events such as Greek Week for 6th graders, the 7th grade Renaissance Faire, and the Decades Project that is part of the 8th grade U.S. History curriculum. The Education Foundation's Jeanie Ritchie grants to teachers have recently funded projects such as rocketry, fetal pig dissection, and writing workshops with professional authors. The school's computer lab was equipped with district, PTO, and SIP funds. Other computers and equipment have been obtained through donations and district, SIP, and PTO funding. A state technology grant funded the acquisition of a variety of video equipment. The library/media center, known as the Barbara Miller Library and Technology Center, is fully automated. This automation has been accomplished through major fund raising efforts on the part of our librarian and volunteers.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative

salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,316	\$38,159
Mid-Range Teacher Salary	\$74,986	\$59,148
Highest Teacher Salary	\$91,855	\$73,514
Average Principal Salary (Elementary)	\$128,203	\$91,903
Average Principal Salary (Middle)	\$132,212	\$95,855
Superintendent Salary	\$184,801	\$132,994
Percent of Budget for Teacher Salaries	46.8 %	41.6 %
Percent of Budget for Administrative Salaries	6.2 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	78	82	85	79	82	81	40	42	43
Mathematics	75	75	77	77	78	78	38	40	40
Science		76	80	77	77	81	27	35	38
History-Social Science	76	77	78	76	77	78	32	33	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	26	21	*	*
American Indian or Alaska Native				
Asian	90	92	82	91
Filipino	*	*		

Hispanic or Latino	54	44	50	62
Pacific Islander	50	15	*	*
White (not Hispanic)	92	84	87	83
Male	81	76	79	79
Female	90	77	80	77
Economically Disadvantaged	58	26	*	*
English Learners	17	17	*	*
Students with Disabilities	35	19	26	26
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students - Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	78	83	81	75	82	79	41	42	42
Mathematics	79	82	83	80	83	83	52	53	53

NRT Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	83	89
Filipino	*	*
Hispanic or Latino	23	46
Pacific Islander	*	*
White (not Hispanic)	90	90
Male	75	82
Female	89	84
Economically Disadvantaged	50	42
English Learners	*	*
Students with Disabilities	29	24

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
7	40.9

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	7	9	8

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	18	16	4	914
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				

Pacific Islander				
White (not Hispanic)	23	18	4	947
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Not Applicable

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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	
Percent of Schools Currently in Program Improvement	N/A	

X. School Completion and Postsecondary Preparation

Not Applicable

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The total Hillview program is designed to meet the varied needs of pre and early adolescent students. A strong academic program is distinguished by the focus on core grouping and English/reading/ social studies integration at all grade levels. Specialist teachers teach math and science. Elective and exploratory classes, student activities, and after-school sports (through the PTO) augment the academic program. Academic advice and counseling are offered and/or coordinated by the school's counselors. A full range of services to special-needs students is provided by the district's special education team as well as by district-supported TEAM teachers. All special education students, including those in our Special Day Class, receive the district core curriculum and are completely integrated into Hillview activities and programs. A specialist teacher and volunteers work with students with limited English abilities.

Leadership is provided by the principal, working with the School Site Council, the PTO, and the faculty and staff. The Superintendent, the Director of Curriculum, and the business manager offer district direction. The four principals in Menlo Park meet weekly with the Superintendent, Director of Curriculum, business manager, and the Director of Student Services to discuss, evaluate and coordinate instruction programs at the schools. School curriculum planning groups meet weekly to coordinate and plan programs. The Child Study Team, composed of the counselor, regular classroom teachers, and special education personnel, meets regularly to plan ways to accommodate some individual students' needs.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

The District values professional development of teachers and administrators as an ongoing process of personal growth and learning for the individual, and as a source and stimulus for increased students growth and achievement. Professional development opportunities provided by the District include Staff Development Days, attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development, and systematic programs of observation and analysis of teaching. The Site Council also supports staff development programs with SIP funds.

All first and second year teachers throughout the district participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. A veteran teacher Advisor provides coaching for all new teachers in the district.

The District continues to support hands-on, inquiry-based science instruction. After six years focused at the K-5 level, the project has expanded to include resources and support for professional development at the middle school level.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	60,255	54,000
7	60,255	54,000
8	60,255	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were six minimum days in the 2006-07 calendar. Four were used for parent-teacher conferences. Two were negotiated by contract: the day before Winter Break and the last day of student instruction in June.