

Hillview Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Hillview Middle School is the sole middle school in the Menlo Park City School District, serving 840 students in grades 6 - 8. A 1:1 iPad school with a focus on standards-based grading, social-emotional learning, and a positive school climate and culture. 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 being 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 align with the Menlo Park City School District's Local Control and Accountability Plan. As such, we aim to enhance the academic outcomes of all students, particularly 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 the progress of our school goals, and faculty participate in professional development and collaboration to review student evidence of learning and make adjustments to the curriculum, interventions, and progress monitoring. We are proud to offer programs such as over 20 lunchtime clubs, strong visual and performing arts electives, a vibrant Associated Student Body, a focus on service, restorative practices that engage students in repairing harm to the community, and collaborative structures that allow our teachers to meet weekly to discuss students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	272
Grade 7	280
Grade 8	294
Total Enrollment	846

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Non-Binary	0.0
American Indian or Alaska Native	0.0
Asian	17.2
Black or African American	0.7
Filipino	0.5
Hispanic or Latino	20.0
Native Hawaiian or Pacific Islander	0.9
Two or More Races	9.3
White	50.4
English Learners	3.4
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	11.9
Students with Disabilities	9.3

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.

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)	43.2	78.23	163	90.29	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.8	12.45	9.8	5.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.55	11953.1	4.28
Unknown/Incomplete/NA	5.1	9.29	6.6	3.67	15831.9	5.67
Total Teaching Positions	55.2	100	180.5	100	279044.8	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.

2022-23 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)	43.2	75.31	159.5	87.89	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.74	1.5	0.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.1	12.46	10.9	6.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.55	11746.9	4.23
Unknown/Incomplete/NA	6	10.47	8.5	4.69	14303.8	5.15
Total Teaching Positions	57.4	100	181.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	41.8	75.20	153.1	87	41.8	75.20
Intern Credential Holders Properly Assigned	2.7	4.80	1.9	1.50	2.7	4.80
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.4	13.30	8.6	6.20	7.4	13.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	1.70	1.2	0.70	0.9	1.70
Unknown/Incomplete/NA	0	0	0	0	0	0
Total Teaching Positions	54	100	172	100	55.6	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.57
Misassignments	6.80	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.80	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	30	0
Total Out-of-Field Teachers	0.00	0	11

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.8	12.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.9	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGrawHill-StudySync	0.0 %
Mathematics	Big Ideas Math Common Core Advanced 1, Cengage Learning, 6th 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	0.0 %
Science	Elevate Science Middle Grades for California 2020, 6th/7th/8th, Savvas Learning	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, 8th	0.0 %
Foreign Language	Senderos 2023 Spanish Level 1A, 1B, 1, and 2, Vista Higher Learning, 6th-8th, Adopted 2022 Galeria 2020 Spanish Level A, B, and C, Vista Higher Learning, 6th-8th, Adopted 2022	0.0 %

	Bien Dit! Level 1A, 1B, 1, and 2, Houghton Mifflin, 7th/8th, Adopted in 2017	
Health	Wayfinder, 6-8 Teen Talks, Health Connected, 8 RULER	0.0 %
Visual and Performing Arts		0.0 %
Science Laboratory Equipment (grades 9-12)		0.0 %

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

School Facility Conditions and Planned Improvements

Measure U is the Menlo Park City School District's latest voter-approved bond program, passed on November 5, 2024, with 71% approval. The bond funds district-wide facilities improvements and construction, focusing on safe, secure, and modern learning environments. This is the district's fourth major bond program since 1995. MPCSD has a strong history of completing bond programs on time and on budget, while using bond refunding strategically to save taxpayers millions of dollars. Measure U continues this tradition, ensuring our school facilities support the excellence of our students and staff. The District takes great efforts to ensure that all schools are clean, safe, and functional. We have all electric HVAC installation planned for all five school sites, upgrade school safety and security and planned modernization for the gym and locker rooms. 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 MOT work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District annually sets a budget aside for long-term maintenance projects.

Year and month of the most recent FIT report	December 2, 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Electric HVAC in classrooms in progress. Design/DSA phase.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Routine month pest management has been added for ants, spiders and pest.
Electrical	X			Replaced outdated Cat5/Cat5e with Cat6
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Fire alarm panel replacement
Structural: Structural Damage, Roofs	X			Roof leak repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Backstop for gym will be replaced and one motor

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	80	79	79	80	47	49
Mathematics (grades 3-8 and 11)	76	75	78	78	36	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	852	803	94.25	5.75	78.21
Female	404	373	92.33	7.67	82.31
Male	448	430	95.98	4.02	74.65
American Indian or Alaska Native	0	0	0	0	0
Asian	148	145	97.97	2.03	90.34
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	166	96.51	3.49	54.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	87	85	97.70	2.30	87.06
White	427	389	91.10	8.90	83.29
English Learners	30	28	93.33	6.67	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	104	97.20	2.80	45.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	80	91.95	8.05	25.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	852	805	94.48	5.52	74.41
Female	404	374	92.57	7.43	73.53
Male	448	431	96.21	3.79	75.17
American Indian or Alaska Native	0	0	0	0	0
Asian	148	144	97.30	2.70	92.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	166	96.51	3.49	45.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	87	86	98.85	1.15	82.56
White	427	391	91.57	8.43	80.05
English Learners	30	29	96.67	3.33	13.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	104	97.20	2.80	36.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	79	90.80	9.20	26.58

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	68.56	67.41	68.74	68.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	272	91.58	8.42	66.91
Female	142	129	90.85	9.15	64.34
Male	155	143	92.26	7.74	69.23
American Indian or Alaska Native	0	0	0	0	0
Asian	50	48	96.00	4.00	85.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	63	92.65	7.35	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	75.00
White	154	136	88.31	11.69	72.06
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	37	92.50	7.50	35.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	32	86.49	13.51	34.38

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 7	97.49	97.13	97.13	96.77	97.49

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.

2025-26 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 Parent Teacher Organization (PTO), comprising the majority of our families and teachers, raises thousands of dollars for school programs, contributes countless hours of volunteer time, operates a comprehensive after-school sports program, and organizes parent engagement events. In addition, parents serve as outside editors to our young writers, coaches for our many sports teams, chaperones for dances and field trips, and assistants 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 those who participate in our Family Engagement Services program, through community and educational events. We are also attuned to our parents' voices, as they provide us with 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 tailored to the middle school experience, including several events sponsored by the PTO. These events provide a space for families to gather, students to showcase their talents, while connecting with other families and staff. We also host Fall Family Movie Night, Family Bingo Night, and a Spring Carnival, which bring families of all ages together at school. These events and activities help us achieve our goal of creating a middle school where all students, staff, and families feel valued, connected, and inspired.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	857	857	52	6.1
Female	407	407	23	5.7
Male	450	450	29	6.4
Non-Binary	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	149	149	7	4.7
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	173	173	19	11.0
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	80	80	2	2.5
White	430	430	23	5.3
English Learners	31	31	5	16.1
Foster Youth	*	*	*	*
Homeless	*	*	*	*
Socioeconomically Disadvantaged	108	108	13	12.0
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	94	94	9	9.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
		1.3	0.5	0.6	0.6	3.6	3.3	2.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.3	0.0
Female	1.0	0.0
Male	1.5	0.0
Non-Binary	*	*
American Indian or Alaska Native	*	*
Asian	0.7	0.0
Black or African American	*	*
Filipino	*	*
Hispanic or Latino	3.4	0.0
Native Hawaiian or Pacific Islander	*	*
Two or More Races	1.2	0.0
White	0.7	0.0
English Learners	5.9	*
Foster Youth	*	*
Homeless	*	*
Socioeconomically Disadvantaged	4.6	*
Students Receiving Migrant Education Services	*	*
Students with Disabilities	3.2	*

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Menlo Park City School District incorporates the requirements of all legislative mandates into a single Emergency Preparedness Plan, which is updated annually. The assistant principal manages the Site Emergency Plan, which coordinates concerns from parents, students, and staff to ensure 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 September 2025. Emergency preparedness also involves close cooperation and planning with local police, fire departments, civic emergency agencies, and school/parent groups.

Our safety plan includes information about San Mateo County's "The Big Five" emergency protocols as well as dates for each of our emergency preparedness drills. We practice one of "The Big Five" protocols each month and hold 10 drills throughout the school year. Students learn about the key practices in each of these drills on our Hawk Talk daily broadcast and through their teachers. Teachers are trained in emergency preparedness and emergency procedures at several one-hour trainings throughout the school year, including Lockdown protocols training in partnership with the Menlo Park Police Department.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	39	10	0
Mathematics	19	28	21	0
Science	22	33	9	0
Social Science	20	30	11	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	11	26	0
Mathematics	23	18	19	0
Science	24	7	29	0
Social Science	23	17	19	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	13	24	0
Mathematics	24	11	28	0
Science	23	14	22	0
Social Science	22	18	18	0

2024-25 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	---

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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)	---
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	---
Other	---

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12,854.03	1,672.26	11,181.76	135,719.41
District	N/A	N/A	12,799.97	139,908.56
Percent Difference - School Site and District	N/A	N/A	-13.5	3.1
State	N/A	N/A	12,799.97	95,479
Percent Difference - School Site and State	N/A	N/A	-3.9	40.5

Fiscal Year 2024-25 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, an ELA interventionist, 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. Through our counseling department, we deliver social emotional learning lessons and groups for students in need of extra support. We also offer after school academic support in our Homework Center, staff by teachers, paraprofessionals, and other support staff. As a 1:1 iPad school, we are constantly working to increase the 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$76,605	\$61,516
Mid-Range Teacher Salary	\$124,025	\$95,479
Highest Teacher Salary	\$156,483	\$125,208
Average Principal Salary (Elementary)	\$214,612	\$152,668
Average Principal Salary (Middle)	\$197,709	\$156,487
Average Principal Salary (High)	0	\$165,427
Superintendent Salary	\$270,375	\$242,781
Percent of Budget for Teacher Salaries	37.61%	29.76%
Percent of Budget for Administrative Salaries	5.82%	5.74%

Professional Development

Hillview utilizes its two Staff Collaboratively Developed Professional Development Days and its three District-Directed Professional Development Days to engage its teachers in meaningful activities that support and enrich its 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 conferences that enrich their practice. This year, our professional development for core academic teachers is in two strands - the first strand is around academic strategies in support of long-term English language learners and our district aligned focal students. The second strand is around honing our skills in standards-based grading, with an emphasis on assessment practices. We partnered this year with Jen Minor, an expert in standards-based grading practices and collaborative teams, to move our work forward in support of our transition in 2023 to a fully standards-based reporting system.

During implementation of professional learning, teachers are supported by collaborative teams, counselors, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4

Received by STANCO 10/3/25

PART II: EVALUATION DETAIL Date of Inspection: _____ School Name: HILL VIEW MIDDLE SCHOOL FIRST FLOOR

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
ADMIN	✓	✓	✓	✓	✓	✓	✓		N/A	✓	✓	✓	✓	N/A	✓
COMMENTS:															
PRINCIPAL	✓	✓	✓	✓	✓	✓	✓		N/A	✓	✓	✓	✓	N/A	✓
COMMENTS:															
1	✓	✓	✓	✓	✓	✓	✓		N/A	✓	✓	✓	✓	N/A	✓
COMMENTS:															
2	✓	✓	✓	✓	✓	✓	✓		N/A	✓	✓	✓	✓	N/A	✓
COMMENTS:															
COMMENTS:															
HEALTH	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
COMMENTS:	Boxes on top of cabinets to close to ceiling														
COMMENTS:															
WORK ROOM Printers	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	✓
COMMENTS:															
STAFF ROOM Lounge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	N/A	✓
COMMENTS:															
COMMENTS:															
3	✓	✓	✓	✓	✓	✓	✓		N/A	✓	✓	✓	✓	N/A	✓
COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: **HILLVIEW MIDDLE SCHOOL FIRST FLOOR**

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
4	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
	COMMENTS:														
5	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
	COMMENTS:														
6	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
	COMMENTS:														
	COMMENTS:														
1 TOSA	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
	COMMENTS:														
2	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
	COMMENTS:														
VICE PRINCIPAL	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
	COMMENTS:														
B1 Woodshop	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
B2 ART	✓	✓	✓	✓	✓	✓	✓	N/A		✓	✓	✓	✓	NA	✓
	COMMENTS:														
B3	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
B4	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: Sink needs new strainer														
GIRLS RESTROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: HILL VIEW MIDDLE SCHOOL FIRST FLOOR

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOl GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
BOYS REST ROOM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
B5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
B-5 office	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
COMMENTS:															
COMMENTS:															
B6	✓	✓	✓	✓	✓	✓	✓	N/A	N/A	✓	✓	✓	✓	NA	✓
COMMENTS:															
C1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
COMMENTS:															
C2	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
COMMENTS:															
C3	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
COMMENTS:															
C4	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
COMMENTS:															
C5	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
COMMENTS:															
C6	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
COMMENTS:															
COMMENTS:															

PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: HILLVIEW MIDDLE SCHOOL FIRST FLOOR

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
D1	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
D2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
D3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
D4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
D5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
D6	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
STUDENT CENTER	✓	✓	✓	✓	✓	✓	✓	N/A	✓	✓	✓	✓	N/A	N/A	✓
	COMMENTS:														
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
KITCHEN	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
L															
	COMMENTS:														

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1	2	3	4	5	6	7	8	9	10
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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

PART II: EVALUATION DETAIL		Date of Inspection:		School Name: <u>HILLVIEW MIDDLE SCHOOL FIRST FLOOR</u>												
CATEGORY	AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ CHOO/ GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
FITNESS ROOM		✓	✓	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:															
G1		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
G2		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
G3		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
G4		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:															
G55		✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:															
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PART II: EVALUATION DETAIL

Date of Inspection: _____

School Name: HILL VIEW MIDDLE SCHOOL FIRST FLOOR

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	FINKY FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUNDS/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
	COMMENTS: _____														

Marks: \checkmark = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

