

**Hidden Valley Elementary**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	3435 Bonita Vista Dr. Santa Rosa, CA , 95404-1573	<b>Principal:</b>	Brad Coscarelli, Principal
<b>Phone:</b>	(707) 890-3925	<b>Grade Span:</b>	K-6

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

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

### 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.

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## About This School

### Brad Coscarelli, Principal

Principal, Hidden Valley Elementary

### About Our School

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Hidden Valley Elementary School is part of the Santa Rosa City Schools Elementary District. The Hidden Valley campus was built in 1970 and is situated in a beautiful residential neighborhood in northeast Santa Rosa.

Hidden Valley serves students from transitional kindergarten through sixth grade with 540 students, 30 classroom teachers and multiple support teachers and staff. The campus houses the regional Deaf and Hard of Hearing Program.

Known for our strong academic and wellness programs, we strive to facilitate open communication, trust and an effective working relationship among all stakeholders. Children and adults have an appreciation of, and respect for, individual differences and similarities. It is our goal at Hidden Valley to foster a sense of community, empowerment, pride, and responsibility for collectively maintaining a school environment for lifelong learning.

I am honored to work at such an amazing school- Brad Coscarelli, Principal

First-Rate Curriculum

The academic program is strong and challenging. Our students score in the upper percentiles in standardized testing. Our classrooms are equipped with the latest curriculum and technology for the high achievement of all of our students.

There is a strong focus on technology: A fully equipped, newly upgraded Computer Lab, LCD projectors and document cameras in every classroom; Chromebook computer carts for each grade level and Chromebook Hives in each classroom.

3rd-6th grades are 1:1 Chromebooks and have 70" large screen TV's. The PFO recently purchased and installed a brand new state-of-the-art \$30k sound/projector/screen system in our Multi-Purpose Room!

Hidden Valley is now a Science, Technology, Engineering, Art and Mathematics (STEAM) and Maker school. We have two dedicated classrooms that have been changed into STEAM/Maker labs for students and teachers to explore, create, design and test their creations!

### Contact

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Hidden Valley Elementary  
3435 Bonita Vista Dr.  
Santa Rosa, CA 95404-1573

Phone: (707) 890-3925

Email: [bcoscarelli@srcs.k12.ca.us](mailto:bcoscarelli@srcs.k12.ca.us)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Santa Rosa Elementary
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="http://www.srcschools.org">www.srcschools.org</a>

## School Contact Information (School Year 2021—2022)

<b>School Name</b>	Hidden Valley Elementary
<b>Street</b>	3435 Bonita Vista Dr.
<b>City, State, Zip</b>	Santa Rosa, CA , 95404-1573
<b>Phone Number</b>	(707) 890-3925
<b>Principal</b>	Brad Coscarelli, Principal
<b>Email Address</b>	<a href="mailto:bcoscarelli@srcs.k12.ca.us">bcoscarelli@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://hves-santarosa-ca.schoolloop.com/">https://hves-santarosa-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	49709126095459

*Last updated: 3/4/22*

## School Description and Mission Statement (School Year 2021—2022)

The Hidden Valley Community, welcome and respect the uniqueness of our population, and our instructional and special needs programs. Through a dynamic partnership of students, staff, parents and community, we foster a cohesive school environment. We seek to create a safe setting where children have the opportunity to develop their full academic potential, self-confidence and compassion. We encourage our students to become responsible, ethical and democratic decision makers. Our school community values and promises an atmosphere of learning in order to respond to life with enthusiasm, curiosity and humor in a climate of excellence.

The school provides a variety of enrichment programs which includes Student Government, band, chorus, and bell choir, and Science and Math Olympics. The district provides specialty teachers on campus for music, counseling and physical education. Our Parent Faculty Organization, PFO, supports enrichment classes both during and after the school day such as art, chess, drama, cooking, piano, martial arts, athletics and dance along with providing our teachers and students supplemental supplies and materials for the classroom.

We follow the SRCS Local Control Accountability Plan (LCAP) Goals:

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action:

If we improve the quality of practice through the continuous development of Leadership capacity to:

Assure warm, safe, dry schools and facilities

Confront and address issues of equity and access

Engage in problem-solving through an inquiry cycle for growth

Facilitate the development of a sense of purpose

Lead and guide focused professional learning

Provide and strengthen social and emotional supports

Recognize and implement quality instruction.

Target and align resources.

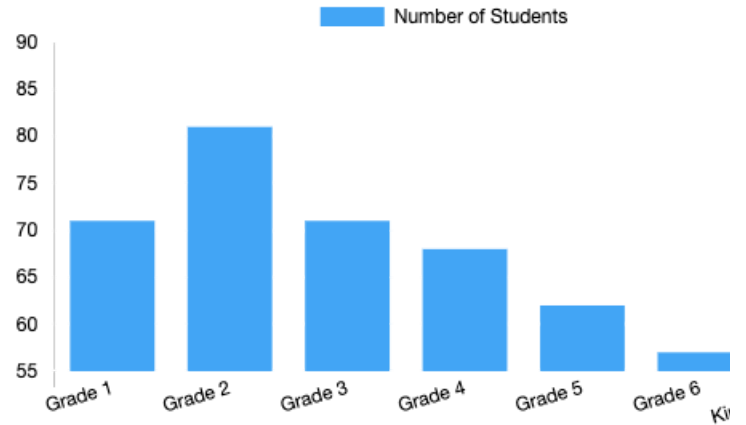
Utilize data to inform the inquiry cycle for growth.

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home

*Last updated: 2/8/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	71
Grade 2	81
Grade 3	71
Grade 4	68
Grade 5	62
Grade 6	57
Kindergarten	90
Total Enrollment	500



Last updated: 2/8/22

### Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	11.40%
Black or African American	0.80%
Filipino	2.20%
Hispanic or Latino	32.80%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	7.60%
White	44.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.60%
Foster Youth	0.80%
Homeless	0.80%
Migrant	0.40%
Socioeconomically Disadvantaged	27.20%
Students with Disabilities	13.40%

## **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

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>"The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics &amp; Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. <a href="https://bit.ly/Elem_Curric">https://bit.ly/Elem_Curric</a>"</p>	Yes	0%
Mathematics	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	Yes	0%
Science	<p>FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.</p>	Yes	0%
History-Social Science	<p>"Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade.</p> <p>American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture."</p>	Yes	0%
Foreign Language			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 1/1/22 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

*Last updated: 2/8/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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*Last updated: 2/8/22*

## 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for 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.
  - **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.

**Local Assessment Test Results in ELA by Student Group**  
**Assessment Name(s): Let's Go Learn-DORA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	239	237	99.2	0.8	54.9
Female	116	114	98.3	1.7	57.0
Male	123	122	99.2	0.8	53.3
American Indian or Alaska Native	2	2	100.0	0.0	0.0
Asian	25	25	100.0	0.0	60.0
Black or African American	4	4	100.0	0.0	50.0
Filipino	6	6	100.0	0.0	66.7
Hispanic or Latino	78	77	98.7	1.3	33.8
Native Hawaiian or Pacific Islander	1	1	100.0	0.0	100.0
Two or More Races	18	18	100.0	0.0	66.7
White	104	102	98.1	1.9	67.6
English Learners	31	30	96.8	3.2	13.3
Foster Youth	2	2	100.0	0.0	100.0
Homeless	2	2	100.0	0.0	0.0
Military	3	3	100.0	0.0	0.0
Socioeconomically Disadvantaged	98	68	69.4	30.6	41.2
Students Receiving Migrant Education Services	2	2	100.0	0.0	0.0
Students with Disabilities	32	32	100.0	0.0	34.4

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 3/3/22*

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): Let's Go Learn- ADAM**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	239	230	96.2	3.8	46.1
Female	116	112	96.6	3.4	37.5
Male	123	117	95.1	4.9	54.7
American Indian or Alaska Native	2	2	100.0	0.0	0.0
Asian	25	25	100.0	0.0	68.0
Black or African American	4	4	100.0	0.0	50.0
Filipino	6	6	100.0	0.0	50.0
Hispanic or Latino	78	73	93.6	6.4	26.0
Native Hawaiian or Pacific Islander	1	1	100.0	0.0	0.0
Two or More Races	18	18	100.0	0.0	55.6
White	104	99	95.2	4.8	54.5
English Learners	31	29	93.5	6.5	17.2
Foster Youth	2	2	100.0	0.0	50.0
Homeless	2	2	100.0	0.0	0.0
Military	3	3	100.0	0.0	0.0
Socioeconomically Disadvantaged	69	64	92.8	7.2	31.3
Students Receiving Migrant Education Services	2	2	100.0	0.0	0.0
Students with Disabilities	32	32	100.0	0.0	28.1

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*Last updated: 3/3/22*

## **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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

Hidden Valley Elementary is known for having a very strong and supportive school community. Hidden Valley offers many ways for parents to participate in the life of their children and our school, and we depend on parents to keep our programs running smoothly.

Teachers invite parents to participate in daily classroom activities as helpers, active participants, presenters, and chaperones. Our PFO is very active and well attended that continues to welcome and accept new members. Our parents are an integral part of their child's education. We appreciate and depend on our parent organization for much more than monetary assistance. Our parents coordinate volunteers, organize room parents and provide classroom and library support.

Our parents also provide the Art Docent program, our yearly school dinner auction, and book fairs. They are responsible for family fun activities such as the PastaQue, Skate Nights, Cookies and Canvas, Book Swap, and Ice Cream Social. Join our School Site Council (SSC), to help with work on our school improvement plan and make financial decisions!

In addition, we have a strong English Learner Advisory Committee (ELAC) which advises the SSC. ELAC members are an integral parent group at Hidden Valley, helping and supporting our students and teachers, informing parents of critical information, and helping improve our school.

## **State Priority: Pupil Engagement**

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

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

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	598	522	69	13.2
Female	300	259	34	13.1
Male	298	263	35	13.3
American Indian or Alaska Native	62	57	3	13.3
Asian	4	4	0	0.0
Black or African American	7	6	0	0.0
Filipino	11	11	1	9.1
Hispanic or Latino	241	186	41	22.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	40	39	6	15.4
White	231	217	18	8.3
English Learners	119	82	14	17.1
Foster Youth	5	4	3	75.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	208	158	43	27.2
Students Receiving Migrant Education Services	4	4	2	50.0
Students with Disabilities	89	76	14	18.4

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.53%	0.00%	2.41%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: 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.

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.46%	2.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

Hidden Valley Elementary School's School Site Council reviews and refine the school's safety plan on an ongoing basis. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available and keep copies in the office. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake and lockdown drills monthly and hold training for staff on emergency preparedness throughout the year. The Parent Faculty Organization (PFO) yearly provides funding to update our school-wide emergency equipment and materials. Each classroom contains a class emergency bin on wheels and a backpack that is updated with emergency supplies.

We survey parents, students, and staff annually about safety concerns and any physical, social, and emotional issues that affect students. Staff and administrators monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible, respectful and kind behavior in school and on the playground.

We have implemented both the BestPlus School-wide expectations and the Toolbox Program at Hidden Valley over the last three years. These successful programs have supported our students and teachers in social/emotional and behavioral needs.

*Last updated: 2/8/22*

## D. Other SARC information

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

### Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.66
Psychologist	0.50
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	0.00

*Last updated: 12/31/99*

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6443.81	\$5587.21	\$856.60	\$88032.43
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

*Last updated: 3/10/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

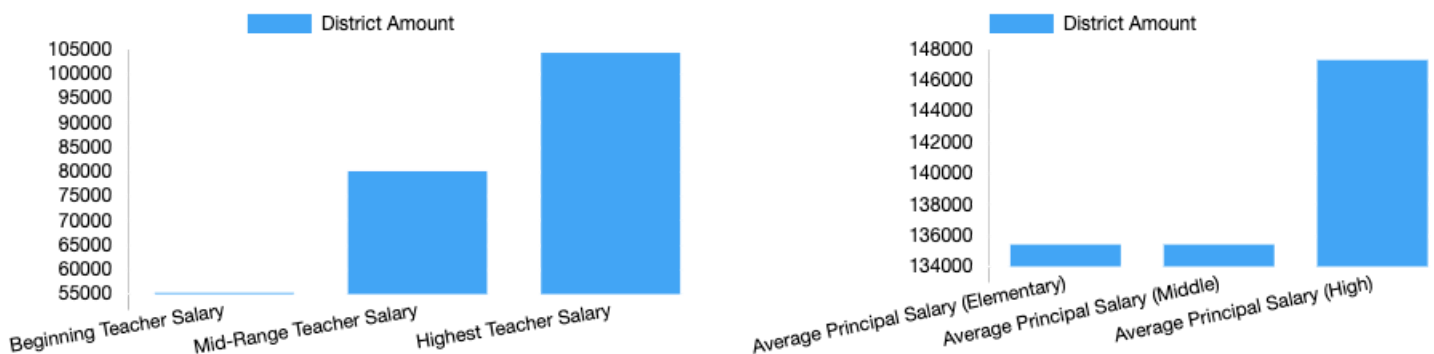
The School Site Council (SSC) oversees the school supplemental discretionary funds. The SSC has set a budget that includes: beyond the school day tutoring in math and reading, web based remedial and practice site for the primary students, both during the school day and at home for practice and technology. The SSC members establish guidelines and priority spending for supplemental funds.

Last updated: 2/8/22

## Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55266.00	--
Mid-Range Teacher Salary	\$80105.00	--
Highest Teacher Salary	\$104311.00	--
Average Principal Salary (Elementary)	\$104311.00	--
Average Principal Salary (Middle)	\$135418.00	--
Average Principal Salary (High)	\$147309.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

## Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: Let's Go Learn-DORA**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	2528	2053	81.2	18.8	33.1
Female	1204	970	80.6	19.4	33.8
Male	1319	1077	81.7	18.3	32.3
American Indian or Alaska Native	14	10	71.4	28.6	20
Asian	91	75	82.4	17.6	53.3
Black or African American	41	31	75.6	24.4	29.0
Filipino	23	19	82.6	17.4	57.9
Hispanic or Latino	1593	1293	81.2	18.8	22.7
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	50.0
Two or More Races	109	91	83.5	16.5	49.5
White	645	524	81.2	18.8	52.1
English Learners	789	613	77.7	22.3	4.9
Foster Youth	10	8	80	20	50
Homeless	26	20	76.9	23.1	0.0
Military	31	28	90.3	9.7	32.1
Socioeconomically Disadvantaged	1215	992	81.6	18.4	23.4
Students Receiving Migrant Education Services	50	44	88.0	12.0	11.4
Students with Disabilities	328	266	81.1	18.9	11.7

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

*Last updated: 3/25/22*

**LEA-Level Assessment Test Results in Mathematics by Student Group**  
**Assessment Name/s: Let's Go Learn- ADAM**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
LEAwide	2528	1637	64.8	35.2	26.9
Female	1204	782	65.0	35.0	23.0
Male	1319	850	64.4	35.6	30.5
American Indian or Alaska Native	14	9	64.3	35.7	11.1
Asian	91	69	75.8	24.2	53.6
Black or African American	41	21	51.2	48.8	28.6
Filipino	23	17	73.9	26.1	47.1
Hispanic or Latino	1593	982	61.6	38.4	17.2
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	37.5
Two or More Races	109	81	74.3	24.7	33.3
White	645	448	69.5	30.5	42.0
English Learners	789	480	60.8	39.2	9.6
Foster Youth	10	6	60	40	33.3
Homeless	26	16	61.5	38.5	0
Military	31	25	80.6	19.4	32
Socioeconomically Disadvantaged	1215	812	66.8	33.2	16.6
Students Receiving Migrant Education Services	50	34	68	32	11.8
Students with Disabilities	328	203	61.9	38.1	13.3

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

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

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

*Last updated: 3/25/22*