# Hidden Valley Elementary School
## 2021–22 School Accountability Report Card
## Reported Using Data from the 2021–22 School Year
### California Department of Education

| | | | |
|---|---|---|---|
| **Address:** | 3435 Bonita Vista Dr. Santa Rosa, CA , 95404-1573 | **Principal:** | Brad Coscarelli |
| **Phone:** | 707-890-3925 | **Grade Span:** | |

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 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.

# About This School

## Brad Coscarelli

Principal, Hidden Valley Elementary School

### About Our School



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!

### School Description and Mission Statement (School Year 2019—2020)

#### Contact

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

Phone: 707-890-3925
Email: bcoscarelli@srcs.k12.ca.us

# Contact Information (School Year 2022–23)

## District Contact Information (School Year 2022–23)

| District Name | Santa Rosa Elementary |
|---|---|
| Phone Number | 707-890-3800 |
| Superintendent | Trunnell, Anna |
| Email Address | atrunnell@srcs.k12.ca.us |
| Website | https://hves-santarosa-ca.schoolloop.com |

## School Contact Information (School Year 2022–23)

| School Name | Hidden Valley Elementary School |
|---|---|
| Street | 3435 Bonita Vista Dr. |
| City, State, Zip | Santa Rosa, CA , 95404-1573 |
| Phone Number | 707-890-3925 |
| Principal | Brad Coscarelli |

| | |
|---|---|
| **Email Address** | bcoscarelli@srcs.k12.ca.us |
| **Website** | https://hves-santarosa-ca.schoolloop.com/ |
| **County-District-School (CDS) Code** | 49709126095459 |

## School Description and Mission Statement (School Year 2022–23)

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: 1/30/23*

## Student Enrollment by Grade Level (School Year 2021–22)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 88 |
| Grade 1 | 64 |
| Grade 2 | 66 |
| Grade 3 | 77 |
| Grade 4 | 65 |
| Grade 5 | 47 |
| Grade 6 | 58 |
| Total Enrollment | 465 |
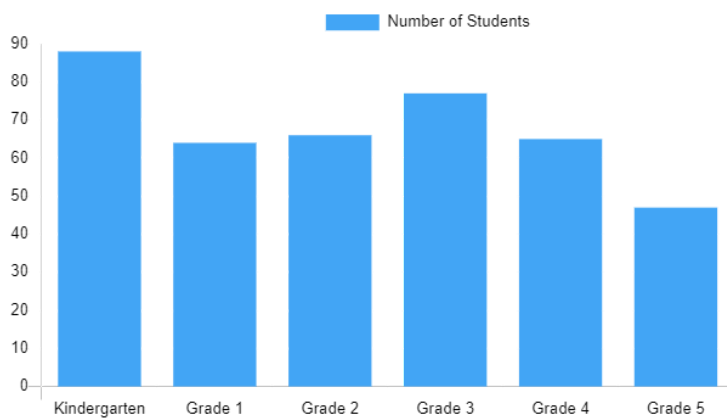


Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/30/23*

## Student Enrollment by Student Group (School Year 2021–22)

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.50% |
| Male | 50.50% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.90% |
| Asian | 10.80% |
| Black or African American | 0.90% |
| Filipino | 1.90% |
| Hispanic or Latino | 32.30% |
| Native Hawaiian or Pacific Islander | 0.20% |
| Two or More Races | 8.60% |
| White | 43.90% |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| English Learners | 13.80% |
| Foster Youth | 0.00% |
| Homeless | 0.90% |
| Migrant | 0.40% |
| Socioeconomically Disadvantaged | 24.50% |
| Students with Disabilities | 11.60% |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020–21)

| 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) | 19.40 | 94.83 | 195.00 | 93.24 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.30 | 1.61 | 1.30 | 0.64 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 2.30 | 1.11 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 1.00 | 0.48 | 12115.80 | 4.41 |
| Unknown | 0.70 | 3.51 | 9.40 | 4.53 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.40 | 100.00 | 209.20 | 100.00 | 274759.10 | 100.00 |

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.

*Last updated: 1/30/23*

### Teacher Preparation and Placement (School Year 2021–22)

| 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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.

*Last updated: 1/30/23*

## Credentialed Teachers Assigned Out-of-Field
### (considered "out-of-field" under ESSA)

| Indicator | 2020–21 Number | 2021–22 Number |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

*Last updated: 1/11/23*

## Class Assignments

| Indicator | 2020–21 Percent | 2021–22 Percent |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.80 | |

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

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | ?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.<br><br>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)<br><br>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017)<br><br>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)<br><br>Link to titles. https://bit.ly/Elem_Curric? | Yes | 0% |
| Mathematics | ?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.? | Yes | 0% |
| Science | ?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.? | Yes | 0% |
| History-Social Science | ?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.? | Yes | 0% |
| Foreign Language | | | 0% |
| 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.

## 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 12/29/2022 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: 2/2/23*

## 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: December 2022

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

## Overall Facility Rate

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

| | |
|---|---|
| Overall Rating | Good |

*Last updated: 2/1/23*

# 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.

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | 58% | N/A | 30% | N/A | 47% |
| Mathematics (grades 3-8 and 11) | N/A | 47% | N/A | 22% | N/A | 33% |

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/31/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**
**Grades Three through Eight and Grade Eleven**
**(School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 240 | 234 | 97.50 | 2.50 | 57.51 |
| Female | 117 | 113 | 96.58 | 3.42 | 56.64 |
| Male | 123 | 121 | 98.37 | 1.63 | 58.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 88.46 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 79 | 74 | 93.67 | 6.33 | 36.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 18 | 100.00 | 0.00 | 72.22 |
| White | 105 | 104 | 99.05 | 0.95 | 61.54 |
| English Learners | 32 | 28 | 87.50 | 12.50 | 14.81 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 69 | 65 | 94.20 | 5.80 | 43.08 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 36 | 34 | 94.44 | 5.56 | 30.30 |

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

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

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

*Last updated: 1/30/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**
**Grades Three through Eight and Grade Eleven**
**(School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 240 | 237 | 98.75 | 1.25 | 47.46 |
| Female | 117 | 115 | 98.29 | 1.71 | 38.26 |
| Male | 123 | 122 | 99.19 | 0.81 | 56.20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 65.38 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 79 | 77 | 97.47 | 2.53 | 25.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 18 | 100.00 | 0.00 | 66.67 |
| White | 105 | 104 | 99.05 | 0.95 | 57.69 |
| English Learners | 32 | 31 | 96.88 | 3.12 | 13.33 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | -- | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 69 | 68 | 98.55 | 1.45 | 29.41 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 36 | 34 | 94.44 | 5.56 | 27.27 |

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

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

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

*Last updated: 1/30/23*

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | NT | 40.48 | NT | | 28.72 | 29.47 |

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/30/23*

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight and High School**
**Percentage of Students Meeting or Exceeding the State Standard**

| | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|

**CAASPP Test Results in Science by Student Group**
**Grades Five, Eight and High School (School Year 2021–22)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 42 | 42 | 100.00 | 0.00 | 40.48 |
| Female | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Male | 25 | 25 | 100.00 | 0.00 | 48.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 15 | 15 | 100.00 | 0.00 | 40.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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

*Last updated: 1/30/23*

## 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

**California Physical Fitness Test Results (School Year 2021–22)**
**Percentage of Students Participating in each of the five Fitness Components**

| Grade | 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 |
|---|---|---|---|---|---|
| 5 | 90.70% | 86.00% | 95.30% | 95.30% | 97.70% |
| 7 | | | | | |
| 9 | | | | | |

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

*Last updated: 2/2/23*

# 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

**Opportunities for Parental Involvement (School Year 2022–23)**

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;
- High school graduation rates; and
- Chronic Absenteeism

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Indicator | School 2019–20 | School 2020–21 | School 2021–22 | District 2019–20 | District 2020–21 | District 2021–22 | State 2019–20 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | 8.9% | 9.4% | 7.8% |
| Graduation Rate | | | | | | | 84.2% | 83.6% | 87.0% |

*Last updated: 1/30/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)**
**(School Year 2021–22)**

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 0.0 | 0.0 | 0.0 |
| Female | 0.0 | 0.0 | 0.0 |
| Male | 0.0 | 0.0 | 0.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0.0 | 0.0 | 0.0 |
| Asian | 0.0 | 0.0 | 0.0 |
| Black or African American | 0.0 | 0.0 | 0.0 |
| Filipino | 0.0 | 0.0 | 0.0 |
| Hispanic or Latino | 0.0 | 0.0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.0 |
| Two or More Races | 0.0 | 0.0 | 0.0 |
| White | 0.0 | 0.0 | 0.0 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 0.0 | 0.0 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 0.0 | 0.0 | 0.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

*Last updated: 1/30/23*

**Chronic Absenteeism by Student Group**
**(School Year 2021–22)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 479 | 474 | 146 | 30.8 |
| Female | 237 | 236 | 72 | 30.5 |
| Male | 242 | 238 | 74 | 31.1 |
| American Indian or Alaska Native | 4 | 4 | 1 | 25.0 |
| Asian | 52 | 52 | 9 | 17.3 |
| Black or African American | 5 | 5 | 2 | 40.0 |
| Filipino | 9 | 9 | 0 | 0.0 |
| Hispanic or Latino | 157 | 154 | 63 | 40.9 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 40 | 40 | 13 | 32.5 |
| White | 210 | 209 | 58 | 27.8 |
| English Learners | 69 | 69 | 28 | 40.6 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 4 | 4 | 2 | 50.0 |
| Socioeconomically Disadvantaged | 137 | 136 | 59 | 43.4 |
| Students Receiving Migrant Education Services | 5 | 5 | 4 | 80.0 |
| Students with Disabilities | 70 | 70 | 24 | 34.3 |

*Last updated: 1/30/23*

## 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 for School Year 2019–20 Only**
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019–20 | District 2019–20 | State 2019–20 |
|---|---|---|---|
| Suspensions | 1.46% | 2.00% | 2.45% |
| Expulsions | 0.00% | 0.00% | 0.05% |

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

**Suspensions and Expulsions**
**(data collected between July through June, each full school year respectively)**

| Rate | School 2020–21 | School 2021–22 | District 2020–21 | District 2021–22 | State 2020–21 | State 2021–22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00% | 1.04% | 0.00% | 2.94% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.04% | 0.00% | 0.07% |

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.

*Last updated: 1/30/23*

**Suspensions and Expulsions by Student Group**
**(School Year 2021–22)**

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 1.04 | 0.00 |
| Female | 0.42 | 0.00 |
| Male | 1.65 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.27 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.43 | 0.00 |
| English Learners | 1.45 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.46 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

*Last updated: 1/30/23*

**School Safety Plan (School Year 2022–23)**

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: 1/30/23*

## 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.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019–20**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 19.00 | 1 | 4 | |
| 1 | 20.00 | 4 | | |
| 2 | 23.00 | | 3 | |
| 3 | 25.00 | | 3 | |
| 4 | 23.00 | | 3 | |
| 5 | 31.00 | | 2 | |
| 6 | 32.00 | | 2 | |
| Other** | 8.00 | 2 | | |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–21**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 22.00 | | 4 | |
| 1 | 16.00 | 2 | 2 | |
| 2 | 25.00 | | 3 | |
| 3 | 21.00 | 1 | 2 | |
| 4 | 22.00 | 1 | 1 | |
| 5 | 27.00 | | 2 | |
| 6 | 55.00 | | | 2 |
| Other** | 5.00 | 4 | | |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 18.00 | 2 | 3 | |
| 1 | 16.00 | 3 | 1 | |
| 2 | 16.00 | 2 | 2 | |
| 3 | 19.00 | 1 | 3 | |
| 4 | 31.00 | | 2 | |
| 5 | 16.00 | 1 | 2 | |
| 6 | 27.00 | | 2 | |
| Other** | 7.00 | 2 | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor* | 465.00 |

\* 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.

*Last updated: 1/30/23*

**Student Support Services Staff (School Year 2021–22)**

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.50 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | |
| Other | 3.00 |

\* 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.

*Last updated: 1/30/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $21934.00 | $10415.00 | $11519.00 | $108861.00 |
| District | N/A | N/A | -- | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | $6593.62 | -- |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

*Last updated: 2/2/23*

**Types of Services Funded (Fiscal Year 2021–22)**

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: 1/30/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $57477.00 | -- |
| Mid-Range Teacher Salary | $87798.00 | -- |
| Highest Teacher Salary | $107235.00 | -- |
| Average Principal Salary (Elementary) | $124961.00 | -- |
| Average Principal Salary (Middle) | $134218.00 | -- |
| Average Principal Salary (High) | $137042.00 | -- |
| Superintendent Salary | $235000.00 | -- |
| Percent of Budget for Teacher Salaries | 33.21% | -- |
| Percent of Budget for Administrative Salaries | 3.63% | -- |

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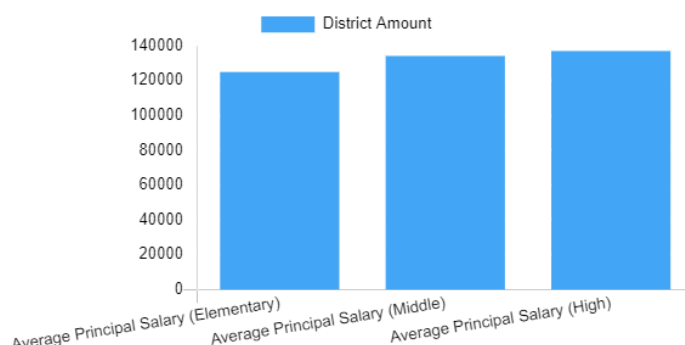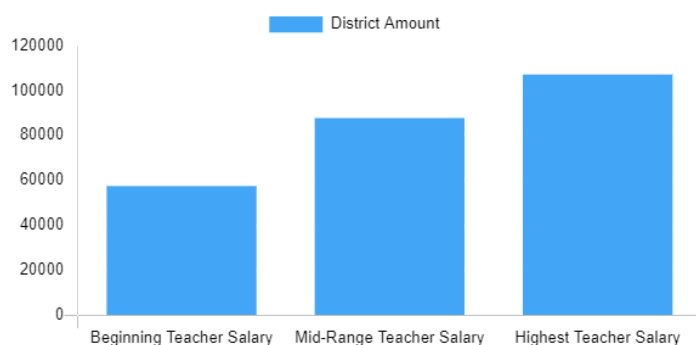




*Last updated: 2/2/23*

**Professional Development**

| Measure | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 8 | 8 |

*Last updated: 2/2/23*