

Hidden Valley Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Hidden Valley Elementary
Street	3435 Bonita Vista Dr
City, State, Zip	Santa Rosa, CA 95404
Phone Number	(707) 890-3925
Principal	Brad Coscarelli
Email Address	bcoscarelli@srcs.k12.ca.us
School Website	https://hves.srcschools.org/
Grade Span	P-6
County-District-School (CDS) Code	49 70912 6095459

2024-25 District Contact Information

District Name	Santa Rosa Elementary.
Phone Number	(707) 890-3800
Superintendent	Dr. Daisy Morales
Email Address	dmorales@srcs.k12.ca.us
District Website	www.srcschools.org

2024-25 School Description and Mission Statement

Principal's Message

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 preschool through sixth grade with 468 students, 22 classroom teachers and multiple support staff. The campus is home to the regional Deaf and Hard of Hearing Program.

2024-25 School Description and Mission Statement

The Hidden Valley community welcomes and respects 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 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.

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. Our academic programs are 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. Hidden Valley is a Science, Technology, Engineering, Art and Mathematics (STEAM) and Maker school. We have a dedicated classroom that has been changed into a STEAM/Maker lab for students and teachers to explore, create, design and test their creations! We have Chromebook computer carts for each grade level with a 1:1 ratio of Chromebooks for every student. We have 75" large screen TV's and iPads in each classroom. We just received Interactive Flat Panels for each classroom. Hidden Valley has a state-of-the-art \$30k sound/projector/screen system in our Multi-Purpose Room!

The school provides a variety of enrichment programs which includes Student Leadership, band, Safe School Ambassadors, Girls on the Run, and many after-school activities. The district provides 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. The PFO helped support the installation of a brand new Play Structure!

We are a very diverse school with over 25 different languages spoken. We have major technology businesses and hospitals located nearby, drawing international employees. We strive to facilitate open communication, trust, and an effective working relationship among all stakeholders. Children and adults have an appreciation of, and a 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 cohesive and inviting school environment for lifelong learning.

School Description and Mission Statement

We, 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.

Parental Involvement

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 to assist with field trips and provide classroom and library support. After many years of work, the PFO was able to have a new playstructure built in our main playground. This effort cost over \$200,000 with the help of our district. 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 Pasta Que, Skate Nights, Cookies and Canvas, Book Swap, and Ice Cream Social. Parents are encouraged to run for our School Site Council (SSC), working to help develop a 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 to improve our school. The Deaf and Hard of Hearing Staff organize family education evenings as outreach to our community to help support parents and attract volunteers. Our Parent Faculty Organization (PFO) supports our school both during and after the school day such as art docent, yoga, athletics, facilities along with providing our teachers and students supplemental supplies and materials for the classroom.

School Safety Plan

2024-25 School Description and Mission Statement

The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake and lockdown drills monthly and hold trainings for staff on emergency preparedness throughout the year. The Parent Faculty Organization (PFO) provides funding to update our school-wide emergency equipment and materials. Each classroom contains a class emergency backpack that is updated annually with emergency supplies. We also provide counseling services funded by our district. 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 referred to as BEST rules. We have implemented both the BestPlus School-wide expectations Program and the Toolbox Program at Hidden Valley. These successful programs have supported our students and teachers in social/emotional and behavioral needs.

Dedicated Educators

Our teachers are well prepared to reach all levels of learners from those who need extra help to those who need an extra challenge. The teachers are true life-long learners and they are always working together to integrate the newest curriculum and technology.

First-Rate Curriculum

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

I am honored to work at such an amazing school.

Sincerely,

Brad Coscarelli
Principal, Hidden Valley Elementary
HawkStrong!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	51
Grade 2	77
Grade 3	66
Grade 4	66
Grade 5	64
Grade 6	52
Total Enrollment	456

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.4
Asian	7.9
Black or African American	0.7
Filipino	1.3
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	9
White	46.5
English Learners	11.6
Homeless	0.7
Migrant	1.3
Socioeconomically Disadvantaged	27.4
Students with Disabilities	14.5

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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/Incomplete/NA	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.

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)	18.30	93.18	196.20	83.40	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.10	0.07	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.09	17.80	7.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.40	1.05	11953.10	4.28
Unknown/Incomplete/NA	0.30	1.68	18.50	7.87	15831.90	5.67
Total Teaching Positions	19.60	100.00	235.30	100.00	279044.80	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.

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)	21.50	91.53	213.30	80.66	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	1.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	23.30	8.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	4.21	2.60	1.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.26	21.50	8.14	14303.80	5.15
Total Teaching Positions	23.40	100.00	264.40	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.9
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.6	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)	6.80	15.3	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

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>95 Core Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2024)</p> <p>Designated ELD lessons from the CCD Units are used to provide content-rich and engaging ELD lessons.</p>	Yes	0
Mathematics	All students are using a new state adopted curriculum. Students in grades Kindergarten through 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a	Yes	0

	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.		
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	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. 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.	Yes	0
Foreign Language	N/A		0
Health	Growth and Development instructional materials		0
Visual and Performing Arts	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 Too (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 in September 2024 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	63	57	32	31	46	47
Mathematics (grades 3-8 and 11)	53	48	25	24	34	35

2023-24 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	250	242	96.80	3.20	57.02
Female	128	125	97.66	2.34	60.80
Male	122	117	95.90	4.10	52.99
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	86.96
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	74	93.67	6.33	41.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	42.86

White	114	113	99.12	0.88	63.72
English Learners	24	23	95.83	4.17	8.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	65	92.86	7.14	33.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	38	88.37	11.63	28.95

2023-24 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	250	241	96.40	3.60	47.72
Female	128	123	96.09	3.91	45.53
Male	122	118	96.72	3.28	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00	0.00	91.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	73	92.41	7.59	28.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	45.45
White	114	112	98.25	1.75	50.89
English Learners	24	24	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	70	65	92.86	7.14	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	38	88.37	11.63	23.68

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	40.00	38.46	15.85	18.14	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	65	95.59	4.41	38.46
Female	40	38	95.00	5.00	44.74
Male	28	27	96.43	3.57	29.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	31	93.94	6.06	58.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	22.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. 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 5	98.44%	100.00%	100.00%	98.44%	98.44%

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.

2024-25 Opportunities for Parental Involvement

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 Parent, Faculty Organization (PFO) is very active and well attended and 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.

We have an 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.

Our parents are an integral part of their child's education. Our parents coordinate volunteers, organize room parents to assist with field trips and provide classroom and library support. After many years of work, the PFO was able to have a new playstructure built in our main playground. This effort cost over \$200,000 with the help of our district. 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 Pasta Que, Skate Nights, Cookies and Canvas, Book Swap, and Ice Cream Social. Parents are encouraged to run for our School Site Council (SSC), working to help develop a 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 to improve our school. The Deaf and Hard of Hearing Staff organize family education evenings as outreach to our community to help support parents and attract volunteers. Our Parent Faculty Organization (PFO) supports our school both during and after the school day such as art docent, yoga, athletics, facilities along with providing our teachers and students supplemental supplies and materials for the classroom.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	484	480	85	17.7
Female	253	251	42	16.7
Male	231	229	43	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	38	2	5.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	164	163	42	25.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	43	6	14.0
White	222	220	33	15.0
English Learners	61	60	19	31.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	190	189	51	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	83	25	30.1

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.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.04	2.35	4.13	2.94	3.66	4.29	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.08	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.13	0.00
Female	2.37	0.00
Male	6.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.33	0.00
White	3.60	0.00
English Learners	3.28	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.02	0.00

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 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	
1	16	3	1	
2	16	2	2	
3	19	1	3	
4	31		2	
5	16	1	2	
6	27		2	
Other	7	2		

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	25		3	
2	22		3	
3	16	1	3	
4	18	1	3	
5	18	1	2	
6	24		2	

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5	1	
1	13	4		
2	19	1	3	
3	22		3	
4	22	1	2	
5	21	1	2	
6	17	1	2	

2023-24 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	456

2023-24 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$24,517.62	\$12,128.84	\$12,388.79	\$89,913.83
District	N/A	N/A	\$93,542.00	
Percent Difference - School Site and District	N/A	N/A	-153.2	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	14.0	

Fiscal Year 2023-24 Types of Services Funded

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 applications 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. Parents are encouraged to run for our School Site Council (SSC), working to help develop a 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 to improve our school.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The LEA provides various professional development opportunities for staff:

Grade-Level Collaboration: Grade-level teams meet twice a year to align instructional practices.

Monthly Curriculum Support: Teachers receive monthly guidance on curriculum implementation and strategies for effective first instruction.

Math Training: Staff participated in two additional math sessions emphasizing engaging practices from the new math framework.

Support for Multilingual Learners: Collaborative opportunities to address multilingual learners' needs are offered multiple times annually.

Specialized Programs:

Transitional Kindergarten and Kindergarten teachers engaged in the Pyramid Model project to address challenging behaviors and build young children's social skills.

Expanded Learning Opportunity programs provided training for site leaders, after-school professionals, and summer teams, covering inclusive practices, de-escalation strategies, registration support, best practices, and team building.

District-Wide Professional Development:

Two annual professional development days are provided for certificated and classified staff. This year's focus included school safety through Essential 5 and reviewing Comprehensive School Safety Plans.

Ethnic Studies training is offered at three levels: Ethnic Studies 1.0, 2.0, and 3.0.

Elementary administrators meet bi-monthly to align Tier 1 practices using district-adopted curriculum.

Math Redesign:

Professional learning focused on district-wide coherence from elementary through 12th grade, emphasizing culturally relevant math modeling, formative assessments, Building Thinking Classrooms, and Boaler's strategies for fostering a growth mindset and positive math identity.

Training supported the implementation of the New California Math Framework at school sites and for leadership teams.

At Hidden Valley, staff and teachers have received a large variety of trainings and professional development opportunities over the past two years. Teachers have received technology training for our new Interactive Flat Panel T.V.'s, learned how to Program Monitor our EL students through the Ellevation Program, Behavior Management, Tier I training, training on our student information system Aeries on new report card protocols. Teachers have had a Walk to Write professional development day, reviewing student writing from Transitional Kindergarten to 6th grade. On Nov. 1st of this year, all staff received a comprehensive training on School Safety and Emergency Preparedness including the new Essential Five emergency response actions and site specific protocols and procedures.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2