

# Hidden Hills Elementary School

12995 Harcourt Way • San Ramon, CA 94582 • (925) 479-3800 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### San Ramon Valley Unified School District

699 Old Orchard Dr.  
Danville, CA 94526  
(925) 552-5500  
www.srvusd.net

#### District Governing Board

Ken Mintz, Board President

Rachel Hurd, Board Vice President

Greg Marvel, Board Clerk

Mark Jewett, Board Member

Susanna Ordway, Board Member

#### District Administration

Rick Schmitt  
Superintendent

Toni Taylor  
Deputy Superintendent,  
Educational Services

Keith Rogenski  
Assistant Superintendent,  
Human Resources

Gregory Medici  
Chief Business Officer  
Business Office

Gary Black  
Assistant Superintendent,  
Facilities & Operations

### Principal's Message

I am pleased to have the opportunity to introduce you to the annual School Accountability Report Card for Hidden Hills Elementary School. It is a pleasure to tell you more about our school programs, our vision and goals, and the wonderful collaboration in place among staff, students, parents, and community members that make Hidden Hills an exceptional learning environment. Established in August 2004, we are known for our high standards for student achievement and for our success in helping children become well-rounded and productive citizens. Hidden Hills takes pride in our reputation of excellence, providing a positive, caring, and nurturing environment where students and staff are encouraged to do their best. Our highly-qualified staff is enthusiastic and energetic, and work collaboratively with parents and community volunteers to ensure that every child's needs are being met. This collaboration among teachers, support staff, parents, and community is the foundation of our exceptional learning environment. Our diverse population is the source of many opportunities for learning more about the world's cultures, beliefs, and customs. Student learning is enhanced because Hidden Hills is committed to empowering its staff and students with the technological tools to assist them in becoming 21st century learners and citizens. Together with strong parent and community support, we are constantly adding to the number of opportunities that are available for students both in and outside the classroom. We have much to be proud of as we continue to provide a balanced, quality education to all our students. We welcome volunteers and visitors and invite you to share your talents with our students.

Melodie Huynh  
(mhuynh@srvusd.net)

### Vision and Mission Statement

Hidden Hills is the best elementary school for students and a great school for staff and others in the HH community.

### ABCs of Hidden Hills:

Actively promote an environment where people are safe, positive, and respectful.

Build a sense of pride in our school by creating enthusiasm and actively supporting each person to achieve success academically, artistically, and athletically.

Cultivate a community that involves students, staff members, and families in all aspects of learning.

## School Profile

Hidden Hills Elementary School opened in August 2004, the second developer-built school in the Dougherty Valley of San Ramon. It is located in a rapidly growing residential community of primarily single family dwellings. Our students are ethnically diverse. Our parents place a high value on education and support our schools' efforts to provide an exemplary learning environment. They provide financial support, volunteer time, committee leadership, and professional services. While most families are from upper middle class incomes, with two working, well-educated parents in the household, we do receive targeted Title One funds to support students in need. Approximately 7% of our students come from low income families as determined by the free and reduced lunch count. Twenty-four full time and one part time teacher, one full time administrator, a part-time teacher on special assignment, four instructional assistants, and four classroom paraeducators, provide our educational program in self-contained classrooms for just over 650 transitional kindergarten through fifth grade students. Our school offers an academic program for all levels of student abilities.

## About the SARC

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

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

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	90
Grade 2	118
Grade 3	124
Grade 4	141
Grade 5	155
Total Enrollment	708

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.1
Asian	7.3
Filipino	5.4
Hispanic or Latino	3.4
Native Hawaiian or Pacific Islander	0.1
White	8.1
Two or More Races	7.1
Socioeconomically Disadvantaged	6.9
English Learners	1.3
Students with Disabilities	6.5
Homeless	0.1

## 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 Credentials for Hidden Hills	17-18	18-19	19-20
With Full Credential	38	40	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for San Ramon Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

## Teacher Misassignments and Vacant Teacher Positions at Hidden Hills Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0.39	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at [www.srvusd.net](http://www.srvusd.net). Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Hidden Hills Elementary School is a safe and secure campus where students, staff, and families work together to build a community of learners. The school opened in August 2004, the second developer-built school in the Dougherty Valley of San Ramon. The up-to-date facilities includes six classroom wings of 40 self-contained classrooms, a library, computer lab, two science labs, and a large multipurpose room with an instructional platform for music instruction. We are a fully gated campus. Adjacent to our campus is the on-site childcare building and portable classroom for before and after school daycare. The school and the City of San Ramon collaborate to provide students and residents a large park as well as a spacious playground, play equipment, and grassy fields. A team of two full-time and one half-time custodians ensures that classrooms, restrooms, and campus grounds are kept clean and safe. The City maintains the park grounds and public access restrooms on the school site. Our landscaped grounds are maintained through our district maintenance staff.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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, which 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); and
- 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	86	87	82	81	50	50
Math	86	85	77	78	38	39

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.9	22.3	50.7

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	420	419	99.76	86.87
Male	218	218	100.00	82.11
Female	202	201	99.50	92.04
Black or African American	15	15	100.00	60.00
Asian	310	310	100.00	90.32
Filipino	21	21	100.00	76.19
Hispanic or Latino	12	11	91.67	72.73
White	28	28	100.00	71.43
Two or More Races	34	34	100.00	91.18
Socioeconomically Disadvantaged	28	28	100.00	64.29
English Learners	86	86	100.00	84.88
Students with Disabilities	38	37	97.37	56.76
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	420	419	99.76	84.73
Male	218	218	100.00	86.24
Female	202	201	99.50	83.08
Black or African American	15	15	100.00	60.00
Asian	310	310	100.00	90.65
Filipino	21	21	100.00	71.43
Hispanic or Latino	12	11	91.67	54.55
White	28	28	100.00	64.29
Two or More Races	34	34	100.00	76.47
Socioeconomically Disadvantaged	28	28	100.00	67.86
English Learners	86	86	100.00	84.88
Students with Disabilities	38	37	97.37	48.65
Homeless	--	--	--	--

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

At Hidden Hills Elementary, we are fortunate to have strong community support through the Parent Teachers Association (PTA), the Hidden Hills Hawks Education Fund (fundraising), corporate sponsors, and a substantial amount of active parent involvement in our classrooms. PTA supports our school by providing parent education events, legislative information, and providing volunteers for community-building events such as the Back to School Block Party, Family Science Night, movie nights, the talent show, and registration. Book fairs provide additional funds for library books, assemblies, and special events. The Hawks Education Fund handles the bulk of our fundraising for the school. The fall registration donation campaign, a walk-a-thon, a fall carnival, an auction, and corporate matching raise substantial amounts of money to fund additional programs and services for students. Students at Hidden Hills receive additional instruction from specialists in vocal and instrumental music, technology, art, and physical education. There are instructional assistants and para-educators that work with all grade levels.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hidden Hills Elementary office at 925 479-3800 or visit our website at [www.hhes.schoolloop.com](http://www.hhes.schoolloop.com).

The principal, Melodie Huynh, can be reached via email at [mhuynh@srvusd.net](mailto:mhuynh@srvusd.net).

### 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.

### School Safety Plan

Hidden Hills Elementary is committed to the safety and security of each student. To maintain the conditions which contribute to the best possible learning environment and ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. This plan is updated annually, and input is gathered from staff and our School Site Council. Emergency drills are held once a month and evaluated for effectiveness. These drills include procedures for fire, earthquake, intruder on campus, and shelter in place. The PTA helps us inventory our classroom first aid kits and emergency backpacks. The school maintains a trailer containing emergency supplies for the entire school. Hidden Hills provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. All school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Child and Family Services to determine if any follow-up on the report is necessary. Hidden Hills strictly adheres to district policies which prohibit harassment or discrimination of any kind. Hidden Hills believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students. Ongoing supervision is the core of creating and maintaining a safe and orderly environment. Staff continually supervises and interacts with students to reinforce behavioral expectations and safety standards.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	.6

\*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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		20	2	2		24	1	3	
1	23		10		24		5		25		3	
2	25		10		26		5		24		5	
3	25		14		24		6		25		5	
4	29		12		30		5		28		5	
5	29		14		106		6	2	75		5	1
Other**												

\*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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on California State Standards as well as balanced literacy and instructional strategies. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the state standards and professional learning offerings. These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design. Teachers also work together to determine essential standards at each grade level, and analyze assessment data to provide the most effective interventions.



We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project. Our summer intensive trainings, along with on-going staff development days and release day trainings, align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practice afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials
- New Teacher Induction Program
- Professional Development Block Grant
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- Personnel Staff Development
- Special Education and Special Education Infant

#### 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).

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6797.59	784.68	6012.9	79982.39
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.9	2.9
School Site/ State	-26.6	-4.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.