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Hidden Valley Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Hidden Valley Elementary School
Street	500 Glacier Drive
City, State, Zip	Martinez, CA 94553
Phone Number	(925) 228-9530
Principal	Nina Crossland
Email Address	crosslandn@mdusd.org
Website	hiddenvalley.mdusd.org
County-District-School (CDS) Code	07 61754 6004097

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Welcome to Hidden Valley! We are a diverse and dynamic learning community focused on preparing our students for leadership and success in the 21st Century. Hidden Valley consists of talented, eager learners, a dedicated, creative staff, and active, supportive families. We provide a rigorous standards-based curriculum, and have high academic and behavioral expectations for all children. We are dedicated to fostering an environment that supports strong character, and promotes content mastery, while providing students with opportunities to develop their curiosity, creativity, collaboration, and critical thinking skills.

At Hidden Valley, we believe that each child is a unique and special person capable of high levels of academic achievement. We strive to maintain a safe, positive, and friendly school environment, and value the caring, ongoing collaborative relationships that have been developed with our school community.

Hidden Valley is an exciting and rewarding place for students. Throughout the school year, students have opportunities to go on field trips, take part in musical performances, and participate in various other activities. With support from the district Equity Department, our PBIS program provides opportunities and support for our students' academic, social and emotional development. This year is Hidden Valley's fourth year of implementation as a PBIS school.

If you are new to our community, we hope you will come visit our campus. Volunteers are a valued part of our school community. We encourage parents and guardians to take every opportunity to join us throughout the school year to help in classrooms, attend conferences, and participate in family activities. Parents are also encouraged to be part of our Parent Faculty Club. Our students benefit tremendously by the involvement of all.

We are proud of our school and the growth our students have accomplished. We look forward to seeing you and working together to create and maintain a successful 21st century learning community. Hidden Valley's success is a testimony to our shared vision and commitment to supporting our children in becoming the best that they can be.

Hidden Valley's shared vision is to create a positive and collaborative environment for students and staff to grow and flourish. Collectively, we refer to our vision as "The Hidden Valley Way". Our mission is to build, support and inspire a community of successful learners. We Strive to maintain an environment that supports all members of our diverse community through mutual respect and acceptance. We are committed to meeting the social and academic needs of all students by preparing them for a successful future.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	168
Grade 1	127
Grade 2	140
Grade 3	141
Grade 4	134
Grade 5	125
Total Enrollment	835

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	4
Filipino	3.1
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.1
White	32.3
Two or More Races	11.3
Socioeconomically Disadvantaged	36.5
English Learners	12.9
Students with Disabilities	10.2
Foster Youth	0.2
Homeless	1.2

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	43	41	40	1599
Without Full Credential	1	2	2	69
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Remove pencil sharpener (custodial);
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	lower ext lights broken w/o #86778; D4 Ballast out w/o 86752; EPod Light out (custodial); MUR lower ext lights broke w/o #86778
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	D5 - Replace water faucet w/o #86781
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	METAL PIPES PROTRUDING W/O#86779; Remove outside storage (custodial)
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	52	51	50	50	50
Mathematics (grades 3-8 and 11)	53	52	39	39	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	381	379	99.48	0.52	51.59
Male	202	201	99.50	0.50	45.77
Female	179	178	99.44	0.56	58.19
Black or African American	13	13	100.00	0.00	46.15
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	76.47
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	134	134	100.00	0.00	38.06
Native Hawaiian or Pacific Islander					
White	144	142	98.61	1.39	55.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	49	49	100.00	0.00	65.31
Socioeconomically Disadvantaged	150	150	100.00	0.00	34.90
English Learners	68	68	100.00	0.00	26.47
Students with Disabilities	37	35	94.59	5.41	11.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	381	378	99.21	0.79	52.38
Male	202	201	99.50	0.50	54.73
Female	179	177	98.88	1.12	49.72
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	77.78
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	134	133	99.25	0.75	40.60
Native Hawaiian or Pacific Islander					
White	144	142	98.61	1.39	56.34
Two or More Races	49	49	100.00	0.00	67.35
Socioeconomically Disadvantaged	150	149	99.33	0.67	32.21
English Learners	68	67	98.53	1.47	31.34
Students with Disabilities	37	35	94.59	5.41	28.57
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1	34.1	21.1

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.

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)

Volunteering is one of the features of the Hidden Valley community that makes it such a special place. Formal opportunities for parent involvement include Parent Faculty Club, ELAC (English Learner Advisory Committee), School Site Council, and Parent Forums with administrators. Many parents, after completing the required finger printing and TB test, serve as volunteers in the classroom, office, library, and around campus.

Special events that have support from parent volunteers include picture days, science fair organization and judging, Back to School B-B-Q, Hawktober Fest, Holiday Craft Fair, the Father-Daughter dance, music presentations, movie nights, the reading incentive program, the character cash store, fundraisers, newsletters, vision screening, book fairs, campus beautification, Red Ribbon Week, teacher appreciation week, fifth grade promotion and celebrations, field trip chaperones, family socials, talent shows, bingo nights, a community garden, Girls on the Run, our Missoula play, and the Annual Dinner Auction.

Parent education opportunities include Common Core math nights and a six-week course called Loving Solutions is offered through the district.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 228-9530.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	1.2	2.0	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

HVE's comprehensive safety plan was reviewed in August by staff members. It includes information on emergency procedures, first aid, evacuation and crisis management. Emergency supplies were updated for the year as well. The comprehensive plan will be presented to all stakeholders and law enforcement for plan approval. The plan includes all drill procedures, a schedule of drills, and the Crisis Response Plan for Emergency Preparedness. As a matter of security, all visitors and parent volunteers are required to sign in at the office and wear a badge while on campus. School staff is instructed to question any visitor they don't recognize. Regular classroom volunteers are required to have fingerprint and TB clearance through the district office before beginning their work in classrooms. Regular safety and evacuation drills are completed on a monthly basis with intruder drills, shelter in place, and earthquake drills done throughout the year.

This year is the fourth year of PBIS implementation, Positive Behavior and Intervention Supports, an initiative which includes a focus on restorative practices. Hidden Valley staff and students focus on character education to promote a positive and safe school climate. Each year we present a series of assemblies to create a bully-free school community. We also implement the Peacemaker Program, in which we have 30 students (grade 3-5) chosen by their classes to be the campus peacemakers for the school year. Peacemakers facilitate students in walking the Peace Path with their peers to peacefully resolve conflicts. Having the Peace Path permanently part of the playground allows students to use the path and communication tools on their own at any time. In addition, restorative practices have been implemented as an integral part of the discipline process, and community building circles training has been provided for all teachers.

Finally, to add to the safety of our school, three years ago security cameras were installed throughout the exterior of the school to monitor the campus 24/7. In addition, a new security system was installed at the end of the 2013-14 school year using Measure C funds.

The Hidden Valley School Safety Plan will be presented and hopefully approved by the School Site Council at a public hearing on 2/11/2020.

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)

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	1	7		22	1	6		21	1	7	
1	27		5		24		6		25		5	
2	26		6		20	1	6		23		6	
3	25		5		24		6		20	2	5	
4	25	1	4		30		4		33			4
5	28	1	1	3	32		4		26	1	4	
Other**	8	1			9	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.

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

Title	Ratio
Academic Counselors*	1391.7

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	.7
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,398.39	$3,366.24	$8,032.14	$79,842.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-3.6	2.1
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	6.8	-3.2

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.

Types of Services Funded (Fiscal Year 2018-19)

Services funded at Hidden Valley include school psychologist, 1.4 Resource Specialists, Speech Pathologist, a part-time Speech Pathologist, part time Occupational Therapist, a part time ELD support teacher, a part-time librarian, a full time Vocal Music Teacher, a part-time Instrumental Music Teacher, a part-time Counselor, a part-time Transitional Kindergarten Aide, a part-time Parent Liaison, a part-time Elementary PE Specialist, and a full-time Intervention Specialist.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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

The district coordinates a varied staff development program for teachers and administrators based on assessed needs and state mandates. Three days during this school year have been dedicated to staff development. Additionally, after early dismissal, Wednesday afternoons are used for staff training opportunities and instructional planning. When possible, staff is supported in attending workshops and other development opportunities.

In the last year, Hidden Valley's staff regularly participated in a variety of workshops and staff development opportunities. They include, but are not limited to:
- Technology in-services (educational technology, iReady diagnostic assessment and computer-assisted instruction, and entering data in Aeries)
- Positive Behavior Intervention and Supports
- CARE Team, Social-Emotional Development / Behavior modification
- Supporting students with Autism and other special needs
- Collaborative learning in language arts/math
- Math Performance Tasks
- Priority Standards and Scope and Sequences
- AVID Elementary Strategies
- Active Shooter Training
- Writing Assignments
- Supporting Special Education students in General Ed.
- Mandated Child Abuse Reporting
- Blood Borne Pathogens and EpiPen training