Hidden Valley Elementary

46 Green Valley Ct. • San Anselmo, Ca, 94960-1112 • 415-454-7409 • Grades K-5
Kristi Fish, Principal
kfish@rossvalleyschools.org

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Ross Valley Elementary School District
110 Shaw Dr.
San Anselmo, CA 94960-1112
(415) 454-2162
www.rossvalleyschools.org

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School Description

I am thrilled to be the principal at Hidden Valley School. We are very proud of the w arm camaraderie that exists among our staff and parents, and the strong focus on learning and citizenship that we maintain. Our exceptionally talented teachers and support staff take great pride in their work and are focused on ensuring that Hidden Valley keeps the focus on our students, providing a program of academic excellence, cultural richness, social, emotional and physical development that educates, supports, challenges and inspires each child. Our phenomenal PT O and YES Foundation continually supports the school to allow combined efforts to provide the quality educational experience all students deserve.

Our school is located in a quiet valley, nestled against open space with gorgeous view s of Mt. Tamalpais. Hidden Valley School opened in 1954 and is one of five schools in the Ross Valley School District. Ross Valley School District, in general, and Hidden Valley, in particular, is a community that nurtures and treasures its children. It is because of this that the community is committed to the support of a rich educational experience. Parents, teachers, local businesses and children have all become partners in this mission. This cooperative spirit creates our unique Hidden Valley Family. The welcoming school environment and culture are qualities that our families enjoy.

Our teachers and students are the heart of our school community. We have a school population of about 400 students, kindergarten through fifth grade. The welcoming school environment and culture are qualities about Hidden Valley that our families enjoy. Our education program is supported by 17 regular education teachers, 2, Learning Center teachers, a Resource Specialist and specialists for Music, Art, Library and PE.

We encourage parents to become an active participant in the life of Hidden Valley School. There are many ways for you to become involved in school programs and activities: working with the PTO and its many programs and projects; participating in School Site Council activities; supporting YES; working as a classroom volunteer; or attending the various community functions. It is a pleasure and a privilege to be the principal at Hidden Valley. I look forward to a great year ahead!

School Description

Hidden Valley School was constructed in 1957 with seven classrooms. As our community grew , additional classroom pods w ere added. In 2000, a new office building and Gym/MPR were built and older classrooms were modernized with upgraded heating and air conditioning, as w ell as provisions for w heel-chair accessibility, and Internet connectivity. After many years as an upper elementary school, Hidden Valley School made the transition to an individual K-5 campus which included a name change (from Brookside Upper Campus) and a new kindergarten playground structure. The play fields have been upgraded and completed through the combined efforts of community, staff and parents. In September of 2012 additional upgrades included a new parent parking lot, a repaired walkway and a new stair structure between the classroom area and the playground. Sharing our site is a non-profit operated before-and-after school day care.

Our campus is a community-oriented facility - used after hours for childcare and scout meetings. The school fields are shared with San Anselmo Recreation Department so that Hidden Valley facilities can be utilized for community recreational programming. Upkeep of our school grounds and gardens is a shared responsibility between community organizations, parent volunteers and the school district staff. Our Parent Teacher Organization Board aligns yearly goals with our school improvement plan to provide additional support and materials to ensure student success. The PTO actively solicits participation from the community in monthly meetings, family fund raiser such as our first solo fundraiser, the Fun Run and Fall Fest. The school garden is tended by students and teachers through Next Generation (funded by PTO) and parent volunteers working closely with staff.

All programs in the Site Plan are based on state content and performance standards. Goals are established annually and made explicit in the objectives and activities in each section of the plan. These are supported by professional development including site and district meetings, staff development days and conferences. The plan supports learning for all students school-wide with additional funding and services provided for special education and English Language Learners (ELLs).

Mission Statement

The Hidden Valley mission is to provide comprehensive learning experiences based on best practices and creative teaching

- where students will develop confidence in their ability to think for themselves, analyze a variety of situations, find creative solutions, and generate a love of learning, and;
- where students will approach the world beyond their immediate community with a sense of respect, wonder and responsibility;
- where students will be challenged to reach their highest learning potential within a rigorous academic context enriched by access to the arts.

We will prepare our students to be self-motivated, life-long learners!

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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 415-454-7409 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	58
Grade 1	60
Grade 2	40
Grade 3	65
Grade 4	73
Grade 5	71
Total Enrollment	367

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.3
Asian	3
Hispanic or Latino	7.9
Native Hawaiian or Pacific Islander	0.3
White	80.1
Two or More Races	7.1
Socioeconomically Disadvantaged	9.5
English Learners	3.5
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
Hidden Valley Elementary	**13-14**	**14-15**	**15-16**
With Full Credential	18	18	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ross Valley Elementary School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	126
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hidden Valley Elementary	**13-14**	**14-15**	**15-16**
Teachers of English Learners	18	18	22
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools		0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

During the 2014-15 school year, the school and each classroom developed a classroom library of leveled readers including a variety of genres. Each student has the opportunity to have both literary and informational texts to read at their own level within the classroom, and the school is able to differentiate for students who need reading interventions and are reading above or below grade level. All students have sufficient textbooks and/or instructional materials in each subject area for in-school work and homework.

Textbooks and Instructional Materials Year and month in which data were collected: September 2010	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Everyday Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Foss CA Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Ross Valley School District passed a $41 million facility bond in November 2010 to accommodate increased enrollment and replacement and/or repairs at Hidden Valley School and other schools in the district. No major construction or repairs are scheduled to be completed in 2013-2014.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		2015-16 Removing two portable classrooms and adding 3 new modular classrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			2015-16 Additional Restrooms (Boys, Girls, and Staff)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	67	75	44
Math	67	69	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	89	90	90	88	87	86	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	5.60	22.50	66.20

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	90
Male	88
Female	92
Asian	--
Hispanic or Latino	--
White	96
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	65	65	100.0	14	25	22	37
	4	78	76	97.4	17	21	21	39
	5	72	67	93.1	7	9	37	45
Male	3		30	46.2	7	30	23	37
	4		29	37.2	17	24	28	31
	5		29	40.3	10	10	45	31
Female	3		35	53.8	20	20	20	37
	4		47	60.3	17	19	17	45
	5		38	52.8	5	8	32	55
American Indian or Alaska Native	4		1	1.3	--	--	--	--
Asian	4		2	2.6	--	--	--	--
	5		3	4.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	**3**		5	7.7	--	--	--	--
	4		6	7.7	--	--	--	--
	5		6	8.3	--	--	--	--
White	**3**		57	87.7	14	23	21	39
	4		54	69.2	13	24	20	41
	5		55	76.4	4	7	36	51
Two or More Races	**3**		3	4.6	--	--	--	--
	4		12	15.4	8	17	25	50
	5		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	**3**		4	6.2	--	--	--	--
	4		10	12.8	--	--	--	--
	5		8	11.1	--	--	--	--
English Learners	**3**		1	1.5	--	--	--	--
	4		2	2.6	--	--	--	--
	5		2	2.8	--	--	--	--
Students with Disabilities	**3**		10	15.4	--	--	--	--
	4		9	11.5	--	--	--	--
	5		12	16.7	33	8	33	25
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	65	65	100.0	12	17	32	37
	4	78	75	96.2	13	25	32	29
	5	72	68	94.4	1	21	26	46
Male	**3**		30	46.2	7	23	30	40
	4		29	37.2	10	21	34	34
	5		29	40.3	0	21	21	45
Female	**3**		35	53.8	17	11	34	34
	4		46	59.0	15	28	30	26
	5		39	54.2	3	21	31	46

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	**4**		1	1.3	--	--	--	--
Asian	**4**		2	2.6	--	--	--	--
	5		3	4.2	--	--	--	--
Hispanic or Latino	**3**		5	7.7	--	--	--	--
	4		6	7.7	--	--	--	--
	5		6	8.3	--	--	--	--
White	**3**		57	87.7	12	16	33	37
	4		53	67.9	8	25	36	32
	5		56	77.8	0	18	29	50
Two or More Races	**3**		3	4.6	--	--	--	--
	4		12	15.4	8	17	33	42
	5		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	**3**		4	6.2	--	--	--	--
	4		10	12.8	--	--	--	--
	5		8	11.1	--	--	--	--
English Learners	**3**		1	1.5	--	--	--	--
	4		2	2.6	--	--	--	--
	5		2	2.8	--	--	--	--
Students with Disabilities	**3**		10	15.4	--	--	--	--
	4		9	11.5	--	--	--	--
	5		12	16.7	8	25	17	17
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents and Hidden Valley staff are partners in education. Parent involvement is an integral part of our school community. Parents serve as classroom volunteers, in leadership roles, on site and district committees, assist with special projects and offer their many talents and expertise to enrich the educational experience of our students. We invite and encourage parents to take an active role in their child's education and the school community.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The Board of Trustees adopted the Ross Valley School District's School Safety plan in February 2016. The plan includes procedures for disaster preparedness and response. Our site's emergency plan includes a complete NIMS chart, nine emergency drills per year, and emergency training for all staff. Training includes search and rescue, basic first aid, and student release. Our emergency supply container is checked and re-stocked yearly. Board policies on suspension and expulsion, procedures to notify teachers of dangerous pupils, sexual harassment, school-wide dress code, procedures of safe ingress and egress of pupils and rules and procedures on school discipline are also components of the plan. The plan may be review ed in detail at the school site.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	0.23	0.50	1.82
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.56	2.08	2.09
Expulsions Rate	0.00	0.08	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	21	18	19	1	3	2	1		1			
1	19	21	20	3	1	1	0	1	2			
2	21	20	20	1	3	2	2					
3	22	24	21				3	3	3			
4	27	24	26				3	3	3			
5	27	28	26				4	3	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.4 FTE
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9 FTE
Psychologist	.5 FTE
Social Worker	
Nurse	.2 FTE
Speech/Language/Hearing Specialist	1 FTE
Resource Specialist	1 FTE
Other	1.2 FTE
Average Number of Students per Staff Member	
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.

Professional Development provided for Teachers

Transitioning to the Common Core Math standards was the focus of professional development in the 2011-12 school year. Teachers benefited from two staff development days with Phil Daro, author of the CC math standards, with follow up work on designing units of study with trainers from the California Math Project. For the 2015-16 school year, the District has a Math Coordinator who is providing professional development in the 8 mathematical practices for each grade level.

Professional Development in the 2012-13 school year focused on providing all teachers in the district with Guided Language Acquisition Design (G.L.A.D.) training. T w o district wide staff development days and four teacher release days for all teachers, K-8 provided comprehensive training in these strategies, designed to provide differentiation for all students. Coaching in these strategies continues during the 2013-14 school year.

The focus of teacher professional development in the 2014-15 and 2015-16 school year is on the development of units aligned with the Common Core Standards in English Language Arts. Three district wide staff development days, along with teacher release days have provided the time for teachers to learn the process for developing CC aligned units using readers and writers workshop to implement the English Language Arts CCSS.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,925	$42,723
Mid-Range Teacher Salary	$70,423	$65,936
Highest Teacher Salary	$85,485	$84,545
Average Principal Salary (ES)	$111,658	$106,864
Average Principal Salary (MS)	$139,587	$110,494
Average Principal Salary (HS)	0.00	$103,499
Superintendent Salary	$200,291	$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	6536.00	2692.00	3844.00	66915.00
District	♦	♦	4121.00	$69,044
State	♦	♦	$5,348	$69,086
Percent Difference: School Site/District			-6.7	-3.1
Percent Difference: School Site/ State			-28.1	-3.1

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Accountability Plan (LCAP) approved by the Board of Education trustees has provided additional supports at Hidden Valley Elementary School by increasing the support staff as well as a District Wide Math Coordinator in curriculum and a Special Education Coordinator to support the Student Services Department. Both Title II funds and the Educator Effectiveness Grant supports professional growth and development. State and Federal funds ensure that all students identified with a disability receive a Free and Appropriate Public Education. In addition, the school receives Federal Title III funds to support interventions for students that are English Language Learners.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.