



Hidden Hills Elementary School

12995 Harcourt Way San Ramon, CA 94582
(925) 479-3800

Desiree Braganza, Principal

School Accountability Report Card

Board of Education

Bill Clarkson, President

2966 Ascot Drive
San Ramon, CA 94583
925-829-5554
bill@billclarkson.com
Term expires in 2010

Rachel Hurd, Vice President

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2010

Paul Gardner, Clerk

P.O. Box 837
Diablo, CA 94528
925-820-5279
PaulWGardner@sbcglobal.net
Term expires in 2012

Greg Marvel, Member

125 Clover Hill Ct.
Danville, CA 94526
925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Ken Mintz, Member

2900 Ascot Drive
San Ramon, CA 94583
925-833-8428
kmintz@pacbell.net
Term expires in 2010

Steven Enoch, Superintendent

925-552-2933
senoch@srvusd.net

<http://srvusd.k12.ca.us>

Principal's Message

As principal, I am pleased to have the opportunity to introduce you to the Annual School Accountability Report Card for Hidden Hills Elementary School. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. 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 to make Hidden Hills the best.

Though we are a relatively new school (established in August 2004), we are already known for our high standards for student achievement and for our success in helping children to be well-rounded and productive future citizens. Hidden Hills takes pride in its already-established reputation of excellence of 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 foundational base of our exceptional learning environment.

We also have an exceptionally strong relationship with the City of San Ramon and our on-site daycare provider (The Growing Room). Together they offer before and after daycare as well as enrichment classes for those who wish to participate. Our diverse population is the source of many opportunities for learning more about the world as 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 information users.

Despite being a relatively new school, all critical programs are in place. Together with strong parent and community support, we are constantly adding to the number of opportunities that are available for students both in the classroom 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.

Mission Statement

Hidden Hills Vision

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

Mission Statement

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. The homes in our area are less than six years old. Our students are very ethnically diverse. Most families are from upper middle class incomes, with two working, well-educated parents in the household.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.9%
American Indian	0.1%
Asian	44.0%
Caucasian	24.4%
Filipino	11.4%
Hispanic or Latino	2.2%
Pacific Islander	0.0%
Multiple or No Response	16.9%

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. Less than one percent of our students come from low income families as determined by the free and reduced lunch count.

Forty one full-time and six part time teachers, two full time administrators, and twelve paraeducators provide the educational program in self-contained classrooms for 855 kindergarten through grade five students. Our school offers an academic program for all levels of student abilities.

Discipline & Climate for Learning

Hidden Hills Elementary has developed an effective behavior support program designed to provide consistency, safety and a positive climate throughout the school. All staff reads and implements a book called *The First Six Weeks of School* to provide a continuous program of behavior expectations throughout the school.

Posted in every classroom and throughout the school is the school motto: Be safe. Be kind. Work hard. Teachers use Second Step Violence Prevention materials in all classrooms; "Talk It Out" conflict resolution is also widely used. We partner with the City of San Ramon to offer the Character Counts program for all grades with a special focus on fifth grade. Through this program the City assigns a police officer to the school to be our liaison with the police department and give students and staff the feeling that one individual is our school resource officer.

Students are expected to be respectful and responsible, and staff models these behaviors in all settings around the school. Student recognition is ongoing within the classrooms. Teachers provide frequent praise and rewards for excellent citizenship and academic performance. This positive approach supports academic success and helps students develop responsibility for themselves and others.

The school handbook is annually revised and posted to the website as well as sent home with families at registration. Families are asked to read the handbook together then sign and return a slip indicating that they have read and agree to follow the expectations. Homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	1	0	118	106	1141
Suspension Rate	0.0%	0.1%	0.0%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Homework is assigned on a regular basis for all grade levels. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Curriculum Development

At Hidden Hills Elementary all staff members are involved in the school decision making process. Our dedicated staff and parents work closely together to create the excellent instructional program of which we are proud. The School Site Council is composed of staff and parents to work on school instructional programs with the goal of supporting students at risk for meeting standards. The School Site Council helps to plan the expenditure of SIP funds and state funded categorical programs, directing resources into areas of staff development, the purchase of instructional materials, or personnel needed to provide direct service.

Staff meetings are held twice a month at which information for teachers is provided and discussions of issues takes place. Teachers also meet weekly to collaborate in grade level or multiple grade level groups to plan instruction with the California State Frameworks and District goals and objectives at its core.

Teachers serve on a number of committees for the ongoing evaluation and improvement of the instructional program at Hidden Hills, including technology, safety, English Learners, Gifted and Talented (GATE), intervention, and other special programs. Grade level leaders meet monthly with the principal and assistant principal as a Leadership Team. Teachers also serve as coordinators for specific programs such as textbook adoption and task forces in the district. All teachers are members of Student Study Teams which meet monthly with parents and specialists to design appropriate regular and/or Special Education interventions for at-risk students.

Students at risk for meeting standards participate in an after- or before-school intervention program taught by Hidden Hills staff and are also referred for academic summer school. The school's special education program is available for students with identified learning disabilities or other qualifying condition; specialists on the staff also handle a full load of student assessments. Through a partnership with the Discovery Center, a school counselor intern is available once a week to meet with students in need of school-related counseling.

All teachers send home weekly or monthly newsletters to families to provide information about the standards being addressed and specifics about classroom events. Many teachers also maintain classroom websites. The principal writes a weekly school newsletter, and the PTA publishes a monthly newsletter. The Hawks Education Fund publishes a newsletter to keep families updated about fundraising efforts several times a year. All school publications and notices are distributed electronically and are also posted to the schools website, archived there for future reference. The school's website is linked back to the district, the City of San Ramon, and the daycare provider and provides valuable resources for families and the public with information about school programs and links to staff members.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size	Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
		06	07	08	06	07	08	06	07	08		
K	18	17	19	7	7	8	-	-	-	-	-	-
1	18	20	20	8	8	7	-	-	-	-	-	-
2	19	18	20	6	7	7	-	-	-	-	-	-
3	17	20	20	5	6	6	-	-	-	-	-	-
4	28	28	29	-	-	-	3	4	4	-	-	-
5	30	31	31	-	-	-	3	3	3	-	-	-
K-3	16	20	-	2	1	-	-	-	-	-	-	-

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained.



Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2008/2009 enrollment at Hidden Hills Elementary School was 855.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level				
	2005-06	2006-07	2007-08	
K	139	148	150	
1st	155	140	140	
2nd	125	143	120	
3rd	95	127	118	
4th	84	111	117	
5th	90	93	93	

Safe School 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. Emergency drills are held once a month and evaluated for effectiveness. These drills include procedures for fire, earthquake, disaster, stranger danger, and shelter in place.

The PTA elects a school safety liaison whose job it is to coordinate volunteers to prepare fully stocked classroom first aid kits and emergency backpacks. Parents have the option to purchase earthquake emergency kits containing food, water, and supplies. 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 Social 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 and parent volunteers continually supervise and interact with students to reinforce behavioral expectations and safety standards.

- Date of Last Review/Update: August 2008
- Date Last Reviewed with Staff: October 2008

School Facilities

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, one portable classroom, a library media center, 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 daycare. The school and the City of San Ramon collaborate to provide the students and the residents a large park as well as a spacious playground with swings, slides and play equipment, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of two and a half custodians ensures 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 beautifully landscaped grounds are maintained through a district contract with a private landscaping firm.

The completion of our expansion added 9 classrooms. The asphalt playing area and play structure were expanded to accommodate a maximum capacity of 900 students.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this school. However, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 05/19/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	81	85	93	80	85	84	90	94	91	88	88	91	89	93	94	91	95	96	98	90	91	95	94	98	84	90	92
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	78	79	93	79	85	73	85	95	89	90	81	94	87	88	95	91	98	94	98	90	93	95	92	100	88	86	96
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	85	93	94	80	85	96	97	94	93	85	100	89	92	97	94	92	91	100	97	91	90	96	97	95	80	94	89
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	83	82	94	84	85	81	96	95	83	87	94	92	94	91	97	91	96	97	98	93	89	96	96	100	81	92	98
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Filipino																											
School	86	85	*	*	86	84	*	100	100	*	*	100	81	90	*	*	95	95	*	100	100	*	*	100	*	*	100
District	78	82	90	68	73	72	83	81	90	82	72	76	79	83	91	88	92	89	83	85	95	83	83	86	76	79	80
State	68	69	68	53	53	52	69	70	73	60	62	65	74	75	75	76	76	79	73	75	78	67	67	68	43	51	61
Caucasian																											
School	76	92	92	75	82	92	96	97	97	87	96	88	88	97	89	89	91	100	100	87	91	91	96	96	83	92	83
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	18	*	*	*	*	64	*	64	*	*	*	*	27	*	*	*	*	75	*	55	*	*	*	*	*	*	*
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
School	64	81	88	55	*	*	*	*	*	*	*	*	93	96	91	73	*	*	*	*	*	*	*	*	*	*	*
District	60	71	81	50	29	43	45	46	65	51	33	34	81	86	86	72	77	84	62	60	80	72	62	71	51	45	38
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	75	80	74	87	89	92
District	76	74	72	88	87	87
State	37	38	38	55	56	56
Males						
School	74	77	63	85	88	88
Females						
School	76	82	86	88	90	96
Asian						
School	80	75	70	91	91	90
Filipino						
School	*	73	74	*	86	95
Caucasian						
School	71	86	88	79	89	92
Students with Disabilities						
School	*	*	58	*	*	67
English Learners						
School	45	*	*	64	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

5th Grade	
School	
School Overall	54.8%
School (Boys)	57.1%
School (Girls)	52.3%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
	Statewide Rank	10	10	
Similar Schools Rank	7	7	8	
All Students				
Actual Growth	5	10	5	966
Asian				
Actual Growth	13	-3	0	968
Caucasian				
Actual Growth	-11	32	-3	959

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar

Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate).

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at Hidden Hills Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Assistant Principal	1	1.0
Band/Music Director	1	.4
Computer Teacher	1	.4
Instructional Paraeducator	7	.6
Library Media Assistant	1	.875
Music Teacher	1	.425
Noon Duty Aides	2	.2
Nurse	1	0.2
One-on-One Aides	1	.8
Other Support Services	2	.4
P.E. Aide	1	.6
Physical Education Teacher	1	.6
Psychologist	1	0.3
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech Therapist	1	1.0
Technology Paraeducator	1	.2

Staff Development

We are strongly committed to professional development in San Ramon Valley Unified School District and at Hidden Hills in particular. Our primary goal of professional development is to create a learning environment for teachers and staffs where all educators model lifelong learning and work to continually improve his or her skills.

There are many opportunities for staff development throughout the school year, during the summer, and weekends. All of our teachers have been trained in San Ramon Reading and Writing Project to implement Reading and Writing Workshop strategies in all grades. We have also trained all teachers in Second Step Violence Prevention to ensure a total commitment to a nationally validated conflict resolution program for all students in all grades.

Additional, staff has participated in extensive staff development to take advantage of the many technology applications we have available for staff and students. We have also offered a number of staff development opportunities to paraeducators, particularly in the area of special education. Staff development includes district-offered programming, site-designed programming, and individually-designed programming. We are committed to professional development linking to and focusing on student learning. To this end, professional development opportunities focus on standards-aligned curriculum and instruction, expand the knowledge base and skills of educators to meet the diverse needs of students, and promote dialogue and reflection among the professionals on campus.

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	37	41	39	1270
Without Full Credentials	0	0	1	64
Working Outside Subject	0	0	0	20

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Hidden Hills Elementary had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$56,485
District	\$64,728
Percentage of Variation	12.74%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	13.12%

District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486[^] per student which was far below the national average of \$9,100.[^] The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426.

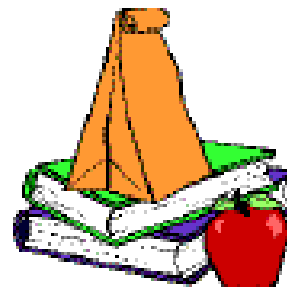
Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

[^] NEA

* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,152
From Restricted Sources	\$219
From Unrestricted Sources	\$4,933
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	0.88%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	6.92%



District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Community Based English Tutor, RS 6285
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation



Parent Involvement

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), many corporate sponsors, and a substantial amount of active parent involvement in the classroom. PTA supports our school by providing parent education, legislative information, and a huge corps of parent volunteers for community building events such as Family Fun Night, movie night, Sock Hop family dance, fall carnival, talent show, and registration. PTA holds a few fund raisers. Book fairs and wrapping paper and cookie dough sales provide additional funds for library books, school field trip scholarships, assemblies, and special events.

The Hawks Education Fund handles the bulk of our fundraising for the school. The fall registration donation campaign, a jog-a-thon, a spring Hawk'tion (dinner/auction), eScrip, and corporate matching raise substantial amounts of money to fund additional programs and services for students. Students at Hidden Hills receive additional instruction from certificated teacher specialists in vocal and instrumental music, art, technology, and physical education. The library media specialist's funding is matched by Hawks Fund which allows all students weekly visits. There are paraeducators (classroom assistants) in all grade levels. The Hawks Fund supports Reading and Writing Workshop implementation with the purchase of thousands of dollars of classroom library books.

The City of San Ramon holds enrichment classes on our campus with three different sessions throughout the school year; there are classes in sports, performing and visual arts, science, writing, chess, cooking, and other areas that parents/students request. The Growing Room provides on-site daycare from 6:30 AM to 6:30 PM to school age children both during the school year and during vacations or school recesses. We have many community partners who provide us with grant opportunities to enhance our academic programs. Major supporters are Chevron, Windemere BLC, Student Art for Education (SAFE), San Ramon Valley Education Fund (SRVEF), and Sunset Development Company. Daily we have nearly as many parent volunteers on campus as there is staff. They assist us in the classroom, in the library, on the playground, and from home to help students to benefit from a wide variety of adults all committed to helping them to be successful.

For additional information about organized opportunities for parent involvement at Hidden Hills Elementary School, please contact Jennifer Ottley (PTA) and Grant Kimura (Hawks Education Fund) at jenniferottley@comcast.net; hawksfund@yahoo.com.

Contact Information

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.srvusd.k12.ca.us.

NOTES
