

2022-23 Hidden Valley School Plan

OVERVIEW

The Hidden Valley School SPSA aligns with our District LCAP goals, identifying needs for instructional interventions, developing effective curricular practices and engagement for all student groups.



SCHOOL SITE COUNCIL MEMBERSHIP

- Principal: Kristi Fish
- Teachers: Sidney Velasquez, Kristina Workman
- Parent: Anlor Steiner
- Classified Staff & Parents: Mariposa Lewicki, Robyn Maresca

EDUCATIONAL PARTNER INVOLVEMENT PROCESS FOR THE SPSA AND ANNUAL REVIEW AND UPDATE:

Site Council Dates:

September 27, 2022

November 15, 2022

December - canceled

January 24, 2023

February - reschedule to March

March 30, 2023

April 25, 2023

GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

- Absenteeism
 - 7.9% overall absenteeism rate -
 - One student group in “low” performance level on CA Dashboard (2 or more races)
- ELA
 - “Very High” overall on CA Dashboard
 - Students with Disabilities performed 16.4 points above standard
 - Hispanic students scored 6.9 points below standard
- Math
 - “Very High” overall performance rating on CA Dashboard
 - Hispanic students scored 10.7 points above standard
 - Students with Disabilities scored 24.4 points above standard
- Suspensions - zero suspensions in the 21-22 school year
- Panorama Student Survey
 - Sense of Belonging increased 3 points
 - Teacher-Student Relationships increased 3 points

GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:

- Continue to work on absenteeism rates with the understanding that during the continued pandemic students need to stay home when ill
- Panorama Student Survey
 - Multilingual students have a lower percentage rate of favorable responses to all areas
 - Confidentiality protected (student groups with 11 or fewer students) had lower favorable response rates, especially School Climate (28 pts below overall score)
 - Only 36% of students responded favorably to the question: How often do you use ideas from school in your daily life?

Goal 1: Assess student learning in mathematics and English language arts/ELD and provide interventions and supports as needed.

Actions:

1. Refinement of District MTSS for academic support of students.
2. Develop a plan for accelerating learning to close any potential learning gaps.
3. Engage teachers in district-wide data review.

Site Progress Towards Goal and Actions:

- Improvements in identification and progress monitoring for students in need of intervention support including the implementation of a 1st and 2nd grade reading screener (mClass/DIBELS)
- Continued the HV MTSS process including: universal screening three times a year, the addition of the RTI plans for targeted Tier 2 students with 8 week intervention cycles and progress monitoring meetings
- All students receiving Tier 2 instruction are assessed to determine specific skill, strategy or standards that need acceleration.
- Tier 1 interventions - strategy groups based on formative assessments
- Teachers have reviewed district-wide CAASPP data and discussed trends: areas of strength (reading & math) areas of growth (writing 3rd-5th).
- Continued review of quantitative and qualitative data through a racial equity lens to begin to close any academic gaps we see in regards to race; providing appropriate Tiered support, counseling and/or community resources
- Developed programs to accelerate learning, expand intervention support & ELL support to ensure success

Goal 2: Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

Actions:

1. Refinement of district-wide MTSS for wellness practices and social-emotional supports for all students
2. Provide professional development around practices that support students' social-emotional well-being
3. Identify/develop/implement curriculum that supports students' social-emotional wellbeing

Site Progress Towards Goal and Actions:

- Common school-wide PBIS language: HAWKS, common school-wide expectations & positive reinforcement with the HAWK tickets, responsive classroom practices with a focus on welcoming environments, community circles, restorative circles, social skills, and HAWKS themes
- Weekly whole class SEL lessons with school counselor to develop common school language and understanding
- Continued professional development at staff meetings with Mindfulness, Equity & Inclusion
- Implementation of the REAP (Racial Equity and Inclusion Plan) action steps for each trimester; including
 - a) Spanish-speaking parent ambassadors at school events
 - b) DEI highlights in weekly school newsletter
 - c) Native Spanish speaker affinity group
 - d) Collaboration with Indian families to create a school-wide Holi assembly event
- Standing agenda items at monthly Faculty Meetings for racial equity personal reflection, sharing best practices & current books, articles, podcasts & social media to increase and unpack racism
- Monthly check-in for Spanish speaking students, checking on progress, ensuring access to school events

Goal 3: Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents/guardians on the climate and learning experience of all students.

Actions:

1. Foster greater participation in and access of underrepresented parents into the life and operation of the schools

2. Engage staff in planning and implementation of district initiatives
3. Increase participation in DELAC
4. Increase communication with Special Education families to share resources and information.

Site Progress Towards Goal and Actions:

- Continue Bi-Monthly Assemblies to build community and common home/school language.
- Continue Bi-Monthly Buddy activities to build cross-grade relationships
- Focus on including and elevating BIPOC voices on school leadership committees
- Weekly School-wide newsletters with alternating principal message and PTO message focusing on academics, social emotional and community, upcoming PTO and school-wide events.
- Parent Welcome event at beginning of year
- Combined the School Site Council & DEI as one leadership group
- Panorama Student Survey, Parent Survey, Staff Survey results used to develop improvement plans
- Continued use of ParentSquare for teacher and all school communication to ensure ability for families/guardians to read communication in home language
- Translation services consistently provided when needed for parent conversations and meetings