

# 2021-22 Hidden Valley School Plan for Student Achievement (SPSA)



## 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
- Teacher: Sidney Velasquez, Angie Kastner
- Parent: Anlor Steiner
- Classified staff & Parent: Mariposa Lewicki. Robyn Maresca

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

### Site Council Dates:

Jan 21, 2022

March 29, 2022

April cancel due to absences

May 3, 2022

June 7, 2022

## GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

- Improvements in identification and progress monitoring for students in need of intervention support
- Used common data to identify and support students in need of Tier 2 support
- Developed programs to accelerate learning, expand intervention support & ELL support to ensure success
- Student wellness - implemented whole class SEL support

## GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:

- Wide range of impact of the pandemic on students, make sure that students who have fewer resources are the highest priority to ensure support.

## DISTRICT LCAP GOALS AND ACTIONS

**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:

- Clarified 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
- Increased targeted Tier 2 intervention staff resulting in more students receiving tier 2 interventions and supports.
- 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).

**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

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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
- Spring: weekly whole class SEL lessons with school counselor to develop common school language and understanding
- On-going professional development at staff meetings with Mindfulness
- Implementation of the REAP (Racial Equity and Inclusion Plan) action steps for each trimester.
- 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
- Reviewed quantitative and qualitative data through a racial equity lens to begin to close any academic gaps we see in regards to race. Who are our bipoc students and how are they progressing? How are they doing social-emotionally?

**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. Develop and deepen processes for authentic feedback - surveys, listening sessions, parent education, coffee chats.
2. Foster greater participation in and access of underrepresented parents into the life and operation of the schools
3. Engage staff in planning and implementation of district initiatives
4. Increase participation in DELAC
5. Increase communication with Special Education families to share resources and information.

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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 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
- Family Education: SEL and our Racial Equity and Inclusion Plan
- Re-ignited the School Site Council
- Panorama Student Survey, Parent Survey, Staff Survey (TBD)
- Increased use of ParentSquare for teacher and all school communication to ensure ability for families/guardians to read communication in home language
- Secured translation services when needed for parent conversations and meetings

Notes from Site Council Meetings:

Notes for 22-23 improvement

Communication - PTO website updated

Racial Equity: Involve parents in student work, book club assignments & responses, parent ed

SEL Support - more school-wide understanding w/newsletter follow up

Student Survey Result Comments/Questions

- Disaggregated data - how to ensure that the responses are reflective of all students (BIPOC) and included district-wide data so we have significant statistical data
- Look into student behavior
- Student-Teacher Relationship - staffing
- Making connections to what students are learning
- Student respect
- How well someone at school understands you as a person?
- Sense of Belonging: Lunch Clubs

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.3%	0.31%	0.4%	1	1	1
African American	1.21%	0.93%	0.8%	4	3	2
Asian	1.51%	1.56%	1.2%	5	5	3
Filipino	0.3%	0.31%	0.4%	1	1	1
Hispanic/Latino	10.27%	8.1%	9.8%	34	26	25
Pacific Islander	0.3%	0%	%	1	0	
White	77.64%	75.7%	72.9%	257	243	186
Multiple/No Response	7.85%	12.46%	14.5%	26	40	37
<b>Total Enrollment</b>				331	321	255

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	48	66	36
Grade 1	47	46	44
Grade 2	48	47	42
Grade3	62	42	42
Grade 4	70	60	36
Grade 5	56	60	55
<b>Total Enrollment</b>	331	321	255

### Conclusions based on this data:

1. Enrollment has continued to decline.
2. Student population is mostly white, our next largest sub group is Hispanic students.
3. Multiple race students are a minority as well.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	8	9	7	2.4%	2.8%	2.7%
Fluent English Proficient (FEP)	19	14	11	5.7%	4.4%	4.3%
Reclassified Fluent English Proficient (RFEP)	6	0	1	50.0%	0.0%	11.1%

### Conclusions based on this data:

1. Our EL population has remained fairly steady.
2. The EL population has a high rate of reclassification for proficiency.
3. Based on the high rate of EL reclassification, our EL instruction is effective.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	62	42	68	62	42	68	62	42	98.6	100	100.0
Grade 4	56	72	35	54	70	35	54	70	35	96.4	97.2	100.0
Grade 5	44	54	54	44	53	54	44	53	54	100	98.1	100.0
All Grades	169	188	131	166	185	131	166	185	131	98.2	98.4	100.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2470.	2474.	35.29	48.39	42.86	36.76	22.58	23.81	17.65	14.52	30.95	10.29	14.52	2.38
Grade 4	2491.	2535.	2552.	38.89	47.14	62.86	22.22	37.14	20.00	16.67	10.00	8.57	22.22	5.71	8.57
Grade 5	2566.	2548.	2579.	52.27	45.28	50.00	31.82	26.42	38.89	6.82	16.98	7.41	9.09	11.32	3.70
All Grades	N/A	N/A	N/A	40.96	47.03	51.15	30.72	29.19	29.01	14.46	13.51	15.27	13.86	10.27	4.58

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.47	50.00	38.10	33.82	35.48	59.52	14.71	14.52	2.38
Grade 4	37.04	44.29	45.71	38.89	48.57	48.57	24.07	7.14	5.71
Grade 5	47.73	45.28	35.19	43.18	41.51	62.96	9.09	13.21	1.85
All Grades	45.78	46.49	38.93	37.95	42.16	58.02	16.27	11.35	3.05

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.18	24.19	23.81	63.64	56.45	64.29	18.18	19.35	11.90
Grade 4	38.89	51.43	40.00	42.59	44.29	60.00	18.52	4.29	0.00
Grade 5	50.00	47.17	55.56	38.64	35.85	40.74	11.36	16.98	3.70
All Grades	33.54	41.08	41.22	50.00	45.95	53.44	16.46	12.97	5.34

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.47	37.10	14.29	69.12	51.61	76.19	4.41	11.29	9.52
Grade 4	27.78	35.71	22.86	64.81	60.00	74.29	7.41	4.29	2.86
Grade 5	40.91	32.08	27.78	54.55	58.49	59.26	4.55	9.43	12.96
All Grades	30.72	35.14	22.14	63.86	56.76	68.70	5.42	8.11	9.16

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.39	40.32	28.57	53.03	51.61	71.43	7.58	8.06	0.00
Grade 4	25.93	44.29	54.29	61.11	51.43	37.14	12.96	4.29	8.57
Grade 5	47.73	43.40	33.33	40.91	37.74	59.26	11.36	18.87	7.41
All Grades	37.20	42.70	37.40	52.44	47.57	57.25	10.37	9.73	5.34

2019-20 Data:

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**Conclusions based on this data:**

1. As students matriculate, scores improve, possibly because students are more comfortable with testing, technology and/or reading and analyzing text on screen.
2. Majority of HV students are meeting or exceeding all standards. Reading is a relative strength for all grades, producing clear and purposeful writing and demonstrating effective communication are the area of greatest need of improvement,
3. ELA instruction at Hidden Valley is effective for the majority of students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	62	42	69	62	41	69	62	41	100	100	97.6
Grade 4	56	72	35	55	70	35	55	70	35	98.2	97.2	100.0
Grade 5	44	54	54	44	53	54	44	53	54	100	98.1	100.0
All Grades	169	188	131	168	185	130	168	185	130	99.4	98.4	99.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2478.	2486.	2498.	36.23	46.77	48.78	37.68	32.26	29.27	17.39	11.29	19.51	8.70	9.68	2.44
Grade 4	2524.	2562.	2555.	41.82	64.29	57.14	27.27	25.71	28.57	25.45	7.14	11.43	5.45	2.86	2.86
Grade 5	2567.	2569.	2563.	50.00	50.94	46.30	27.27	18.87	22.22	13.64	24.53	24.07	9.09	5.66	7.41
All Grades	N/A	N/A	N/A	41.67	54.59	50.00	31.55	25.95	26.15	19.05	13.51	19.23	7.74	5.95	4.62

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61.76	66.13	53.66	25.00	17.74	41.46	13.24	16.13	4.88
Grade 4	52.73	74.29	65.71	27.27	20.00	28.57	20.00	5.71	5.71
Grade 5	54.55	58.49	40.74	29.55	30.19	46.30	15.91	11.32	12.96
All Grades	56.89	67.03	51.54	26.95	22.16	40.00	16.17	10.81	8.46

### 2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.72	58.06	60.98	37.68	33.87	39.02	11.59	8.06	0.00
Grade 4	45.45	71.43	57.14	47.27	25.71	37.14	7.27	2.86	5.71
Grade 5	56.82	47.17	33.33	34.09	43.40	61.11	9.09	9.43	5.56
All Grades	50.60	60.00	48.46	39.88	33.51	47.69	9.52	6.49	3.85

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.47	46.77	53.66	38.24	43.55	43.90	10.29	9.68	2.44
Grade 4	49.09	71.43	48.57	34.55	21.43	48.57	16.36	7.14	2.86
Grade 5	45.45	43.40	35.19	43.18	47.17	55.56	11.36	9.43	9.26
All Grades	49.10	55.14	44.62	38.32	36.22	50.00	12.57	8.65	5.38

2019-20 Data:

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**Conclusions based on this data:**

1. There is a decrease of students achieving above standard between third and fourth /fifth grade.
2. While applying mathematical concepts is a strength, an area of improvement is applying mathematical concepts and procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
<b>K</b>	*		*	*		*	*		*	*		*	
<b>1</b>	*		*	*		*	*		*	*		*	
<b>2</b>	*	1505.8	*	*	1528.4	*	*	1482.3	*	*	12	*	
<b>3</b>	*		*	*		*	*		*	*		*	
<b>5</b>	*		*	*		*	*		*	*		*	
<b>All Grades</b>											12	12	9

### 2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>2</b>	*	25.00	*		58.33	*		16.67	*		0.00	*	*	12	*
<b>All Grades</b>	*	25.00	*	*	58.33	*		16.67	*		0.00	*	12	12	*

### 2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>2</b>	*	58.33	*		33.33	*		0.00	*		8.33	*	*	12	*
<b>All Grades</b>	*	58.33	*	*	33.33	*		0.00	*		8.33	*	12	12	*

### 2019-20 Data:

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Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
2	*	0.00	*	*	66.67	*		25.00	*		8.33	*	*	12	*	
All Grades	*	0.00	*	*	66.67	*	*	25.00	*		8.33	*		12	12	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
2	*	58.33	*		41.67	*		0.00	*	*	12	*	
All Grades	*	58.33	*	*	41.67	*		0.00	*		12	12	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
2	*	66.67	*		25.00	*		8.33	*	*	12	*	
All Grades	100.00	66.67	*		25.00	*		8.33	*		12	12	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
2	*	8.33	*	*	75.00	*		16.67	*	*	12	*	
All Grades	*	8.33	*	*	75.00	*	*	16.67	*		12	12	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>2</b>	*	0.00	*	*	91.67	*		8.33	*	*	12	*
<b>All Grades</b>	*	0.00	*	*	91.67	*		8.33	*	12	12	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There is no recent data to analyze.