

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name              | County-District-School (CDS)<br>Code | Schoolsite Council (SSC)<br>Approval Date | Local Board Approval Date |
|--------------------------|--------------------------------------|-------------------------------------------|---------------------------|
| Hidden Valley Elementary | 49 70912 6095459                     | May 15, 2024                              | June 26, 2024             |

Contact Person:

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Position:

Principal

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## Plan Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Briefly describe the school’s plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Principal’s Message

Hidden Valley Elementary School is part of the Santa Rosa City Schools Elementary District. The Hidden Valley campus was built in 1973 and is situated in a beautiful residential neighborhood in northeast Santa Rosa. Hidden Valley serves students from Preschool through sixth grade with 470 students, 19 classroom teachers and multiple support teachers and staff. The campus houses the regional Deaf and Hard of Hearing (DHH) Program. The DHH Program students range in age from preschool to sixth grade with three full time classroom teachers in the 23/24 school year.

We are a diverse school with over 25 different languages spoken. We have major technology businesses and hospitals located nearby, drawing international employees. We strive to facilitate open communication, trust, and an effective working relationship among all stakeholders. Children and adults have an appreciation of, and a respect for, individual differences and similarities. It is our goal at Hidden Valley to foster a sense of community, empowerment, pride, and responsibility for collectively maintaining a cohesive and inviting school environment for lifelong learning.

#### School Description and Mission Statement

We, the Hidden Valley Community, welcome and respect the uniqueness of our population, and our instructional and special needs programs. Through a dynamic partnership of students, staff, parents and community, we foster a cohesive school environment. We seek to create a safe setting where children have the opportunity to develop their full academic potential, self-confidence and compassion. We encourage our students to become responsible, ethical and democratic decision makers. Our school community values and promises an atmosphere of learning in order to respond to life with enthusiasm, curiosity and humor in a climate of excellence.

The school provides a variety of enrichment programs which includes Student Leadership, band, Chess, Piano,, Science and Math Olympics. The district provides specialty teachers on campus for music, counseling and physical education.

A comprehensive needs assessment was conducted to gather information and analyze student achievement data, particularly the needs of the student groups identified as needing additional targeted instruction to guide our plan. The process included stakeholder involvement including our English Learner Advisory Committee, School Site Council, Staff, and Teachers. During these meetings with stakeholders there were opportunities to ask questions, give feedback, share ideas. All stakeholder feedback was used to make any modifications or changes when needed. The process consisted of analyzing a variety of data points from the California State Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward. The development of the plan includes strategies and opportunities for students at Hidden Valley to meet the academic state standards as outlined in goal 1 of our SPSA.

As part of the comprehensive needs assessment process, resource inequities were identified based on demographic information data, YouthTruth Survey data, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, Staff Meetings, and state indicators with the intent of creating long term goals identified by measurable outcomes, reviewed and updated annually. The goals include evidence-based interventions and strategies focusing on student outcomes.

We follow the SRCS Local Control Accountability Plan (LCAP) Goals in terms of improving the quality of practice through the continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home.

#### Opportunities for Parental Involvement

Hidden Valley Elementary is known for having a very strong and supportive school community. Hidden Valley offers many ways for parents to participate in the life of their children and our school, and we depend on parents to keep our programs running smoothly. Teachers invite parents to participate in daily classroom activities as helpers, active participants, presenters, and chaperones.

Our PFO is very active and well attended that continues to welcome and accept new members. Our parents are an integral part of their child's education. We appreciate and depend on our parent organization for much more than monetary assistance. Our parents coordinate volunteers, organize room parents to assist with field trips and provide classroom and library support. After many years of work, the PFO was able to have a new playstructure built in our main playground. This effort cost over \$200,000 with the help of our district. Without their help we would be unable to have a varied selection of after school enrichment classes to include piano lessons, chess, art and drama, and science adventures. Our parents also provide the Art Docent program, our yearly school dinner auction, and book fairs. They are responsible for family fun activities such as the Pasta Que, Skate Nights, Cookies and Canvas, Book Swap, and Ice Cream Social. Parents are encouraged to run for our School Site Council (SSC), working to help develop a school improvement plan and make financial decisions. In addition, we have a strong English Learner Advisory Committee (ELAC) which advises the SSC. ELAC members are an integral parent group at Hidden Valley, helping and supporting our students and teachers, informing parents of critical information, and helping to improve our school. The Deaf and Hard of Hearing Staff organize family education evenings as outreach to our community to help support parents and attract volunteers. Our Parent Faculty Organization (PFO) supports our school both during and after the school day such as art docents, yoga, athletics, facilities along with providing our teachers and students supplemental supplies and materials for the classroom.

#### School Safety Plan

The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake

and lockdown drills monthly and hold trainings for staff on emergency preparedness throughout the year. The Parent Faculty Organization (PFO) provides funding to update our school-wide emergency equipment and materials. Each classroom contains a class emergency bin on wheels and a backpack that is updated annually with emergency supplies. We survey parents, students, and staff annually about safety concerns and any physical, social, and emotional issues that affect students. We also provide on-site mental health counseling services funded by our district. Staff and administrators monitor the school grounds for 15 minutes before and after school as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible, respectful and kind behavior in school and on the playground referred to as BEST rules. We have implemented both the BestPlus School-wide expectations Program and the Toolbox Program at Hidden Valley over the last two years. These successful programs have supported our students and teachers in social/emotional and behavioral needs.

#### Types of Services Funded

The School Site Council (SSC) oversees the school supplemental discretionary funds. The SSC has set a budget that includes: beyond the school day tutoring in math and reading. Parent donations fund classroom supplies, field trips, the Art Docent Program which provides art enrichment classes during the school day. The SSC and the ELAC also establish guidelines and priority spending for supplemental funds. The site budget, along with PFO support, is also used to update the site library collection as well as upgrade technology including chrome books, classroom amplification systems and teacher tools.

#### Dedicated Educators

Our teachers and staff love it here and we know your family will too. Our teachers are well prepared to reach all levels of learners from those who need extra help to those who need an extra challenge. The teachers are true life-long learners and they are always working together to integrate the newest curriculum or technology.

#### Professional Development

Staff members have professional development opportunities through our school site, through the district office and through the County Office of Education. The certificated staff meets as a group to discuss a variety of topics that relate to the school academic and wellness programs. This has included Themed Library Books that correlate with the classroom or grade level themes, the Writing Process Across the Grade Levels, Universal Access for Students, Differentiated Instruction, English Language Development, Building Fluency, Teaching the New Math Curriculum, Test Taking Strategies and teaching the new Common Core Standards.

#### First-Rate Curriculum

Our classrooms are equipped with the latest curriculum and technology for the high achievement of all of our students. The academic program is strong and challenging. Our students score in the upper percentiles in standardized testing. There is a strong focus on technology: A fully equipped, newly upgraded, STEAM Lab, LCD projectors and document cameras in every classroom; Chromebook computer carts for each grade level and Chromebook Hives in each classroom.

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Hidden Valley Elementary worked with Staff, Parents, our ELAC, SSC and PFO as part of the planning process for the SPSA.

Throughout the school year, the Principal meets with each of the groups (attends their meetings) and discusses our school needs, student supports and the Single Plan for Student Achievement. Each group then shares their ideas and concerns. The following SPSA Recommendations were collected from Teachers, Staff members, English Learner Accountability Committee members, Parent, Faculty Organization members and our School Site Council members:

We actively foster meaningful collaboration with parents and community members, valuing their input and feedback. This includes ELAC, PFO and SSC members, along with all staff. Please see the recommendations below from each group. The Principal met with each group on multiple occasions throughout the 23/24 school year. These meetings gave valuable feedback and recommendations for the 24/25 SPSA.

### Teachers:

- Support EL and Struggling Learners

- After-School Tutoring

- Consistency with School-Wide Expectations and use of the Toolbox Program

- STEAM/Maker Lab

- ALPS Learner Enrichment classes

- Assemblies- Toolbox, Science, Family Nights

- Class size reduction for Intermediate Grades, to align with California State mandate.

- 4th-6th Grade Enrichment Classes

- Improving the student study center furniture.

- Resurfacing and repainting of blacktop: As well as upgrades to the "wall ball" structures

- New benches needed in Kinder yard

- Hydration stations needed in Kinder yard

- Fencing and gates for school safety

- Local field trips for all grade levels

- New tables, desks, chairs for all children

- Shade cover for playstructures

- Apps for all students

### Staff:

- Professional Development

School Safety (keys, locks, cameras)  
Rainy day materials/supplies  
Enrichment classes  
Field trips  
More RSP support  
Keep the Reading Intervention Program

School Site Council (SSC):  
Technology: Hardware & Software  
Continue building strong School Culture: Toolbox, Leadership, Spirit days, Kindness Challenge, etc.  
After-School Tutoring  
Field Trips, Assemblies, busses  
Play Structure  
ALPS Program  
Funding for meetings: snacks, daycare  
Funding for Art in classes (Art Docent)  
Reading Program  
EL Celebration  
Teacher Training and Release Time  
Support for 4th grade classes

English Language Advisory Committee (ELAC)  
After-School Tutoring/Enrichment classes for EL students  
Parenting Classes, Family Fun Nights  
Technology: Hardware/Software specific to EL students  
EL Celebration  
Parent/Guardian communication  
Parent Education Nights

Parent, Faculty Organization (PFO)  
Art Docent Program  
Field trips  
STEAM/Maker Movement  
Music at Lunch  
Community Engagement events

## Resource Inequities – Required for CSI / ATSI

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Hidden Valley exited ATSI this year.

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ongoing and continued support of our Toolbox program including funding and professional development training is needed. Ongoing support from the district office and Board of Education in providing support personnel to Hidden Valley including our school counselor, Family Engagement Facilitator, Restorative Resource Specialist, and TOSA as identified by our parent and staff surveys. Our TOSA position was not filled for 20-21 and 21-22 school years. In the 22-23 school year, the district created a full-time TOSA position at Hidden Valley supporting our most at-risk academic students. This year, our TOSA position has been cut from our 24/25 staff allocation.

Ongoing support for facilities, HVAC, school safety, and ongoing support for materials and supplies. Hidden Valley does not have a Student Engagement Activities person. We could greatly use this position at Hidden Valley Elementary. A Behavioral Support person is also needed at Hidden Valley to support the needs of our students. Currently we have a School Behavioral Therapist (SBT) 1.5 days a week.

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As part of the comprehensive needs assessment process resource inequities were identified based on demographic information data, Youth Truth, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, Staff Meetings, and state indicators with the intent of creating long term goals identified by measurable outcomes, reviewed and updated annually.

From the California Dashboard, Hidden Valley 2022/23 School Year:

A comprehensive needs assessment was conducted to gather information and analyze student achievement data, particularly the needs of the student groups identified as needing additional targeted instruction to guide our plan. The process included stakeholder involvement including our English Learner Advisory Committee, School Site Council, Staff, and Teachers. During these meetings with stakeholders there were opportunities to ask questions, give feedback, and share ideas. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward. The development of the plan includes strategies and opportunities for students at Hidden Valley to meet the academic state standards.

As part of the comprehensive needs assessment process resource inequities were identified based on demographic information data, Youth Truth, EL Needs Assessment, and stakeholder feedback during SSC, ELAC, PFO, Staff Meetings, and state indicators with the intent of creating long term goals identified by measurable outcomes, reviewed and updated annually. We strive each year to increase our scores and to continuously improve success for all students. In ELA, our overall performance for All Students was very good and in the "blue zone". However, for Students with Disabilities, EL Learners, Low Income and Hispanic subgroups, there is much to be done. In the area of mathematics, Hidden Valley is in the "green zone" meaning overall the school did well. But as in ELA, four subgroups- Students with Disabilities, EL Learners, Low Income and Hispanic show a need for further support in Mathematics.

Each of the SPSA goals encompasses a variety of thoughtfully selected activities and strategies, specifically tailored to address the diverse and individualized needs of the identified student groups.

# Academic Performance

View Student Assessment Results and other aspects of school performance.

## LEARN MORE English Language Arts

All Students State



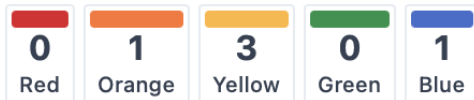
Blue

26.5 points above standard

Increased 21.8 Points ⓘ

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

## LEARN MORE Mathematics

All Students State



Green

1.3 points above standard

Increased 11.7 Points ⓘ

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

## LEARN MORE English Learner Progress

All Students State



Green

50% making progress

Increased 5% ⓘ

[View More Details →](#)

### Chronic Absenteeism



Yellow

### Suspension Rate



Orange

### English Learner Progress



Green

### English Language Arts



Blue

### Mathematics



Green

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 20-21                 | 21-22  | 22-23  | 20-21              | 21-22 | 22-23 |
| American Indian                | 0.8%                  | 0.86%  | 0.67%  | 4                  | 4     | 3     |
| African American               | 0.8%                  | 0.86%  | 0.45%  | 4                  | 4     | 2     |
| Asian                          | 11.4%                 | 10.75% | 8.91%  | 57                 | 50    | 40    |
| Filipino                       | 2.2%                  | 1.94%  | 1.78%  | 11                 | 9     | 8     |
| Hispanic/Latino                | 32.8%                 | 32.26% | 34.74% | 164                | 150   | 156   |
| Pacific Islander               | 0.4%                  | 0.22%  | 0.67%  | 2                  | 1     | 3     |
| White                          | 44.0%                 | 43.87% | 44.32% | 220                | 204   | 199   |
| Multiple/No Response           | 7.6%                  | 8.60%  | 8.46%  | 38                 | 40    | 38    |
| Total Enrollment               |                       |        |        | 500                | 465   | 449   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Kindergarten                      | 90                 | 88    | 69    |
| Grade 1                           | 71                 | 64    | 74    |
| Grade 2                           | 81                 | 66    | 66    |
| Grade3                            | 71                 | 77    | 65    |
| Grade 4                           | 68                 | 65    | 73    |
| Grade 5                           | 62                 | 47    | 54    |
| Grade 6                           | 57                 | 58    | 48    |
| Total Enrollment                  | 500                | 465   | 449   |

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 20-21              | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 |
| English Learners                              | 48                 | 64    | 57    | 9.6%                | 13.8% | 12.7% |
| Fluent English Proficient (FEP)               | 57                 | 42    | 39    | 11.4%               | 9.0%  | 8.7%  |
| Reclassified Fluent English Proficient (RFEP) | 5                  | 24    | 22    | 10.4%               | 27.3% | 27.8% |

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2022-23 Student Population                                     |                                                                                                                                  |                                                                                                                                                              |                                                             |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                               | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 449                                                            | 26.9                                                                                                                             | 12.7                                                                                                                                                         | 0.2                                                         |
| Total Number of Students enrolled in Hidden Valley Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 57    | 12.7       |
| Foster Youth                                      | 1     | 0.2        |
| Homeless                                          | 2     | 0.4        |
| Socioeconomically Disadvantaged                   | 121   | 26.9       |
| Students with Disabilities                        | 59    | 13.1       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 2     | 0.4        |
| American Indian              | 3     | 0.7        |
| Asian                        | 40    | 8.9        |
| Filipino                     | 8     | 1.8        |
| Hispanic                     | 156   | 34.7       |
| Two or More Races            | 38    | 8.5        |
| Pacific Islander             | 3     | 0.7        |
| White                        | 199   | 44.3       |

### Conclusions based on this data:

1. This information gives all stakeholders a good overview of our school, its diversity, our school size, and socio-economic status.

2. Many of our community members are surprised every year to find out that we have at least one-third of our student population designated low income.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



| 2023 Fall Dashboard Overall Performance for All Students                                                                 |                                                                                                                     |                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Academic Performance                                                                                                     | Academic Engagement                                                                                                 | Conditions & Climate                                                                                              |
| English Language Arts<br><br>Blue      | Chronic Absenteeism<br><br>Yellow | Suspension Rate<br><br>Orange |
| Mathematics<br><br>Green              |                                                                                                                     |                                                                                                                   |
| English Learner Progress<br><br>Green |                                                                                                                     |                                                                                                                   |

### Conclusions based on this data:

- Overall, the data above shows academic improvements in all areas.
- For Chronic Absenteeism the data is the percentage of students in K-6 who are absent 10% or more of the instructional days they were enrolled. Hidden Valley is listed at 25%, with a decrease of over 5%.
- English Learners showed a 5% increase in overall achievement!



# School and Student Performance Data

## Academic Performance English Language Arts

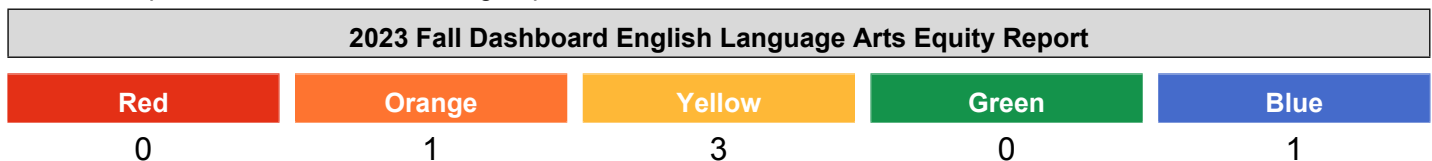
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                     |                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>26.5 points above standard<br>Increased Significantly +21.8 points<br>229 Students | <b>English Learners</b><br><br>Yellow<br>54.6 points below standard<br>Increased +14.5 points<br>35 Students                            | <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                                        |
| <b>Homeless</b><br>Less than 11 Students<br>2 Students                                                                                                                                                   | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>17.2 points below standard<br>Increased Significantly +22 points<br>67 Students | <b>Students with Disabilities</b><br><br>Orange<br>62 points below standard<br>Maintained +1.5 points<br>34 Students |

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American                                                                                                                                                               | American Indian                                                         | Asian                                                                   | Filipino                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Less than 11 Students<br><br>3 Students                                                                                                                                        | Less than 11 Students<br><br>1 Student                                  | 69.6 points above standard<br>Decreased -11.2 points<br><br>25 Students | Less than 11 Students<br><br>7 Students                                                                                                                                           |
| Hispanic                                                                                                                                                                       | Two or More Races                                                       | Pacific Islander                                                        | White                                                                                                                                                                             |
| <br>Yellow<br>10.1 points below standard<br>Increased Significantly +33 points<br>69 Students | 28.3 points above standard<br>Decreased -14.2 points<br><br>19 Students | Less than 11 Students<br><br>2 Students                                 | <br>Blue<br>36.9 points above standard<br>Increased Significantly +23.4 points<br>105 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner                                                 | Reclassified English Learners                                                         | English Only                                                                         |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 114.9 points below standard<br>Decreased -9.3 points<br><br>23 Students | 30.6 points above standard<br>Increased Significantly +35.9 points<br><br>13 Students | 38 points above standard<br>Increased Significantly +17.2 points<br><br>182 Students |

#### Conclusions based on this data:

- Overall data shows improvement for all students in ELA, with All Students showing a significant 22 point increase, and our EL students showing a 14.5 increase.
- Socioeconomically disadvantaged students showed a significant 22 point increase.
- Our Hispanic subgroup showed a significant 33 point increase.

# School and Student Performance Data

## Academic Performance Mathematics

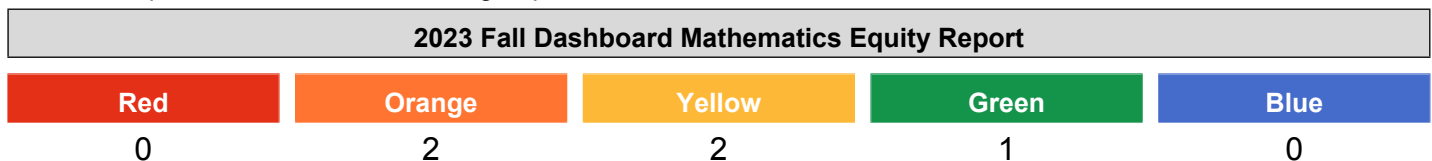
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                 |                                                                                                                                                                                                               |                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>1.3 points above standard<br>Increased +11.7 points<br>227 Students | <b>English Learners</b><br><br>Orange<br>58.7 points below standard<br>Maintained -2.4 points<br>37 Students               | <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                                                          |
| <b>Homeless</b><br>Less than 11 Students<br>2 Students                                                                                                                                     | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>40.3 points below standard<br>Increased +8.2 points<br>67 Students | <b>Students with Disabilities</b><br><br>Orange<br>91.7 points below standard<br>Decreased -12.3 points<br>35 Students |

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American                                                                            | American Indian            | Asian                      | Filipino                                                                                     |
|---------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------------------------------------------------------------------------|
| Less than 11 Students                                                                       | Less than 11 Students      | 60.3 points above standard | Less than 11 Students                                                                        |
| 2 Students                                                                                  | 1 Student                  | Increased +11.5 points     | 7 Students                                                                                   |
|                                                                                             |                            | 24 Students                |                                                                                              |
| Hispanic                                                                                    | Two or More Races          | Pacific Islander           | White                                                                                        |
| <br>Yellow | 15.5 points above standard | Less than 11 Students      | <br>Green |
| 45.1 points below standard                                                                  | Decreased -13.4 points     | 2 Students                 | 10.6 points above standard                                                                   |
| Increased +11.6 points                                                                      | 19 Students                |                            | Increased +4.9 points                                                                        |
| 70 Students                                                                                 |                            |                            | 105 Students                                                                                 |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner              | Reclassified English Learners        | English Only              |
|--------------------------------------|--------------------------------------|---------------------------|
| 114.1 points below standard          | 25.5 points above standard           | 7.3 points above standard |
| Decreased Significantly -31.7 points | Increased Significantly +36.1 points | Increased +7.7 points     |
| 25 Students                          | 13 Students                          | 181 Students              |

#### Conclusions based on this data:

- Overall data shows improvement for all students in Math, with All Students showing a 12 point increase, and our EL students showing a 2.4 decrease.
- Socioeconomically disadvantaged students showed an 8 point increase.
- Our Hispanic subgroup showed an 12 point increase.

# School and Student Performance Data

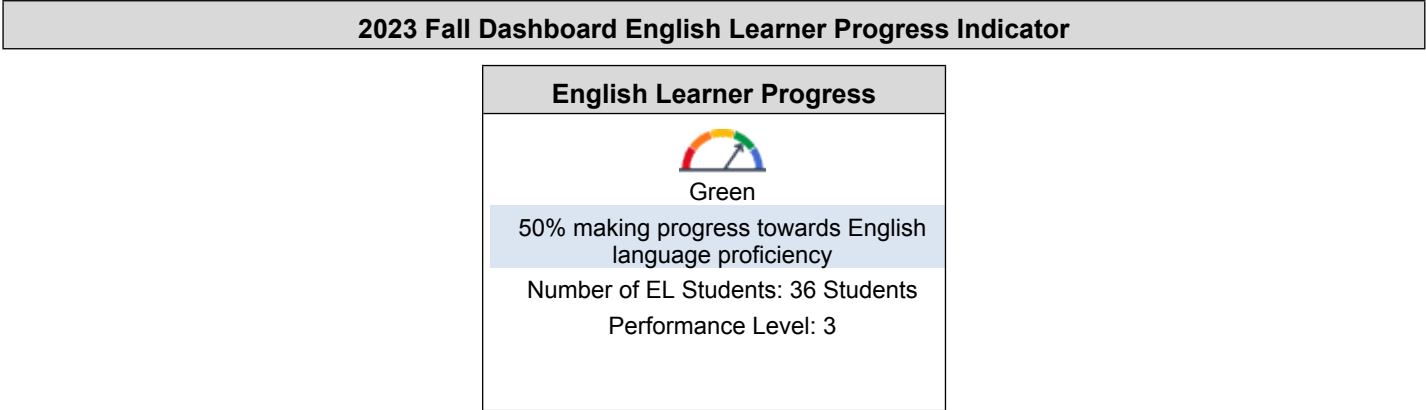
## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2023 Fall Dashboard Student English Language Acquisition Results |                                            |                         |                                    |
|------------------------------------------------------------------|--------------------------------------------|-------------------------|------------------------------------|
| Decreased One ELPI Level                                         | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 6                                                                | 12                                         | 2                       | 16                                 |

Conclusions based on this data:

1. State testing data shows Hidden Valley EL students scoring in the "green zone" and 50% making progress towards English language proficiency.
2. Of concern are the six students in this data cohort who decreased one ELPI Level instead of making progress towards language proficiency.

# School and Student Performance Data

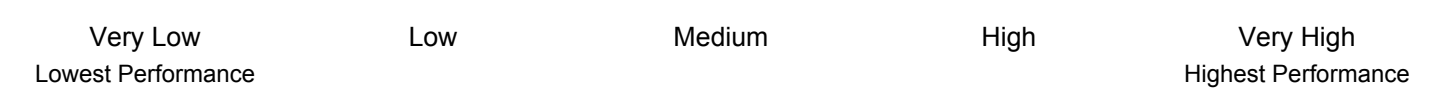
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

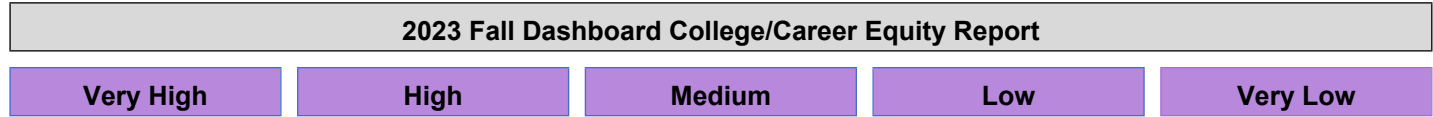
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

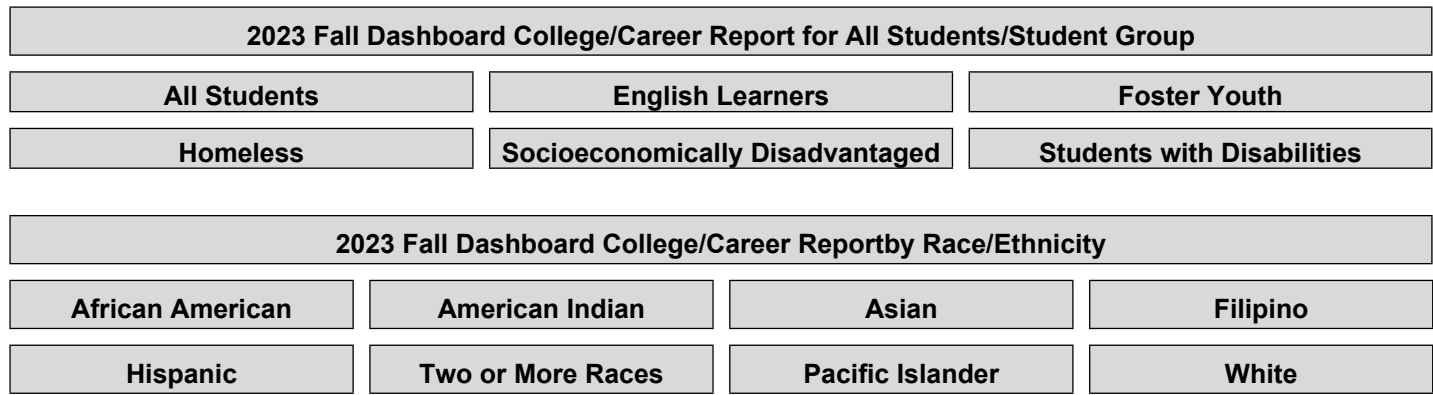
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Conclusions based on this data:

1. No data. Not applicable to elementary schools.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

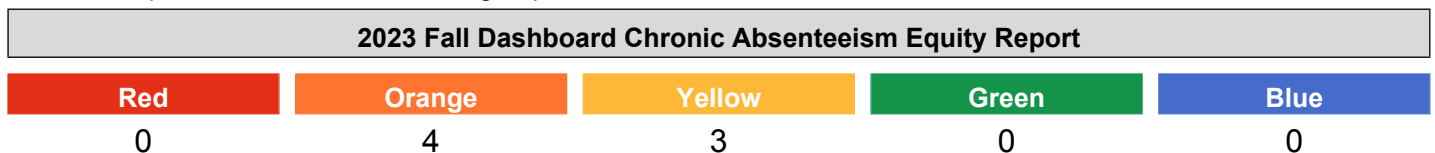
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group                                                                                                                                       |                                                                                                                                                                                                                   |                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b>  <p>Yellow</p> <p>25.1% Chronically Absent</p> <p>Declined Significantly -5.7</p> <p>458 Students</p> | <b>English Learners</b>  <p>Orange</p> <p>27.9% Chronically Absent</p> <p>Declined -12.7</p> <p>61 Students</p>                | <b>Foster Youth</b> <p>Less than 11 Students</p> <p>2 Students</p>                                                                                                                                            |
| <b>Homeless</b> <p>Less than 11 Students</p> <p>4 Students</p>                                                                                                                                               | <b>Socioeconomically Disadvantaged</b>  <p>Orange</p> <p>41.6% Chronically Absent</p> <p>Declined -1.8</p> <p>137 Students</p> | <b>Students with Disabilities</b>  <p>Orange</p> <p>32.9% Chronically Absent</p> <p>Declined -1.4</p> <p>70 Students</p> |

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|                                                                                                                                                                                               |                                                                                                                                                                                         |                                                                                                                                                                              |                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br><br>3 Students                                                                                                                            | <b>American Indian</b><br>Less than 11 Students<br><br>3 Students                                                                                                                       | <b>Asian</b><br><br>Yellow<br>11.6% Chronically Absent<br>Declined -5.7<br><br>43 Students | <b>Filipino</b><br>Less than 11 Students<br><br>8 Students                                                                                                                                   |
| <b>Hispanic</b><br><br>Yellow<br>35.4% Chronically Absent<br>Declined Significantly -5.5<br><br>158 Students | <b>Two or More Races</b><br><br>Orange<br>28.9% Chronically Absent<br>Declined -3.6<br><br>38 Students | <b>Pacific Islander</b><br>Less than 11 Students<br><br>3 Students                                                                                                           | <b>White</b><br><br>Yellow<br>21.3% Chronically Absent<br>Declined Significantly -6.5<br><br>202 Students |

#### Conclusions based on this data:

1. For Chronic Absenteeism the data is the percentage of students in K-6 who are absent 10% or more of the instructional days they were enrolled. Hidden Valley is listed at 25%, with a decrease of over 5%.

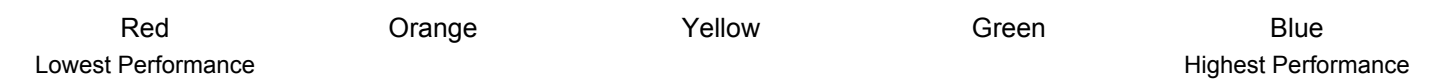
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

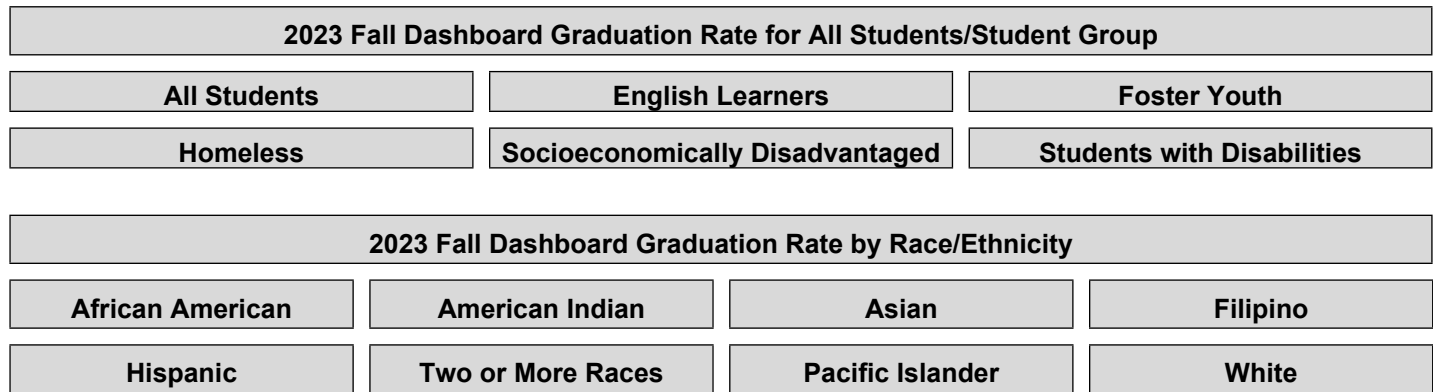
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. No data. Not applicable to elementary schools.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

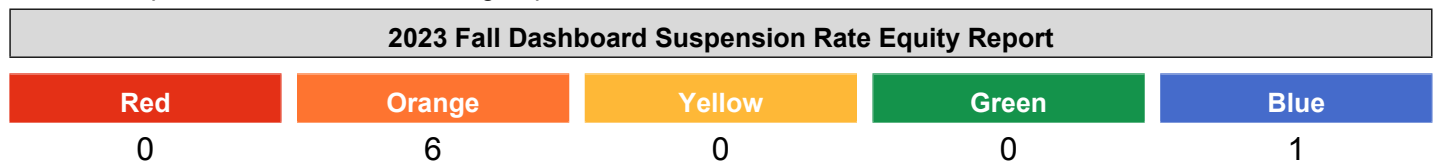
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 1.3<br/>468 Students</p> | <b>English Learners</b>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.8<br/>61 Students</p>                 | <b>Foster Youth</b> <p>Less than 11 Students<br/>3 Students</p>                                                                                                                                                   |
| <b>Homeless</b> <p>Less than 11 Students<br/>5 Students</p>                                                                                                                                        | <b>Socioeconomically Disadvantaged</b>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 2.1<br/>139 Students</p> | <b>Students with Disabilities</b>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4<br/>71 Students</p> |

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

|                                                                                                                                                                                    |                                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>6 Students                                                                                                                     | <b>American Indian</b><br>Less than 11 Students<br>3 Students                                                                                                                              | <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>45 Students | <b>Filipino</b><br>Less than 11 Students<br>8 Students                                                                                                                          |
| <b>Hispanic</b><br><br>Orange<br>3.1% suspended at least one day<br>Increased 1.9<br>160 Students | <b>Two or More Races</b><br><br>Orange<br>2.6% suspended at least one day<br>Increased 2.6<br>38 Students | <b>Pacific Islander</b><br>Less than 11 Students<br>3 Students                                                                                                             | <b>White</b><br><br>Orange<br>2% suspended at least one day<br>Increased 0.5<br>205 Students |

#### Conclusions based on this data:

1. A review of the suspension rate data shows a small increase across the board in all areas.
2. A review of the past three years is needed to understand more fully the increase in suspension rates.

# School and Student Performance Data

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

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|                                        | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 | 20-21                  | 21-22 | 22-23 |
| Grade 3                                | 64                     | 73    | 68    | 0                    | 71    | 64    | 0                  | 70    | 64    | 0.0                    | 97.3  | 94.1  |
| Grade 4                                | 46                     | 64    | 71    | 0                    | 63    | 68    | 0                  | 63    | 68    | 0.0                    | 98.4  | 95.8  |
| Grade 5                                | 46                     | 42    | 51    | 0                    | 42    | 51    | 0                  | 42    | 51    | 0.0                    | 100.0 | 100.0 |
| Grade 6                                | 55                     | 59    | 50    | 0                    | 56    | 49    | 0                  | 56    | 49    | 0.0                    | 94.9  | 98.0  |
| All Grades                             | 211                    | 238   | 240   | 0                    | 232   | 232   | 0                  | 231   | 232   | 0.0                    | 97.5  | 96.7  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21      | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 |
| Grade 3                              |                  | 2441. | 2447. |            | 35.71 | 34.38 |                | 25.71 | 28.13 |                   | 17.14 | 18.75 |                | 21.43 | 18.75 |
| Grade 4                              |                  | 2479. | 2510. |            | 33.33 | 44.12 |                | 22.22 | 25.00 |                   | 14.29 | 10.29 |                | 30.16 | 20.59 |
| Grade 5                              |                  | 2522. | 2522. |            | 28.57 | 25.49 |                | 38.10 | 27.45 |                   | 11.90 | 31.37 |                | 21.43 | 15.69 |
| Grade 6                              |                  | 2519. | 2559. |            | 23.21 | 18.37 |                | 25.00 | 46.94 |                   | 26.79 | 22.45 |                | 25.00 | 12.24 |
| All Grades                           | N/A              | N/A   | N/A   |            | 30.74 | 31.90 |                | 26.84 | 31.03 |                   | 17.75 | 19.83 |                | 24.68 | 17.24 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                    |                  | 28.57 | 26.56 |                       | 55.71 | 62.50 |                  | 15.71 | 10.94 |
| Grade 4                                                                    |                  | 22.22 | 32.35 |                       | 61.90 | 54.41 |                  | 15.87 | 13.24 |
| Grade 5                                                                    |                  | 38.10 | 21.57 |                       | 52.38 | 74.51 |                  | 9.52  | 3.92  |
| Grade 6                                                                    |                  | 23.21 | 20.41 |                       | 48.21 | 67.35 |                  | 28.57 | 12.24 |
| All Grades                                                                 |                  | 27.27 | 25.86 |                       | 54.98 | 63.79 |                  | 17.75 | 10.34 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                         |                  | 24.29 | 17.19 |                       | 50.00 | 53.13 |                  | 25.71 | 29.69 |
| Grade 4                                                         |                  | 22.22 | 33.82 |                       | 52.38 | 50.00 |                  | 25.40 | 16.18 |
| Grade 5                                                         |                  | 19.05 | 25.49 |                       | 57.14 | 60.78 |                  | 23.81 | 13.73 |
| Grade 6                                                         |                  | 19.64 | 14.29 |                       | 51.79 | 67.35 |                  | 28.57 | 18.37 |
| All Grades                                                      |                  | 21.65 | 23.28 |                       | 52.38 | 56.90 |                  | 25.97 | 19.83 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                 |                  | 15.71 | 17.19 |                       | 71.43 | 68.75 |                  | 12.86 | 14.06 |
| Grade 4                                                                 |                  | 14.29 | 22.06 |                       | 73.02 | 67.65 |                  | 12.70 | 10.29 |
| Grade 5                                                                 |                  | 14.29 | 13.73 |                       | 80.95 | 76.47 |                  | 4.76  | 9.80  |
| Grade 6                                                                 |                  | 23.21 | 30.61 |                       | 62.50 | 65.31 |                  | 14.29 | 4.08  |
| All Grades                                                              |                  | 16.88 | 20.69 |                       | 71.43 | 69.40 |                  | 11.69 | 9.91  |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                |                  | 21.43 | 28.13 |                       | 60.00 | 54.69 |                  | 18.57 | 17.19 |
| Grade 4                                                                                |                  | 19.05 | 27.94 |                       | 61.90 | 63.24 |                  | 19.05 | 8.82  |
| Grade 5                                                                                |                  | 11.90 | 21.57 |                       | 64.29 | 62.75 |                  | 23.81 | 15.69 |
| Grade 6                                                                                |                  | 16.07 | 24.49 |                       | 62.50 | 67.35 |                  | 21.43 | 8.16  |
| All Grades                                                                             |                  | 17.75 | 25.86 |                       | 61.90 | 61.64 |                  | 20.35 | 12.50 |

**Conclusions based on this data:**

1. The data for Hidden Valley shows a high participation rate taking the CAASPP testing. (The State requires 95% participation rates.)
2. Hidden Valley averages approximately 17% of students in each grade level as Below Standard in overall achievement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|                                        | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 | 20-21                  | 21-22 | 22-23 |
| Grade 3                                | 64                     | 73    | 67    | 0                    | 72    | 63    | 0                  | 71    | 63    | 0.0                    | 98.6  | 94.0  |
| Grade 4                                | 46                     | 64    | 71    | 0                    | 64    | 69    | 0                  | 64    | 69    | 0.0                    | 100.0 | 97.2  |
| Grade 5                                | 46                     | 42    | 51    | 0                    | 42    | 50    | 0                  | 42    | 50    | 0.0                    | 100.0 | 98.0  |
| Grade 6                                | 55                     | 59    | 49    | 0                    | 57    | 49    | 0                  | 57    | 49    | 0.0                    | 96.6  | 100.0 |
| All Grades                             | 211                    | 238   | 238   | 0                    | 235   | 231   | 0                  | 234   | 231   | 0.0                    | 98.7  | 97.1  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21      | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 |
| Grade 3                              |                  | 2462. | 2455. |            | 38.03 | 26.98 |                | 23.94 | 36.51 |                   | 22.54 | 17.46 |                | 15.49 | 19.05 |
| Grade 4                              |                  | 2480. | 2501. |            | 29.69 | 27.54 |                | 21.88 | 30.43 |                   | 29.69 | 26.09 |                | 18.75 | 15.94 |
| Grade 5                              |                  | 2501. | 2505. |            | 16.67 | 24.00 |                | 16.67 | 16.00 |                   | 45.24 | 26.00 |                | 21.43 | 34.00 |
| Grade 6                              |                  | 2492. | 2528. |            | 15.79 | 18.37 |                | 21.05 | 26.53 |                   | 21.05 | 32.65 |                | 42.11 | 22.45 |
| All Grades                           | N/A              | N/A   | N/A   |            | 26.50 | 24.68 |                | 21.37 | 28.14 |                   | 28.21 | 25.11 |                | 23.93 | 22.08 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                        | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                |                  | 40.85 | 31.75 |                       | 40.85 | 50.79 |                  | 18.31 | 17.46 |
| Grade 4                                                                |                  | 26.56 | 23.19 |                       | 46.88 | 57.97 |                  | 26.56 | 18.84 |
| Grade 5                                                                |                  | 23.81 | 22.00 |                       | 47.62 | 48.00 |                  | 28.57 | 30.00 |
| Grade 6                                                                |                  | 15.79 | 14.29 |                       | 43.86 | 55.10 |                  | 40.35 | 30.61 |
| All Grades                                                             |                  | 27.78 | 23.38 |                       | 44.44 | 53.25 |                  | 27.78 | 23.38 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                                                                            |                  | 40.85 | 31.75 |                       | 40.85 | 49.21 |                  | 18.31 | 19.05 |
| Grade 4                                                                                                                                            |                  | 26.56 | 27.54 |                       | 51.56 | 60.87 |                  | 21.88 | 11.59 |
| Grade 5                                                                                                                                            |                  | 14.29 | 22.00 |                       | 61.90 | 56.00 |                  | 23.81 | 22.00 |
| Grade 6                                                                                                                                            |                  | 10.53 | 24.49 |                       | 50.88 | 53.06 |                  | 38.60 | 22.45 |
| All Grades                                                                                                                                         |                  | 24.79 | 26.84 |                       | 50.00 | 54.98 |                  | 25.21 | 18.18 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                            |                  | 35.21 | 26.98 |                       | 54.93 | 60.32 |                  | 9.86  | 12.70 |
| Grade 4                                                                                            |                  | 28.13 | 31.88 |                       | 53.13 | 52.17 |                  | 18.75 | 15.94 |
| Grade 5                                                                                            |                  | 14.29 | 16.00 |                       | 69.05 | 58.00 |                  | 16.67 | 26.00 |
| Grade 6                                                                                            |                  | 15.79 | 20.41 |                       | 63.16 | 61.22 |                  | 21.05 | 18.37 |
| All Grades                                                                                         |                  | 24.79 | 24.68 |                       | 58.97 | 57.58 |                  | 16.24 | 17.75 |

**Conclusions based on this data:**

- Overall participation was high at over 97%.
- Fifth grade shows a higher percentage of students in the Below Standard range for mathematics, even though fourth grade scores are much higher.

# School and Student Performance Data

## 2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

| Demographic Percentages                                                                                                                                                                |                                 |                            |                  |          |              |          |       |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|------------------|----------|--------------|----------|-------|------------------|
| The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS). |                                 |                            |                  |          |              |          |       |                  |
| Total Enrollment                                                                                                                                                                       | Socioeconomically Disadvantaged | Students with Disabilities | English Learners | Homeless | Foster Youth | Hispanic | White | African American |
| 449                                                                                                                                                                                    | 26.9                            | 13.1                       | 12.7             | 0.4      | 0.2          | 34.7     | 44.3  | 0.4              |

| Chronic Absenteeism Percentages                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                            |                          |          |              |                          |                          |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------|--------------------------|----------|--------------|--------------------------|--------------------------|------------------|
| The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> . |                                 |                            |                          |          |              |                          |                          |                  |
| All Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Socioeconomically Disadvantaged | Students with Disabilities | English Learners         | Homeless | Foster Youth | Hispanic                 | White                    | African American |
| 25.1% Chronically Absent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 41.6% Chronically Absent        | 32.9% Chronically Absent   | 27.9% Chronically Absent |          |              | 35.4% Chronically Absent | 21.3% Chronically Absent |                  |

| Suspension Percentages                                                                                                                          |                                 |                                 |                                 |          |              |                                 |                               |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|---------------------------------|----------|--------------|---------------------------------|-------------------------------|------------------|
| The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year. |                                 |                                 |                                 |          |              |                                 |                               |                  |
| All Students                                                                                                                                    | Socioeconomically Disadvantaged | Students with Disabilities      | English Learners                | Homeless | Foster Youth | Hispanic                        | White                         | African American |
| 2.4% suspended at least one day                                                                                                                 | 3.6% suspended at least one day | 1.4% suspended at least one day | 3.3% suspended at least one day |          |              | 3.1% suspended at least one day | 2% suspended at least one day |                  |

### Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

| All Students              | Socioeconomically Disadvantaged | Students with Disabilities | English Learners           | Homeless | Foster Youth | Hispanic                   | White                      | African American |
|---------------------------|---------------------------------|----------------------------|----------------------------|----------|--------------|----------------------------|----------------------------|------------------|
| 1.3 points above standard | 40.3 points below standard      | 91.7 points below standard | 58.7 points below standard |          |              | 45.1 points below standard | 10.6 points above standard |                  |

### ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

| All Students               | Socioeconomically Disadvantaged | Students with Disabilities | English Learners           | Homeless | Foster Youth | Hispanic                   | White                      | African American |
|----------------------------|---------------------------------|----------------------------|----------------------------|----------|--------------|----------------------------|----------------------------|------------------|
| 26.5 points above standard | 17.2 points below standard      | 62 points below standard   | 54.6 points below standard |          |              | 10.1 points below standard | 36.9 points above standard |                  |

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

## Goal 1

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students.

## Identified Need

Academic Support in English and Mathematics:

In ELA, our overall performance for All Students was very good and in the "blue zone". However, for Students with Disabilities, EL Learners, Low Income and Hispanic subgroups, there is much to be done.

In the area of mathematics, Hidden Valley is in the "green zone" meaning overall the school did well. But as in ELA, four subgroups- Students with Disabilities, EL Learners, Low Income and Hispanic show a need for further support in Mathematics.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome                                                                                                                                                                                  | Expected Outcome                                                                                                                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP Test Scores | <p>10.1 points below standard for Hispanic students.</p> <p>17.2 points below standard for SocioEconomically Disadvantaged students.</p> <p>62 points below standard for students with Disabilities.</p> | <p>To monitor the effectiveness of the Strategy/Activity listed above, Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics.</p> |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Collaboration and Coordination of Curriculum Implementation, State Standards, Writing, Math, Best 1st Instruction, Data Analysis, planning, lesson study, related to Mathematics, DOK, Close Reading, & Evidence Based Writing utilizing Best practices to implement strategies to teach the State Standards.

Data Analysis and Multi-Tier Systems of Support (MTSS) for targeted instruction. Grade-Level Planning, student work analysis, writing analysis and calibrating DRA/DIBELS Testing days for Assessments (Data collection, give assessment). Instructional Rounds and grade-level sharing. Family Nights. After school tutoring. Parent Conferences. Parent Nights, ELAC Meetings, special events, Instruction, support, translations, etc.

1) use of adopted curriculum, 2) school wide assessments that drive instruction and 3) differentiated instruction

## Monitoring Effectiveness

**How will this activity be monitored during the year?**

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

The school administration, along with teachers and staff, and the School Site Council will review data from the State of California to determine effectiveness of programs funded below. Key areas are attendance, math and English scores, and subgroup scores in each category.

In ELA, our overall performance for All Students was very good and in the "blue zone". However, for Students with Disabilities, EL Learners, Low Income and Hispanic subgroups, there is much to be done. In the area of mathematics, Hidden Valley is in the "green zone" meaning overall the school did well. But as in ELA, four subgroups- Students with Disabilities, EL Learners, Low Income and Hispanic show a need for further support in Mathematics.

To monitor the effectiveness of the Strategy/Activity listed above, Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics. To further monitor effectiveness, Hidden Valley will use local data from our district office including DRA, DIBELS and Phonics Screener Scores. Hidden Valley expects to see a 5% increase in test scores from these local assessments. Finally, the Santa Rosa School District is adopting and implementing a new ELA curriculum for the 2024/25 school year. 100% of the teaching staff will be using this new curriculum next year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)           |
|-----------|---------------------|
| 18,000    | 0500 - Supplemental |

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Instructional supplies and materials, and enrichment (assemblies, field trips, after school programs,etc.) Instructional Materials – reading, writing, math (GLAD, Units of Study, Intervention, ELD

instruction, Lucy Calkins, DRA Instruction, Journals, and other instructional materials) Material needed to support instruction based on data. Books to expand and update class libraries, school library, Intervention, DRA leveled texts, teaching resources, printed text – magazines. Materials needed for Intervention. Instructional furniture. Maker/STEAM instructional needs.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

The school administration, along with teachers and staff, and the School Site Council will review data from the State of California to determine effectiveness of programs funded below. Key areas are attendance, math and English scores, and subgroup scores in each category.

In ELA, our overall performance for All Students was very good and in the "blue zone". However, for Students with Disabilities, EL Learners, Low Income and Hispanic subgroups, there is much to be done. In the area of mathematics, Hidden Valley is in the "green zone" meaning overall the school did well. But as in ELA, four subgroups- Students with Disabilities, EL Learners, Low Income and Hispanic show a need for further support in Mathematics.

Our ELAC parent group has recommended more books in the library to reflect different languages and cultures. To monitor this recommendation, the school will order books, magazines, etc. to fulfill this goal.

To monitor the effectiveness of the Strategy/Activity listed above, Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics. To further monitor effectiveness, Hidden Valley will use local data from our district office including DRA, DIBELS and Phonics Screener Scores. Hidden Valley expects to see a 5% increase in test scores from these local assessments. Finally, the Santa Rosa School District is adopting and implementing a new ELA curriculum for the 2024/25 school year. 100% of the teaching staff will be using this new curriculum next year.

STEAM/Maker lab expectations are to see a 5% increase in Science Scores on the CAASPP taken in the fifth grade year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)                                                                                           |
|-----------|-----------------------------------------------------------------------------------------------------|
| 12,000    | 0500 - Supplemental<br>4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings |

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Technology: Chromebooks, Laptops & other items needed for use and storage. Other technology as needed to enhance student learning (projectors, projector light bulbs, ELMOs, storage units, cords, microphones, etc...) TVs, Listening Centers & other items. Reflex Math, Lexia, other software to support student learning. Online computing services /software licenses. Maker/STEAM instructional needs.

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy.

The school administration, along with teachers and staff, and the School Site Council will review data from the State of California to determine effectiveness of programs funded below. Key areas are attendance, math and English scores, and subgroup scores in each category.

Monitoring effectiveness of this Strategy/Activity involves having more students using the different apps that Hidden Valley purchases. This will be seen by a 5% increase in student usage. The usage should also then be reflected in State CAASPP testing scores. Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)                                                              |
|-----------|------------------------------------------------------------------------|
| 12,000    | 0500 - Supplemental<br>4312 - Software<br>4412- Hardware (under 5,000) |

### Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students. Parents and Guardians.

**Strategy/Activity**

Parent Education and Communication: SBAC, Report Card, Let’s Go Learn, Technology Literacy and Math, ELAC, Math and Literacy Night, Read Across America, Reading Strategies) Kindergarten Orientation; Back to School Night; Open House, Curriculum Nights, & Social Events, Newsletter, Coffee with the Principal, Materials/Supplies/Light Refreshments for Parent Mtgs/Trainings and Staff Mtgs.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Effectiveness will be monitored through administration, staff and School Site Council and the implementation of this strategy. The school administration, along with teachers and staff, and the School Site Council will review data from the State of California to determine effectiveness of programs funded below. Key areas are attendance, math and English scores, and subgroup scores in each category.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

**Annual Review**

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal #1 of the Hidden Valley SPSA focuses on academics for all children. We have stakeholder feedback from all groups in this area, with creating curriculum, engaging students, data and test scores, technology and other resources as our strategies and activities. All of these strategies/activities will be implemented over the course of next school year, with staff, parents, administration and SSC checking on progress and overall effectiveness of the activities. Due to our ATSI status, we will look directly at data for our Two or More Races subgroup. We are happy to report that Hidden Valley is no longer in ATSI status due to the State CAASPP scores!

As stated above, to monitor the effectiveness of our goal, Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics. To further monitor effectiveness, Hidden Valley will use local data from our district office including DRA, DIBELS and Phonics Screener Scores. Hidden Valley expects to see a 5% increase in test scores from these local assessments. Finally, the Santa Rosa School District is adopting and implementing a new ELA curriculum for the 2024/25 school year. 100% of the teaching staff will be using this new curriculum next year.

STEAM/Maker lab expectations are to see a 5% increase in Science Scores on the CAASPP taken in the fifth grade year. Hidden Valley has committed to having better communication with parents and guardians.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the implementation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SSC can potentially make changes to this goal or the strategies/activities at any time throughout the school year.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

## Goal 2

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Use data-driven decision-making to support student achievement and educational outcomes through the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning.

## Identified Need

Increase student social emotional well-being using the MTSS model to support the whole child. Training for teachers in Tier I strategies. Increase parent involvement through the Be A Mentor program, ELAC and PFO meetings. Improve attendance and tardiness rates from prior year. Provide after school support programs.

The identified needs of Goal #2 involves several areas: An increase in the amount of Family Nights from one night this year to three nights next year, a 300% increase. We currently have ASL Sign Language classes twice a month and wish to increase this to every week, a 100% increase. This year we have an active Safe School Ambassador Program. We hope to continue this program for next

year, but will need to review the data they have collected from this current year. This data includes the number of incidents the Safe School Ambassadors have witnessed and taken involvement in to help support other students.

Professional Development training in Tier I strategies is another identified need. Professional Development days will be the same next year, as SRCS is scheduling two full days of PD. (One in the Fall and one in the Spring.) The staff at Hidden Valley wish to review the ELA literacy and writing training from this year during another full day PD next year. Monitoring effectiveness will include a survey for staff after the training. Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics. Hidden Valley will use YouthTruth results to further inform effectiveness of planned activities. The Santa Rosa School District is adopting and implementing a new ELA curriculum for the 2024/25 school year. 100% of the teaching staff will be using this new curriculum next year.

### Annual Measurable Outcomes

| Metric/Indicator                                                                                                               | Baseline/Actual Outcome                                                                                                                                                                                               | Expected Outcome                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum nights for families (SBAC, Math Fair, Technology, Science, STEAM/Maker, DHH Sign Language/technology classes, etc.) | HVES held one curriculum night (Family Night) during the 2023/24 school year.                                                                                                                                         | An increase in the amount of Family Nights from one night this year to three nights next year, a 300% increase.                                                                                                                                                                                         |
| Professional development training for teachers.                                                                                | During the 2023/24 school year, Hidden Valley held a full day Professional Development training in January. During this training, All staff engaged in a Walk to Write activity, walking from classroom to classroom. | The expected outcome next school year would be to hold another Walk to Write professional development day. The staff at Hidden Valley wish to review the ELA literacy and writing training from this year along with CAASPP scores to continue to improve strategies for writing across the curriculum. |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Curriculum nights for families (SBAC, Math Fair, Technology, Science, STEAM/Maker, DHH Sign Language/technology classes, etc.) Materials & Supplies. Determine the instructional needs and supplies & materials needed to meet student needs. Teacher resources to support wellness and Safety Plan. Student seating, tables, chairs, benches. Food pantry for families in need. Food, toiletries and clothes. These funds may also be used for art therapy, art supplies and Art Docents. Safe School Ambassador program and training days.

This year in January, Hidden Valley held a full day Professional Development training. During this training, All staff engaged in a Walk to Write activity, walking from classroom to classroom. More training like this is needed and will be funded for the 24/25 school year.

Monitoring Effectiveness

How will this activity be monitored during the year?

Strategies and activities will be monitored for their effectiveness throughout the school year in various ways including administration, school staff, ELAC and SSC committees and through data collection.

Monitoring effective of the strategy/activity above involves several areas: For family nights, we want to increase the amount from one night this year to three nights next year, a 300% increase. We currently have ASL Sign Language classes twice a month and wish to increase this to every week, a 100% increase. This year we have an active Safe School Ambassador Program. We hope to continue this program for next year, but will need to review the data they have collected from this current year. This data includes the number of incidents the Safe School Ambassadors have witnessed and taken involvement in to help support other students. Professional Development training will be the same next year, as SRCS is scheduling two full days of PD. (One in the Fall and one in the Spring.) The staff at Hidden Valley wish to review the ELA literacy and writing training from this year during another full day PD next year. Monitoring effectiveness will include a survey for staff after the training. Hidden Valley expects to see a 5% increase in CAASPP (State) test scores for all four subgroups- EL Learners, Low Income, Hispanic and Students with Disabilities in both ELA and Mathematics. Hidden Valley will use YouthTruth results to further inform effectiveness of planned activities. The Santa Rosa School District is adopting and implementing a new ELA curriculum for the 2024/25 school year. 100% of the teaching staff will be using this new curriculum next year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)           |
|-----------|---------------------|
| 22,000    | 0500 - Supplemental |

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal #2 of the Hidden Valley SPSA focuses on Wellness for all children and staff. We have stakeholder feedback from all groups in this area, with the use of MTSS, SEL, Toolbox Project, data, technology and other resources as our strategies and activities. All of these strategies/activities will be implemented over the course of next school year, with the staff, parents, administration and SSC checking on progress and overall effectiveness of the activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the implementation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SSC can potentially make changes to this goal or the strategies/activities at any time throughout the school year.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

## Goal 3

Implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels.

## Identified Need

Professional Training and Development for certificated and classified staff:

An identified need for goal #3- We do not currently have any articulation plans at the site or district level for elementary. Hidden Valley will schedule 4th, 5th, and 6th grade teachers with professional development time for vertical articulation including feeder school articulation next school year with one day per semester for each teacher. Teacher teams will then be able to visit our middle schools to observe, discuss and review with middle school teachers the curriculum and needs/supports needed. Monitoring effectiveness will be to have teachers go on these professional development articulation days (2 per teacher each year) and follow up with feedback and/or survey from the teachers regarding the activity.

## Annual Measurable Outcomes

| Metric/Indicator                                           | Baseline/Actual Outcome                                                                                                                                                   | Expected Outcome                                                                                                                                                                                              |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vertical articulation for 4th, 5th and 6th grade teachers. | Our Hidden Valley baseline is currently zero days of articulation for our 4th, 5th and 6th grade teachers between grade levels at our school and with the middle schools. | Hidden Valley will schedule 4th, 5th, and 6th grade teachers with professional development time for vertical articulation including feeder school articulation next school year with one day per semester for |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                         | each teacher. Teacher teams will then be able to visit our middle schools to observe, discuss and review with middle school teachers the curriculum and needs/supports needed. Monitoring effectiveness will be to have teachers go on these professional development articulation days (2 per teacher each year) and follow up with feedback and/or survey from the teachers regarding the activity. |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Professional Training and Development for certificated and classified staff. Supplies, materials and tools needed for curriculum development.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Strategies and activities will be monitored for their effectiveness throughout the school year in various ways including administration, school staff, ELAC and SSC committees and through data collection.

Hidden Valley will schedule 4th, 5th, and 6th grade teachers vertical articulation and possibly feeder school articulation next school year with one day per semester for each teacher. Teacher teams will then be able to visit our middle and high schools to observe, discuss and review with middle and high school teachers the curriculum and needs/supports needed. Monitoring effectiveness will be to have teachers go on these professional development articulation days (2 per teacher each year) and follow up with feedback and/or survey from the teachers regarding the activity.

In addition, teachers will be given one day per year to take a PD day and look at the Tier I activities, supports and ideas from their colleagues here at Hidden Valley. They will observe their fellow colleagues teaching. Monitoring effectiveness will include follow up with feedback and/ survey from the teachers regarding the activity.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s)                                                                                      |
|-----------|------------------------------------------------------------------------------------------------|
| 6,766.76  | 0500 - Supplemental<br>3000 - Certificated Hourly Benefits<br>3000- Classified Hourly Benefits |

**Annual Review**

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This new goal is only two years into implementation by our school and district. We held one full-day Professional Development training at Hidden Valley in January. Data collected from our staff indicates positive outcomes for the event.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the implementation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SSC can potentially make changes to this goal or the strategies/activities at any time throughout the school year.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description                                                             | Amount      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$72,266.76 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0         |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$72,266.76 |
| Total Federal Funds Provided to the School from the LEA for Title I     | \$0         |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| 0500 - Supplemental     | \$72,266.76     |

Subtotal of state or local funds included for this school: \$72,266.76

Total of federal, state, and/or local funds for this school: \$72,266.76

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
| 0500 - Supplemental | 72,266.76 |

## Expenditures by Budget Reference

| Budget Reference                                                             | Amount    |
|------------------------------------------------------------------------------|-----------|
|                                                                              | 18,000.00 |
| 3000 - Certificated Hourly Benefits                                          | 6,766.76  |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings | 34,000.00 |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings)          | 1,500.00  |
| 4312 - Software                                                              | 12,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source      | Amount    |
|------------------|---------------------|-----------|
|                  | 0500 - Supplemental | 18,000.00 |

|                                                                              |
|------------------------------------------------------------------------------|
| 3000 - Certificated Hourly Benefits                                          |
| 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings |
| 4300 – Materials/Supplies (Consumables, snacks for parent meetings)          |
| 4312 - Software                                                              |

|                     |
|---------------------|
| 0500 - Supplemental |
| 0500 - Supplemental |
| 0500 - Supplemental |
| 0500 - Supplemental |

|           |
|-----------|
| 6,766.76  |
| 34,000.00 |
| 1,500.00  |
| 12,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 43,500.00          |
| Goal 2      | 22,000.00          |
| Goal 3      | 6,766.76           |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members

| Name of Members       | Role                       |
|-----------------------|----------------------------|
| Brad Coscarelli       | Principal                  |
| Tara Davenport        | Classroom Teacher          |
| Beth Lewis            | Classroom Teacher          |
| Anne Phillips         | Classroom Teacher          |
| Blaze Gormley         | Other School Staff         |
| Maria "Allie" Fajardo | Other School Staff         |
| Melissa Kelleher      | Other School Staff         |
| Ann Rice              | Parent or Community Member |
| Lynn Satow            | Parent or Community Member |
| Kristin Chasan        | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**



Alex Suarez

**Committee or Advisory Group Name**

State Compensatory Education Advisory Committee

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Brad Coscarelli on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

### Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## **Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019