

# 2025/2026 Hidden Valley School

## School Plan for Student Achievement (SPSA)



### OVERVIEW

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

### SCHOOL SITE COUNCIL MEMBERSHIP

- Principal - Kristi Fish
- Teachers - Lauren Kobrin, Cara Griffin
- Classified staff (& Parent) - Melissa Wallerich
- Parent - Mandy Workman, Nisha Kadaba

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

**School Site Council:** Monday, Nov 4th 3:00-4:00, Jan 23 @8:30, Monday April 20th 3:00-4:00

**SELAC:** Nov 13th, April 2nd

**Parent Club:** Jan 23@8:30

### GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

- **Goal 1: Teachers will use formative and summative assessment data and research-based high quality instructional strategies to increase learning outcomes in English Language Arts and mathematics.**
  - Active Learning Teams work at all site-driven meetings, CARE Team data reviews, EL Education ELA curriculum implementation, iReady implementation
- **Goal 2: Increase the sense of belonging among BIPOC students and Multilingual Learners through the school-wide implementation of school-wide programs and systems.**
  - attendance communication, attendance letters, empathy interviews, home visits, SART, SARB, incentives and school events, lunchtime clubs program, Belonging activities through poetry curriculum, heritage month celebrations, Hawk Assemblies, SEL curriculum
- **Goal 3: Engage in a continuous cycle of input and feedback from parents/guardians, students, and staff on the climate and learning experience of all students and their families to support student learning and wellness.**
  - Language Line and Language People interpretation, MLL events and SELAC, WhatsApp, develop Buddy families program (MLL & BIPOC)

### GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:

- Strategy groups to target instruction for those who are below benchmark
- Teacher Learning Teams: systematic review of data, skill gap areas, strategy groups
- MTSS - Writing program / Academic Vocabulary
- Support for fostering a sense of belonging for MLL students.

### District LCAP Goals and Actions

**Goal 1:** All students will receive engaging, research-based instruction designed to build proficiency in grade-level standards and skills. By delivering high-quality instruction and fully implementing the newly adopted K–5 EL Education ELA curriculum, we will eliminate or reduce disparities in learning outcomes that are predictable based on race, disability, home language, or socioeconomic status.

#### Site Progress Towards Goal and Actions:

- **1.1 Learning Teams** - All teachers work in grade-level/content area learning teams to analyze data and determine instructional strategies, targeted supports, and interventions to accelerate learning in math and ELA
- **1.2 EL Education ELA Curriculum implementation** - PD, collaboration, time in staff meetings to implement via Learning Teams
- **1.3 ELD Instruction** - provide site-based professional development on high-impact integrated strategies
- **1.4 CARE Team** data reviews
- **1.5 iReady** implementation

**Goal 2:** Increase the sense of belonging among BIPOC students and Multilingual Learners through the school-wide implementation of school wide programs and systems.

Site Progress Towards Goal and Actions:

- **2.1 Culture of Belonging** Lesson Implementation
- **2.2 Implement lunchtime clubs program** to provide alternative settings for lunchtime for students to explore topics of interest and foster new peer relationships.
- **2.3 Sense of Belonging Data Analysis** through survey data
- **2.4 Heritage Month Celebrations** and Wednesday Wrap Ups
- **2.5 Chronic Absenteeism MTSS** implement MTSS for reducing chronic absenteeism including early and proactive interventions when students show signs of absenteeism.

**Goal 3:** Engage in a continuous cycle of input and feedback from parents/guardians, students, and staff on the climate and learning experience of all students and their families to support student learning and wellness.

- **3.1 Build cohesion between parent groups** to have representation of diverse parent representatives across parent leadership groups at the site and district level.
- **3.2 Engagement of Families of Multi-lingual Learners**
  - ELAC and Spanish-speaking family events
  - WhatsApp integration
  - Buddy families
  - DELAC participation
- **3.3 Communication with Families of Multi-lingual Learners** and interpretation provided for all events

**2024-25 CAASPP Results**

		ELA				
		Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Met + Exceeded
3rd		44	28	23	5	72
4th		60	23	10	7	83
5th		54	23	13	10	77
		Math				
		Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Met + Exceeded
3rd		38	45	15	2	83
4th		57	23	18	2	80
5th		48	21	21	10	69
		SCIENCE				
		Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Met + Exceeded
5th		28	36	34	2	64