School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valencia Park Elementary School	30-66506-6028179	March 31, 2026	May 19, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Valencia Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Title I

Comprehensive Needs Assessment: Conducting an in-depth analysis of student performance data, attendance trends, stakeholder input, and equity gaps to inform decision-making and prioritize resources. Input is gathered through Community Schools Advisory Board meetings, PTA meetings, and other stakeholder engagement opportunities.

Goal Alignment: Ensuring ESSA goals and LCAP priorities are aligned, with a focus on improving student achievement, reducing opportunity gaps, strengthening school climate, and increasing student engagement.

Integration of Programs: Coordinating funding sources (Title I, II, III, IV, and LCFF) to support cohesive strategies for high-quality instruction, targeted intervention, and professional learning for staff.

Targeted Supports: Implementing evidence-based instructional strategies, academic interventions, and progress monitoring systems to address the diverse needs of all students. Valencia Park continues to prioritize strong attendance practices and support systems to ensure students consistently access instruction and school-based services.

Stakeholder Engagement: Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities through Community Schools meetings, SPSA planning, PTA collaboration, Coffee with the Principals, and family engagement events.

Ongoing Evaluation: Maintaining a continuous cycle of monitoring and evaluating outcomes to refine strategies, adjust supports, and ensure alignment with ESSA and LCAP priorities.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Valencia Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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Ongoing Evaluation: Maintaining a continuous cycle of monitoring and evaluating outcomes to refine strategies, adjust supports, and ensure alignment with ESSA and LCAP priorities.

Educational Partner Involvement

How, when, and with whom did Valencia Park Elementary 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

Valencia Park Elementary School engaged in a collaborative planning process to develop and review the SPSA and Annual Review and Update. As a Community School, we prioritize shared decision-making and meaningful input from staff, families, and community partners. The principal worked with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student achievement, English learner progress, attendance, and school climate data, review progress toward prior goals, and identify areas of need. Families and community members were consulted through multiple engagement structures throughout the year, including four SSC meetings focused on SPSA development and monitoring, four ELAC meetings, four Coffee with the Principals meetings, and monthly PTA meetings. In addition, Community Schools Advisory Board conversations are intentionally woven into these forums to ensure community voice and partnership inform school priorities and strategies. During these meetings, stakeholders reviewed data, discussed the effectiveness of current strategies and expenditures, and provided feedback and recommendations. The SSC ultimately reviewed and approved the SPSA and the Annual Review and Update to ensure the plan reflects the needs of Valencia Park students and aligns with district priorities, the LCAP, Community Schools goals, and federal program requirements.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A review of the California School Dashboard indicates several areas for continued focus at Valencia Park Elementary. While our school does not have any indicators in the Red or Orange performance categories for the overall student population, the Dashboard shows Yellow performance levels in English Language Arts, Mathematics, and Chronic Absenteeism, indicating areas where continuous improvement is needed. In English Language Arts, students are 48.0 points below standard, although performance increased by 13.6 points from the prior year, demonstrating positive growth while still indicating a need for continued focus on literacy development. Similarly, in Mathematics, students are 60.8 points below standard, with an increase of 18.1 points, reflecting accelerated growth but continued need for strengthening mathematical proficiency.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Chronic Absenteeism is also an area requiring attention, with 12.5% of students identified as chronically absent, placing the school in the Yellow performance category, although this represents a decline of 4.9 percentage points, indicating improvement from the previous year. Students with disabilities fall in the Orange category for chronic absenteeism, indicating a subgroup performing two or more levels below the overall student group and requiring targeted support strategies.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Several areas demonstrate strengths. Valencia Park shows Green performance levels in English Learner Progress, Suspension Rate, and Science, indicating effective systems in place for supporting English learners, maintaining positive school climate practices, and promoting science achievement. Additionally, growth data shows that 80% of students improved in English Language Arts and 83.9% improved in Mathematics, reflecting strong instructional progress and effective intervention strategies.

In addition to Dashboard indicators, Valencia Park uses locally collected data to further identify student needs and guide instructional planning. These data sources include i-Ready diagnostics, classroom assessments, MTSS progress monitoring, attendance data reviews, and IMSE (Institute for Multi-Sensory Education) assessments and instructional routines used across grade levels to monitor students' foundational reading and language development. IMSE strategies support explicit, systematic phonics and morphology instruction and provide ongoing formative assessment data that helps teachers identify skill gaps and adjust instruction. Together, these data sources support Valencia Park's efforts to strengthen Tier 1 instruction, provide targeted academic and attendance supports, and ensure all students have equitable access to high-quality learning opportunities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valencia Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.47%	0.25%	0.25%	2	1	1
African American	0.93%	0.74%	1.26%	4	3	5
Asian	1.86%	2.21%	2.51%	8	9	10
Filipino	0.7%	0.98%	0.75%	3	4	3
Hispanic/Latino	90.7%	91.42%	90.20%	390	373	359
Pacific Islander	0%	%	%	0		
White	4.19%	3.43%	2.26%	18	14	9
Two or More Races	1.16%	0.98%	2.76%	5	4	11
Not Reported	0%	%	%	0		
			Total Enrollment	430	408	398

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	75	42	
Grade 1	45	58	
Grade 2	66	48	
Grade3	45	62	
Grade 4	50	52	
Grade 5	71	51	
Grade 6	78	74	
Total Enrollment	430	408	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	183	165	160	42.6%	40.4%	40.2%
Fluent English Proficient (FEP)	50	64	38	11.6%	15.7%	9.5%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	63	51	43	61	48	43	61	48	89.6	96.8	94.1
Grade 4	53	51	62	53	49	60	53	49	60	100.0	96.1	96.8
Grade 5	66	51	51	64	47	49	64	47	49	97.0	92.2	96.1
Grade 6	83	72	56	80	69	54	80	69	54	96.4	95.8	96.4
All Grades	250	237	220	240	226	211	240	226	211	96.0	95.4	95.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2386.	2377.	2363.	11.63	8.20	4.17	16.28	24.59	20.83	27.91	21.31	14.58	44.19	45.90	60.42
Grade 4	2374.	2396.	2432.	3.77	8.16	18.33	9.43	12.24	15.00	15.09	30.61	23.33	71.70	48.98	43.33
Grade 5	2461.	2419.	2465.	9.38	6.38	8.16	26.56	14.89	28.57	28.13	14.89	24.49	35.94	63.83	38.78
Grade 6	2479.	2473.	2483.	2.50	4.35	5.56	28.75	24.64	24.07	32.50	26.09	37.04	36.25	44.93	33.33
All Grades	N/A	N/A	N/A	6.25	6.64	9.48	21.67	19.91	21.80	26.67	23.45	25.12	45.42	50.00	43.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	6.56	4.17	67.44	72.13	52.08	23.26	21.31	43.75
Grade 4	1.89	4.08	6.67	52.83	63.27	71.67	45.28	32.65	21.67
Grade 5	12.50	6.38	10.20	59.38	53.19	59.18	28.13	40.43	30.61
Grade 6	3.75	4.35	7.41	51.25	57.97	53.70	45.00	37.68	38.89
All Grades	6.67	5.31	7.11	56.67	61.95	59.72	36.67	32.74	33.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.63	4.92	6.25	34.88	47.54	45.83	53.49	47.54	47.92
Grade 4	1.89	0.00	13.33	58.49	57.14	50.00	39.62	42.86	36.67
Grade 5	6.25	4.35	10.20	59.38	34.78	55.10	34.38	60.87	34.69
Grade 6	6.33	10.14	3.70	58.23	40.58	59.26	35.44	49.28	37.04
All Grades	6.28	5.33	8.53	54.39	44.89	52.61	39.33	49.78	38.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.98	3.28	8.33	69.77	68.85	66.67	23.26	27.87	25.00
Grade 4	3.77	10.20	8.33	62.26	67.35	75.00	33.96	22.45	16.67
Grade 5	17.19	8.51	12.24	64.06	68.09	73.47	18.75	23.40	14.29
Grade 6	8.75	11.59	11.11	67.50	68.12	66.67	23.75	20.29	22.22
All Grades	9.58	8.41	9.95	65.83	68.14	70.62	24.58	23.45	19.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	4.92	8.33	67.44	72.13	54.17	23.26	22.95	37.50
Grade 4	0.00	12.24	13.33	60.38	59.18	56.67	39.62	28.57	30.00
Grade 5	6.25	4.26	10.20	76.56	55.32	55.10	17.19	40.43	34.69
Grade 6	6.25	7.25	3.70	73.75	66.67	83.33	20.00	26.09	12.96
All Grades	5.42	7.08	9.00	70.42	64.16	62.56	24.17	28.76	28.44

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	63	51	47	63	49	47	63	49	97.9	100	96.1
Grade 4	53	51	62	52	49	62	52	49	62	98.1	96.1	100
Grade 5	66	51	51	65	50	50	65	50	50	98.5	98	98
Grade 6	83	72	56	81	69	56	81	69	56	97.6	95.8	100
All Grades	250	237	220	245	231	217	245	231	217	98.0	97.5	98.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2374.	2372.	2392.	10.64	3.17	8.16	14.89	15.87	14.29	25.53	17.46	28.57	48.94	63.49	48.98
Grade 4	2392.	2417.	2435.	1.92	4.08	6.45	9.62	20.41	17.74	23.08	36.73	40.32	65.38	38.78	35.48
Grade 5	2462.	2403.	2456.	6.15	2.00	14.00	10.77	4.00	16.00	35.38	22.00	22.00	47.69	72.00	48.00
Grade 6	2476.	2471.	2469.	6.17	10.14	5.36	17.28	11.59	5.36	28.40	24.64	37.50	48.15	53.62	51.79
Grade 11															
All Grades	N/A	N/A	N/A	6.12	5.19	8.29	13.47	12.99	13.36	28.57	24.68	32.72	51.84	57.14	45.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.77	6.35	12.24	44.68	41.27	48.98	42.55	52.38	38.78
Grade 4	0.00	12.24	11.29	32.69	48.98	58.06	67.31	38.78	30.65
Grade 5	9.23	4.00	12.00	50.77	30.00	46.00	40.00	66.00	42.00
Grade 6	8.64	11.59	7.14	44.44	42.03	44.64	46.91	46.38	48.21
Grade 11									
All Grades	7.76	8.66	10.60	43.67	40.69	49.77	48.57	50.65	39.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.26	1.59	8.16	38.30	39.68	44.90	57.45	58.73	46.94
Grade 4	5.77	6.12	6.45	26.92	46.94	46.77	67.31	46.94	46.77
Grade 5	4.62	2.00	10.00	53.85	30.00	44.00	41.54	68.00	46.00
Grade 6	3.70	4.35	3.57	46.91	42.03	42.86	49.38	53.62	53.57
All Grades	4.49	3.46	6.91	42.86	39.83	44.70	52.65	56.71	48.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	4.76	4.08	59.57	52.38	67.35	31.91	42.86	28.57
Grade 4	1.92	4.08	6.45	48.08	61.22	62.90	50.00	34.69	30.65
Grade 5	6.15	0.00	10.00	61.54	44.00	54.00	32.31	56.00	36.00
Grade 6	6.17	7.25	3.57	64.20	47.83	53.57	29.63	44.93	42.86
All Grades	5.71	4.33	5.99	59.18	51.08	59.45	35.10	44.59	34.56

Conclusions based on this data:

1.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1394.1	1403.7	1383.1	1404.2	1412.9	1383.7	1370.3	1382.1	1381.5	28	29	20
1	1435.0	1411.9	1417.3	1450.9	1413.8	1422.9	1418.8	1409.5	1411.2	24	19	22
2	1443.5	1462.9	1451.9	1448.3	1469.7	1456.4	1438.3	1455.6	1446.7	26	25	18
3	1475.1	1458.6	1486.5	1461.8	1443.9	1490.2	1487.9	1472.8	1482.2	21	26	25
4	1498.4	1520.1	1488.4	1498.2	1520.6	1477.8	1498.1	1518.9	1498.5	29	17	24
5	1538.4	1502.4	1525.4	1531.1	1498.7	1528.0	1545.2	1505.6	1522.3	29	25	15
6	1548.1	1519.1	1514.4	1543.1	1501.1	1506.6	1552.4	1536.8	1521.7	26	21	25
All Grades										183	162	149

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.57	6.90	0.00	14.29	27.59	30.00	64.29	44.83	40.00	17.86	20.69	30.00	28	29	20
1	0.00	0.00	4.55	29.17	10.53	31.82	54.17	52.63	27.27	16.67	36.84	36.36	24	19	22
2	7.69	4.00	5.56	42.31	24.00	16.67	30.77	72.00	55.56	19.23	0.00	22.22	26	25	18
3	9.52	7.69	4.00	42.86	30.77	44.00	14.29	26.92	48.00	33.33	34.62	4.00	21	26	25
4	10.34	17.65	20.83	31.03	58.82	16.67	51.72	5.88	25.00	6.90	17.65	37.50	29	17	24
5	34.48	12.00	26.67	37.93	32.00	33.33	13.79	36.00	26.67	13.79	20.00	13.33	29	25	15
6	46.15	28.57	8.00	38.46	33.33	52.00	7.69	14.29	24.00	7.69	23.81	16.00	26	21	25
All Grades	16.39	10.49	9.40	33.33	30.25	32.89	34.43	37.65	34.90	15.85	21.60	22.82	183	162	149

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.57	10.34	0.00	17.86	27.59	30.00	53.57	44.83	35.00	25.00	17.24	35.00	28	29	20
1	16.67	5.26	13.64	25.00	21.05	27.27	50.00	42.11	27.27	8.33	31.58	31.82	24	19	22
2	19.23	12.00	11.11	42.31	48.00	38.89	23.08	40.00	38.89	15.38	0.00	11.11	26	25	18
3	33.33	26.92	20.00	28.57	15.38	64.00	4.76	23.08	12.00	33.33	34.62	4.00	21	26	25
4	20.69	47.06	37.50	55.17	29.41	8.33	17.24	11.76	25.00	6.90	11.76	29.17	29	17	24
5	44.83	28.00	46.67	44.83	44.00	40.00	3.45	12.00	0.00	6.90	16.00	13.33	29	25	15
6	61.54	42.86	28.00	26.92	33.33	48.00	3.85	4.76	8.00	7.69	19.05	16.00	26	21	25
All Grades	28.42	23.46	22.15	34.97	31.48	36.91	22.40	26.54	20.81	14.21	18.52	20.13	183	162	149

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	6.90	0.00	28.57	31.03	25.00	52.38	41.38	60.00	19.05	20.69	15.00	21	29	20
1	0.00	5.26	0.00	15.79	15.79	36.36	47.37	26.32	18.18	36.84	52.63	45.45	19	19	22
2	0.00	4.00	0.00	27.27	12.00	22.22	30.30	64.00	33.33	42.42	20.00	44.44	33	25	18
3	0.00	7.69	0.00	25.00	23.08	8.00	56.25	30.77	76.00	18.75	38.46	16.00	32	26	25
4	2.94	11.76	4.17	20.59	23.53	29.17	32.35	47.06	25.00	44.12	17.65	41.67	34	17	24
5	14.29	0.00	13.33	28.57	24.00	20.00	38.10	48.00	46.67	19.05	28.00	20.00	42	25	15
6	34.62	14.29	4.00	26.92	28.57	28.00	19.23	33.33	44.00	19.23	23.81	24.00	26	21	25
All Grades	10.38	6.79	2.68	21.86	22.84	24.16	36.07	41.98	43.62	31.69	28.40	29.53	183	162	149

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.57	17.24	10.00	71.43	68.97	60.00	25.00	13.79	30.00	28	29	20
1	33.33	10.53	22.73	66.67	68.42	63.64	0.00	21.05	13.64	24	19	22
2	15.38	24.00	11.11	69.23	76.00	72.22	15.38	0.00	16.67	26	25	18
3	9.52	23.08	8.00	66.67	50.00	76.00	23.81	26.92	16.00	21	26	25
4	17.24	58.82	25.00	68.97	29.41	45.83	13.79	11.76	29.17	29	17	24
5	37.93	20.00	26.67	55.17	64.00	60.00	6.90	16.00	13.33	29	25	15
6	38.46	33.33	16.00	53.85	47.62	72.00	7.69	19.05	12.00	26	21	25
All Grades	22.40	25.31	16.78	64.48	59.26	64.43	13.11	15.43	18.79	183	162	149

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.57	10.34	0.00	64.29	62.07	55.00	32.14	27.59	45.00	28	29	20
1	4.17	0.00	4.55	66.67	52.63	59.09	29.17	47.37	36.36	24	19	22
2	30.77	16.00	27.78	53.85	84.00	61.11	15.38	0.00	11.11	26	25	18
3	38.10	23.08	52.00	28.57	34.62	44.00	33.33	42.31	4.00	21	26	25
4	31.03	52.94	33.33	58.62	35.29	25.00	10.34	11.76	41.67	29	17	24
5	58.62	48.00	66.67	34.48	36.00	20.00	6.90	16.00	13.33	29	25	15
6	65.38	42.86	44.00	26.92	38.10	40.00	7.69	19.05	16.00	26	21	25
All Grades	33.33	26.54	32.21	48.09	50.00	43.62	18.58	23.46	24.16	183	162	149

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	6.90	0.00	75.00	62.07	75.00	25.00	31.03	25.00	28	29	20
1	4.17	5.26	13.64	33.33	42.11	40.91	62.50	52.63	45.45	24	19	22
2	7.69	4.00	0.00	50.00	52.00	38.89	42.31	44.00	61.11	26	25	18
3	9.52	3.85	0.00	38.10	53.85	60.00	52.38	42.31	40.00	21	26	25
4	0.00	5.88	4.17	58.62	76.47	45.83	41.38	17.65	50.00	29	17	24
5	27.59	0.00	13.33	55.17	72.00	53.33	17.24	28.00	33.33	29	25	15
6	23.08	14.29	4.00	42.31	47.62	36.00	34.62	38.10	60.00	26	21	25
All Grades	10.38	5.56	4.70	51.37	58.02	49.66	38.25	36.42	45.64	183	162	149

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	34.48	30.00	42.86	34.48	50.00	28.57	31.03	20.00	28	29	20
1	0.00	10.53	13.64	70.83	42.11	59.09	29.17	47.37	27.27	24	19	22
2	11.54	8.00	11.11	61.54	76.00	66.67	26.92	16.00	22.22	26	25	18
3	28.57	11.54	0.00	38.10	53.85	100.00	33.33	34.62	0.00	21	26	25
4	10.34	41.18	12.50	72.41	41.18	54.17	17.24	17.65	33.33	29	17	24
5	37.93	8.00	0.00	44.83	60.00	80.00	17.24	32.00	20.00	29	25	15
6	50.00	28.57	16.00	42.31	47.62	72.00	7.69	23.81	12.00	26	21	25
All Grades	24.04	19.75	12.08	53.55	51.23	69.13	22.40	29.01	18.79	183	162	149

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
398	**90.7%**	**40.2%**	**1.8%**
Total Number of Students enrolled in Valencia Park Elementary School.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	160	40.2%
Foster Youth	7	1.8%
Homeless	11	2.8%
Socioeconomically Disadvantaged	361	90.7%
Students with Disabilities	39	9.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.3%
American Indian	1	0.3%
Asian	10	2.5%
Filipino	3	0.8%
Hispanic	359	90.2%
Two or More Races	11	2.8%
Pacific Islander	0	0.0%
White	9	2.3%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Valencia Park demonstrates overall positive academic momentum, with both English Language Arts and Mathematics showing significant increases in distance from standard (+13.6 in ELA and +18.1 in Math), indicating accelerated student growth even though both areas remain in the Yellow performance category.

2. School climate indicators reflect a positive environment for students. Valencia Park is in the Green category for Suspension Rate (1.6%), indicating effective behavior supports and schoolwide systems that promote student safety and positive conduct.

3. Student engagement continues to improve, with chronic absenteeism decreasing by 4.9 percentage points to 12.5%, although it remains in the Yellow performance category, indicating that continued attendance supports and family engagement strategies remain an important priority.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
48 points below standard	66.3 points below standard	Fewer than 11 students - No Data for Privacy
Increased 13.6 points	Increased 7.6 points	9 Students
206 Students	107 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47.2 points below standard
3 Students	3 Students	Increased 16.6 points
		194 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
116.3 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 27.9 points	2 Students	1 Student
22 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	53 points below standard
6 Students	1 Student	Increased 13.6 points
		187 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
4 Students		5 Students

Conclusions based on this data:

1. English Language Arts performance is currently in the Yellow category, with students performing 48.0 points below standard, indicating that continued focus on strengthening literacy instruction is needed.
2. Student performance in ELA increased by 13.6 points from the previous year, demonstrating strong academic growth and suggesting that current instructional strategies and interventions are positively impacting student learning.
3. Student groups such as English Learners and Socioeconomically Disadvantaged students also fall in the Yellow category, indicating that continued targeted literacy supports are necessary to close achievement gaps.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
60.8 points below standard	66 points below standard	Fewer than 11 students - No Data for Privacy
Increased 18.1 points	Increased 27.1 points	9 Students
208 Students	109 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	62.2 points below standard
3 Students	3 Students	Increased 15.2 points
		196 Students

Students with Disabilities	African American	American Indian
No Performance Color 142.8 points below standard Declined 7 points 22 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 64.4 points below standard Increased 17.7 points 189 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Mathematics performance is currently in the Yellow category, with students performing 60.8 points below standard, indicating a need to strengthen foundational math skills and conceptual understanding.
2. Mathematics performance increased by 18.1 points from the previous year, demonstrating significant academic growth and indicating that instructional improvements and interventions are supporting student progress.
3. English Learners and Socioeconomically Disadvantaged students also remain in the Yellow performance category, suggesting a continued need for targeted math supports and scaffolds to ensure equitable access to grade-level standards.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
45.2 science points	43.9 science points	0 Students
Increased 8.2 points	Increased 10.5 points	
46 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.7 science points
2 Students	2 Students	Increased 8.4 points
		43 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Yellow 44.1 science points Increased 7 points 43 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
45.4 making progress.	making progress.
Number Students: 119 Students	Number Students: 8 Students

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.

2025 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
14.3%	40.3%	0%	45.4%

Conclusions based on this data:

1. Valencia Park is in the Green category for English Learner Progress, with 45.4% of English learners making progress toward English language proficiency, indicating effective implementation of ELD supports.
2. English Learner Progress increased by 6.7 percentage points, demonstrating improvement in students' language development and the effectiveness of designated and integrated ELD instruction.
3. Although English learners are making progress toward language proficiency, their academic performance in ELA and mathematics remains in the Yellow category, highlighting the need to continue strengthening integrated language supports within core instruction.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Green	 No Performance Color
12.5% Chronically Absent	8.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.9	Declined 6.8	9 Students
417 Students	171 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
16.7% Chronically Absent	21.4% Chronically Absent	13% Chronically Absent
0	Declined 10.2	Declined 5.1
12 Students	14 Students	384 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
22% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 4.2	4 Students	1 Student
50 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	11.9% Chronically Absent
10 Students	3 Students	Declined 4.4
		377 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
25% Chronically Absent	0 Students	Fewer than 11 students - No Data for Privacy
0		10 Students
12 Students		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
1.6% suspended at least one day	2.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.4%	Maintained 0.1%	9 Students
427 Students	174 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	1.8% suspended at least one day
12 Students	Maintained 0%	Declined 0.5%
	14 Students	393 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
1.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 2.9%	4 Students	1 Student
55 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.6% suspended at least one day
10 Students	3 Students	Maintained -0.2%
		385 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	0 Students	8.3% suspended at least one day
12 Students		Increased 8.3%
		12 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement
ELA
Based on the 2025 Data, the SBAC ELA distance from standard (DFS) will increase by 3 points or more, both overall and for significant student groups reported on the Dashboard to maintain a level 3 on the Dashboard.

Based on the 2026 Data, students in grades 1–6 scoring at standard (Green) on the final i-Ready Reading diagnostic will increase by at least 10% compared to Fall 2026 results.

Based on the 2025 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 2% from the 2025 results to maintain a level 4 on the Dashboard.

MATH
Based on the 2025 Data, the SBAC Math distance from standard (DFS) will increase by 3 points or more, both overall and for significant student groups reported on the Dashboard to maintain a level 3 on the Dashboard.

Based on the 2026 Data, increase the percentage of students in grades 1–6 scoring at standard (Green) on the i-Ready Math diagnostic by at least 10% compared to Fall 2026 results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

Identified Need

A description of 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.

Students showed significant growth, with an 13.6-point gain in ELA DFS and an 18.1-point gain in Math DFS. DFS for English Learners increased by just 3 points, indicating a continued focus area.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	Math and ELA Diagnostic Data	Growth of 10%
SBAC	Dashboard Data	DFS increase by 3

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Certificated Personnel:	All students	48767 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Assistant Principal will support the daily operations of the school by maintaining consistent and effective parent communication, leading SART meetings to improve attendance, attending IEPs as administrative designee, leading the 504 meeting process, providing instructional coaching to teachers, and leading student interventions to address behavioral and academic needs. This role enhances our ability to foster a positive school environment, ensure instructional excellence, and improve interventions for at-risk students. • Teacher and IA substitutes and overtime will be utilized to support the following programs: Goal Meetings, Conducting Student Assessments, Round Tables/SIT Meetings, Teacher Evaluation Conferences, and Classroom Walk-Throughs. At the site level, teachers and support staff engage in professional development in order to increase their skills and best meet the needs of students. The district pays for substitutes for PD offered during the school day. • Mental Health Associate (80%) to work with students on SEL and other academic-related needs, as well as provide counseling for students who have this as a goal in their IEP. • Counselor (50%) to support students by addressing their academic, social, and emotional needs. This role focuses on providing individual and group counseling, implementing targeted interventions for at-risk students, and collaborating with families and staff to create a supportive learning environment. The counselor ensures that students have the resources and guidance needed to succeed and thrive academically and personally. [NO COST: Currently paid for out of Community Schools grant] • A Program Specialist will be partially funded by an LCRS Grant to assist with the implementation of academic programs. [NO COST: District to cover the balance for 2.5 years] • PE Teacher and instructional aides for PE instruction		1000-1999: Certificated Personnel Salaries Assistant Principal (Program Specialist) 48767 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Assistant Principal (Program Specialist) 24384 LCFF - Base 1000-1999: Certificated Personnel Salaries Assistant Principal (Program Specialist) 4794 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute Teachers 1300 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries IA substitutes & extra time 24948 LCFF - Supplemental 2000-2999: Classified Personnel Salaries MHA 50460 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PE Teacher and instructional aides for PE instruction

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Classified Personnel: • Kindergarten IA for additional classroom • RtI IA for additional support on Wednesdays • Extra time for office staff	All students	19150 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional Aide - Kinder 500 LCFF - Base 2000-2999: Classified Personnel Salaries Extra hours for office staff
1.3	Service Purchases & PD: • Copy Machine/Duplo/Laminator Maintenance Contracts to maintain the machines and to assist in the duplication of classroom and intervention materials. • Funds for the reproduction of instructional materials and overages on the copy machines will be available to assist with the implementation of the CCSS and interventions. • Identified teachers will attend training/workshops such as HRS, ELD, CGI, Writer's Workshop, Thinking Maps, RtI, and technology (Apple Distinguished Schools) to improve instruction. • Consultants will be contracted to present Professional Development such as Writers Workshop and CGI to teachers. • Assemblies, Author invites/visits. • College Visits Tours/Buses/ Field Trips.	All students	13930 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Canon Copier Lease/Usage 1000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Teacher Conference Attendance 1500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Assemblies, Author visits 2000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Assemblies, Author visits 1000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures College Tours/Field Trips
1.4	Instructional purchases will be made to help close the achievement gap by providing targeted resources, supplemental curriculum materials, and tools that support differentiated instruction and student engagement: • Materials and supplies to be used with students for instruction and intervention • iXL contract will be extended to provide intervention in Reading and Math. • iReady Instruction contracts will be extended to provide intervention in Reading and Math.	All students	5097 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies to be used with students for instruction and intervention 7584 LCFF - Base 4000-4999: Books And Supplies Materials and supplies 13620 Title I Part A: Allocation 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Mystery Science contract will be extended to provide instructional support in NGSS (Science). • Seesaw contract will be extended to provide instructional support in Reading and Math, as well as parent communication. • Repairs, Supplies and Books for library to enhance the educational program and inspire learning. • Attendance Incentives.		iXL Website Account - 3 year contract (year 2 of 3) | Mystery Science Website Account - 3 year contract (year 2 of 3) | iReady Website Account | Seesaw Website Account 1900 LCFF - Base 4000-4999: Books And Supplies Supplies and books for library 500 LCFF - Base 4000-4999: Books And Supplies Attendance incentives

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Strategies were implemented with fidelity, including IMSE, targeted interventions, and data-driven PLCs, resulting in strong growth in ELA and Math as reflected in increased Dashboard DFS.

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

Implementation remained aligned to the plan, with minor adjustments to staffing and supports to better meet student intervention and attendance needs.

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 goal will continue with an increased focus on strengthening Tier 1 instruction, IMSE implementation, and targeted supports for English Learners and students not yet meeting standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technology and Digital Literacy
All Valencia Park students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Technology/Digital Literacy: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Identified Need

A description of 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.

To ensure the effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to age appropriate technology	Start of the school year - 0%	100% of all students
Common Sense Media Lessons	Start of the school year - 0%	100% of all students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Instructional Purchases: • Technology support/replacement for Student/Teacher needs iReady, iPads, laptops, smart TVs, printers, keyboards, headphones, cables, etc. will be purchased to support students' instructional and assessment needs. • Computers, laptops, iPads, memory, cables, and other technology equipment and Apps, services will be purchased for teachers, administration, office to access and run district instructional and intervention programs. Personnel	All students	10000 Title I Part A: Allocation 4000-4999: Books And Supplies Technology Support & Replacement 9534 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Computer Technician I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Computer Technician I - 10% of annual salary for tech support		
2.3			

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Technology upgrades and instructional integration were implemented effectively, increasing student access to digital tools and supporting engagement and personalized learning.

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

Minor adjustments were made to prioritize replacement of non-functional devices and address site-based technology needs without impacting overall implementation.

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 goal will continue with a focus on maintaining updated technology, strengthening digital citizenship instruction, and supporting effective classroom integration of digital tools.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Secure Environment
Valencia Park Elementary School will provide a welcoming, safe and secure environment for all members of our school community, which is enhanced through our OC Grip Morning Greeter Program and the CA Community Schools Partnership Program.

Valencia Park Elementary will reduce its overall suspension rate by at least 0.2 percentage points as measured on the CA Dashboard to increase from a performance level of 3 to 4.

100% of students will receive lessons in character development through the PBIS Program as measured by teachers' records and student attendance. The number of suspensions will decrease as measured by suspension data contained in SWIS from the beginning of the 2026-27 school year compared to end of year SWIS data.

100% of students will participate in the Second Step Program with classroom lessons conducted throughout the year as measured by Second Step progress reports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 Safe & Secure Environment: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.

Identified Need

A description of 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.

Addressing student behavior remains a priority due to the high frequency of disciplinary infractions and suspensions. Attendance is also an area of need, with a rate of 17.4%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism by 2% annually among all student groups, particularly English learners and socioeconomically disadvantaged.	Overall rate: The school's chronic absenteeism rate is currently at 17.4%	Overall rate: The school's chronic absenteeism will be no more than 15.4%
Survey Data (Community, Staff, and Students)	Current Survey Data	Increase/Maintain
Second Step Lessons	0% at start of year	100% completion rate at all grade levels at the end of the year
Dashboard Suspension	Dashboard Data	Decrease/Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Personnel: • Recess Support Coaches will be hired to teach students how to play games safely and with good sportsmanship during lunch each day. The introduction of new games will help engage more students, promote inclusive play, and reduce conflicts on the playground. • Playground Supervisors help monitor student behavior, ensure safety across campus during lunch, and support positive interactions among students. We will add an additional supervisor this year to increase care and safety. • District personnel, along with Valencia Park's leadership team, will identify and develop programs that support the emotional and physical well-being of all students and staff such as Positive Behavior Intervention Supports (PBIS), bullying/cyber-bullying training, See Something training, and Coach Wooden's Pyramid of Success character traits. [NO COST: Funded by district]	All students	19524 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Recess Coach 23635 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Playground Supervisor
3.2	Instructional materials: • Certificates and/or other awards will be purchased. Materials will be purchased to support our LION Assemblies, and PBIS program. • Safety materials such as emergency equipment, batteries, containers, signs, cones, replacement of walkie talkies, cost estimates for facilities repairs/improvement etc. will be purchased. Office reconfiguration with a single point of entry. Replacement of Raptor System supplies for electronic badges. Safety Banners will be created to promote safety and academics. • Playground and PE supplies and materials to enhance recess play, and repair or replace aging PE materials.	All students	2000 LCFF - Base 4000-4999: Books And Supplies PBIS Materials 5000 LCFF - Base 4000-4999: Books And Supplies Safety Materials, Gate and Banners 5000 LCFF - Base 4000-4999: Books And Supplies Playground and PE supplies and materials
3.3			

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

PBIS, SEL programs, and increased supervision were implemented effectively, contributing to a positive school climate and maintaining low suspension rates.

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

Adjustments were made to increase supervision and behavioral supports during high-need times, while remaining aligned to the original plan.

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 goal will include an increased focus on attendance, structured supervision (including an additional supervisor), and proactive behavior supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement
Valencia Park Elementary School will support excellent communication among all members of our school community and within our District as measured by the percentage of parents attending school conferences, Back to School Night, Family Nights, Open House, and other meetings/events and participation in groups and committees such as ELAC, DELAC, SSC, and PTA.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 Parent & Community Engagement: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

Identified Need

A description of 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.

Valencia Park Elementary is committed to strengthening family-school connections by improving communication, increasing equitable participation, and addressing barriers such as language support and scheduling conflicts. Data indicates a need for more real-time updates and transparent communication to boost engagement, especially among socioeconomically disadvantaged and English Learner families. To address this, the school will enhance multilingual outreach, implement digital tools, and offer flexible meeting options, parent workshops, and cultural events to create an inclusive and engaged school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Survey (HRS, Community, and LCAP Survey)	Fall and Winter Survey	We will increase by 10% for Spring Survey
Parent Meetings (ELAC, Coffee with the Principal, SSC)	Sign In Sheets	Increase by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Classified Personnel: • The Social Services Assistant will be hired to serve as a liaison between the inter-community agencies, monitor students with attendance problems because of health issues, sustain our PBIS program, and provide parents with information and resources for their child(ren). Coordinate learning support	All students	24574 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Social Service Assistant Salary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	services for identified subgroups to support academic, behavior, attendance, and social-emotional needs. Partnerships with various community groups: Giving Children Hope, OC United Kids, OC Grip, School Pantry, etc.		
4.2	Instructional Materials: • Establish procedures and fund effective home/school communication such as parent letters, meetings, progress reports, translators during parent/teacher conferences, home/school communication folders, planners, etc. • Refreshments and prizes will be provided for parents who participate in parent training sessions or informative meetings. • ChatGPT subscription for creation of newsletter, responses to inquiries, and informational posters, parent communication, and translation services. • Smore account for parent newsletter ($179/yr)	All students	500 LCFF - Supplemental 4000-4999: Books And Supplies Parent Communication & Translation 1000 LCFF - Supplemental 4000-4999: Books And Supplies Refreshments for Parent Meetings 240 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures ChatGPT 720 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Smore
4.3	Services: • Parent education classes (ESL, parenting courses, academic support classes, etc.) will be offered and parent opportunities to be involved such as PTA, ELAC, SSC, and Room Parents will be provided to assist parents with information regarding the State standards and strategies to help their children at home. These programs are offered free of charge through our partners (Community Schools, NOCCC, etc.).	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Expanded communication through newsletters, digital platforms, and bilingual outreach, along with consistent engagement opportunities (ELAC, SSC, PTA, Coffee with the Principals), increased family participation and strengthened home-school connections.

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

Minor adjustments were made to expand translation services, increase use of digital communication tools, and offer more flexible meeting options to improve access for English Learner and socioeconomically disadvantaged families.

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 goal will continue with a stronger emphasis on multilingual communication, targeted outreach to underrepresented families, and expanded use of Community Schools resources and the Social Services Assistant to increase engagement and access.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$372,928.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$154,226.00

Subtotal of additional federal funds included for this school: $154,226.00

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 ($)
LCFF - Base	$49,868.00
LCFF - Supplemental	$168,834.00

Subtotal of state or local funds included for this school: $218,702.00

Total of federal, state, and/or local funds for this school: $372,928.00

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
LCFF - Base	49,868.00
LCFF - Supplemental	168,834.00
Title I Part A: Allocation	154,226.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	126,712.00
2000-2999: Classified Personnel Salaries	103,641.00
4000-4999: Books And Supplies	52,201.00
5000-5999: Services And Other Operating Expenditures	70,850.00
5800: Professional/Consulting Services And Operating Expenditures	19,524.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	24,384.00
2000-2999: Classified Personnel Salaries	LCFF - Base	500.00
4000-4999: Books And Supplies	LCFF - Base	21,984.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,767.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	48,583.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	50,460.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	19,524.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	53,561.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	54,558.00
4000-4999: Books And Supplies	Title I Part A: Allocation	28,717.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	17,390.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	271,201.00
Goal 2	19,534.00
Goal 3	55,159.00
Goal 4	27,034.00

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

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Melanie Carmona	Principal
Nadia Rivera	Other School Staff
Angelica Prado	Classroom Teacher
Brandon Levario	Classroom Teacher
Claudia Chavez	Classroom Teacher
Perla Arellano	Parent or Community Member
Kenia Jimenez	Parent or Community Member
Berenice Galicia	Parent or Community Member
Caleb Parker	Parent or Community Member
Alexandra Morales	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	Committee or Advisory Group Name
	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 March 31, 2026.

Attested:

	Principal, Melanie Carmona on 3/31/26
	SSC Chairperson, Berenice Galicia on 3/31/26

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **S**pecific,
- **M**easurable,
- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

Title I School-Level Parental Involvement Policy
Valencia Park

Valencia Park has developed a written Title I parental involvement policy with input from Title I parents. During the School Site Council parents were shown the Title 1 parental involvement policy and asked for feedback and/or additional ideas to incorporate so as to improve home and school interactions. It has distributed the policy to parents of Title I students. Each year the Parent Compact is shared electronically and in hard copy with the community. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Valencia Park, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Each year at Back to School Night parents receive a brief presentation on the Title 1 supports and regulations we follow.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Each year parents are surveyed about availability in order to best determine meeting times. Usually, it is required to have both an AM session and a PM session. These are usually done on a quarterly basis.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Students are grouped homogeneously and put in ELD sections for additional language support. Underperforming students are also grouped and pulled into intervention groups in six-week cycles, reassessed, re-grouped, and the cycles repeat. This is done in both ELA and Math. Classrooms with the highest concentration or need are assigned additional support in the form of an instructional assistant.

- The school provides parents of Title I students with timely information about Title I programs. At Back to School Night parents receive the first introductions to Title 1 and how it impacts the school. Soon thereafter during Parent Teacher Conferences parents of English learners receive individualized reports on progress and intervention efforts.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During ELAC and DELAC parents get to review curricular decisions, as well as provide feedback on its ease or difficulty of use. During curriculum adoption years, parents get to preview the curriculum and offer feedback.

- The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Each year parents are shown the multiple ways they can be involved at the school. For example, they can learn how to become an ELAC member, as well as the roles and responsibilities of the School Site Council. These two groups are instrumental in getting the school the support it needs to grow and learn.

School-Parent Compact

Valencia Park distributes to parents of Title I students a school-parent compact. The compact, which is jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide a high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Each year the parent compact is updated by incorporating the feedback we receive from staff, students and parents. It is also reviewed at SSC and staff meetings to gauge its merits and implementation levels.

Building Capacity for Involvement

Valencia Park engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, and assessments, and how to monitor and improve the achievement of their children. Our staff is trained in translation services. During Back to School Nights and other events, the bilingual staff translates for the parents as needed.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Each year we offer parent workshops on ways the parents can set up their homes to promote learning is a priority and homework.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners. Parents surveys are done annually where parents get to share their points of view and perspectives about the level of instruction.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our PTA and DELAC members are also heavily involved with our EL families in an effort to provide access and enrichment to all the students in our care.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Each informational item required by parents to have is translated for them. They are emailed to them and also posted on our website. Lastly, we send hard copies home as needed.

- The school provides support for parental involvement activities requested by Title I parents. The number 1 support parents have asked for and received are adult translators for school-wide events and the ability to come to campus to support staff by volunteering and making copies and such.

Accessibility

Valencia Park provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All relevant student learning info is translated for parents for ease of interpretation.

Título I Política de participación de los padres a nivel escolar
Valencia Park

Valencia Park ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I. Durante el Consejo Escolar, a los padres se les mostró la política de participación de los padres del Título 1 y se les pidió comentarios y/o ideas adicionales para incorporar a fin de mejorar las interacciones entre el hogar y la escuela. Ha distribuido la política a los padres de estudiantes de Título I. Cada año, el Pacto de Padres se comparte electrónicamente y en forma impresa con la comunidad. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].
Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Valencia Park, se han establecido las siguientes prácticas:
La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I. Cada año, en la Noche de Regreso a Clases, los padres reciben una breve presentación sobre los apoyos y las regulaciones del Título 1 que seguimos.

La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche. Cada año se encuesta a los padres sobre la disponibilidad para determinar mejor los horarios de las reuniones. Por lo general, es necesario tener una sesión de mañana y una sesión de tarde. Generalmente se realizan trimestralmente.

La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I. Los estudiantes se agrupan de manera homogénea y se ubican en secciones ELD para apoyo lingüístico adicional. Los estudiantes con bajo rendimiento también son agrupados y llevados a grupos de intervención en ciclos de seis semanas, reevaluados, reagrupados y los ciclos se repiten. Esto se hace tanto en ELA como en Matemáticas. A las aulas con mayor concentración o necesidad se les asigna apoyo adicional en forma de un asistente de instrucción.

La escuela proporciona a los padres de estudiantes de Título I información oportuna sobre los programas de Título I. En la Noche de Regreso a Clases, los padres reciben las primeras presentaciones sobre el Título 1 y cómo afecta a la escuela. Poco después, durante las conferencias de padres y maestros, los padres de estudiantes de inglés reciben informes individualizados sobre el progreso y los esfuerzos de intervención.

La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Durante ELAC y DELAC, los padres pueden revisar las decisiones curriculares, así como también brindar comentarios sobre su facilidad o dificultad de uso. Durante los años de adopción del plan de estudios, los padres pueden obtener una vista previa del plan de estudios y ofrecer comentarios.

La escuela brinda oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos. Cada año se muestra a los padres las múltiples maneras en que pueden participar en la escuela. Por ejemplo, convertirse en miembro de ELAC, además de

que se le muestren las funciones y responsabilidades del Consejo Escolar. Estos dos grupos son fundamentales para que la escuela reciba el apoyo que necesita para crecer y aprender.

Pacto entre la escuela y los padres

Valencia Park distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que se desarrolla conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad.
Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
La importancia de la comunicación continua entre padres y maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del aula.
Cada año, el pacto de padres se actualiza incorporando los comentarios que recibimos del personal, los estudiantes y los padres. También se revisa en el SSC y en las reuniones del personal para evaluar sus méritos y niveles de implementación.

Accesibilidad

Valencia Park ofrece oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden. Toda la información relevante sobre el aprendizaje de los estudiantes está traducida para los padres para facilitar la interpretación.

VALENCIA PARK SCHOOL
2025-26
TITLE I SCHOOL/PARENT/TEACHER COMPACT

Our families, students, teachers and community members are working together to help students achieve high academic standards. Through a process at our Title I parent meeting it was agreed upon that the following responsibilities would be carried out by all of the VALENCIA PARK school partners to support student success.

School/Teacher:
We understand the importance of the school experience for every Title I student and our roles as educators. Therefore, to improve student achievement we agree to carry out the following to the best of our ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide early and effective interventions to meet the needs of students who are having academic, social, emotional and/or physical difficulties, and especially for those who are not meeting state standards.
- Hold parent-teacher conferences to discuss the individual child's achievement.
- Provide frequent reports on their child's progress.
- Provide a warm, safe, and caring learning environment.
- Have high expectations and help every child to develop a love of learning.

Parents:
I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will see that my child attends school regularly and on time.
- I will make sure that my child completes homework.
- I will provide a quiet place for my child to study.
- I will make sure my child gets an adequate night's sleep and breakfast in the morning.
- I will communicate regularly with the teacher and the school, and participate when possible.
- I will spend quality time talking, reading, and writing with my child every day.

Student:
I realize that my education is important because it helps me develop tools that I need to become a happy and productive person. I also understand my parents want to help me do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will strive to have a positive attitude.
- I will complete my homework and read daily.
- I will be responsible for my own behavior, and I will follow school and class rules.
- I will come to school on time daily, with my materials, ready to learn.
- I will interact with teachers and peers in a positive way.

_____	_____	_____
Teacher's Signature	Student's Signature	Parent's Signature

ESCUELA VALENCIA PARK
2025-2026
ESCUELA DEL TITULO 1/CONVENIO ENTRE PADRES Y MAESTROS

Es importante que las familias y las escuelas trabajen juntos para ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio del proceso en nuestras juntas del Título I para Padres que incluyeron nuestros maestros, familias, estudiantes y representantes de la comunidad, lo siguiente son responsabilidades que nosotros como socios realizaremos para apoyar el éxito de los estudiantes.

Escuela/Maestro:
Comprendemos la importancia de la experiencia de la escuela a cada estudiante del programa Título I y nuestras funciones como profesores. Entonces, para mejorar el logro académico, haremos lo siguiente:

- Proveer un plan de estudio e instrucción de alta calidad en un ambiente de apoyo y efectividad que facilite a los niños participantes a llegar a los estándares académicos del estado.
- Proveer intervenciones efectivas temprano para resolver las necesidades de los niños para los estudiantes quienes tienen dificultades académicas, sociales, emocionales, y/o físicas, y especialmente para los que no llegan a los estándares del estado.
- Ofrecer conferencias con los padres para hablar del logro del estudiante.
- Proveer informes frequentes acerca del progreso académico del estudiante.
- Proveer un ambiente de aprendizaje afectuoso, seguro, y cariñoso.
- Tener altas expectativas y ayudar a cada niño a desarollar un amor por el aprendizaje.

Padres:
Comprendo que los años escolares de mi niño/a son muy importantes, y comprendo que mi participación en la educación de mi hijo/a ayudará con sus logros y su actitud. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Aseguraré que mi hijo/a asista a la escuela diario y a tiempo.
- Aseguraré que mi hijo/a complete su tarea.
- Proveeré un sitio tranquilo para que mi hijo/a pueda estudiar.
- Aseguraré que mi hijo/a duerma lo suficiente cada noche y que coma un buen desayuno por la mañana.
- Comunicaré regularmente con el maestro/a y con la escuela, y participaré lo más posible.
- Pasaré tiempo de calidad con mi hijo/a diario, platicando, leyendo, y escribiendo.

Estudiante:
Comprendo que mi educación es importante para mí. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. También comprendo que mis padres quieren ayudarme a hacer mi mejor trabajo en la escuela. Comprendo que yo soy él que es responsable por mi propio éxito y que tengo que trabajar duro para alcanzarlo. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Esforzaré a tener una actitud positiva.
- Completaré mi tarea y leeré diario.
- Seré responsable por mi propio comportamiento y seguiré las reglas de la escuela y del salón.
- Vendré a la escuela a tiempo diario, con mis materiales, y listo para aprender.
- Trabajaré con los maestros y con mis compañeros de una manera positiva.

_____	_____	_____
Firma del maestro	Firma del estudiante	Firma de los padres