School Year: **2025-26**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valencia Valley Elementary	19 64832 6107171	February 19, 2025	March 11, 2025

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 Valley Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Plan Description

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

For the 2025-26 Single Plan for Student Achievement (SPSA), Valencia Valley Elementary School has developed strategies and activities to address four site-based goals:
Goal 1: Ensure that all students achieve academic success, fostering a positive and inclusive learning environment;
Goal 2: Enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their education;
Goal 3: Expand our partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success; and
Goal 4: Ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.
These goals are in alignment with Newhall School District's Local Control Accountability Plan and are monitored to ensure student growth.

Educational Partner Involvement

How, when, and with whom did your Valencia Valley Elementary 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 Valley Elementary School's SPSA was developed with input from our School Site Council (SSC), English Learner Advisory Council (ELAC) members, our Instructional Leadership Team, Positive Behavior Intervention and Support (PBIS) Team, and input from teachers, staff, and parents.

As is our regular practice, the Valencia Valley School Site Council met regularly to review data and discuss topics directly related to this plan. At multiple points in the year, we have shared academic progress toward goals, examining the effectiveness of the outlined actions. This group of educational partners includes parents, teachers, classified staff, and community members.

Our English Learner Advisory Council (ELAC) meets four times during the school year to inform parents of student performance trends, monitor proficiency, evaluate our English Learner program, provide suggestions for meeting SPSA goals, gain suggestions from parents, and celebrate English learner student redesignation.

Valencia Valley's Instructional Leadership Team (ILT) met to review data and progress toward SPSA goals and to review the effectiveness of outlined strategies. Our team has participated in identifying student groups in need of intervention and support, discussing progress and areas of need within the cycles of ELA assessment, and our school-wide work of curriculum alignment. Additionally, our team has given direct input as we have participated in the District-wide ELA alignment process including regular professional development at staff meetings. Many of our ILT members have also participated in the grade-level standards selection and assessment creation.

Our site PBIS Team meets monthly to review student discipline data, offer suggestions of support, design school-wide recognition, plan behavior expectation stations, update and share a teacher handbook, evaluate the implementation of tier I strategies, and discuss infrastructure needed to begin Check-In Check-Out (CICO). PBIS is a regular topic of professional development for our staff meetings where members of this team present to the staff.

Lastly, all of our educational partners are encouraged to participate in a Needs Assessment survey to identify and prioritize needs for the coming year. All educational partners have the opportunity to plan, contribute, and review information for this plan. A final draft was approved by the SSC on February 26, 2025, and given to the Newhall School District Board of Education for consideration of approval on March 11, 2025.

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.

According to the 2024 California School Dashboard, Valencia Valley Elementary School has received the performance category of Orange in English Learner Progress. 45.7% of English Learners made progress as measured by growth by at least one ELPI level on the Summative ELPAC. Additionally, this was a decline over previous scores by 5.7 percentage points.

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.

According to the 2024 California School Dashboard, Valencia Valley Elementary has no indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

At Valencia Valley, we have used multiple measures to identify needs and determine goals for our Single Plan for Student Achievement.

Student academic performance data for students identified as English Learners and Students with Disabilities performed lower than the school-wide performance. As measured by District Cycle 3 ELA Assessments, Kinder- 2nd-grade Students with Disabilities scored 56.46 percentage points below the school-wide performance of 88.32% proficient. Students identified as English Learners scored 11.73 percentage points below the school-wide performance of 88.32% proficient. As measured by the 2024 CAASPP ELA Assessment, 3rd-6th grade Students with Disabilities scored 51.21 percentage points below the school-wide performance of 71.21%proficient. 3rd-6th grade students identified as English Learners scored 29.54 percentage points below the school-wide performance of 71.21% proficient. As measured by the 2024 CAASPP Math Assessment, 3rd-6th Grade Students with Disabilities scored 46.68 percentage points below the school-wide performance of 68.68% proficient. 3rd-6th grade students identified as English Learners scored 31.18 percentage points below the school-wide performance of 68.68% proficient.

In the area of behavior, we have used Office Data Referrals (ODRs) to measure student behaviors. This year we have continued to increase our PBIS Tier I implementation. 95.8% of students have received 0-1 ODRs, and are having their needs met throughout the tier I program. 31 students have received 2 or more Office Data Referrals. This equates to 4.2% of our student body showing the need for Tier II/III support. These areas of need will be addressed in Goal 2.

As measured by the 2024 California Dashboard, Valencia Valley has a chronic Absenteeism rate of 9.3%. The following student groups had chronic absenteeism rates that exceeded the school-wide data: Socioeconomically Disadvantaged: 16%, Students with Disabilities:12.2%, Hispanic: 11%, English Learners: 10.2%.

Parent survey results indicate limited participation in parent organizations outside of PTA. 61.7 % of parents indicated work conflicts impacted their ability to attend campus. 52.7% of parents indicated an interest in school safety and 45.5% in math support for parent education/ engagement nights. These areas of need will be addressed in Goal 3.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
738	**29.1%**	**6.9%**	**0.0%**
Total Number of Students enrolled in Valencia Valley Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	6.9%
Foster Youth	0	0.0%
Homeless	1	.01%
Socioeconomically Disadvantaged	215	29.1%
Students with Disabilities	88	11.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1%
American Indian	3	0.4%
Asian	39	5.2%
Filipino	30	4.1%
Hispanic	232	31.4%
Two or More Races	62	8.4%
Pacific Islander	1	0.1%
White	347	47%

School and Student Performance Data

Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
48.3 points above standard	11 points above standard	Fewer than 11 students - data not displayed for privacy
Declined 7 points	Declined 21.4 points	1 Student
387 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - data not displayed for privacy	30.9 points above standard
	4 Students	Declined 10.1 points
		127 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
66.7 points below standard	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 10.6 points	2 Students	2 Students
53 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
49.9 points above standard	71.2 points above standard	36.9 points above standard
Declined 14.2 points	Maintained -1.3 points	Maintained -1.6 points
21 Students	22 Students	120 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
91.2 points above standard	Fewer than 11 students - data not displayed for privacy	47.5 points above standard
Increased 15.9 points	1 Student	Declined 13.3 points
25 Students		189 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
32.9 points above standard	1.2 points below standard	Fewer than 11 students - data not displayed for privacy
Declined 8.3 points	Declined 37.2 points	1 Student
389 Students	38 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - data not displayed for privacy	8.2 points above standard
	4 Students	Declined 17.8 points
		129 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
77.6 points below standard	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 10.9 points	2 Students	2 Students
53 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
53.9 points above standard	46.7 points above standard	9.6 points above standard
Declined 21.8 points	Declined 3.9 points	Declined 9.1 points
21 Students	22 Students	122 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
82.8 points above standard	Fewer than 11 students - data not displayed for privacy	37.9 points above standard
Maintained -1.8 points	1 Student	Declined 8.9 points
25 Students		189 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
45.7% making progress.	making progress.
Number Students: 35 Students	Number Students: 1 Student

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.

2024 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**
20%	34.3%	11.4%	34.3%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
9.3% Chronically Absent	10.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 7	Declined 9.5	1 Student
751 Students	59 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - data not displayed for privacy	16% Chronically Absent
	8 Students	Declined 7.2
		244 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
12.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 5.5	7 Students	3 Students
98 Students		

Asian	Filipino	Hispanic
Blue	Blue	Yellow
0% Chronically Absent	0% Chronically Absent	11.8% Chronically Absent
Declined 4	Declined 18.2	Declined 7
40 Students	35 Students	237 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
10.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	9.4% Chronically Absent
Declined 12.8	1 Student	Declined 6.1
77 Students		351 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	6

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained -0.1%	Maintained 0%	1 Student
757 Students	60 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - data not displayed for privacy	0.4% suspended at least one day
	8 Students	Increased 0.4%
		246 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Maintained 0%	7 Students	3 Students
98 Students		

Asian	Filipino	Hispanic
Blue	Blue	Blue
0% suspended at least one day	0% suspended at least one day	0.4% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
41 Students	36 Students	238 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	1 Student	Declined 0.3%
78 Students		353 Students

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.

Academic Achievement and Other Pupil Outcomes
The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

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.

2024 California School Dashboard data shows that Valencia Valley Elementary School received a performance indicator of Green in ELA. While this performance indicator is the second highest level, it does not extend to all student groups. Students with Disabilities received a color indicator of yellow, one level lower than the school-wide performance. As measured by District Cycle 3 ELA Assessments, Kinder- 2nd-grade Students with Disabilities scored 56.46 percentage points below the school-wide performance of 88.32% proficient. As measured by the 2024 CAASPP ELA Assessment, 3rd-6th grade Students with Disabilities scored 51.21 percentage points below the school-wide performance of 71.21%proficient. 3rd-6th grade students identified as English Learners scored 29.54 percentage points below the school-wide performance of 71.21% proficient.

2024 California School Dashboard data shows that Valencia Valley Elementary School received a performance indicator of Green in Mathematics. While this performance indicator is the second highest level, it does not extend to all student groups. Students identified as English Learners and Students with Disabilities received a color indicator of yellow, one level lower than the school-wide performance. As measured by the 2024 CAASPP Math Assessment, 3rd-6th Grade Students with Disabilities scored 46.68 percentage points below the school-wide performance of 68.68% proficient. 3rd-6th grade students identified as English Learners scored 31.18 percentage points below the school-wide performance of 68.68% proficient.

As measured by the 2024 CAST, 57.73% of students met or exceeded the standard for science. This is a decline in school-wide scores by almost 10 percentage points from the previous year.

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
California Dashboard Indicator for English Language Arts:	Overall color ranking: Green Points from standard: 48.3 above standard Change from the previous year: declined 7 points Student groups that performed below the overall school rating: Students with Disabilities, Yellow (an increase of 10.6 points and a color ranking of Red)	The school will increase the performance level to Blue. Students with Disabilities will increase at least one performance level to Green.
California Dashboard Indicator for Mathematics:	Overall color ranking: Green Points from standard: 32.9 above standard Change from the previous year: declined 8.3 points Student groups that performed below the overall school rating: Students with Disabilities and English Learners, Yellow	The school will increase the performance level to Blue. Students with Disabilities and English Learners will increase at least one performance level to Green.
California Dashboard Indicator for English Learner Progress	Overall color ranking: Orange Percent of students who maintained a level 4 or increased one ELPI level: 45.7%	The school will increase at least one performance level to Yellow All students will increase one ELPI level, or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Cycle Kindergarten: Cycle 1: 58% Cycle 2: 87% Cycle 3: 90% Cycle 4: Cycle 5: First Grade:: Cycle 1: 86% Cycle 2: 90% Cycle 3: 89% Cycle 4: Cycle 5: Second Grade: Cycle 1: 86% Cycle 2: 73% Cycle 3: 86% Cycle 4: Cycle 5:	School- wide performance K-2 to meet or exceed 90% proficiency
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	Percent Proficient by Unit Kindergarten Unit 2: 81.5% Unit 3: 75 %	School- wide performance K-2 to meet or exceed 90% proficiency

	Unit 4: 85.4 % Unit 5: First Grade Unit 1: 86.3 % Unit 2: 86.3% Unit 3: 94.7% Unit 4: 90.2% Unit 5: Unit 6: Second Grade Unit 1: 90.3% Unit 2: 87.8% Unit 3: 87.5% Unit 4: 93% Unit 5: Unit 6:	
California Science Assessment (CAST)	57.73% of 5th graders were proficient on the 2024 CAST	62% or more students to be proficient on the CAST, an increase of 5%

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	All students will be assessed using the District standards-based assessments to determine students' baseline and inform small, flexible groups for targeted instruction within the classroom. Throughout the year, students will be re-grouped based on needs indicated in grade-level common formative assessments as well as progress monitoring data. Funding to support Tier I/Tier II planning for teachers aligned to assessments, SDC and Gen-Ed.	All Students, focus on student groups not meeting proficiency	15,000 Base Grant Teacher hourly
1.2	During "What I Need" (WIN) time, students will receive lessons at their instructional level. Identified students will participate in targeted instruction based on needs indicated through tier 1 instruction common formative assessments, and progress monitoring data. Teachers will collaborate with the intervention team (Learning Support Teacher, Curriculum Specialists) to plan and provide 6-8 week cycles of WIN instruction.	All Students, focus on student groups not meeting proficiency	88,000 Supplemental 4 Curriculum Specialists, part time
1.3	Teachers will participate in BeGLAD training for transferable strategies to support all students in accusing content during Tier I instruction. Staff meeting times will be given to share ELD best practices as well as training in Ellevation.	All Students, focus on student groups not meeting proficiency	8,000 Base Grant Teacher extra hourly, guest teachers, and materials
1.4	Teachers will explore materials for phonics and phonemic awareness intervention, and morphology vocabulary instruction and PD opportunities	All Students	8,000 Base Grant materials, professional development, teacher hourly

1.5	Parent Literacy Strategy Workshops to provide practical tips and tools parents can use with their children at home, one each trimester.	All Students	5,000 Base Grant materials, teacher extra hourly prep time
1.6	All teachers will plan and deliver targeted lessons for Tier I ELA instruction All teachers will plan and deliver targeted lessons for WIN, tier II instruction SDC teachers will participate in planning for Tier I in all grade levels they serve. SDC teachers will plan and deliver instruction at the grade level for Tier II	All Students, focus on student groups not meeting proficiency	25,000 Base Grant materials and supplies
1.7	PLC Meetings to analyze student performance data, monitor progress, and shift instructional strategies as needed for all students.	All Students	0
1.8	Additional supplies for Science Lab to allow for hands-on lessons in connection with Amplify Science	All Students	3,000 Base Grant Supplies
1.9	GATE program rotated enrichment, Literacy Based	GATE identified and high achieving students	5,000 Supplemental teacher hourly, materials
1.10	Afterschool/ Before intervention for identified student groups- additional intervention on top of WIN/Tier II	students with identified need	5000 Supplemental teacher hourly, materials

Annual Review

SPSA Year Reviewed: 2024-25

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.

During the 2024-25 school year, great progress was made with the District and school-wide initiative of curriculum alignment. Grade-level representatives met over the summer to develop ELA assessments in alignment with the previously created matrices. Each assessment targeted 5 standards determined by the grade level (District-wide). Representatives worked in teams to learn about assessment development and the use of language stems to match assessment rigor to SBAC expectations.

Grade-level teams at Valencia Valley collaborated to pre-plan for each unit, identifying the target standards, key language, concepts, and focus students. Grade-level teams committed to alignment across all classes with the instructional standards being taught and then participated in Data Review Sessions (DRS) to analyze student performance.

DRS sessions were initially facilitated (cycle 1) with Orenda partners and then transitioned to facilitation by the site Principal/ Assistant Principal. At the time of this document's approval, teacher teams have completed DRS sessions for cycles 1-3. For the remaining DRS sessions, our Instructional Leadership Team and Principal have added additional time to each meeting to allow for planning time in the new unit of instruction.

Most teachers at Valencia Valley have experienced BeGlad training. Our Instructional Leadership team has identified the BeGlad strategies as important, transferrable strategies to support the planning for ELA cycles. Professional development was provided to the entire staff, UPK-6, on 4 of the "7 Hip Pocket Strategies" from BeGlad. This training was followed up with subsequent staff meetings to identify student groups and areas of instruction where it could be implemented.

One additional teacher attended Orton Gillingham Training this year, completing 100% participation in grade 1. Our Kindergarten teachers worked with a current trained teacher to learn about the strategies and all 4 teachers committed to the implementation of specific strategies to support letter-sounds learning at the beginning of the year. The strategies learned have been shared and implemented across primary classrooms. Materials were purchased to provide all teachers, K-3, small-groups supplies for the implementation of these strategies.

Upper-grade teachers have explored intervention materials for ELA, but the focus on vocabulary instruction came before the District ELA alignment work. Within our DRS structures, teachers were able to more accurately identify morphology instructional needs and the units where these appear. Some materials were identified for use this year in grades 4-6, but teams will look at additional training in the coming year.

Parent Literacy Workshops were presented at multiple sites across NSD, with the support of LST and WIN teachers. These events were well attended and received positive feedback.

All teachers met in teams for PLC time. Our Instructional Leadership Team and Grade Level Team Leaders were reestablished this year to create a more efficient ILT. This team was able to identify needs for the grade level PLC professional development and has supported with school-wide data analysis, scheduling planning time, and identifying needs in professional development and communication of student progress.

This school year, our Special Day Class (SDC) teams have joined Professional Learning Community (PLC) and ELA Data Review Sessions (DRS) time for target grade levels represented in their classroom grade span. During this data analysis time, all teachers identify students not yet meeting standards and have participated in agreements for instruction across the grade level.

Additionally, this has been an integral year for English Language Arts (ELA) alignment. Across all 10 sites, teams have used a common matrix of 5 standards to assess for each instructional cycle, ensuring rigor and formative assessment for all students. Grade levels have participated in Data Review Sessions (DRS) to analyze student performance and make instructional agreements for the 5 standards in the next unit. Teams have identified and agreed upon 5 standards to assess for each instructional cycle, ensuring rigor and formative assessment for all students. An identified need is to continue this work to ensure similar high outcomes for all student groups in the area of academics

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

Funds allocated for parent workshops were not needed as this was presented in collaboration with the District and all Learning Support Teachers across all 10 schools.

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.

We will be adding additional funding to our teacher planning time to support teachers with the DRS sessions and planned actions to support identified students. SDC teacher will attend the sessions for all grade levels they serve. This is noted in 1.1 and 1.6

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.

Student Engagement and School Climate
All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

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.

According to the 2024 California School Dashboard, Valencia Valley Elementary School has received the performance category of Green in Chronic Absenteeism. School-wide, 9.3% of students were chronically absent, an improvement from 16.3% the year before. Several student groups were above the school-wide percentage for chronic absenteeism: 11.8% of students identified as Hispanic, 10.4% of students identified as Two or More Races, 16% of students identified as Socioeconomically Disadvantaged, and 10.2% of students identified as English Learners. Each of these student groups shows a need, receiving a color indicator of yellow. This is also an area of great improvement for our campus. Each student group identified has improved between 5-12 percentage points.

In the area of behavior, we have used Office Data Referrals to measure student behaviors. This year we have greatly increased our PBIS tier I program, but have identified 31 students as receiving 2 or more Office Data Referrals. This equates to 4.2% of our student body showing the need for Tier II support. Valencia has a very low suspension rate of .1% and has maintained a color score of Blue on the California Dashboard. Students identified as Socioeconomically Disadvantaged and Students with DIsabilities received a color indicator of green, one level below the school-wide performance,

Parent survey results indicate limited participation in parent organizations outside of PTA. 61.7 % of parents indicated work conflicts impacted their ability to attend campus. 52.7% of parents indicated an interest in school safety and 45.5% in math support for parent education/ engagement nights.

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
California Dashboard Suspension Indicator	Overall color rating: Blue Percent suspended at least one day: 0.1% decrease of -0.1% Student groups that earned a color rating below the overall school color Green: Socioeconomically disadvantaged, Students with Disabilities	The school will maintain a performance level of Blue. All student groups already Blue will maintain. Students with Disabilities and students identified as Socioeconomically Disadvantaged will increase to Blue.
California Dashboard Chronic Absenteeism Indicator	Overall color rating: Green Percent chronically absent: 16.3% Decrease of: 7% Student groups that earned a color rating below the overall school color: Yellow: English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities	The school will increase by at least one performance level to Blue. All student groups already Blue will maintain. Students identified as White will increase to Blue. Students identified as English Learners, students identified as Socioeconomically Disadvantaged, Students with Disabilities, students identified as Hispanic, and students identified as 2 or More Races will increase to Green. .
California Healthy Kids Survey	Percentage of students engaged based on key indicators: School connectedness: __ Academic motivation: __ Social and emotional learning supports:__ Feel safe at school: __ *Survey in progress	Will score 90% or higher in each indicator.
PBIS Award	Earned the Silver Recognition award.	To continue earning the recognition award aligned with our current tier in the PBIS program.

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	Each classroom will use "attendance punch cards" to encourange and celebrate attendance as a class.	All students	500 LCFF/District Funded

	After 10 days of 100% attendance, the class will redeem the punch card for an extra recess		Attendance Incentives
1.2	Each month, students meeting the threshold set by the site for "outstanding attendance" will receive a collectable attendance recognition keychain	All students	1,000 LCFF/District Funded Attendance Incentives
1.3	Monthly Viking Vortex assemblies to celebrate positive behavior and classroom attendance	All students	2,000 Supplemental Materials and supplies, incentives
1.4	Admin outreach to families regarding attendance concerns and implementation of improvment and support plan	Students with 4 or more unexcused absences or patterns of attendance concern	0
1.5	PBIS Team- beginning of the year behavior expectaion stations and mid year refresher with badge of certification	All Students	5,000 Supplemental badges, teacher hourly- PBIS budget
1.6	PBIS tier II implementation, Check in Check Out, data analysis, student contracts, and evaluation of progress with Tiered Fidelity Inventory (TFI) measurement tool. Continued tier I implementaion with callibration around ODR use, tickets, and reteaching expectations.	Students with 3 or more ODRs	2,000 Supplemental materials andsupplies
1.7	Update and replace materials, signs, and matrices as needed	all students	1,000 LCFF/District Funded PBIS budget
1.8	Parent Education Nights: School Safety, How to support my student in Math	Outreach to families of students showing need, interested families	5,000 Base Grant planning and materials
1.9	Implementation of classroom SEL lessons by school counselor with incentives	All students	2,000 Base Grant Character traits badges
1.10	Implementaion of group and individual counseling and social skills	identified students	0 LCFF/District Funded Counselor
1.11	PBIS monthly incentive activities	All students	1,500 LCFF/District Funded None Specified supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 implementation was increased this year. Growth was seen in the effectiveness of PBIS team meetings, team presentation to staff, data analysis, use of ODR data, sharing data with educational partners, and celebrating attendance and positive beaviors. Valencia Valley was able to begin planning for Tier II and building infrastructure for Check in Check Out implementation.

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

Parent informational nights for the District matched some of the identified topics selected by Valencia Valley families. This allowed us to have families attend without incurring costs at the site level.

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.

For the coming school year, we will begin implementation of PBIS tier II supports including Check in Check Out, behavior charts, and monitoring data for identified tier II students.

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.

Parental Involvement and Family Engagement
The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student 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.

Parent survey results indicate limited participation in parent organizations outside of PTA. 61.7 % of parents indicated work conflicts impacted their ability to attend campus events. 52.7% of parents indicated an interest in school safety and 45.5% in math support for parent education/ engagement nights.
Data in this area will be updated as school effectiveness survey data is collected later in the year.

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
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: __ Percentage of parents who indicate that the school communicates with parents: ___ *Survey in progress	To maintain parent agreement that they are encouraged to participate in school activities to 90% or higher. To increase the parent agreement that the school communicates with parents to 90% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: 200+ Average number of families that attend learning/enrichment events: < 25 Average number of parents that attend learning / support events:<25	To increase the average number of families that attend social events to 300 or more. To increase the average number of families that attend learning / enrichment events to 50 or more. To increase the average number of parents that attend learning / support events to 50 or more.
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 92%	To increase parent attendance to be 95% or higher.

Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 4, Percentage of EL students represented:7% School Site Council: Number of meetings 8-9, Average percentage of elected members who attend: 80% Parent Teacher Association: Number of meetings 10, the average number who attend: 25	To increase representation at the ELAC to represent 25% of English learning students. To increase elected member attendance at SSC meetings to 95% or higher (or maintain) To increase parent participation at PTA meetings to at least 40.

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	Work with all parent leadership organizations to offer meetings at multiple times and in different methods to maximize parent participation.	All Students	0 LCFF/District Funded ParentSquare
1.2	Implementation of the weekly parent newsletter, The Sneak Peak for the Week, to inform parents of upcoming events and important topics.	All Students	0 ParentSquare
1.3	Offer parent workshops in coordination with the school psychologist for school safety and supporting student in math	All Students	3,000 Base Grant Materials, staffing, guest speakers
1.4	Promote and advertise parent leadership and decision making opportunities in SSC, ELAC, SEAC, PTA, and	All Students	0 ParentSquare

Annual Review

SPSA Year Reviewed: 2024-25

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.

The parent newsletter format was changed, embedding it into a ParentSquare message and providing a template and structure that is similar each week. Data was collected via this system to see how many families access posts via email, text and the ParentSquare app. Parents regularly respond to posts with appreciation or questions as needed. Parents had the opportunity to attend a District workshop on internet/social media impact in February. Our site has a workshop planned for April. PTA meetings are typically held in the morning after drop off. One night meeting is offered. SSC, PTA, ELAC, and SEAC meetings are all promote in the parent newsletter each week. Data collection is in progress.

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

No cost incurred for parent workshop nights due to district provided opportunities.

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.

In 2025-26 plan site based parent education nights and expansion of newsletter. See strategies 1.2 and 1.3

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.

Basic Services, Implementation of State Standards, and Access to Courses
The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

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.

At Valencia Valley, we have noted that not all student groups perform at the same level as our school-wide performance. It is because of this need that we have selected differentiation (5D+ rubric) as our instructional focus as we continue our work with curriculum alignment.

With the focus on differentiation, our teacher teams will need time and training to analyze performance data, identify acceleration strategies for underperforming student groups, and receive training in strategies to meet identified needs.

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
Staff Development / Professional Development	All staff members have participated in learning about instructional agreements and strategies to integrate into the instruction of the unit. Teachers participated in mid-cycle training around monitoring and improving these instructional agreements.	The identified instructional goal will support tier I/ tier II implementation. Staff will build their capacity around the 5D+ rubric. Teacher growth in understanding of differentiation and opportunities in their instruction The expected outcome for the instructional focus, ILT/ PLC engagement and professional development topics is growth in student performance data, specifically for the identified student group, Students with Disabilities. .
Staff Development / Professional Development	All staff members participated in BeGlad training for the 4 BeGlad transferrable strategies	All staff members will participate in BeGlad training for the 7 Hip Pocket Strategies and integrate these into instruction and instructional agreements for unit planning.

Instructional Leadership Team Data Analysis and Outcomes	ILT met monthly to look at student progress, learn and help facilitate staff use of pocket charts for student groups and monitoring, review implementation of WIN/tier II instruction and share best practices.	ILT will continue to build capacity around all 4 PLC questions and support teams in use of these questions as evidenced in PLC notes. The overall expected outcome is increased student performance.

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	Provide planning timefor teachers to identify and plan for ELA strategies to integrate into cycles of instruction	All students	0 already allocated in another goal
1.2	Offer BeGlad professional growth opportunities and refreshers for teachers during staff meetings.	All students	3,500 Base Grant None Specified extra hourly and materials
1.3	Provide professional learning opportunities in collaboration with the PBIS team to calibrate use of ODRs, build understanding of identifying students in need of tier II supports to create a binder of teacher resources for Check-In-Check-Out	All students	0 during staff meetings
1.4	Provide professional learning opportunities in collaboration with the PBIS team to implement Check in Check out and behavior contracts.	Students in need of tier II behavior supports	1,500 LCFF/District Funded PBIS Budget
1.5	Teacher Professional Development for targeted grade levels in the area of phonemic awareness morphology Kindergarten- second grade teachers as well as SDC teachers will participate in Explicit Phonics and Orton Gillingham trainings as available. Select teachers and curriculum specialists will participate in the CORE professional development.	All students	10,000 Supplemental subs, teacher hourly, trainiing costs
1.7	Establish a teacher resource library with current literature on instructional strategies and best practices	all students	5,000 Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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.

BeGlad strategies were a well attended and highly praised professional development offering. Evidence of these strategies were seen in most grade level instructional agreements.

This year was a restructuring year for our Instructional Leadership Team and our Team Leaders. We reduced ILT to a more efficient team of 5 and added some data responsibilities to Team Leaders. This has had a positive impact on both teams and has allowed ILT to be more decision based and affect more change.

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

While we anticipated a start to Check-In Check-Out, the PBIS team found that building infrastructure and team learning was a more accurate next step.

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.

Continue with actions expanding practices to the next level of implementation of PBIS to include Check in Check out.

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	$205,000.00
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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Base Grant	$77,500.00
LCFF/District Funded	$5,500.00
Supplemental	$122,000.00

Subtotal of state or local funds included for this school: $205,000.00

Total of federal, state, and/or local funds for this school: $205,000.00