

SCHOOL PLAN FOR STUDENT ACHIEVEMENT EXECUTIVE SUMMARY



Pleasanton
UNIFIED SCHOOL DISTRICT
Educate. Inspire. Empower.

Year: 2025-2026

School: [Valley View Elementary](#)

Principal: Andrea Withers

SSC Chairperson: Deborah Shulman

Purpose and Description

Valley View Elementary, a Title I school, aligns its efforts to meet ESSA requirements through a strategic and coordinated approach embedded within our Local Control and Accountability Plan (LCAP). Our plan prioritizes equity and access, ensuring that all students receive high-quality instruction and targeted supports. We utilize disaggregated data, including socioeconomic status, students with disabilities, English learners, and student ethnicity, to identify opportunity gaps and inform instruction, interventions, and resource allocation.

School Vision and Mission

We are a child-centered, forward-thinking, learning community, educating each of our students in an individually appropriate manner within an environment of personal safety and mutual respect to become well-informed, productive, and socially responsible citizens.

We believe all students are unique, can learn, and deserve a challenging and enriching curriculum, collaboration and open communication support a positive teaching and learning environment, working as a team leads to high levels of achievement and character development for students and staff, parents play a vital role in their child's education and are valued partners in this effort, maintaining a safe environment, physically and emotionally, creates a positive place for students to learn and staff to work, and having a sense of humor and pursuing the joy of learning creates a positive school culture and climate

School Profile

Valley View serves 657 TK–5 students in a Title I setting, with two strands: Spanish Dual Language Immersion (DLI, 55%) and English-Only (EO). Key student groups include ELs (22.7%), SED (19.9%), SWD (7.6%), and homeless students (1.5%). School funding and programming are aligned to LCAP and ESSA to address opportunity gaps through interventions, SEL, enrichment, and family engagement.

Comprehensive Needs Assessment Components

Surveys and observations confirm a positive school climate and instructional consistency, with next steps focused on strengthening Tier II/III supports and coaching. Teachers use disaggregated data from district and site assessments to monitor progress and close achievement gaps among ELs, SWD, Hispanic, and SED students. All teachers are fully credentialed, and PD emphasizes CCSS, ELD, and math, with ongoing collaboration and a focus on personalized and DLI-aligned training. Core instruction uses CCSS-aligned materials and provides designated time for ELA, math, ELD, and interventions, with differentiated strategies for all student groups. Students benefit from robust academic, behavioral, and wellness supports, including UA, counseling, and PBIS. Parent engagement is supported through translation services, SSC/ELAC/PTA involvement, and community-building events. Title I and LCAP funds are used to provide interventions, hire staff, expand family engagement, and support coaching for equity initiatives.

Resource Inequities

Key inequities include: limited early intervention access in DLI, high absenteeism among ELs, over-referral of Hispanic students to SPED, behavior concerns among Hispanic boys, and low family participation among SED and EL families. Plans include improved tracking, better ELD, SEL, and culturally relevant supports.

Data Analysis Summary

Enrollment is stable or growing. EL and FEP numbers are rising, while RFEP is declining. ELA and Math CAASPP scores show strengths and areas for growth. Dashboard indicators show ELA and Math in 'green', chronic absenteeism in 'yellow'. EL progress is 'green' but oral language gaps persist.

Math CAASPP (2024):

- Students who are Socioeconomically Disadvantaged (SED) scored in the “Yellow” range.
- From Fall 2024 to Winter 2025, growth decreased for SED students overall by 11%.
 - 3rd grade: 29% met growth goals (↓ 37%)
 - 4th grade: 44% (↑ 1%)
 - 5th grade: 24% (↓ 16%)

ELA CAASPP (2024):

- Performance levels:
 - English Learners (EL): “Orange”
 - Hispanic: “Orange”
 - SED: “Red”
- From Fall 2024 to Winter 2025, some growth was noted:
 - EL 4th: 64% (↓ 7%), EL 5th: 57% (↑ 2%)
 - SED 4th: 65% (↑ 2%), SED 5th: 53% (↑ 24%)
 - SWD 4th: 43% (↑ 9%), SWD 5th: 40% (↑ 15%)
 - Hispanic 4th: 65% (↑ 19%), Hispanic 5th: 49% (↑ 9%)
 - SED Overall: 58% met goals (↑ 29%)

English Learner Progress:

- 56% of ELs made progress in English language proficiency (maintained “green” indicator).
- Goal of 60% not yet met.

Overall Effectiveness:

- Math strategies yielded limited success for SED students.
- ELA strategies for SED students were ineffective; growth was stronger for Hispanic students.
- EL progress plateaued, with a slight decline.
- More targeted, effective interventions are needed, particularly for EL and SED students.

Annual Review Analysis

Goal 1:

Goal 1.1: By June 2025, Mathematics CAASPP performance level for students who are SED will increase from the "orange" to the "yellow" indicator on the California State Dashboard.

Goal 1.2: By June 2025, English Language Arts CAASPP performance level for students who are English Learners, students who are SED, SWD, and students who are Hispanic will increase from the "orange" to the "yellow" indicator on the California State Dashboard.

Goal 1.3: By June 2025, 60% of English Learners will make progress towards the English language proficiency evidenced by the CA State Dashboard data. 56% of English Learners are making progress towards English language proficiency in 2024-2025. (Maintained the "green" indicator on the CA State Dashboard.)

Overall Effectiveness: In math, SED scores stayed the same overall on CAASPP, while some growth was indicated on the MAP assessments. In reading, SED scores went down on CAASPP, while EL and Hispanic stayed the same. Growth scores for SED stayed low on the MAP reading assessment. EL progress stayed relatively the same, going down slightly. Therefore, the strategies we used for math are working somewhat for students who are SED, but need to be improved. The strategies we are using for reading for students who are SED are not working. Likewise, what we are doing for ELs and students who are Hispanic seem to not be enough or are not targeting what we need to target. Additionally, our EL progress data shows that we could be doing more to support accelerated growth of ELs.

Annual Review Analysis

Goal 2:

Goal 2.1: By June 2025, an increase in student connections and engagement and a focus on Positive Behavior Intervention and Supports will help students to self-manage their behavior and will give them tools to successfully navigate their social environment, as evidenced by maintaining an overall "green" on the suspension rate indicator on the California State Dashboard. Additionally, by June 2025, the percentage of suspensions of students with disabilities and students who are Hispanic will decrease from an "orange" and "yellow" level respectively to a "green" level on the California Dashboard indicators.

Goal 2.2: By June 2025, 75% of parents/guardians who take the School Quality Survey will report that they agree that the school values input provided by families.

Goal 2.3: By June 2025, 75% of parents and staff who completed the School Quality Survey will agree that there are programs and curricula at school to support student and staff social emotional learning.

Overall Effectiveness: Suspensions overall remained at "Green." Suspensions for Hispanic students improved to "Green," but suspensions for students with disabilities remained at "Yellow." Behavioral data collected through Trackers helped identify patterns and allowed the team to target supports more effectively. However, additional focus is needed to reduce suspensions among students with disabilities.

Annual Review Analysis

Goal 3:

By June 2025, Valley View Elementary will move out of ATSI for chronic absenteeism, as evidenced by moving from "yellow" to "green" as a whole school on the Chronic Absenteeism indicator on the CA State Dashboard. By June 2025, the groups of students who are African American, SWD, EL, White, and Two or More Races will move from "red" to "orange", the group of students who is Asian will move from "orange" to "yellow", and the group of students who are Hispanic and SED will move from "yellow" to "green".

Overfall Effectiveness: Chronic absenteeism overall declined significantly, but the school remained at "yellow" rather than moving to "green" on the California Dashboard. Several student groups improved, including Asian students (now "green") and students with Two or More Races (now "blue"). However, groups such as ELs, SWD, and White students remained at "yellow," showing improvement but not at the targeted level. Efforts had a positive impact, but more intensive and earlier intervention is still needed.

Annual Review Analysis

Goal 4:

Valley View will develop culturally responsive and highly qualified teachers in both our Dual Language Immersion (DLI) program and English-only program, as evidenced by 85% of site staff agreeing with the following statement in the School Quality Survey, "I have been provided online or other remote professional development opportunities and/or training to meet the current requirements and expectations of my job."

Overall Effectiveness:

While structures for support and professional growth were in place, only 61% of site staff agreed that they had been provided sufficient professional development opportunities, falling short of the 85% target. Although many systems were implemented, the perception of access and usefulness of PD opportunities needs to be strengthened. New teachers benefited from coaching and grade-level support, but additional attention to professional learning personalization and visibility is necessary.

Annual Review Analysis

Goal 5:

By May 2025, at least 30% of parents from our school community will volunteer at school-related programs, meetings, and events, as evidenced by Raptor volunteer sign-in data. By May 2025, at least 97% of parents from our school community will visit the school for school-related programs, meetings, and events, as evidenced by Raptor visitor sign-in data.

Overall Effectiveness:

The goal was exceeded. Parent engagement was strong, and efforts to create multiple points of entry for family involvement were effective. Shifting some programs to ELOP slightly reduced the variety of workshops available directly through the school, but core engagement activities remained robust.

Annual Review Analysis

Goal 6:

Students will have the opportunity to participate in beginning Mariachi classes once/week after school for 1.5 hours, in conjunction with Hearst Elementary school Intermediate and Advanced Mariachi classes later that same day. All students will be provided with additional art lessons, which increases our current PTA-funded art teacher's sessions and increases her salary to be similar to the salaries of others in similar positions in PUSD. We are also looking into possibilities around offering drama lessons and Maker Engineering classes.

Overall Effectiveness:

We were not able to offer drama lessons or Maker Engineering classes using Prop 28 funds. We are in the process, however, of hiring a visual arts assistant to support an art-focused aspect of our student wellness center to promote self-regulation through art.

Educational Partner Involvement:

Staff and site leaders collaboratively reviewed data, set goals, and adjusted strategies. ELAC and SSC analyzed subgroup data, provided feedback, and formally approved the SPSA in April 2025. Key priorities included equity, attendance, wellness, and family engagement. The principal gathered broader community input, including on Prop 28 funding.

Theory of Action:

If Valley View Elementary staff consistently use disaggregated data to drive instruction, provide targeted academic and behavioral interventions, and foster inclusive and culturally responsive practices, and if we intentionally strengthen student and staff wellness through social-emotional learning supports and community-building, and if we enhance new teacher onboarding, deepen Dual Language Immersion (DLI) program development, and actively engage families as partners in student success, then we will accelerate academic growth, reduce chronic absenteeism across all student groups, and cultivate a safe, inclusive, and connected school community where all students thrive.

Planned Improvements:

Expected Annual Measurable Outcomes and Planned Strategies/Activities Summary

Goal 1:

Goal 1.1: By June 2026, Mathematics CAASPP performance level for all students overall will move from "green" (high - decreased) to "blue" (high - maintained) and will show as "increased" on the CA State Dashboard. Students who are EL and students who are Hispanic will move from "orange" to "yellow" and students who are SED will move from "yellow" to "green" on the CA State Dashboard.

By Winter 2026, the percentage of students who are African American who met their Growth Goal on Mathematics MAP will increase from 60% (3 of 5 students) to 80% (4 of 5 students); students who are ELs will increase from 58% to 78%; students who are Hispanic will increase from 64% to 84%; SWD will increase from 45% to 65%, and students who are SED will

increase from 64% to 84%.

Strategies: Teachers will use formative data to provide differentiated math instruction, including Tier II small group or 1:1 support. After-school tutoring will be available for 3rd–5th graders needing extra help. Teachers will also keep families informed and involved through regular communication and math support tips.

Goal 1.2: By June 2026, ELA CAASPP performance level for all students overall will increase from “green” (high - maintained) to “blue” (very high - increased) on the CA State Dashboard. Students who are EL and students who are Hispanic will move from “orange” to “yellow” on the CA State Dashboard. By June 2026, ELA CAASPP performance level for SED students will increase from 72.8 points below standard in 2023-24 to less than 70 points below standard, which is a move from “red” to “orange” on the CA State Dashboard.

By Winter 2026, the percentage of students who are African American who met their Growth Goal on English Language Arts MAP will increase from 20% (1 of 5 students) to 80% (4 of 5 students); students who are ELs will increase from 41% to 61%; students who are Hispanic will increase from 46% to 66%; students who are SED will increase from 43% to 63%, and SWD will increase from 43% to 63%.

Strategies: Students will receive differentiated, multisensory ELA instruction based on disaggregated literacy data, with targeted support for EL, Hispanic, SED, and African American students. Tier II and III interventions in foundational reading will be supported by administrators, specialists, and coaches. Additionally, teachers will maintain regular communication with families about student progress, important dates, and strategies for supporting language arts learning at home.

Goal 1.3: By June 2026, 58% of English Learners will make progress towards English language proficiency and will move from “green” (“high - maintained”) to “blue” (“very high - increased”) on the CA State Dashboard.

Strategies: Teachers will participate in Learning Walks to observe peers and reflect on instruction, while also increasing opportunities for student-led academic talk. Staff will pilot an oral language monitoring tool for English Learners and receive professional development on integrated ELD strategies.

Planned Improvements:

Expected Annual Measurable Outcomes and Planned Strategies/Activities Summary

Goal 2:

Goal 2.1: By June 2026, the percentage of suspensions of students who are ELs (“low” - “increased”) and students with disabilities (“medium” - “maintained”) will move from the “yellow” indicator to the “blue” indicator (“very low” - “declined”) on the CA Dashboard. By June 2026, the percentage of suspensions of all students will maintain the “green” indicator on the CA Dashboard.

Strategies: A comprehensive support system is in place to address student and family needs

through SIPs, SSTs, COST meetings, counseling, and wraparound services. Behavior data is tracked via Behavior Reminders and reviewed by staff to identify trends, inequities, and guide interventions. Teachers receive PD on PBIS strategies, and students with major behavior issues receive targeted support. The goal is to reduce physical aggression incidents by Winter 2026, particularly among Hispanic students, through restorative practices and individualized behavior plans.

Goal 2.2: By June 2026, 70% of parents who completed the School Quality Survey will agree that there are programs and curricula at Valley View to support student and staff social emotional learning.

By June 2026, 80% of students who completed the California Healthy Kids Survey will state that most or all of the time they feel connected to Valley View.

Strategies: The school will gather and analyze qualitative data each trimester to assess how families and students from underrepresented groups feel about SEL effectiveness and school connection. To promote belonging and equity, the school will host DEI events, provide services like translation and childcare at meetings, and ensure regular two-way communication.

Feedback will be gathered through multiple channels, including meetings, surveys, and informal conversations. The school will also maintain weekly bilingual newsletters and collaborate with district teams and community groups on safety and facility projects.

Planned Improvements:

Expected Annual Measurable Outcomes and Planned Strategies/Activities Summary

Goal 3:

Goal 3.1: By June 2026, all students, students who are English Learners, students who are SED, students who are Hispanic, SWD, and students who are White will move from the “Yellow” to the “Green” indicator on the CA State Dashboard for Chronic Absenteeism, which is a decrease from a “high” to a “medium” level. By June 2026, all students overall will maintain the “Green” indicator on the CA State Dashboard for Chronic Absenteeism.

Strategies: To improve attendance, the school will emphasize its importance through events like Back to School Night, weekly newsletters, administrator videos, and parent meetings. Clear explanations of attendance procedures and consequences for truancy will be provided, along with proactive outreach to families of students with attendance concerns. Communication between school and families will be strengthened through regular updates on student learning and interventions. An online platform will also be created to foster community connections, such as carpool coordination.

Goal 3.2: By June 2026, the percentage of Special Education referrals for students who are Hispanic will be on par with the percentage of students in the school who are Hispanic and all who are initially referred will be eligible for Special Education.

Strategies: To address the over-referral of Hispanic students to Special Education and better support their academic needs, Valley View will enhance professional learning focused on inclusion, culturally responsive teaching, and differentiated instruction. Learning Walks and mentorships will support new teachers, while PD will address harmful referral patterns. The DLI

program will be strengthened through expanded coaching, clear expectations, and finalized curriculum benchmarks as part of the updated DLI Master Plan. Additional support includes before-school tutoring for at-risk Hispanic ELs and bilingual family engagement events that promote Spanish language development and provide guidance on navigating the SPED referral process.

Planned Improvements:

Expected Annual Measurable Outcomes and Planned Strategies/Activities Summary

Goal 4:

Goal 4: Of the teachers who participate in Learning Walks and respond to the feedback survey, at least 85% will give a score of "5", on a 1-5 scale with 5 being the highest, to indicate the value of Learning Walks in helping to improve their professional growth.

Strategies: Valley View will provide ongoing professional development through regular grade-level collaboration, peer observations, and structured Learning Walks focused on inclusivity and effective teaching. New teachers will receive added mentorship and support, while DLI teachers will have dedicated time to collaborate before and during the school year.

Planned Improvements:

Expected Annual Measurable Outcomes and Planned Strategies/Activities Summary

Goal 5:

Goal 5: By June 2026, at least 50% of parents/guardians from our school community will volunteer at school-related programs, meetings, and events, as evidenced by Raptor volunteer sign-in data.

Strategies: Valley View will finalize its DLI Master Plan through ongoing collaboration with staff, families, and the community, with support from the district. Additionally, the school will expand parent engagement by creating structured in-school volunteer opportunities and simplifying the sign-up process to increase participation.

Planned Improvements:

Expected Annual Measurable Outcomes and Planned Strategies/Activities Summary

Goal 6:

By June 2026, students will in 3rd-5th will not only have the opportunity to participate in beginning Mariachi classes once/week after school for 2 hours, in conjunction with Hearst Elementary school Intermediate and Advanced Mariachi classes later that same day, but will also have the opportunity to participate in Baile Folklorico during the same time. In addition, all students in TK-5 will not only be provided with visual art lessons from a designated art teacher, but will also be provided with a visual arts instructional assistant who will work with the school counselor and art teachers to support social-emotional wellness by offering art activities to students who visit the Wellness Center.

School Site Council Approval Date: April 17th, 2025