



Valencia Park

Melanie Carmona, Principal

School Mission/Vision/Demographics

Home of the Lions, Valencia Park Elementary serves a vibrant and diverse student population of 413 students, each bringing unique backgrounds, strengths, and perspectives to our learning community. Of these students, 89% are identified as socioeconomically disadvantaged, 40% are English Learners, and 1% are foster youth. These demographics reflect not only the richness of our school community, but also the critical importance of providing targeted support, inclusive practices, and equitable access to educational opportunities for all students.

At the heart of Valencia Park's work is a clear and shared mission that drives every decision and initiative on campus: The Valencia Park community of teachers, staff, and parents is committed to providing all students with a 21st Century learning experience in an individualized learning setting where engaged students think critically, work collaboratively, and problem solve. This mission reflects our belief that students must be equipped with the skills and mindset necessary to thrive in a rapidly changing world.

This commitment is grounded in the school's forward-looking vision for student success: The Valencia Park staff is dedicated to providing every child with a high-quality, rigorous, and meaningful educational experience tailored to individual learning needs. We believe that when instruction is both personalized and challenging, students are more likely to achieve academic growth and develop a lifelong love of learning.

Together, these guiding statements reflect Valencia Park's unwavering dedication to equity, innovation, and high expectations for all learners. They serve as the foundation for our work to ensure that every student, regardless of background or circumstance, is empowered to succeed and reach their full potential.





Valencia Park

Melanie Carmona, Principal

School Data

In the Spring 2024, Valencia Park Elementary's performance on the Smarter Balanced Assessments (SBAC) revealed key areas of focus for academic growth in both English Language Arts (ELA) and Mathematics.

In ELA, 50% of students did not meet the standard, while 23.45% nearly met it. Only 19.91% of students met the standard, and 6.64% exceeded it. Altogether, just 26.55% of students demonstrated proficiency by meeting or exceeding the standard in English Language Arts.

In Mathematics, performance was similarly challenging. A total of 57.14% of students did not meet the standard, and 24.68% nearly met it. Only 12.99% of students met the standard, with an additional 5.19% exceeding it. In total, just 18.18% of students met or exceeded the standard in Mathematics.

These results highlight the need for targeted instructional supports, intervention strategies, and ongoing monitoring to improve academic achievement and close the proficiency gap for all students at Valencia Park. As part of the school's effort to address these gaps, iReady diagnostic assessments have been used throughout the year to guide instruction and monitor student progress.

In the 2024–25 school year, iReady data for grades 3–6 (the only grades that have completed all three diagnostic windows so far) showed promising growth. In Mathematics, the percentage of students performing at or above grade level increased from just 2% at the beginning of the year to 10% by the third diagnostic. In Reading, proficiency grew from 5% to 10% over the same period. While overall performance levels remain below desired targets, the upward trend in iReady data demonstrates that focused interventions and personalized learning are beginning to yield results.

Fiscal Information

Budget Information	
LCFF Supplemental	\$178,394
LCFF Base	\$52,934
Title I	\$150,094

SPSA Goal	Total Expenditures
Goal 1	\$275,721
Goal 2	\$32,598
Goal 3	\$47,538
Goal 4	\$25,565



Valencia Park

Melanie Carmona, Principal

Goal 1: Student Achievement

Valencia Park Elementary has outlined targeted goals to raise student achievement in both English Language Arts (ELA) and Mathematics by Spring 2026. In ELA, the school aims to decrease the percentage of K–2 students scoring “not mastered” on district assessments by at least 10%, raise the SBAC Distance from Standard (DFS) score in grades 3–6 from -66 to -64, and increase English Learner progress on the ELPAC reading section by at least 2%. In Mathematics, the school is working to reduce “not mastered” scores in K–2 by 10% and improve the Math DFS in grades 3–6 from -83 to -80.

To support these academic goals, Valencia Park is leveraging a combination of leadership, instructional support, and professional development. The Assistant Principal plays a key role in leading student interventions, coaching teachers, and improving parent communication. Teachers will engage in collaborative summer planning and receive classroom support through substitutes to participate in assessments, data discussions, and instructional walkthroughs. A counselor and mental health associate provide additional support for student well-being, while instructional aides and RtI support staff enhance academic interventions.

The school is also investing in instructional tools and enrichment programs to increase engagement and support learning. Digital platforms like iReady, iXL, and Seesaw will continue to support targeted instruction in reading and math. Valencia Park will offer before- and after-school clubs, including Robotics, Readers Club, and Speech & Debate, as well as special events such as author visits, college tours, and attendance incentives. These combined efforts reflect the school’s commitment to academic growth, equity, and creating a supportive and engaging learning environment for all students.

Goal 2: Digital and Informational Literacy

Valencia Park Elementary is committed to ensuring that all students and staff have access to and demonstrate mastery of 21st Century learning tools, resources, and skills to support rigorous and relevant instruction. To achieve this, the school is making strategic investments in technology and support infrastructure.

Instructional purchases will include updated devices and equipment such as iPads, laptops, smart TVs, printers, keyboards, headphones, and necessary accessories to meet both instructional and assessment needs. These tools will enhance student learning, enable participation in digital intervention programs like iReady, and support teachers in delivering technology-integrated instruction.

Additionally, technology resources will be expanded for staff across the school—including teachers, administrators, and office personnel—to ensure access to district-supported instructional platforms and digital tools. This includes the purchase of computers, apps, and software needed to run classroom and intervention programs effectively.

To maintain and support this growing technology ecosystem, Valencia Park will fund a portion of a Computer Technician I position to provide ongoing tech support. These efforts are designed to build a modern learning environment where students are equipped with the tools and skills necessary for success in a digital world.



Valencia Park

Melanie Carmona, Principal

Goal 3: Safe and Secure Environment

Valencia Park Elementary is dedicated to fostering a safe, supportive, and inclusive school environment where students thrive socially, emotionally, and behaviorally. By the end of the year, 100% of students will receive social-emotional learning (SEL) and character development lessons through the Second Step curriculum and the school's PBIS program, "Be a LION," as tracked by teacher documentation. These efforts aim to strengthen student behavior and reduce suspension rates throughout the year.

As part of the school's ongoing commitment to safety and wellness, Valencia Park participates in the California Community Schools Partnership Program and is supported by the OC GRIP Morning Greeter initiative to create a welcoming and secure start to each day. A Recess Support Coach will be hired to teach safe play and good sportsmanship during lunch, introducing structured games that promote inclusion and reduce playground conflicts. In addition, a Program Specialist—partially funded by an LCRS grant—will assist in implementing academic and wellness-related programs. The district and school leadership team will collaborate on initiatives such as bullying prevention, PBIS training, and character education based on Coach Wooden's Pyramid of Success.

To support these efforts, the school will purchase materials for PBIS assemblies, certificates, and awards to reinforce positive behavior. Safety-related upgrades will include emergency equipment, facility improvements for a single point of entry, and enhancements to communication systems. These combined strategies are designed to ensure every member of the school community feels welcomed, valued, and safe.

Goal 4: Parent and Community Engagement

Valencia Park is committed to strengthening family partnerships through clear communication, access to resources, and meaningful opportunities for involvement. A Social Services Assistant will help connect families with community agencies, monitor student needs, and support attendance, PBIS, and academic interventions.

To improve communication, the school will provide translated materials, newsletters, home/school folders, and planners. A ChatGPT subscription will be used to create engaging, multilingual newsletters and parent outreach tools, while Adobe Sign licenses will make it easier for families to engage in the IEP process.

Families will have access to free workshops and classes—such as parenting, technology, ESL, and health education—through partnerships with organizations like NOCCC and Community Schools. Events such as PTA, ELAC, SSC, and classroom volunteer opportunities will be promoted throughout the year, with refreshments and incentives offered to encourage participation and build stronger home-school connections.

ATSI/TSI/CSI/Title I/Educational Partners

Valencia Park is identified as a CSI (Comprehensive Support and Improvement) school because our academic performance places us in the bottom 5% of Title I schools statewide. Chronic absenteeism has also been a significant factor, especially among English Learners, students with disabilities, and socioeconomically disadvantaged students.

In response, we are expanding targeted academic interventions, strengthening our attendance outreach efforts, and addressing resource inequities through improved support for students with IEPs. These actions are part of our commitment to improving outcomes for all students.

