



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Victory Elementary

Contents

School Plan for Student Achievement (SPSA) Template	2
Purpose and Description	2
Stakeholder Involvement.....	4
Resource Inequities.....	5
Goals, Strategies, Expenditures, & Annual Review.....	6
LCAP/SPSA Goal 1 – Student Achievement	6
Identified Need	7
Annual Measurable Outcomes	17
Strategy/Activity 1.....	18
Strategy/Activity 2.....	20
Strategy/Activity 3.....	21
Strategy/Activity 4.....	23
Strategy/Activity 5.....	25
Annual Review – Goal 1	26
Analysis.....	26
Goal 2 – School Climate	29
Identified Need	30
Annual Measurable Outcomes	35
Strategy/Activity 1.....	36
Strategy/Activity 2.....	38
Annual Review – Goal 2	40
Analysis.....	40
Goal 3 – Meaningful Partnerships.....	43
Identified Need	44
Annual Measurable Outcomes	45
Strategy/Activity 1.....	46
Annual Review – Goal 3	49
Analysis.....	49
Budget Summary.....	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budget Spreadsheet Overview – Title I	52
Budget Spreadsheet Overview – LCFF	53

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victory Elementary	39686766042808	Ver 1 – 05/22/2020	Ver 1 – 05/28/2020	Ver 1 – 07/28/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Victory Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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

Victory Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Victory Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 25, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Victory Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the May 22, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Victory Elementary initiated a specific needs assessment process, SWIFT Fidelity Integrity Assessment (FIA), with meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on 2/7/19 and 2/21/19.

In school year 2018-2019, also Year 2, Victory Elementary initiated meetings with stakeholders and conducted the SWIFT FIA, Schoolwide Integrated Framework for Transformation Fidelity Integrated Assessment. These meeting were held in October of 2018 and April of 2019.

In summary, during the first meeting the planning team completed Current Levels of Performance Gap Analysis Results, and Cause Analysis Results. During the second meeting the planning team completed the Design & Improvement, Success Assurances, and Implementation & Evaluation.

As a result of the stakeholder involvement and data reviews, Victory Elementary has been able to complete the Decision Making Model (DMM) -a component of the Comprehensive Needs Assessment, in February of 2019. After analyzing the DMM the planning team identified chronic absenteeism and our suspension rate as priorities to address. Our special education subgroup has also been identified under ATSI. We will also focus on Professional Development in Math and English Language Arts for the Instructional Coach, Program Specialist, administration and teachers as well as release time for teachers to collaborate about best practices and implementation of the new curriculum.

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

- *The percent of African Americans and special ed students suspended is not proportional to the percent of students in those subgroups enrolled at our school.
- **The percent of African Americans, special ed and homeless students with chronic absenteeism is not proportional to the percent of students in those subgroups enrolled at our school.
- *Some students identified in need of intervention and would benefit from the support provided by the after school program, are not able to attend due to transportation.
- *Teacher input indicates that teachers are in need of additional professional development and in class support with the newly adopted math program.
- *Not all teachers on site have been trained in Professional Learning Communities as an avenue to improve student achievement, including a systematic response to intervention school-wide.
- * Teachers need continuous training in both ELA and Math adopted curriculums from site coaches and district curriculum specialists. Teachers need information on the concept of unfinished learning and unfinished teaching in order to close the achievement gap due to COVID-19.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, reduce the distance from standard in ELA for All Students by a minimum 3 points.

By June 2021, reduce the distance from standard in ELA for SWD by a minimum of 3 points.

By June 2021, increase our reclassification rate by 5% and reduce our long-term English learners by 5%.

School Goal for Math: (Must be a SMART Goal)

By June 2021, reduce the distance from standard in math for All Students by a minimum of 3 points.

By June 2021, reduce the distance from standard in math for SWD by a minimum of 3 points.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

CAASPP

ELA

2017 73.6 points from level 3

2018 = 62.3 points from level 3 - yellow indicator

2018 = SWD 136.5 points from level 3

2019 = 62.5 points from level 3 - yellow indicator

2019 = SWD 136.5 points from level 3

ELD - ELPAC

English Learner progress- 2018

English Learner progress-2019

10 at Level 1 - Beginning

13 at Level 1- Beginning

9 at Level 2 - Somewhat

21 at Level 2- Somewhat

28 at Level 3 - Moderate

16 at Level 3- Moderate

19 at Level 4 - Well Developed

3 at Level 4- Well Developed

EL Reclassification rate:

2016 = 8%

2017 = 22%

2018 = 29%

2019 = 32%

2020 = Due to testing being suspended the last half of the school year because of COVID-19, students were not given the opportunity to qualify for reclassification, resulting in only 3 students being reclassified in the 19-20 school year.

MAP - % met standard

2018 Fall 34% winter 34%

SWD Fall 12% winter 18%

Academic Instruction and support (ELA)

Dashboard:

All students -

2019 - orange

-62.5 Distance from standard

2018 - yellow

-62.3 Distance from standard

2017 -73.6 Distance from standard

2016 -72.10 Distance from standard

2019 - 27% of students met/exceeded standards

2018 = 27%

2017 = 20%

2016 = 19%

SUBGROUPS 2019

Orange =

African American (AA) = 79.7 Distance from standard

English Learners (EL's) = 71.9 Distance from standard

Students with disabilities (SWD) = 136.5 Distance from standard

2019 Dashboard - ATSI for 3 subgroups:

AA, SWD Homeless

I Ready fall to winter administration:

Fall T1 - 15%

Winter T1 - 28%

Fall T2 - 40%

Winter T2 = 33%

Fall T3 - 45%

Winter T3 - 39%

Math:

Dashboard:

All students

2019 orange

-87.1 Distance from standard

2018 - -77.2 Distance from standard

2017 - -82 Distance from standard

2016 - -84.2 Distance from standard

2019 - 18% of students met/exceeded standards

2018 = 23%

2017 = 20%

2016 = 19%

Subgroups 2019

AA = 108.2 Distance from standard

SWD 172.9 Distance from standard

2019 Dashboard - ATSI for 3 subgroups:

AA, SWD Homeless

2020

I Ready fall to winter administration:

FALL T1 = 12%

WINTER T1 = 24%

FALL T2 = 50%

WINTER T2 = 47%

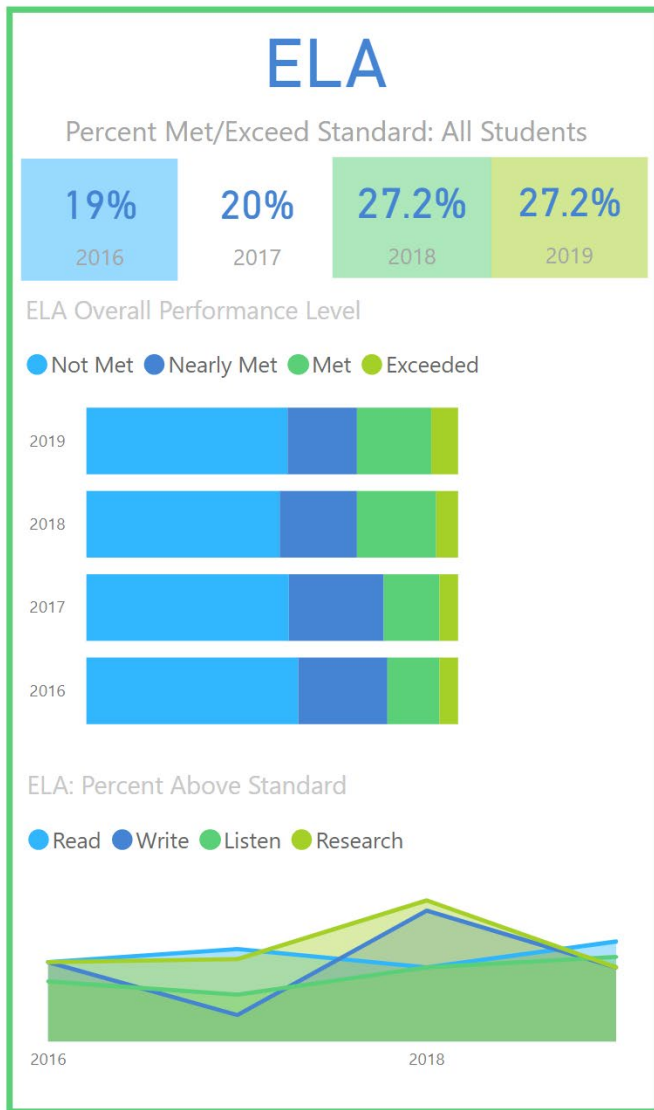
FALL T3 = 38%

WINTER T3 = 29%

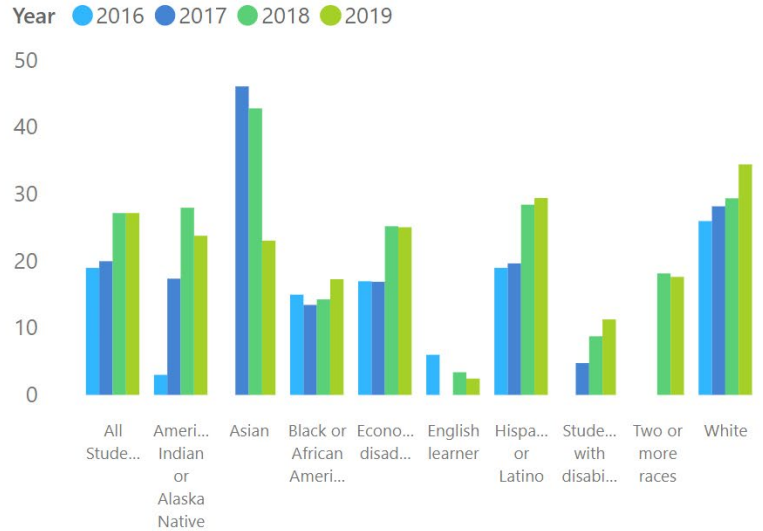
MAP - % met standard

2018 Fall 34% winter 34%

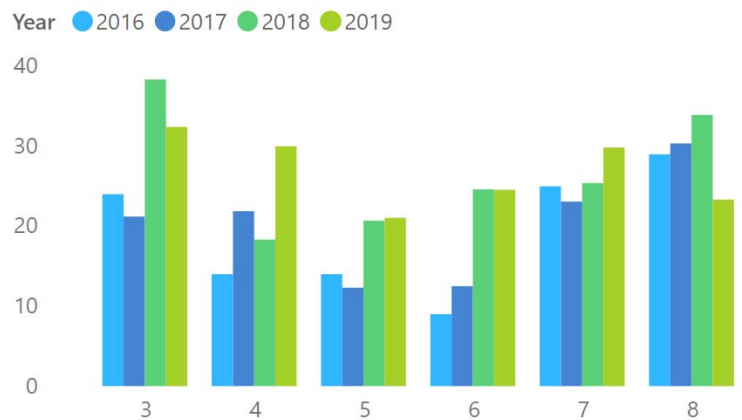
SWD Fall 12% winter 18%



ELA CAASPP: Percent Met/Exceed Standard

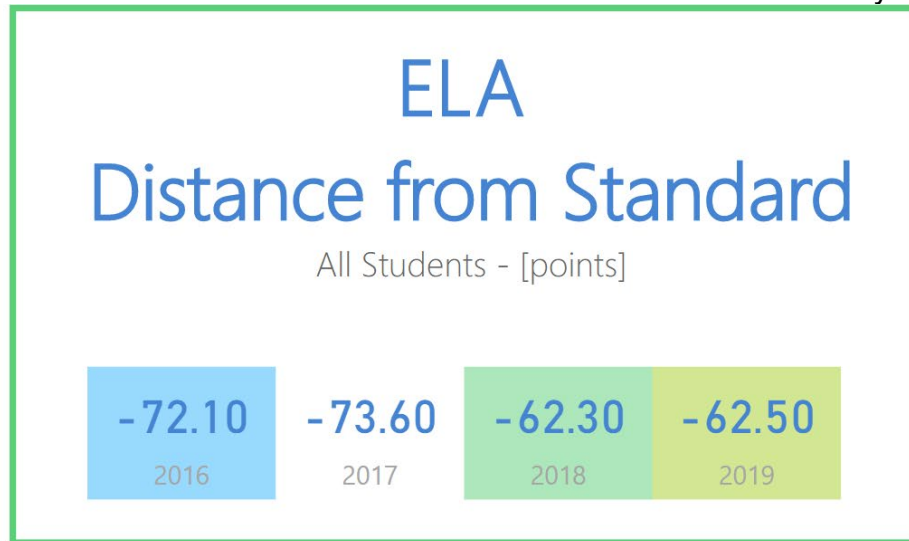


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

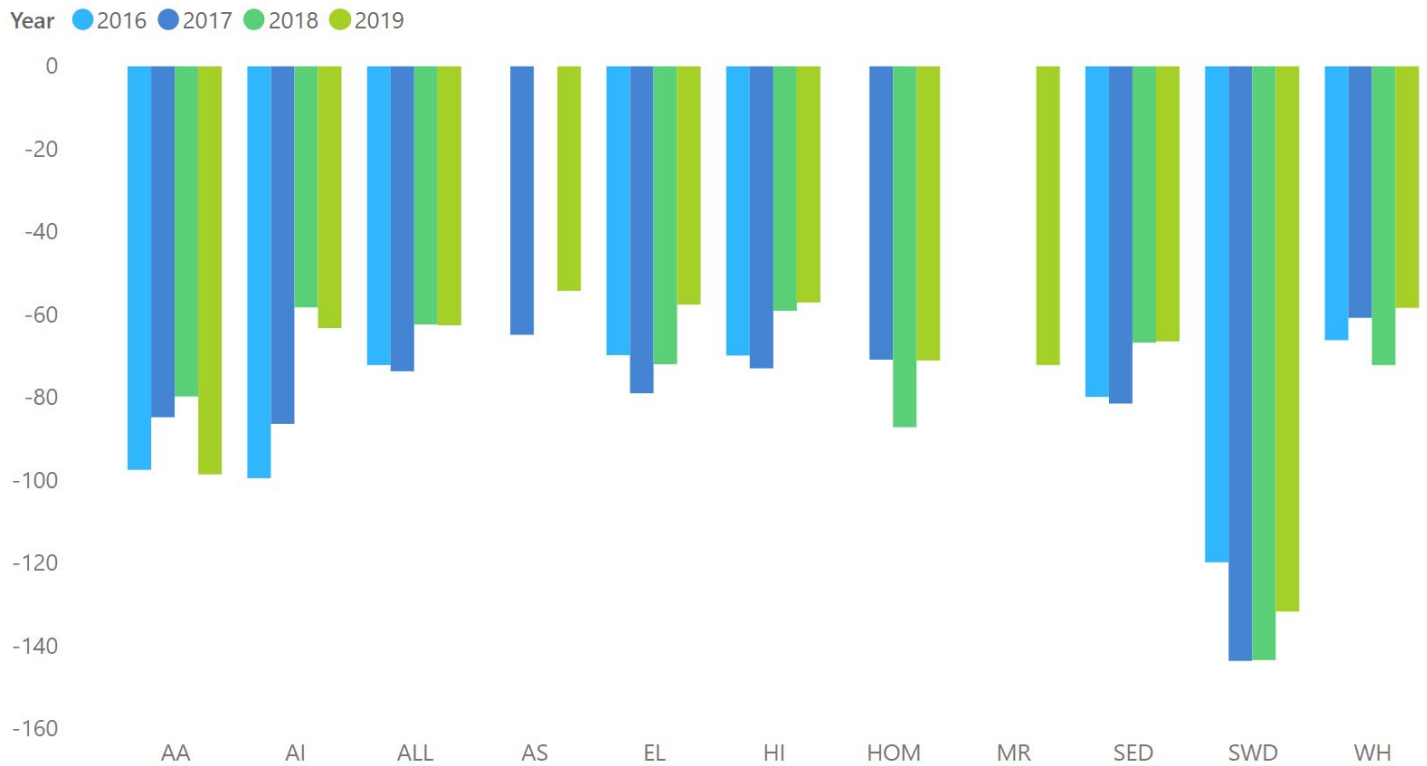


2019 Prelim ELA CAASPP: Area - Percent Above Standard

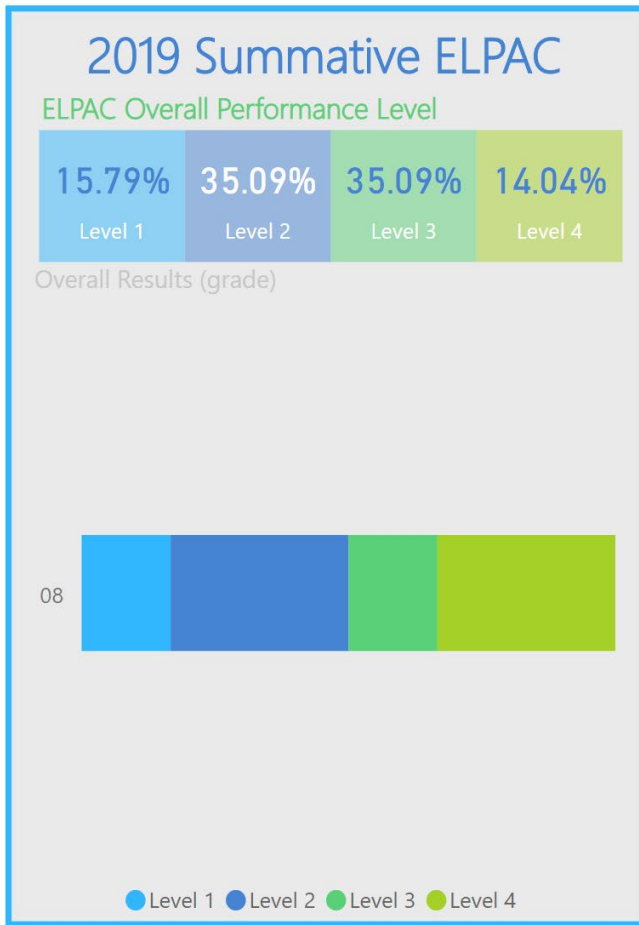




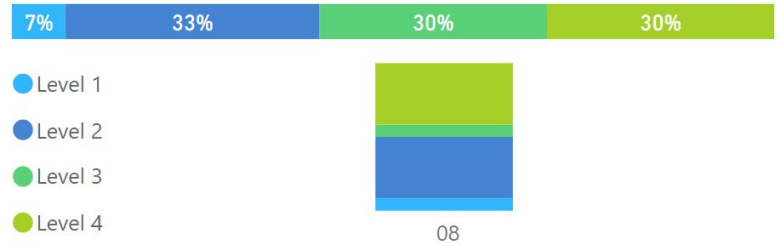
ELA Distance from Standard [points]



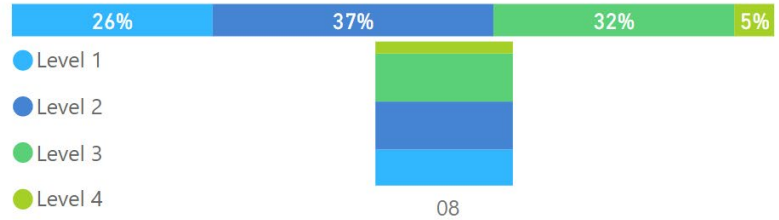
name 3 SUUSD RA 12122019 v3r1



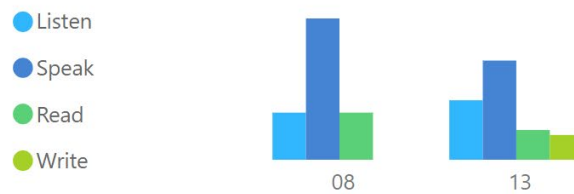
Oral Language Overall Performance Level



Written Language Overall Performance Level

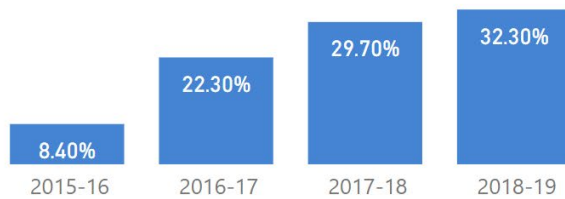


Performance Area: Percent Well Developed



English Learner Progress

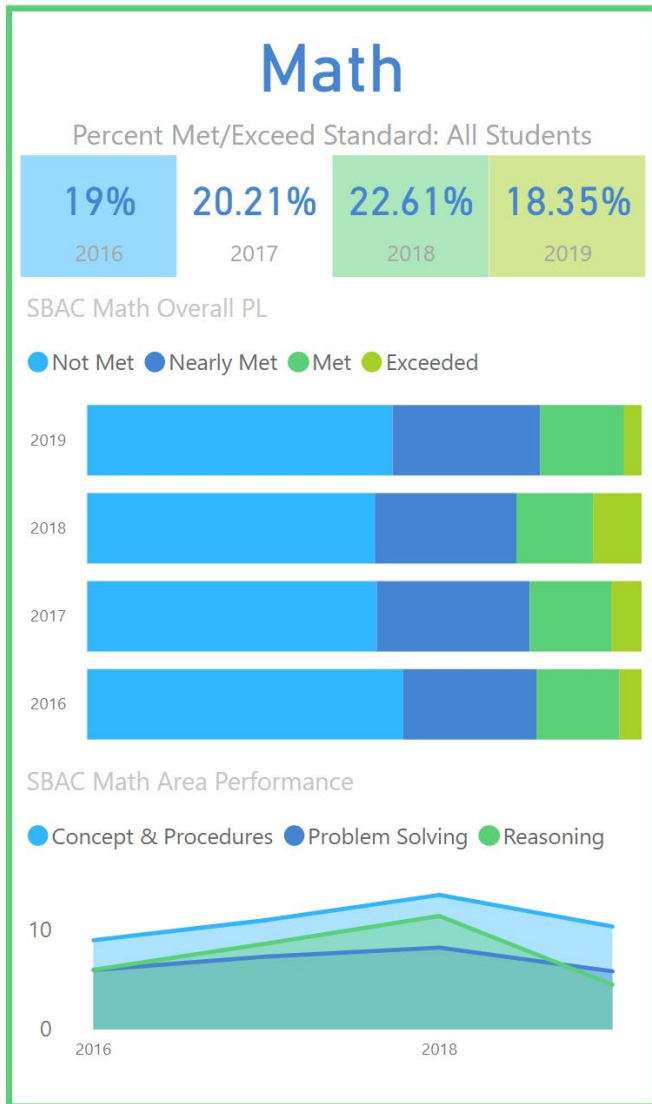
Reclassification Rates



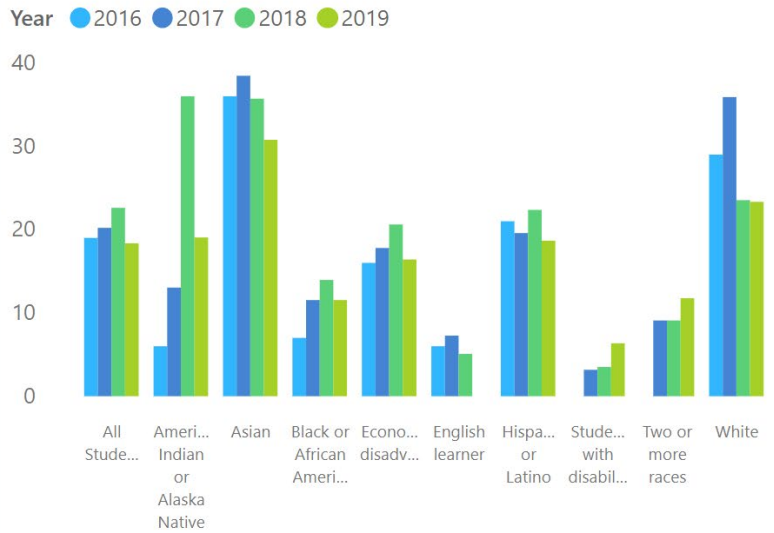
English Learner Progress Indicator (ELPI)

38.3%

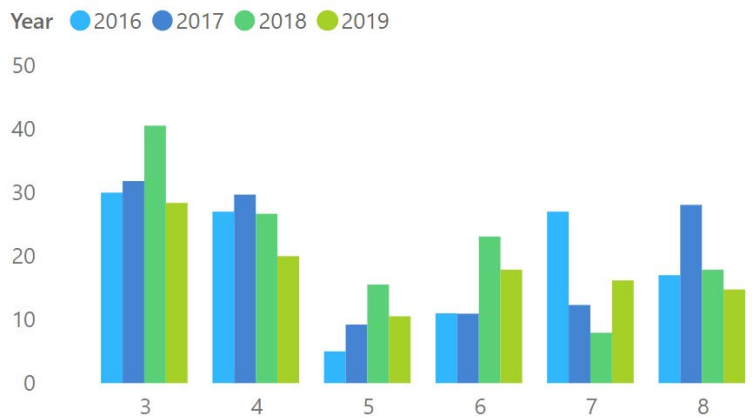
ELPI 2019



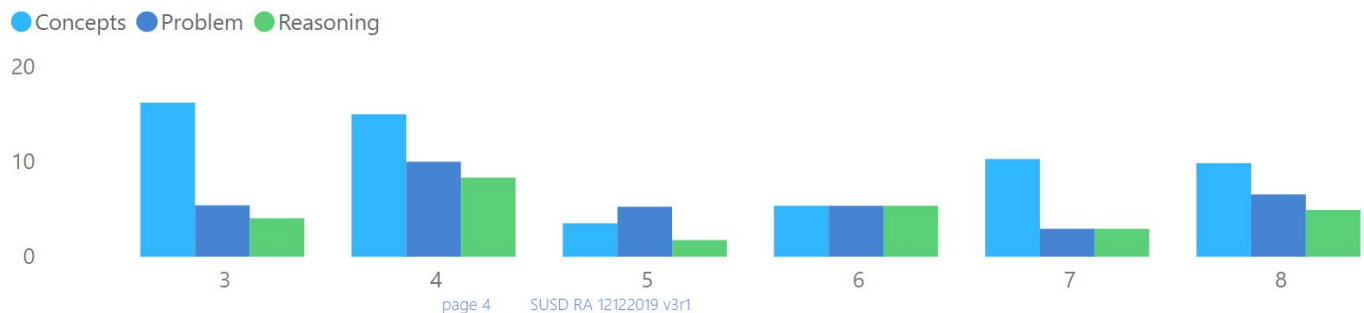
Math CAASPP: Percent Met/Exceed Standard

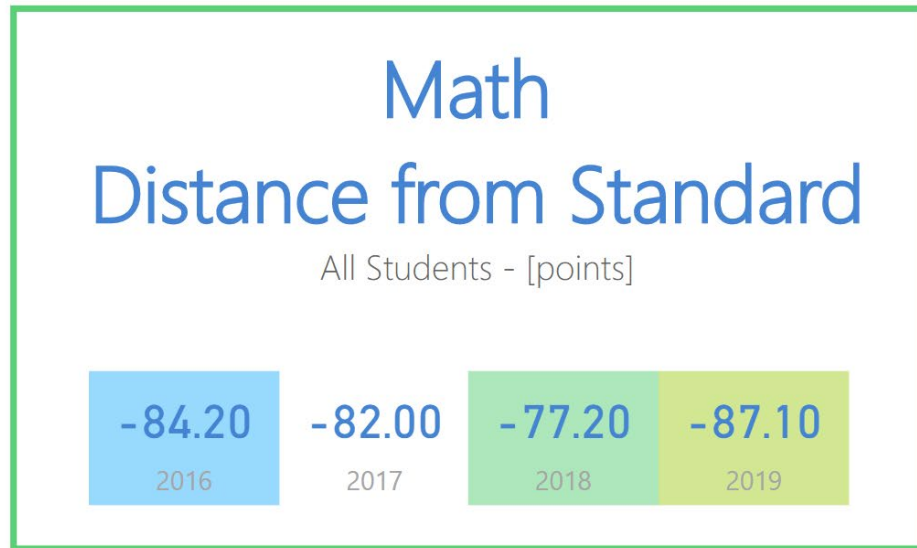


Math CAASPP: Percent Met/Exceed Standard by Grade Level



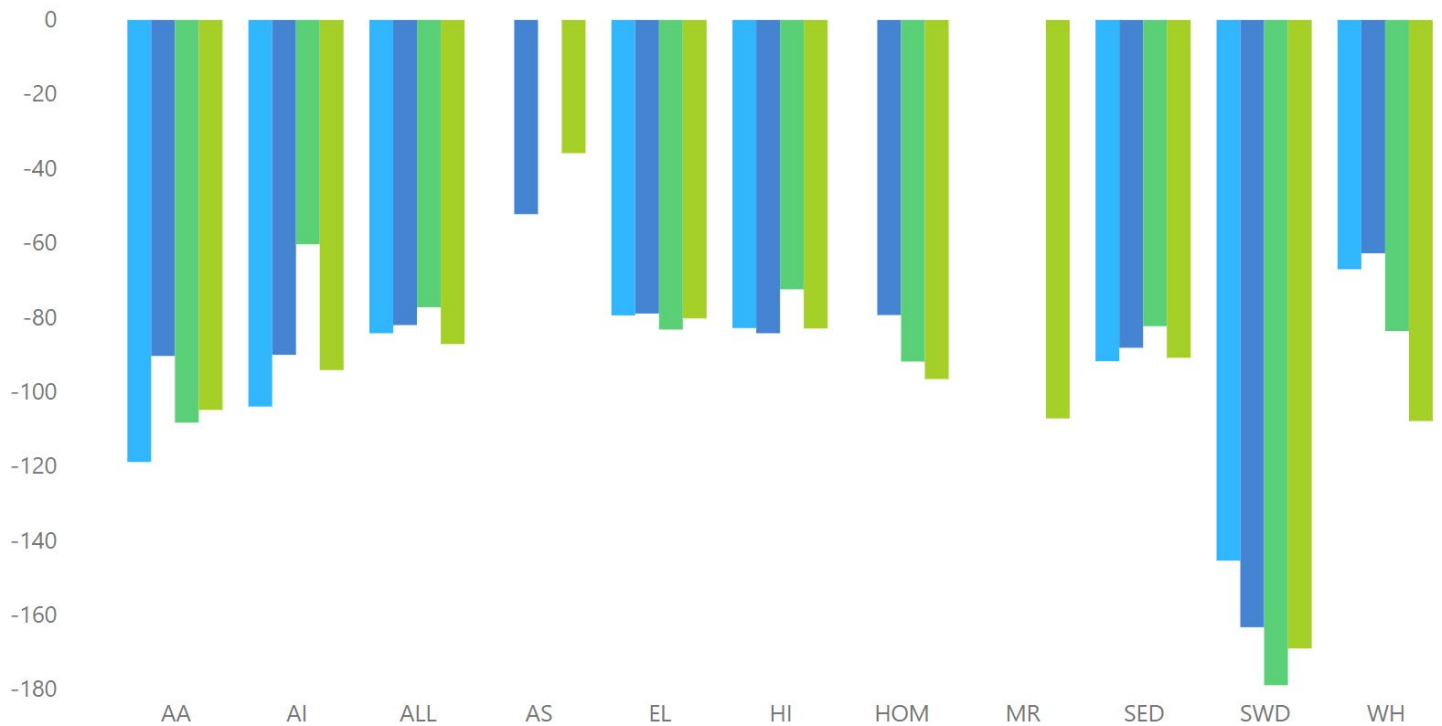
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

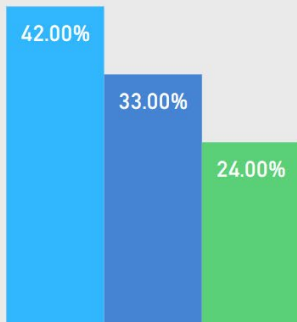
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

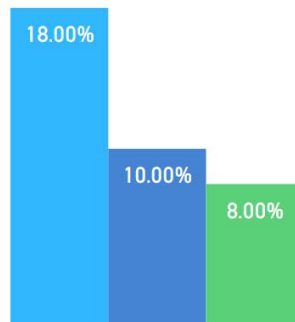
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

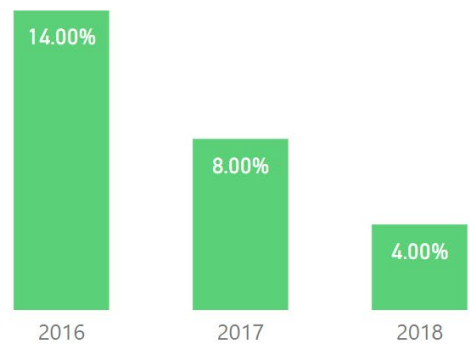
Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



page 9 SUSD RA 12122019 v3r1



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-62.5 points below	-59.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-87.1 points below	-84.1 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide English Learner (EL) students with supports that aid in increasing student achievement and reclassification.

Increase reclassification rates for EL students before they become Long-Term English Learners. Provide targeted integrated instruction, Use of EL and Redesignated Fluent English Proficient (RFEP) Monitoring forms, including Catch-Up Plans if needed, and special education alternative reclassification criteria.

English Language Development curriculum Implementation Walks and follow up collaboration with teachers, program specialists and administrators to be held after the school day. \$2,000

of EL students monitored # of EL students assessed (initial) # of EL students annually tested, # of EL student RFEP (ELPAC & MAP) # of EL students at grade level # of EL students below grade level # of EL students making progress

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	11500	Teacher additional comp

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Media Assistant promotes regular use of literacy to enrich the school experience by providing library use for pleasure and research and encourages regular participation in library activities such as book studies and extended reading activities.

Supplemental student nonfiction reading books. Cost: \$5,000

Teachers provide a consistent and regular system to monitor and measure student growth through the use of Accelerated Reader and Star Reading assessments. License Agreement: \$6,500

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	42000	Supplemental nonfiction books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,207	24101	.4375 FTE Library Media Assist
\$6,500	58450	License Agreement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A full-time program specialist and two half time instructional coaches will provide teachers with professional learning opportunities to supplement core instruction, participating in co-teaching lessons and providing demos in the classroom using evidence-based instructional strategies. Provide instruction and support in data analysis, assessment development, and extended collaboration in grade level teams as well as vertical alignment. Coordinates conferences and training as needed by teachers based on observations and teacher requests. Ensures all teachers and students have appropriate materials and curriculum. Coordinates ongoing State and District assessments.

Provide AVID strategies to all students in grades sixth through eighth, with a focus on interactive note taking and data binders.

AVID Instructional Materials/Supplies: binders, paper, dividers, pens/pencils, highlighters and calendars will be used in grades 6 to 8 to develop organizational skills and support WICOR strategies used daily in class. \$1,500

Project Lead the Way (PLTW): Ongoing training for 7th-8th grade science teachers. Grant funds to be used to support this strategy.

PLTW will be implemented in 5th-8th grade. Teachers will enhance Next Generation Science Standards (NGSS) science curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Instructional Materials/Supplies - \$16,354 T1 plus \$7,063 LCFF: Instructional materials to support instruction and curriculum. Applicable supplemental instructional materials include copy paper, binder paper, pencils, pens, highlighters and chart paper, classroom printers (less than \$500 each), toner, headphones, projectors, projector bulbs.

Professional Learning Community (PLC) conference for 10 Victory School staff members in fall of 2020 – (postponed until the 20-21 school year, pending approval) \$25,000. Virtual opportunity may be available.

Site coaches will support teachers during the 2nd year of both new curriculums. (ELA and Math)
Coaches will support teachers through coaching conversations and supporting professional-development dialogue during grade level collaboration meetings.

Site coaches will also support teachers during academic conferences with a focus on data analysis, instructional strategies, and the impact unfinished learning and teaching has on our students.

Victory will use other specialists from the curriculum department to support teachers during the 2nd year of both new curriculums. (ELA and Math)

Teachers will use various equipment such as the laminator, copier, Duplo to support instruction and curriculum. Maintenance agreements ensure the equipment (list equipment) is available and usable to provide a print rich environment. Maintenance Agreements cost: \$6,500

Equipment - \$2,500: doc cameras, projectors

Printer for counselor's office \$7,500

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$38,892	19101	.27 FTE Program Specialist (salary & benefits)
\$25,000	51250	Conferences
\$10,000	44000	Equipment
\$16,354	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$106,770	19101	.73 FTE Program Specialist (salary & benefits)
\$6,500	56590	Maintenance Agreements
\$7,063	43110	Instructional Materials/Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Two times per year academic conferences will be held to analyze student achievement and identify supports and interventions needed. Teachers will be released throughout the year to collaborate vertically and horizontally to analyze data, refine curriculum implementation, assessment and modifications to response to intervention needs.

When teachers collaborate beyond contracted hours they will be compensated for the additional time. Substitutes will be utilized when teachers are released during the school day.

The program specialist and instructional coaches will be included in the collaboration and receive additional compensation.

Substitute Pay Calculation

60 days X \$200 rate of pay = \$12,000 - T1

20 days X \$200 rate of pay = \$4,000 - LCFF

Additional Hourly Pay Calculation

133 hours X \$60 = \$8,000

Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$12,000	11700	Substitutes
\$8,000	11500	Teacher Additional compensation
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$4,000	11700	Substitutes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

Analysis

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

2018-2019 (Year 2):

Implementation

- 1.1 Teachers attended ELD Institute training focusing on Integrated and Designated ELD strategies. ELD implementation walks were performed. EL and RFEP monitoring forms, including Catch-Up Plans (if needed), were implemented by every teacher with EL and RFEP students. SPED alternative reclassification criteria.
- 1.2 A. Teachers use the MAP Lexile levels to translate into Accelerated Reader reading levels for their students. Teachers then give students access to books they can read at their levels. Students take tests on the books they read and earn points. B. Our 3.5 hr Library Media Clerk offers our students many opportunities to enjoy reading: K-3 classes have weekly scheduled visits to the library, and 4-8 have biweekly visits. The library is also open during student lunches. 4x a year librarian puts on an afterschool reading event, “The Book Nook”, in which in October, librarian reveals a new “scary” book daily to students visiting the library. Participation in yearly Literacy Night for parents and students. Grants are applied for to enhance the library atmosphere and book inventory. C. Supplemental materials are provided to teachers to support instruction.
- 1.3 Expand implementation of AVID for grades 4-8 to support college and career readiness.
- 1.4 Implement school-wide systematic RTI program. Currently 1st-5th provide 30 minutes of intervention in Math and ELA daily. 7th and 8th teachers will provide daily intervention for identified students in Math.

Effectiveness

- 1.1 Due to teacher training and ongoing monitoring, we were able to reclassify 29% of our EL students, many of them in the primary grades. Not implemented at this time.
- 1.2 A. According to data used from the Accelerated Reader Schoolwide Summary Report, from the 1st trimester to the 3rd trimester of 17/18, students in 4 out of 7 grades increased their % correct answers on their AR tests, and all 7 grades averaged an increase in their book levels by the end of the 3rd trimester. B. Students look forward to their library visits and the librarian has seen an upswing in library visits. C. All material purchased have been used for instructional purposes. Based on SBAC data we were able to increase the number of students meeting standards in ELA (7%) and MATH (3%).
According to the STAR Growth Summary Report from 18-19, first trimester pretest to third trimester post test data indicate that all grade levels participating increased student independent reading levels (IRLs), with the average being +0.6.

Based on 2019 SBAC data, in ELA, the number of students meeting/exceeding standards stayed steady at 27% (no increase or decrease); and in math, the number of students meeting/exceeding standards decreased by 5% (23% to 18%).

2019-2020 (Year 3):

Implementation

Due to the Covid 19 World Pandemic we were unable to fully implement the planned strategies.

Effectiveness

Due to the Covid 19 World Pandemic we are unable to evaluate the effectiveness of implemented strategies.

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

Material Changes

2018-2019 (Year 2):

- 1.1 Many new teachers in the intermediate grades. The criteria for reclassification of Special Ed students was in transition. We are not focusing on these strategies at this time.
- 1.2 A. Using AR was a site focus this year, so students were continually encouraged to take the AR quizzes.
- 1.3 STAR was added to AR and students took the STAR three times a year.

2019-2020 (Year 3):

Material Changes

Due to the Covid 19 World Pandemic implementation only took place until March 13, 2020. Distance learning took place for the remainder of the 19-20 school year.

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.

Future Changes

2018-2019 (Year 2):

Future Changes

- 1.1 New teachers will attend EL professional development, and will be supported by coaching. The staff involved in the reclassification of Special Ed students is actively discussing and planning for IEP meetings to seek reclassification of their EL students.

- 1.2 A. It was difficult and time consuming for the teachers to set goals for their students manually, so in the 18/19 school year we will be purchasing the STAR Reading component of Renaissance, which automatically sets goals for the students after they take the initial STAR test and the teacher sets the reading minutes required.
- 1.3 Full implementation of Benchmark and Ready Math curriculum.
- 1.4 iReady personalized pathway in Math for each student that targets their specific learning deficit.

2019-2020 (Year 3):

Future Changes

Subgroups identified for ATSI (African American, Special Ed, Homeless) will be given priority registration for the after school program and Response to Intervention during the school day.

Each of these subgroups will be monitored on a weekly basis by administration and counselors. Intervention will be provided as needed to address areas of concern.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, decrease our suspension rate by a minimum of 0.3

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, reduce chronic absenteeism for all students by 0.5 points.

By June 2021, reduce chronic absenteeism for Special Education students by 0.5 points.

By June 2021, reduce chronic absenteeism for African American students by 0.5 points.

By June 2021, reduce chronic absenteeism for homeless students by 0.5 points.

Identified Need

Expulsion Rates

Victory had 0 expulsions in 2017-2018

Victory had 0 expulsions for 2018-2019

Victory had 0 expulsions for 2019-2020

Suspension Rates

2019 Dashboard indicator 11.1% -- yellow

Overall suspension rate decreased 5.1% from 2018 to 2019

African American and Students with Disabilities had a disproportionate rate of suspension compared to other subgroups

2019 subgroup rates:

SWD 20.6% -- increase of 5%

AA 22.6% -- decrease of 7.2%

Homeless 10.3% -- decrease of 2.6%

2018 Dashboard indicator 16.2% - red

2018 subgroup rates:

SWD = 15.6%

African American = 29.8%

Homeless – 12.9%

Suspension rates for Students with Disabilities

2017 = 17.7%

2016 = 22.3%

2019 Dashboard - ATSI for 3 subgroups:

AA, SWD, Homeless

The total number of days of suspension for 18-19 was 127.15. As of March 13, 2020, the total number of days of suspension was 218. 70% of students suspended during the 19-20 school year are new to Victory or are bus riders.

Attendance/Chronic Truancy –

2019 Dashboard indicator – 21% - orange

The overall chronic absenteeism rate decreased 1.6% from 2018 to 2019.

2018 Dashboard indicator 22.6% - red

SWD = 21.6%

2017 = 18.5%

Subgroup Rates:

African American

July 2019-March 2020 = 25.64%

2019 = 35.48%

2018 = 39%

2017 = 29.1%

English Learners

July 2019-March 2020 = 22.06%

2019 = 23.19%

2018 = 18.7%

2017 = 7.8%

Students with Disabilities

July 2019-March 2020 = 22.33%

2019 = 28.7%

2018 = 21.6%

2017 = 21.5%

Homeless

July 2019-March 2020 = 33.9%

2019 = 35.9%

2018 = 29.5%

2017 = %

School Climate –

The majority of referrals originate from incidents occurring on the playground during recess, in particular, lunch recesses between 11:00-1:00. Grade 4 has the highest number of students suspended (12), followed by 5th and 6th grade with 9 students each. The offense with the highest number of referrals is Caused, Attempted, or Threatened Physical Injury, followed by defiance and disruption. The Hispanic or Latino has the greatest number of offenses (74), followed by SWD at 41 and Black or African American with 37.

PLUS survey indicated that 78% of 4th and 5th grade students felt safe at our school.

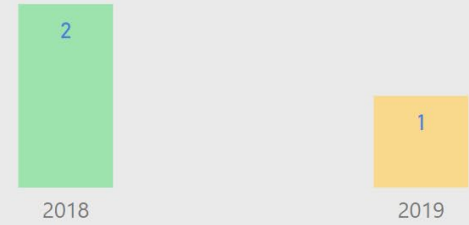
Suspension Rate

All Students
percent of unduplicated suspension



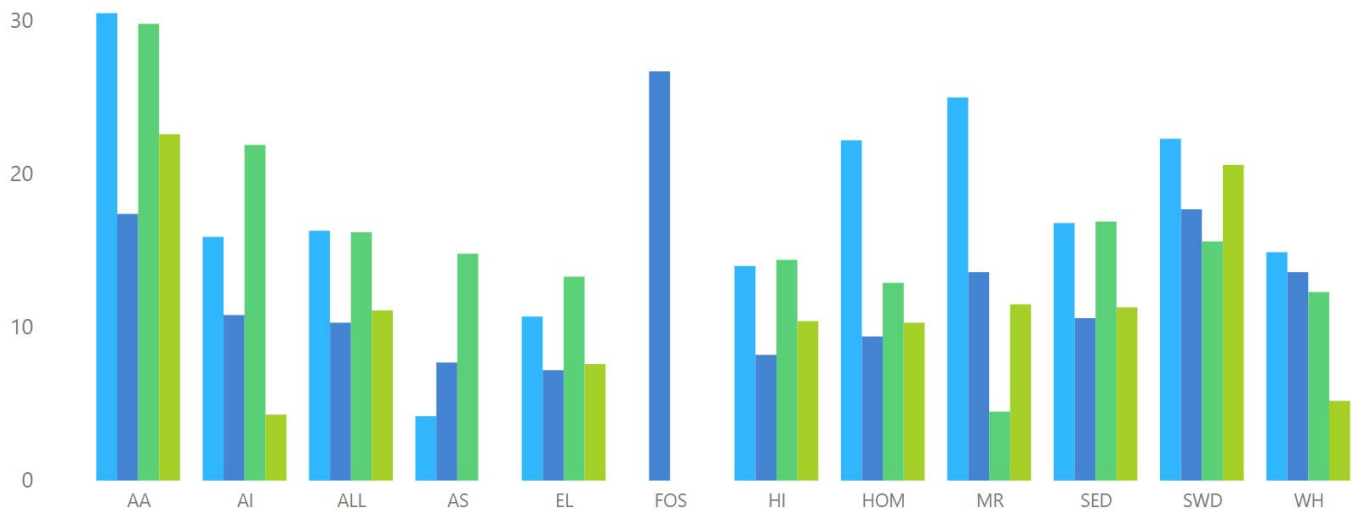
Expulsion

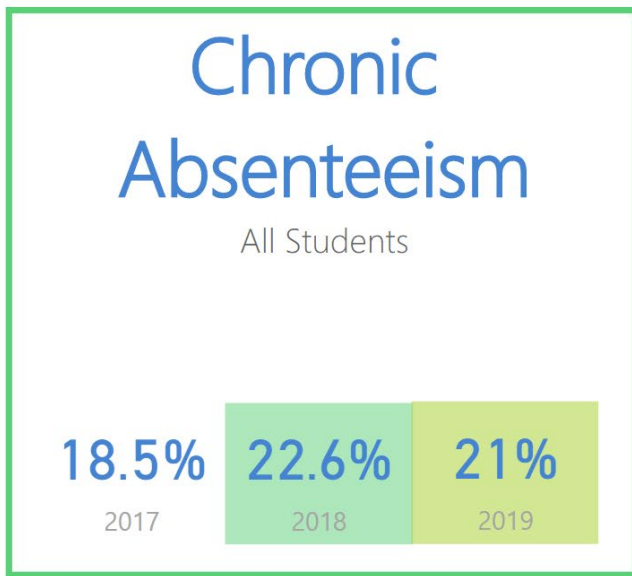
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



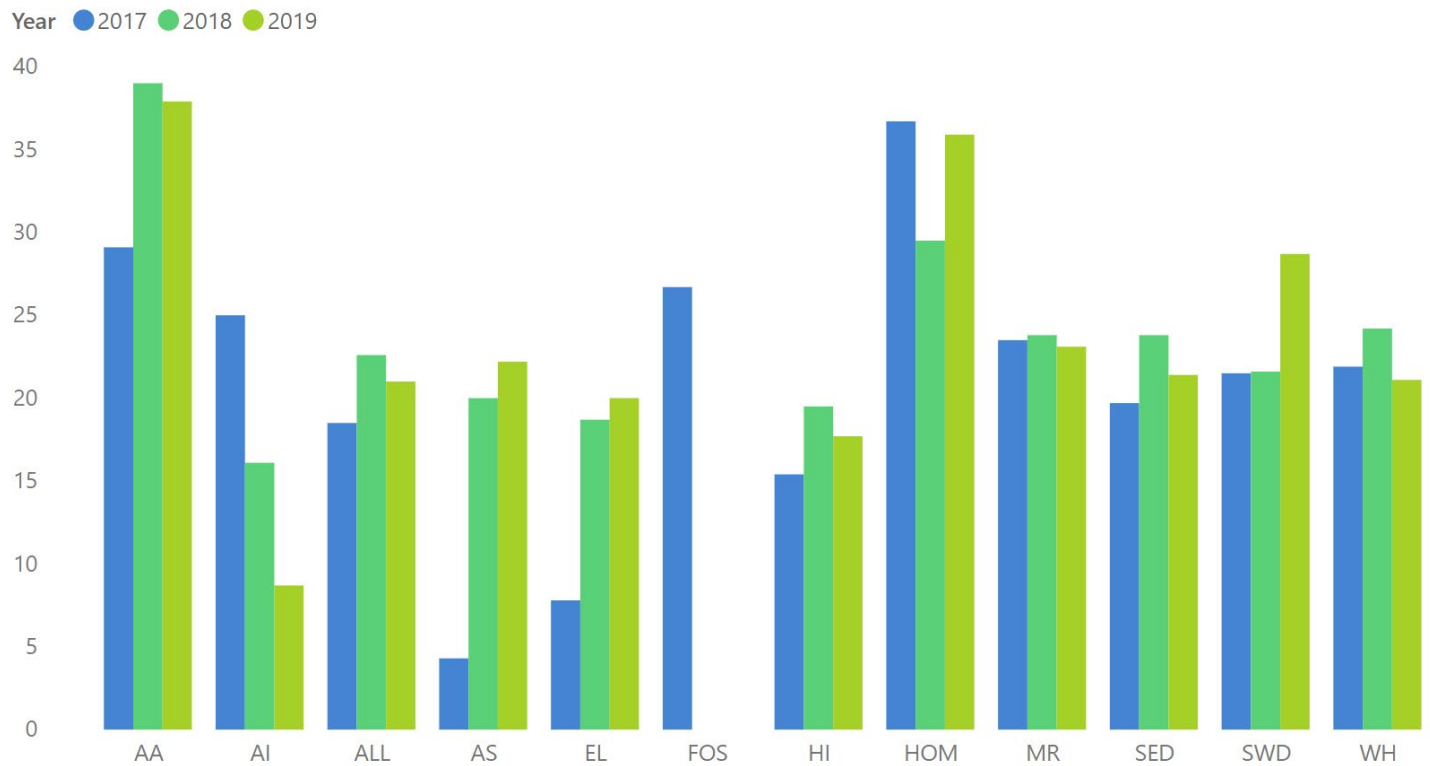
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	22.6%	22.1%
Chronic Absenteeism (All Students)	16.2%	19.9%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impact student learning through programs such as Positive Behavior Intervention Support (PBIS) (including home visits, alternate placement, school wide incentives for good behavior, etc.), Peer Leaders Uniting Students (PLUS), Restorative Circles, structured student engagement activities, etc. to decrease suspension and expulsion rates and to increase attendance.

PBIS team will meet regularly throughout the school year, during and/or after school, to ensure effective implementation of PBIS. Additional compensation will be provided. When the PBIS team meets during the school day, substitutes will be utilized to release them from the classroom.

The PBIS team will work collaboratively to create charts and posters to be posted throughout the school clearly identifying behavioral expectations. All classrooms will also have supporting printed materials for PBIS expectations.

The counselors will utilize the SAP process to address social emotional and/or academic needs. SST's will held with parents/guardians to develop intervention plans. Substitutes will be utilized to release teachers from the classroom.

Substitute Pay Calculation

15 days x \$200 rate of pay = \$3,000

Additional Hourly Pay Calculation

33 hours X \$60 (Allocating \$2,000)

83 hours X \$60 (Allocating \$5,000)

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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\$5,000	11500	Teacher Additional Comp
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\$ Amount(s)	Object Code	Description
\$3,000	11700	Substitute

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$2,000	11500	Teacher Additional Comp

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor and attendance incentives

Counselors facilitate the SAP process for students with chronic absenteeism or a significant number of discipline referrals that includes the K-3 Counselor, 4-8 Counselor, and release time of teachers (district funded) to meet with the Student Study Team and/or parents to develop a plan to support the student to increase attendance and/or decrease discipline referrals. Substitute cost \$2,000

Substitute Pay Calculation

10 days x \$200 rate of pay = \$2,000

Attendance incentives* include classroom parties for 10 days of perfect attendance, including popcorn, ice cream, extra recess, and Stockton Kings tickets. School wide incentive for perfect attendance monthly and students will receive monthly dog tags. There are also Victory Viking bucks used to motivate students, encouraging them to make good choices on campus. PLUS students will support the counselor's work with improving school attendance by doing attendance check-ins every week.

The counselor presented the developed curriculum, per the ASCA model, to students in all grade levels. This process included pre and post assessments, helping gauge the success of the curriculum.

There is also Kelso's Choices, for grades K-5, to assist with conflict mediation and resolution.

There is the Why Try curriculum, for grades 6-8 grades, to help students with future goals and social and emotional strategies.

The PLUS program has provided a layer of support and student voice. It focuses on the school climate and culture, using surveys to help determine which areas need extra attention. This program has students in grades 6-8 and they provide school-wide and grade specific support. They also provide support with our chronic absenteeism students by checking in on a regular basis.

*Incentives are not allowable using Title I or site LCFF funds.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	11700	Substitutes

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

Analysis

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

2018-2019 (Year 2):

Implementation

1.1 Many teachers were trained in Restorative Circles and it was initiated in many classrooms. Use of weekly incentives to reward students observed with good behavior. Behavior management systems in place in every classroom. PBIS implementation cafeteria and playground. AP and counselors were able to implement PBIS and PLUS activities on campus to address student attendance, behavior, engagement, and social emotional issues. Counselor led a school competition with incentives for the top three classes in primary and intermediate with the best attendance percentages. Individual classrooms established an incentive for ten days of perfect attendance, such as extra recess or a treat. SST's were held with chronically absent students and parents. Home visits were made for those parents not in attendance.

Effectiveness

1.1 Teachers struggled to implement Restorative Circles consistently in the classroom. Students seemed motivated to earn rewards. Overall student behaviors in classrooms improved. PBIS was effective when consistently enforced. Suspension rates increased. Overall attendance rates increased. Chronic absenteeism increased.

2019-2020 (Year 3):

Implementation

Due to the Covid 10 World Pandemic we were unable to fully implement the planned strategies.

Effectiveness

Due to the Covid 19 World Pandemic we are unable to evaluate the effectiveness of implemented strategies.

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

2018-2019 (Year 2):

Material Changes

- 1.1 Students had access to multiple sources of intervention. PBIS system was in the initial stages of implementation and PLUS started for students in 6th-8th grade.
- 1.2 Second Step Curriculum provided for all grades.

2019-2020 (Year 3):

Material Changes

Counselors will monitor implementation of restorative circles on a regular basis and support teachers in class as needed. Professional development on restorative practices will be provided to all staff members at the beginning of the school year.

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.

2018-2019 (Year 2):

- 1.1 Restorative Practices will be implemented for students with behavior issues by the counselor. More teachers will be trained in Restorative Circles. Increase monitoring of consistent implementation of Restorative Circles in classrooms. Student leadership will connect with students who have been bullied. PLUS Students will help manage “conflict mediation” between students. Implementation of PBIS for cafeteria and playground monitoring/ management system to reduce conflicts. Improved training for yard supervisors. Each class will receive an incentive for ten days of perfect attendance. CWA representative will reach out to families with students on the truancy list. Counselor will meet with a group of students identified as excessively truant. Additional counseling services to address attendance, behavior and social emotional needs of our students.
- 1.2 Utilize counselors, psychologist and mental health clinician to support identified student need.
- 1.3 Utilize Synergy suspension reports sent every two weeks by the district to monitor progress - continue to target based on new reports.
- 1.4 Monitor PLUS survey results throughout the year for improvement.
- 1.5 Faithful implementation of the SAP process to address behavioral concern.
- 1.6 Weekly monitoring of subgroups in ATSI
- 1.7 Provide alternatives to suspensions - Thursday School
- 1.8 Increase Parent Communication, through newsletter, targeted meetings and coffee hour
- 1.9 Classroom Behavior Management strategies will be implemented by the PBIS team

2019-2020 (Year 3):**Future Changes**

The leadership team and PBIS team will develop supports and monitoring systems to decrease suspension and chronic absenteeism rates.

Site and CWA counselors will work closely with parents to provide supports needed. Additional parent meetings will be scheduled to provide pertinent information.

If available, counselor, psychologist, mental health clinician and administrators will attend Social Emotional Learning professional development (conference) to gain additional resources for meeting the social and emotional needs of students. Conference may be virtual if needed.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, we will increase the number of family engagement nights/parent meetings by a minimum of 2 events.

By June 2021, the number of parents attending parent conferences will increase by 5%.

By June 2021, the participation rate will increase by 5%.

By June 2021, the participation rate will increase by 20%.

Identified Need

Meaningful Partnerships:

Victory School students would benefit from additional community partnerships to sponsor field trips, activities and rewards incentives. PTO and site representatives will continue efforts to develop and build additional community partnerships.

We will use the results of parent surveys from 2019-2020 to provide trainings/meetings and events for our families.

Classes in Kinder-3rd grade have a high parent participation rate (90%) for parent conferences.

Classes in 4th-8th grade have a parent participation rate of 50%, on average, for parent conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Events	5	7
Parent participation in conferences – primary	90%	95%
Parent participation in conferences – intermediate	50%	70%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parental involvement through Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), monthly Coffee Hour, Family Nights, Science Fair, Open House, Literacy Night, Back to School Night, Movie Nights. PTO sponsored several family nights to increase parent engagement (Fall Festival, Winter Craft Night), Book Fair, Talent Show, provide parent meetings/training of interest to parents as identified through parent surveys, utilize SUSD's SAP process to involve parents in educational planning, etc. Refreshments will be served during meetings.

Dairy Council presented live cow presentation and provides annual support materials on healthy eating.

Food Bank presented to parents at meetings. They also bring bags of groceries for students enrolled in the after school program once a month.

Walmart donated school supplies for students.

Stockton Rotary donated dictionaries to students in third grade.

Stockton Rotary Readers volunteered to read and donated books for Read Across America.

Volunteers from Cal Water Service presented core related curriculum to primary classrooms and donated materials to students to extend the lessons.

Volunteers from Choices & Consequences youth outreach programs for San Joaquin County Superior Court, educates students about the real life consequences of driving under the influence of alcohol and/or drugs. Students heard from individuals, including a panel of incarcerated offenders via video conference, whose lives have been impacted by DUIs, and heard how alcohol, marijuana, prescription pills and other drugs affect the body and the ability to safely operate a vehicle. The primary objective was to inform students before they are of driving age, when they and their peer groups are still forming their opinions regarding the subject of drinking, drugs and driving.

Stockton Police Department presented to primary grades twice on drones and police dogs.

Participated in Baseball by the Books which is sponsored by the Stockton Ports to increase student reading.

Element Landscaping donated rocks and art materials for a rock painting art contest, with rewards for winners.

Monthly parent newsletter sends home with information regarding upcoming school and community events.

PBIS team meets monthly or more as needed to address school safety and climate.

Non-Instructional materials will be purchased to support these events, including books, construction paper, markers, glue, poster boards, folders, binders. Parent resource materials/books to be purchased for parent check out. \$568

Supplies and refreshments to be purchased for parent meetings held throughout the year. \$568

One parent will have the opportunity to join the Victory staff members attending the Professional Learning Community conference. \$2,000

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$568	43200	Parent Meeting
\$568	43110	Instructional Materials/Supplies
\$2,000	52150	Conference

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

Analysis

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

2018-2019 (Year 2):

Implementation

- 1.1 All parents were given an opportunity to participate in a parent conference twice a year, fall and spring. Parent meetings were held for ELAC, PTO, SSC. El Concilio provided training on immigration services. Victory had a half time school counselor in addition to the full-time counselor.

Effectiveness

- 1.1 Parents that participated were pleased to receive information about their child's progress and guidance for helping their child at home. Required members attended regularly. Positive parent feedback. Number of CARE meetings as well as SSTs increased significantly.

2019-2020 (Year 3):

Implementation

Due to the Covid 19 World Pandemic we were unable to fully implement the planned strategies.

Effectiveness

Due to the Covid 19 World Pandemic we are unable to evaluate the effectiveness of implemented strategies.

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

2018-2019 (Year 2):

Material Changes

- 1.1 None.

2019-2020 (Year 3):

Material Changes

none

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.

2018-2019 (Year 2):

Future Changes

Counselors will increase the amount of parent meetings and trainings offered.

2019-2020 (Year 3):

Future Changes

Counselors will increase amount of parent meetings offered and increase communication in an effort to get more attendees during meetings and trainings.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$131,382
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,422

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$131,382

Subtotal of additional federal funds included for this school: \$131,382

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

State or Local Programs	Allocation (\$)
LCFF	\$151,040

Subtotal of state or local funds included for this school: \$151,040

Total of federal, state, and/or local funds for this school: \$282,422

Budget Spreadsheet Overview – Title I

VICTORY

Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 128,814
TOTAL BUDGET DISTRIBUTED BELOW	\$ 128,814
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 2,568
TOTAL BUDGET DISTRIBUTED BELOW	\$ 2,568
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT	50650 GOAL #1 STUDENT ACHIEVEMENT	50671 GOAL #2 LEARNING ENVIRONME NT	50672 GOAL #3 MEANINGFUL PARTNERSHIPS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
			LOW INCOME	ENGLISH LEARNERS	NEW COST CENTER	NEW COST CENTER		
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 10,000		\$ 5,000			\$ 15,000
11700	Teacher Substitute		\$ 12,000		\$ 5,000			\$ 17,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist		\$ 38,892					\$ 38,892
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 60,892	\$ -	\$ 10,000	\$ -	\$ -	\$ 70,892
Books & Supplies								
42000	Books		\$ 5,000					\$ 5,000
43110	Instructional Materials		\$ 16,354				\$ 568	\$ 16,922
43200	Non-Instructional Materials							\$ -
43400	Parent Meeting					\$ 568		\$ 568
44000	Equipment		\$ 10,000					\$ 10,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 31,354	\$ -	\$ -	\$ 568	\$ 568	\$ 32,490
Services								
57150	Duplicating		\$ 1,000					\$ 1,000
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 25,000				\$ 2,000	\$ 27,000
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 26,000	\$ -	\$ -	\$ -	\$ 2,000	\$ 28,000
	GRAND TOTAL		\$ 118,246	\$ -	\$ 10,000	\$ 568	\$ 2,568	

Budget Spreadsheet Overview – LCFF

VICTORY

REVISED March 30, 2020

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$	151,040
TOTAL BUDGET DISTRIBUTED BELOW	\$	151,040
TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	LCFF				TOTAL BUDGET					
			23030	23020	23034	23035						
			GOAL #1	GOAL #1	GOAL #2	GOAL #3						
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER						
Personnel Cost-Including Benefits												
	11500	Teacher - Add Comp			\$	2,000	\$	2,000				
	11700	Teacher Substitute	\$	4,000			\$	4,000				
	12151	Counselor					\$	-				
	13201	Assistant Principal					\$	-				
	19101	Program Specialist	\$	106,770			\$	106,770				
	19101	Instructional Coach					\$	-				
	19500	Instr. Coach-Add Comp					\$	-				
		OTHER Certificated					\$	-				
	21101	Instructional Assistant					\$	-				
	21101	CAI Assistant					\$	-				
	21101	Bilingual Assistant					\$	-				
	24101	Library Media Clerk	\$	18,207			\$	18,207				
	29101	Community Assistant					\$	-				
		OTHER Classified					\$	-				
	30000	Statutory Benefits					\$	-				
Sub Total - Personnel/Benefits			\$	128,977	\$	-	\$	2,000	\$	-	\$	130,977
Books & Supplies												
	42000	Books					\$	-				
	43110	Instructional Materials	\$	7,063			\$	7,063				
	43200	Non-Instructional Materials					\$	-				
	43400	Parent Meeting					\$	-				
	44000	Equipment					\$	-				
	43150	Software					\$	-				
		OTHER					\$	-				
		OTHER					\$	-				
Sub Total-Supplies			\$	7,063	\$	-	\$	-	\$	-	\$	7,063
Services												
	57150	Duplicating					\$	-				
	57250	Field Trip-District Trans					\$	-				
	57160	Nurses					\$	-				
	56590	Maintenance Agreement	\$	6,500			\$	6,500				
	56530	Equipment Repair					\$	-				
	52150	Conference					\$	-				
	58450	License Agreement	\$	6,500			\$	6,500				
	58720	Field Trip-Non-District Trans					\$	-				
	58920	Pupil Fees					\$	-				
	58100	Consultants-instructional					\$	-				
	58320	Consultants-Noninstructional					\$	-				
		OTHER					\$	-				
		OTHER					\$	-				
Sub Total-Services			\$	13,000	\$	-	\$	-	\$	-	\$	13,000
GRAND TOTAL			\$	149,040	\$	-	\$	2,000	\$	-	\$	151,040