



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

Victory Elementary

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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 2 – Ver 3 – 05/10/2021	Ver 1 – 05/28/2020 Ver 2 – 02/26/2021 Ver 3 – 06/08/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021

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%

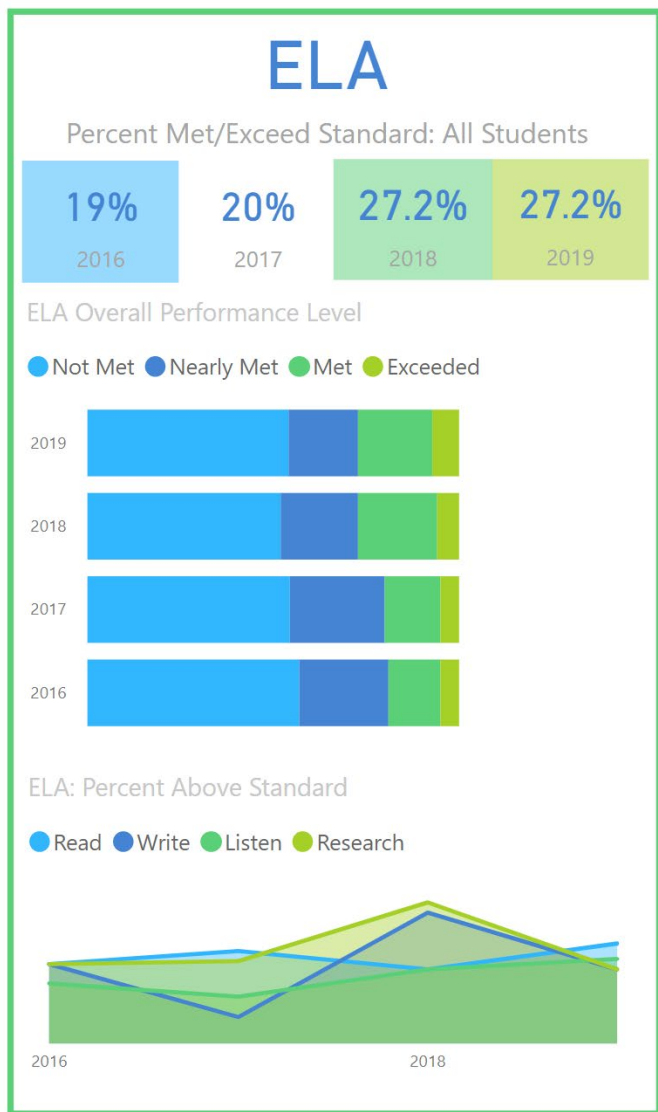
FALL T3 = 38%

WINTER T3 = 29%

MAP - % met standard

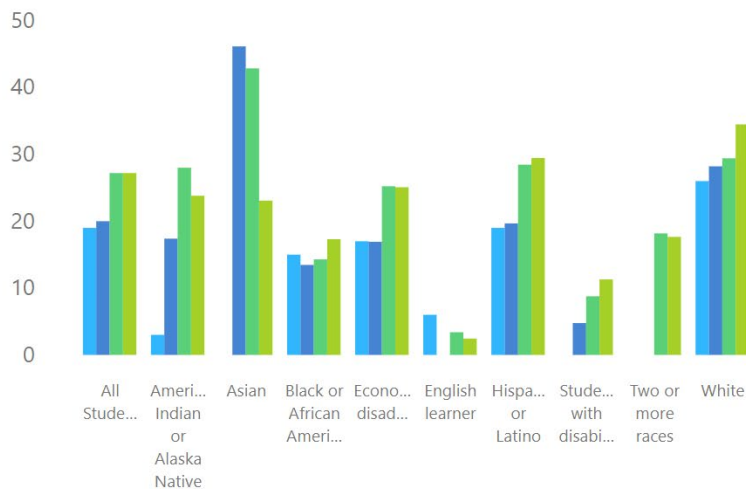
2018 Fall 34% winter 34%

SWD Fall 12% winter 18%



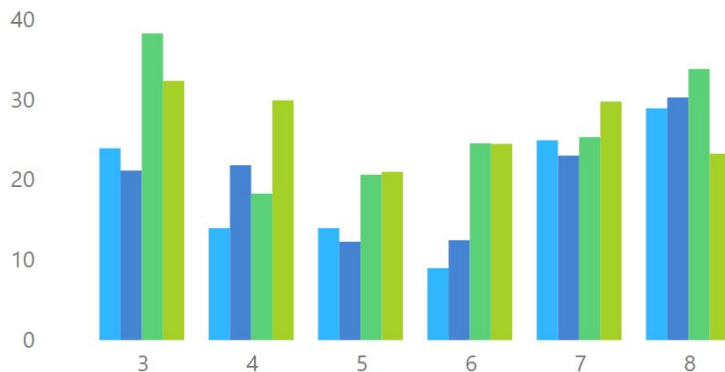
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



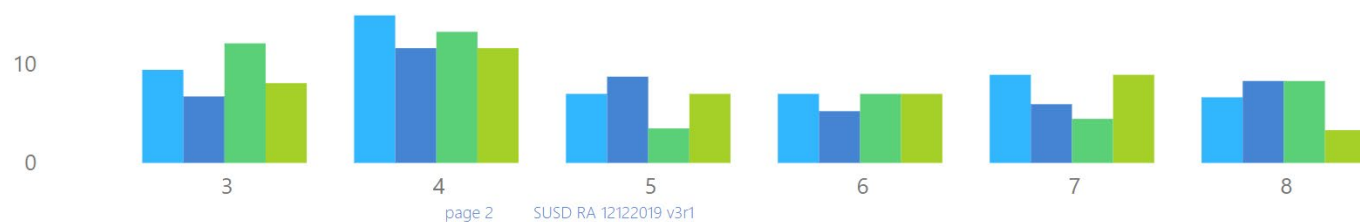
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019



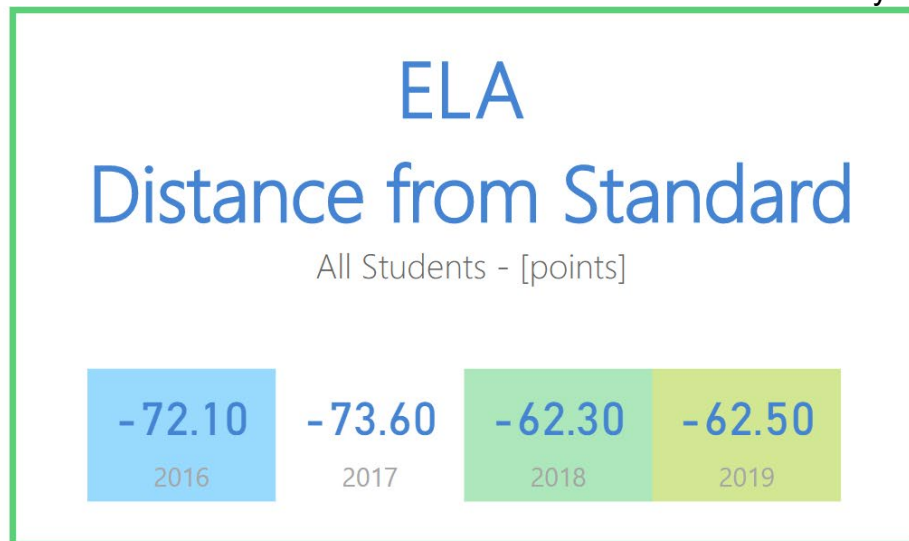
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research



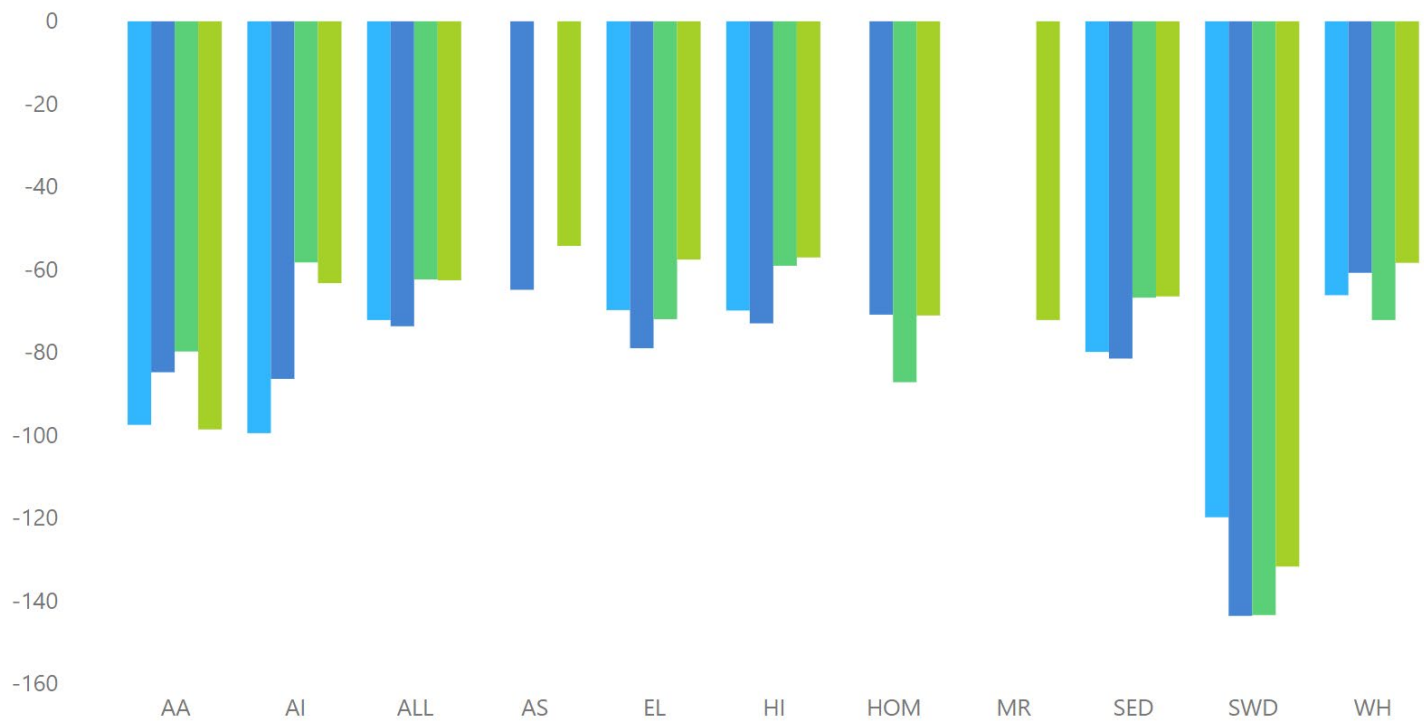
page 2

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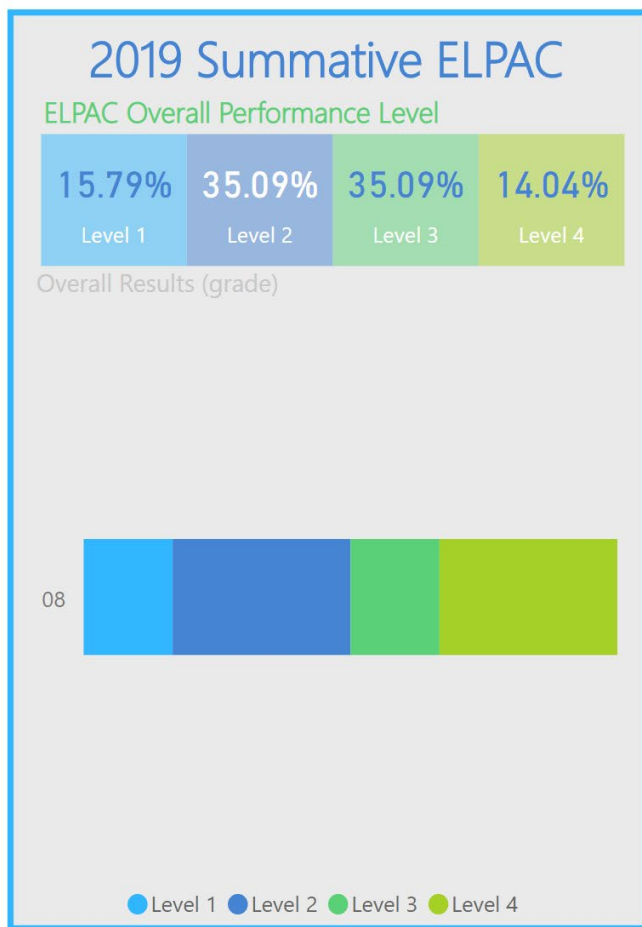


ELA Distance from Standard [points]

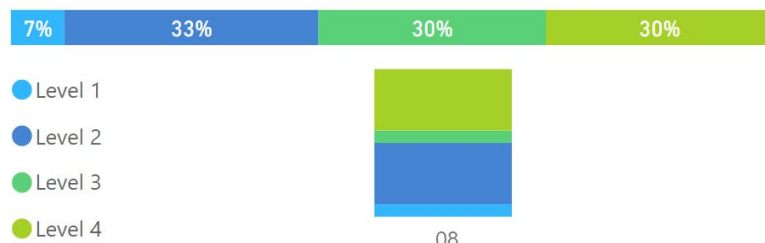
Year ● 2016 ● 2017 ● 2018 ● 2019



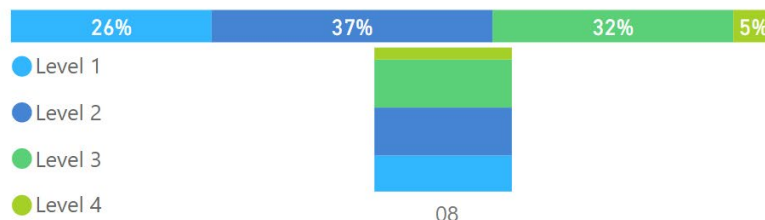
name 3 SIUSD RA 12122019 v3r1



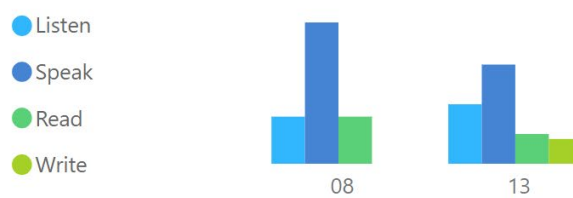
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress

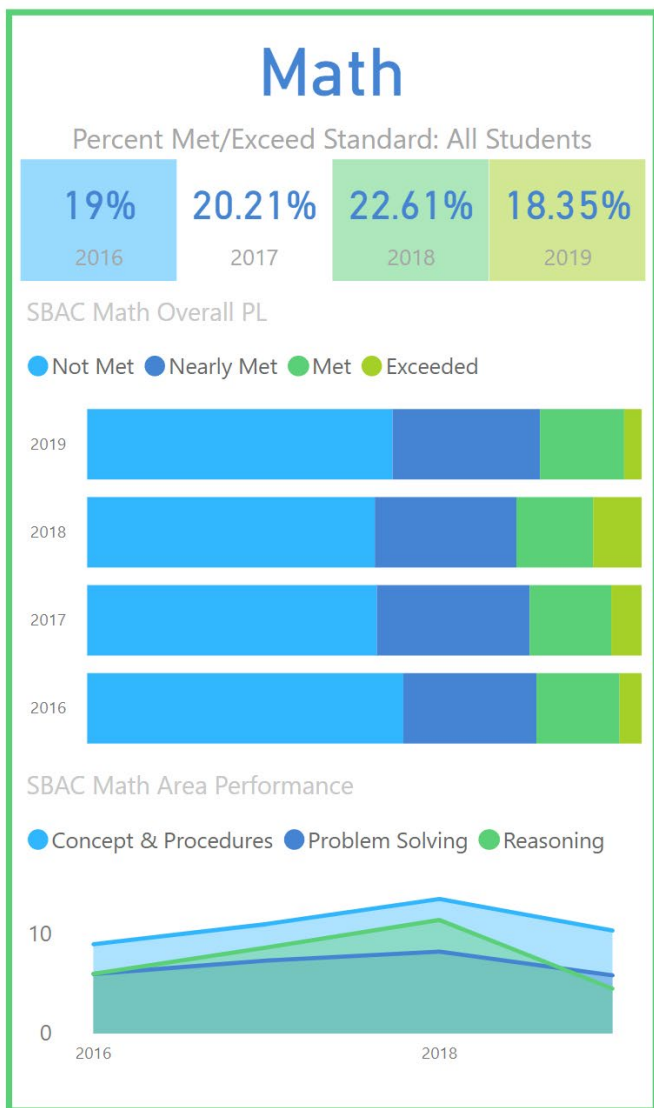
Reclassification Rates



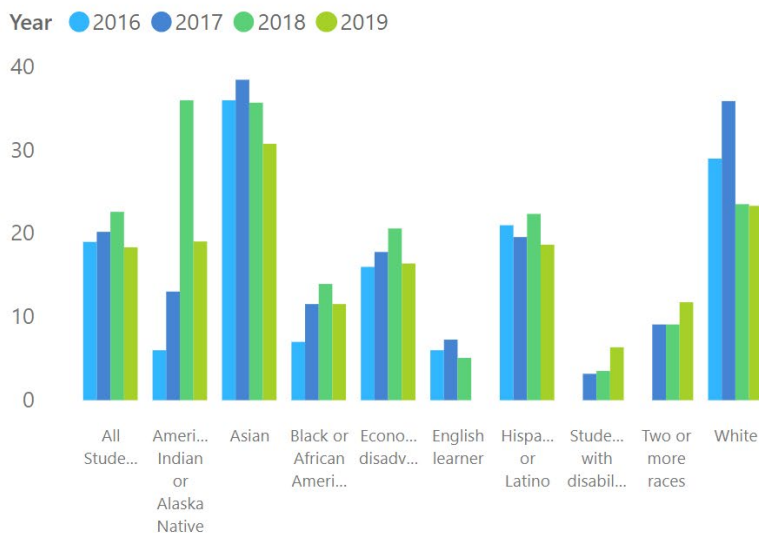
English Learner Progress Indicator (ELPI)

38.3%

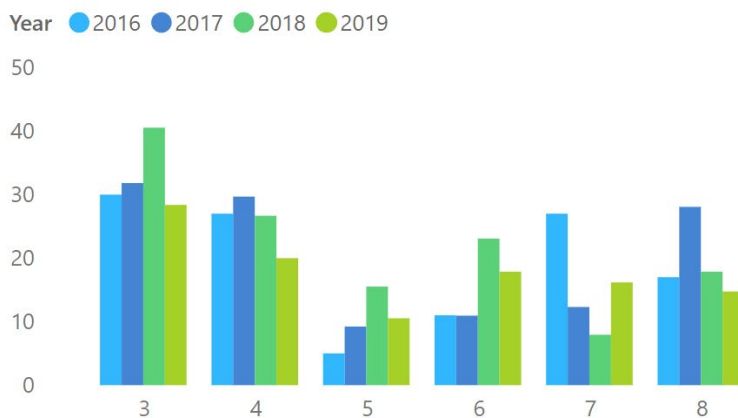
ELPI 2019



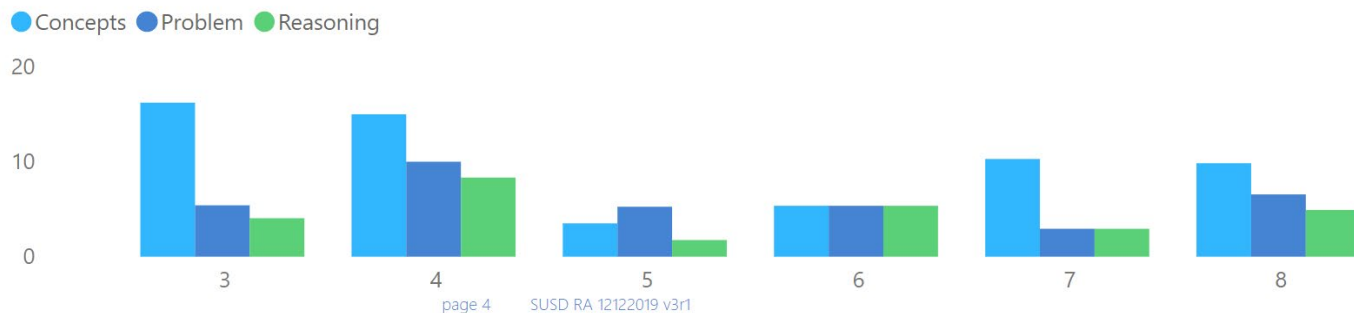
Math CAASPP: Percent Met/Exceed Standard

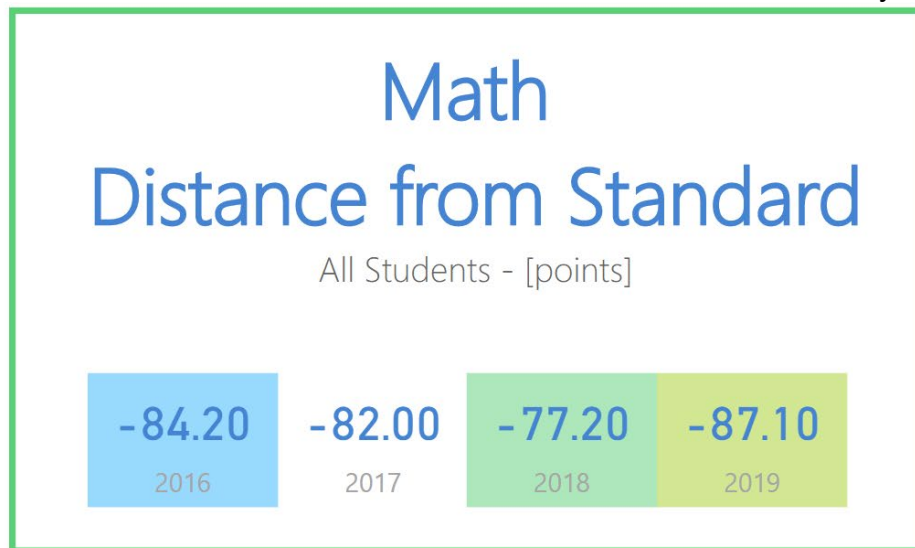


Math CAASPP: Percent Met/Exceed Standard by Grade Level



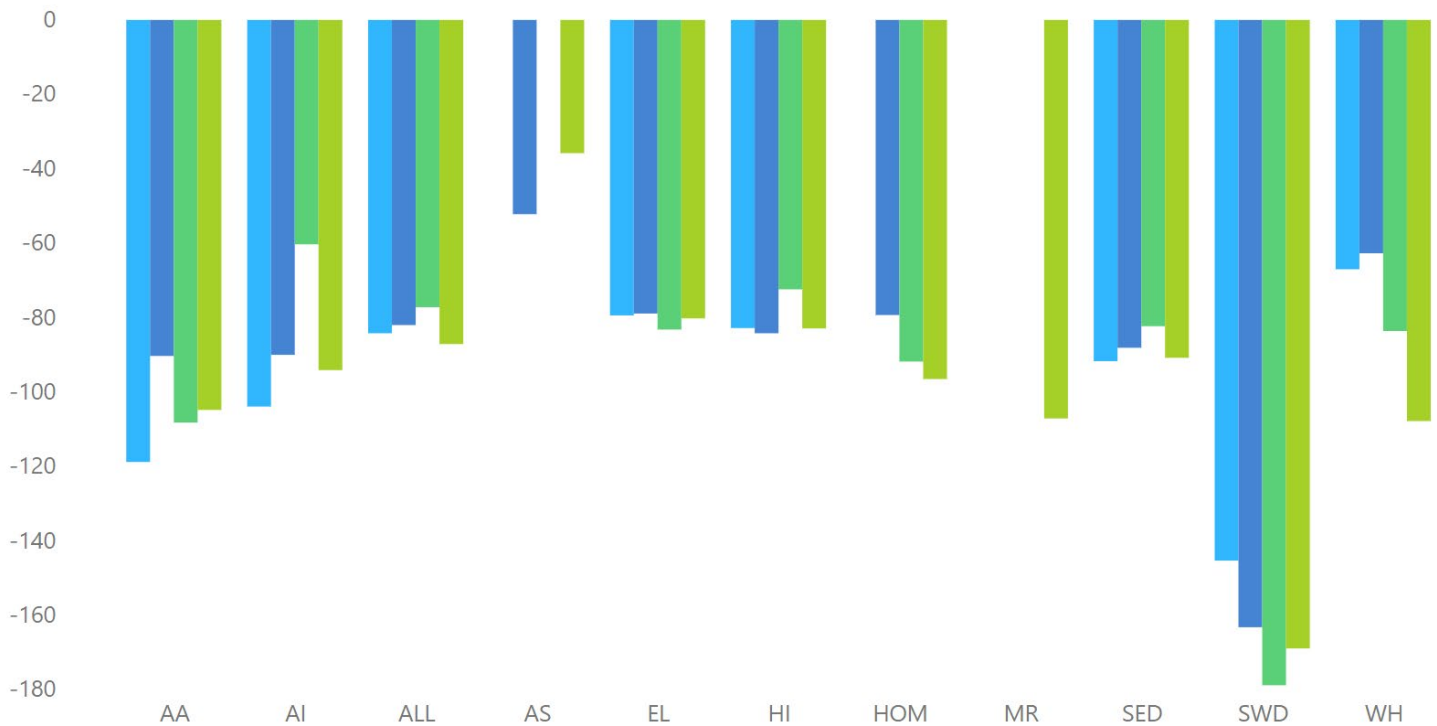
2019 Math CAASPP: Percent Above Standard





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

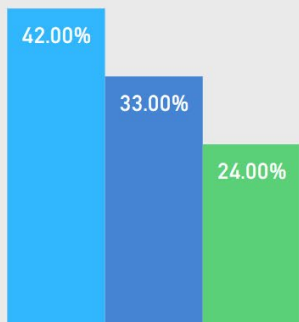
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

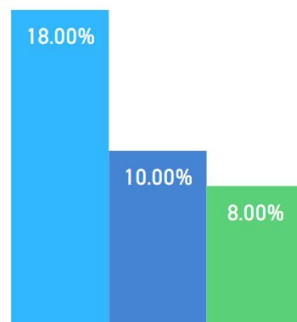
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

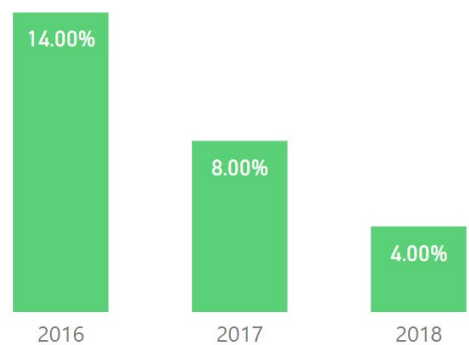
Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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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

\$ Amount(s)	Object Code	Description
\$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.

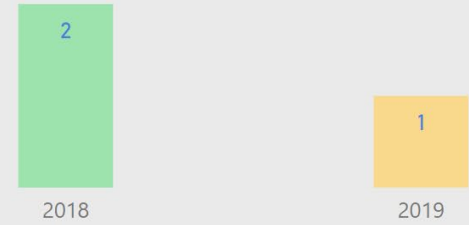
Suspension Rate

All Students
percent of unduplicated suspension



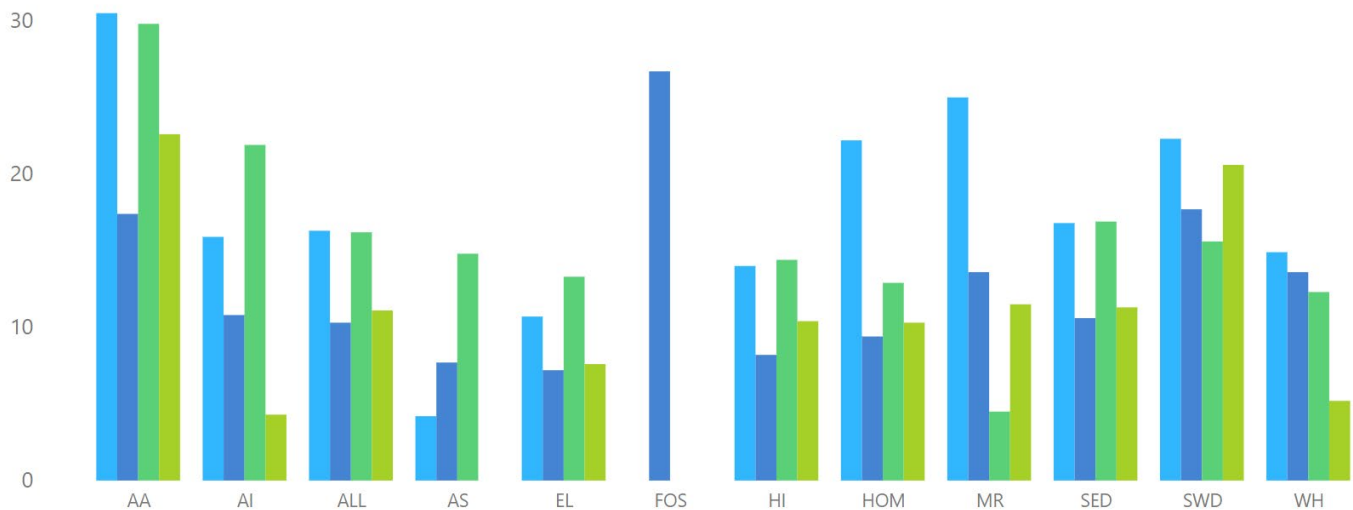
Expulsion

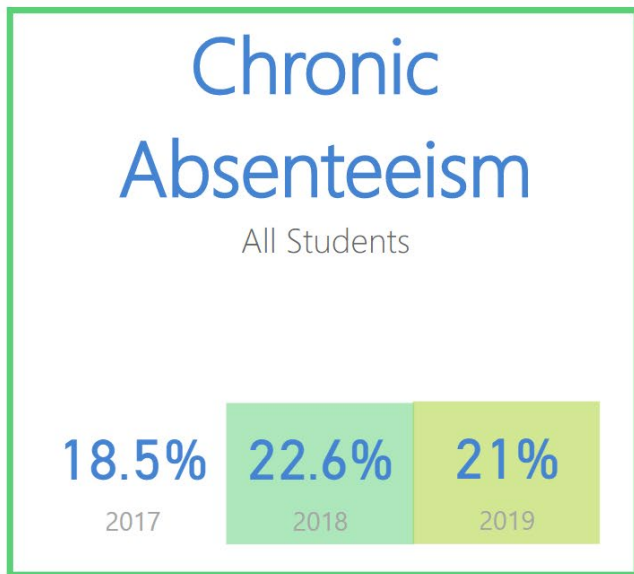
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



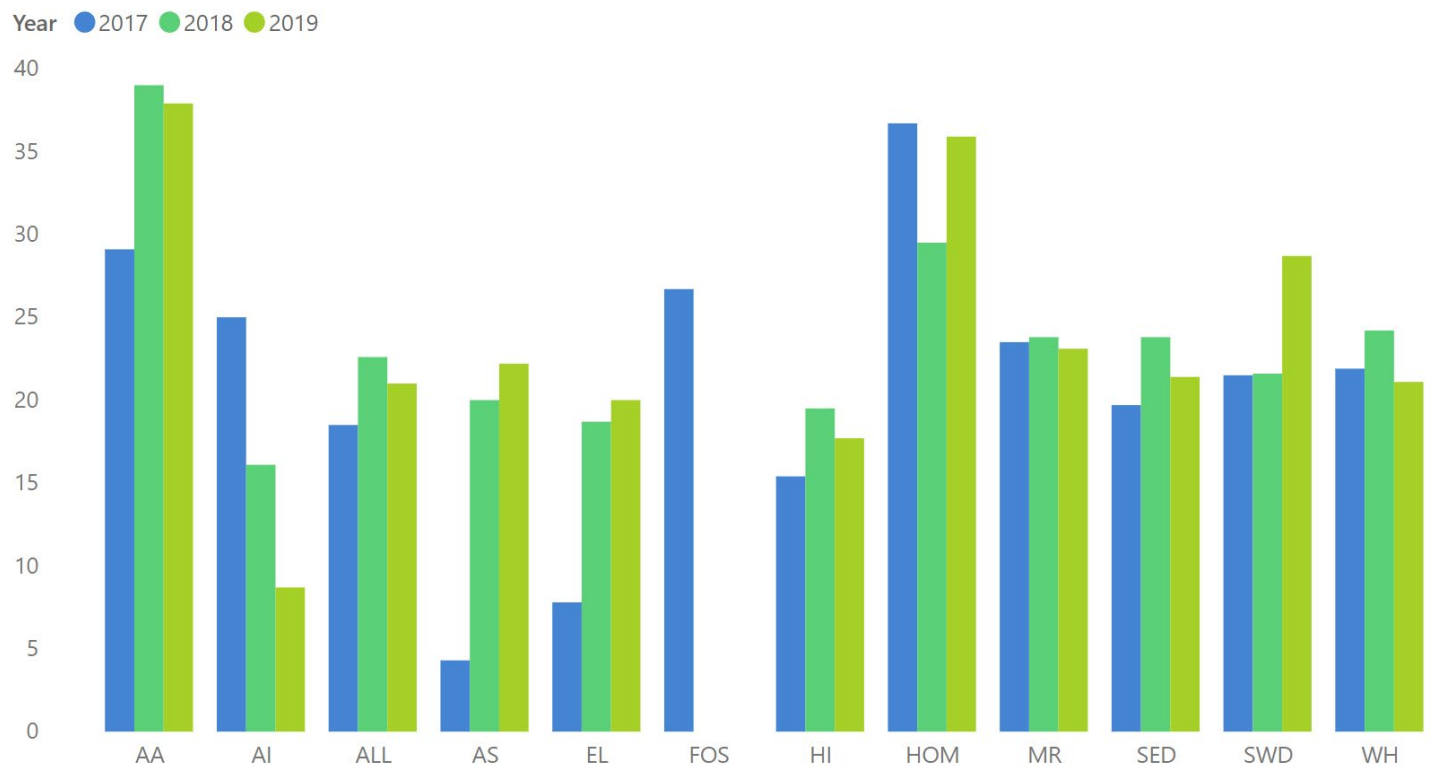
Suspension Rate: Student Group

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 LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONME NT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
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	

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Victory's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET
7/27/2020	\$ 4,000.00	SUPPLIES	NON INSTR. MATERIALS	TITLE 1
7/30/2020	\$ 780.00	SUPPLIES	EQUIPMENT	LCFF
8/6/2020	\$ 673.00	SUPPLIES	EQUIPMENT	LCFF
9/16/2020	\$ 300.00	LICENSE	MAINTENANCE	LCFF
9/22/2020	\$ 547.00	SUPPLIES	SALARIES/BENEFITS	TITLE 1
9/29/2020	\$ 18,880.00		RESERVES	LCFF
9/29/2020	\$ 18,800.00	RESERVES	P.S. SALARIES/BENEFITS	LCFF
	<u>\$ 43,980.00</u>			

Furthermore, Victory's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

LCFF –

- **\$14,399 – 22601 – .4375 Library Media Assistant:** Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed and will be deleted.

SPSA: Goal 1, Strategy 3:

Title I –

- **\$12,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restrictions pertaining to distance learning, substitutes were not needed.
- **\$25,000 – 52150 – Conference:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences were not attended.

- **\$25,000 – 44000 – Equipment:** Reallocated funds to Reallocated funds to purchase equipment to visual and blended learning strategies through AVID along with the integration of math and science: 12 Interactive Short Throw Projectors, Wallmounts and Touch Modules, 3D Printers with Enclosures. Effectiveness will be monitored: Data collected to ensure strategy is effective will include feedback from staff, student survey results, and an overall analysis of equipment being used. Data will be analyzed during Administrative meeting, Leadership meeting, School Site Council meeting, ELAC meeting, and Parent Connection meeting on a quarterly basis. All data collected will be in support of our comprehensive needs assessment.
- **\$5,100 – 52170 – Webinar Training:** Reallocated funds to attend the virtual AVID training.

LCFF –

- **\$8,000 – 44000 – Equipment:** Reallocated funds to Reallocated funds to purchase equipment to visual and blended learning strategies through AVID along with the integration of math and science: 12 Interactive Short Throw Projectors, Wallmounts and Touch Modules, 3D Printers with Enclosures, poster maker. Effectiveness will be monitored: Data collected to ensure strategy is effective will include feedback from staff, student survey results, and an overall analysis of equipment being used. Data will be analyzed during Administrative meeting, Leadership meeting, School Site Council meeting, ELAC meeting, and Parent Connection meeting on a quarterly basis. All data collected will be in support of our comprehensive needs assessment.
- **\$8,399 – 43110 – Instructional Materials/Supplies:** Reallocated funds to purchase supplies to support teachers and students during summer school program; organizational tools, writing materials, paper for graphic organizers and note-taking, STEM materials to supplement foundational lessons in ELA and math. In additional purchasing college bound materials supporting AVID.

SPSA: Goal 1, Strategy 4:

Title I –

- **\$10,120 – 11500 – Teacher Additional Comp:** Reallocated funds to increase extended day/extended year (summer school) 1 day planning for 5 teachers x 5 hours x \$60/ hr = \$1,500 and 1 day planning for 1 admin x 5 hours x \$76/ hr = \$380. Teaching: 5 teachers x 15 days x 3 hours/ day x \$60/ hr = \$13,500 and 1 admin x 15 days x 3 hour/ day x 76/ hr = \$3,420. Total Compensation: \$18,800 (allocated \$9,899).
- **\$1,780 – 43110 – Instructional Materials/Supplies:** Reallocated funds to purchase supplies to support teachers and students during summer school program; organizational tools, writing materials, paper for graphic organizers and note-taking, STEM materials to supplement foundational lessons in ELA and math. In additional purchasing college bound materials supporting AVID.

LCFF –

- **\$4,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restrictions pertaining to distance learning, substitutes were not needed.

SPSA: Goal 2, Strategy 1:

Title I –

- **\$3,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restrictions pertaining to distance learning, substitutes were not needed.

LCFF –

- **\$2,000 – 43110 – Instructional Materials/Supplies:** Reallocated funds to purchase supplies to support teachers and students during summer school program; organizational tools, writing materials, paper for graphic organizers and note-taking, STEM materials to supplement foundational lessons in ELA and math. In additional purchasing college bound materials supporting AVID.

SPSA: Goal 2, Strategy 2:

Title I –

- **\$2,000 – 11700 – Teacher Substitutes:** Reduce funds due to COVID-19 restrictions pertaining to distance learning, substitutes were not needed.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Victory is receiving additional monies in Parent Involvement (Cost Center: 50647). Victory's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials to purchase non-instructional materials for our parents to support their children at home, including but not limited to parent books.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
VICTORY	541	472	87.2%	\$ 128,814	\$ 2,867	\$ 131,681	\$ 2,568.00	\$ 299.00

Title I –

- **\$2,000 – 52150 – Conference:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences were not being attended by parents.
- **\$568 – 43400 – Parent Meeting:** Reduce funds due to COVID-19 restrictions pertaining to social distancing in-person parent meetings are not being conducted.

- **\$1,500 – 42000 – Books:** Reallocated funds to purchase books for parents to use with students at home following participation in parent coffee hours training. Every parent that attends a parent workshop, will receive a book for attending. We will monitor the allocation of books via sign-in sheets. We will assess to see if there is an increase each month in parent participation and share with our SSC team.
- **\$1,068 – 43200 – Non-Instructional Materials:** Reallocated funds to purchase non-instructional materials for our parents to support their children at home, including but not limited to parent books. This money will be reallocated to host virtual family nights focused on Literacy, STEM (math/ science). Materials such as games, graphic organizers, paper supplies, and other supplies will be provided and picked up by families prior to the event. Materials will be used to engage families in virtual learning to improve students' academic achievement in foundational skills.

Victory Elementary – Amendments

VICTORY 293

VICTORY 293

7/28/2021

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 - inc. by \$299

TITLE I		TOTAL ALLOCATION		\$ 128,814		LCFF		TOTAL ALLOCATION		\$ 151,040		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,867	
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 128,814				TOTAL BUDGET DISTRIBUTED BELOW		\$ 151,040				TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,867	
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0	
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS						
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 20,131	\$ -	0.000	\$ -	0.000	0.000	\$ 5,005	0.000	\$ 2,000	0.000	0.000	0.000	0.000	\$ 27,136	
11700	Teacher Substitute (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000	\$ 5	0.000	0.000	0.000	0.000	0.000	0.000	\$ 5	
12151	Counselor	0.000	0.000	0.000	0.000	0.000	0.450	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.450	\$ 0	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
12500	Counselor-add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
13201	Assistant Principal	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
19101	Program Specialist	0.267	\$ 27,484	\$ 75,452	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 102,937	
30000	Statutory Benefits	0.000	\$ 11,001	\$ 28,522	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
19101	Instructional Coach	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
21101	Instructional Asst/CAI	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
21101	Bilingual Assistant	0.000	0.000	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
21500	Bit Asst-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
22601	Library Media Assistant	0.000	0.438	\$ 2,279	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	\$ 2,279	
30000	Statutory Benefits	0.000	0.000	\$ 2,423	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
22901	Community Assistant	0.000	0.000	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
29101	Parent Liaison	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
Sub Total - Personnel/Benefits			\$ 58,616	\$ 108,676	\$ -	\$ -	\$ -	\$ 5,010	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 132,358	
Books & Supplies																	
42000	Books	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500	\$ -	\$ 6,500	
43110	Instructional Materials	\$ 15,518	\$ 15,462	\$ -	\$ -	\$ -	\$ -	\$ 1	\$ 2,000	\$ 568	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 33,549	
43100	Budgeted Reserved Supplies	\$ -	\$ 1,122	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,122	
43200	Non Instructional Materials	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,367	\$ -	\$ -	
43400	Parent Meeting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
44000	Equipment	\$ 35,000	\$ 8,780	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,780	
Sub Total - Books & Supplies			\$ 59,518	\$ 25,364	\$ -	\$ -	\$ -	\$ 1	\$ 2,000	\$ 568	\$ -	\$ -	\$ -	\$ 2,867	\$ -	\$ 84,951	
Services																	
57150	Duplicating	\$ -	\$ 6,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
57250	Field Trip-District Trans	\$ -	\$ 6,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
56590	Maintenance Agreement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,800	
52150	Conference	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,201	
52170	Weninar Training	\$ 5,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,100	
58450	License Agreement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
58720	Field Trip-Non-District Trans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
58920	Pupil Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
58100	Consultants-Instructional	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
58320	Consultants-Noninstructional	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Sub Total - Services			\$ 5,100	\$ 13,000	\$ -	\$ -	\$ -	\$ 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,101	
GRAND TOTAL			\$ 123,234	\$ 147,040	\$ -	\$ -	\$ -	\$ 5,012	\$ 4,000	\$ 568	\$ -	\$ -	\$ 2,867	\$ -	\$ -	\$ -	

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA:

By the end of the year 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 30 students.

EL:

By end of year 2022, per ELPAC, increase the number of students who reclassify by 5 students.

Math:

By end of year 2022, per iReady Diagnostic 3 growth report, 40% of grade K-3 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Update

ELD: Provide ELs with supports that aid in increasing student achievement and reclassification. Increase reclassification rates for EL students before they become Long-Term English Learners. ELD Implementation walks and follow up with collaboration with teachers, program specialists, and administrators to be held after the school day.

Additional Comp: 11 teachers x \$60 hourly rate x 3 hours=\$2000 Title 1

Substitute Teachers 3 substitutes x 3 days x \$200 daily rate= \$1980 Title 1

ELD Professional development to be offered to teachers to support ELD instruction.

Materials and supplies such as highlighters, index cards, chart paper, sentence strips, poster board, composition books and binders to be purchased to support ELD program and the reclassification of English Learners over time. Instructional Materials: \$2000 Title 1

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,980	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers provide a consistent and regular system to monitor and measure student growth through the use of Accelerated Reader and Star Reading assessments. Accelerated Reader and Star Reading assessments for 1st-6th grades. Implement a reward system to incentivize reading and accountability. Awards will be given for completion by trimester.

License agreement: \$5,730 Title 1

Teachers in kindergarten will utilize the ESGI assessment tool to maintain up to date records of students' achievement and provide students and parents with supports.

License agreement: \$450 Title 1

Reprographics for duplicating of materials to support programs and student achievement:

Duplicating \$1000 Title 1.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
7,180	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies. Sample professional development opportunities collected are:

AVID Digital XP (June 8-10, June 14-16, June 21-23, June 28-30) - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration - \$850 per person

Training Attendance - 20 hours per session per person

Training Debrief Collaboration - Built in Training Attendance

Post Conference Collaboration - 5 hours per person

AVID Conference Attendance:

6 staff (4 teachers, 1 counselor, 1 administrator) X 20 hours X \$60/ hour= \$7,200

Post Conference Collaboration:

12 staff (10 teachers, 1 counselor, 1 administrator) X 18 hours X \$60/ hour = \$12,960 (Allocating \$12,860)

2021-2022 Strategy Adjustment

A full-time program specialist and two half time instructional coaches (2 @ .5 FTE Instructional Coaches – Centralized Service) 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.

The program specialist and instructional coaches will be included in the collaboration and will receive additional compensation beyond their contract hours. 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. 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. Site coaches continue to support teachers during implementation of new curriculums. (ELA and Math) Coaches will support teachers through coaching conversations and supporting professional-development dialogue during grade level collaboration meetings. Victory will use other specialists from the curriculum department to support teachers during the 2nd year of both new curriculums. (ELA and Math) 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.

Academic Conferences: Substitutes to Release Teachers:

18 teachers x 3 days x \$200/ day= \$10,800 Title 1

Additional Compensation

18 teachers x 5 hours x \$60/ hour = \$5400 LCFF

2 instructional coaches x 10 hours x \$60/ hour= \$1200 LCFF

1 program specialist x 10 hours x \$60/ hour= \$600 LCFF

AVID strategies to support core curriculum and increase academic achievement. Classes will incorporate a college-bound focus in their classrooms. Supplemental materials include AVID note-taking strategies, paper for graphic organizers, journals, writing tools, binders, whiteboard/ chart paper, dividers, pens/pencils, highlighters, calendars, technology, and AVID organizational tools. Instructional Supplies: \$5,000 LCFF

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.

PLTW: 6th-8th grades to be included in elective rotation in the 21-22 school year to engage students and offer additional supports including but not limited to science kits, regalia such as visuals, flashcards, educational apps, and manipulatives.

Instructional Supplies \$2,500

Non-instructional Supplies \$2,500 - LCFF

Instructional materials to support instruction, curriculum, Project Based Learning, and STEM lessons. Applicable supplemental instructional materials include copy paper, binder paper, pencils, pens, highlighters and chart paper, miscellaneous materials to be used with PBL and STEM lessons, classroom printers (not to exceed \$500), toner, headphones, projectors, projector bulbs.

Instructional Materials: \$5,000 Title 1

Interactive Short Throw Projectors, Wallmounts and Touch Modules, 3D Printers with Enclosures to engage students in learning to support lessons in math, ELA, and core subject areas.

Equipment \$2200 x 6 projectors = \$13,200 Title 1

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 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
18,200	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
7,200	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
11,000	4000 Series	Books & Supplies
6,500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

12 staff (9 teachers, 1 program specialist, 2 Instructional Coaches) X 8.5 hours X 1 days X \$60 = \$6,120 (Allocating \$6,432)

Extended Year Programming for teacher additional comp is being transitioned to collaboration.

2021-2022 Strategy Adjustment

Interventions: Provide students with pull out services to provide data-driven, strategic instruction to students who are below grade level to catch them up on key foundational skills. (Substitute Coverage) 180 days x \$200/ day= 36,000 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
36,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Climate- During the 2021-2022 school year, Victory will decrease chronic absenteeism for all students to below 18% school wide

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. PBIS team meets monthly or more as needed to address school safety and climate. The PBIS team will work collaboratively to create school wide systems and procedures to support all students behaviorally and academically. All classrooms will also have supporting printed materials for PBIS expectations.

Non-Instructional materials will be purchased to support these events, including books, construction paper, markers, glue, poster boards, paint, poster paint and supporting materials.

Non-instructional materials: \$500 LCFF

Substitute Pay Calculation 15 days x \$200 rate of pay = \$3,000 LCFF Additional

Hourly Pay Calculation 29 hours X \$60 = \$1740 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
1,740	1000 Series	Certificated Personnel Costs (including benefits)
3,000	2000 Series	Classified Personnel Costs (including benefits)
500	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

To promote attendance Victory includes classroom parties for 7 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 prizes and recognition. Victory Viking bucks used to motivate students, encouraging them to make good choices on campus and promote positive behavior.

***Incentives/gifts/appreciation “events”/entertainment are not allowable using State & Federal funds.

PLUS students will support the counselor's work with improving school attendance by doing weekly attendance check-ins. 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. The program includes students in grades 6-8 to help provide school-wide and grade specific support. Counselors present the developed curriculum, per the ASCA model, to students in all grade levels. This process includes pre and post assessments, helping gauge the success of the curriculum. Kelso’s Choices, for grades K-5, presented to assist with conflict mediation and resolution. Why Try curriculum, for grades 6-8 grades, to help students with future goals and social and emotional strategies.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

To help promote a healthy and safe return to campus, materials and supplies such as tools/ materials including sensory tools to promote mindfulness, deep breathing techniques, fluorescent light covers to create calming effect, sensory items (for example: stress balls, exercise band, textured balls, canopy's, carpet squares, bean bag chairs, curtains, plants, etc...), will be purchased to create and establish a calming room on campus to provide a supportive therapeutic environment. Calming rooms can be a place for student's to be sent after acting out in the classroom. It is used as a tool to teach students calming techniques in order to decrease agitation, aggressiveness, irritation, sadness, etc. This gives them the chance to calm themselves before trying to process the cause of their actions/misbehavior. They can develop skills here that they can use outside of school to benefit their wellbeing; self-awareness, resiliency, and self-care. The intent of the room is to offer students who are struggling behaviorally and or emotionally a place to regroup and refocus to be able to reintroduce students back into the classroom. Effectiveness will be measured through data, utilizing school-wide implemented think-sheets, discipline referrals, and suspension tracking data.

Non-Instructional materials and supplies: \$1200 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,200	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Mindful Life Project

To begin to build a deep community of mindfulness and compassion practitioners Mindful Life Project will provide our Mindfulness 360° Whole Communities Initiative. MLP serves to support the mental and emotional well-being of the students, staff, and families. MLP would offer the highly regarded Mindful Educator Training (MET). The training will be focused on increasing mindfulness and emotional intelligence IQ, and simultaneously beginning to bring strategies to bring to their students. This training will provide teachers, counselors, school psychologists, and any staff who work with youth, an in-depth understanding of what mindfulness is, the brain science, trauma informed best practices, and an emphasis on how to lower teacher stress and reactivity and increase wellness.

MLP Curriculum Training:

To build off the great success of the Mindful Educator Training (MET) we will provide with the Mindful Life Project Curriculum Training Trauma informed best practices on how to create a safe, compassionate, and trusting ecosystem where mindfulness can thrive.

Other: \$9,800 Title 1 \$1,014 LCFF

Brain Based Learning: Obtain a consultant to provide teachers with social emotional response training on brain-based learning and how the brain is affected by adverse childhood experiences; thereby, enhancing instruction to best suit our students' needs.

Other: \$5,000 LCFF

Teacher Additional Comp: 13 teachers x 10 hours x \$60/ hour= \$7800 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
7,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
6,014	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

During the 2021-2022 school year, Victory will Family Engagement Nights will increase from 3 events this year to 5 next school year by June 2022.

Parents attending parent conferences will increase by 5% in each class as measured by parent conference sign in sheets

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 in Parent Meeting is \$2,907.

2021-2022 Strategy Adjustment

Increase parental involvement through Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), monthly Coffee Hour. Pending COVID, family nights will be offered virtually or in person; Science Fair, Open House, Literacy Night, Back to School Night, Movie Nights, PTO sponsored family nights; Fall Festival, Winter Craft Night, Book Fair, Paint Night, Talent Show, and more. Victory will provide parent meetings/training interest to parents as identified through parent surveys. Victory will utilize SUSD's SAP process to involve parents in educational planning, etc. Food Bank donated fresh produce once per month to students and families via a drive through. Bread of Life donated food boxes to the community on a weekly basis. Stockton Rotary donated dictionaries to students in third grade. Stockton Rotary Readers volunteered to read, virtually, 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. Stockton Chaplains donated toys and bikes during the Christmas season for students. They have also made a presence on campus numerous times in support of schoolwide events; offering support, prizes for competitions, and goodie bags for families. Stockton Unified School District Police Department presented to students from multiple classrooms. SUSD PD also implemented the GREAT program to our fourth grade students this year as an anti-gang program.

Monthly parent newsletter sent home with information regarding upcoming school and community events. Supplies and refreshments to be purchased for parent meetings held throughout the year. Parent Meeting: \$1,407 Title 1

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,407	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Mindful Life Project; MLP would offer weekly sessions for parents/guardians of 30 minute mindfulness sessions. We have seen a huge increase in engagement and desire for stress reduction sessions in the last couple months due to Covid-19 and all the layers of overwhelm parents are having. We have seen the desire to keep it weekly so it's consistent. There will be a session in English and one in Spanish each week.

Other: \$1,500 Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
1,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

VICTORY 293

TITLE I		TOTAL ALLOCATION		\$ 156,046		LCFF		TOTAL ALLOCATION		\$ 151,040		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,907					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 156,046				TOTAL BUDGET DISTRIBUTED BELOW		\$ 151,040				TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,907							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	FTE	ACHIEVEMENT					LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 47,363	0.000	\$ -	0.000		0.000		0.000	\$ 5,005	0.000	\$ 2,000	0.000		0.000		0.000		0.000	\$ 54,368
11700	Teacher Substitute (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ 5	0.000		0.000		0.000		0.000		0.000	\$ 5
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Program Specialist	0.267	\$ 27,484	0.733	\$ 75,452	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 102,936
30000	Statutory Benefits	0.000	\$ 11,001	0.000	\$ 28,522	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 39,523
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Compl incl benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Bit Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22601	Library Media Assistant	0.000	0.438	\$ 2,279	0.000			0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.438	\$ 2,279
30000	Statutory Benefits	0.000		0.000	\$ 2,423	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 2,423
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 85,848	\$ 108,676	\$ -	\$ -	\$ -	\$ 5,010	\$ 2,000	\$ -	\$ -	\$ -	\$ 201,534								
Books & Supplies																					
42000	Books		\$ 5,000	\$ -		\$ -		\$ -								\$ 1,500		\$ 6,500			
43110	Instructional Materials		\$ 15,518	\$ 15,462	\$ -	\$ -		\$ -	\$ 1	\$ 2,000	\$ 568	\$ -	\$ 33,549								
43100	Budgeted Reserved Supplies		\$ -	\$ 1,122	\$ -	\$ -		\$ -		\$ -			\$ 1,122								
43200	Non Instructional Materials		\$ 4,000										\$ 5,407								
43400	Parent Meeting									\$ -	\$ -		\$ -								
44000	Equipment		\$ 35,000	\$ 8,780									\$ 43,780								
Sub Total - Books & Supplies			\$ 59,518	\$ 25,364	\$ -	\$ -	\$ 1	\$ 2,000	\$ 568	\$ -	\$ 2,907	\$ 90,358									
Services																					
57150	Duplicating												\$ -								
57250	Field Trip-District Trans												\$ -								
56590	Maintenance Agreement		\$ -	\$ 6,800	\$ -								\$ 6,800								
52150	Conference		\$ -	\$ 6,200				\$ 1					\$ 6,201								
52170	Weninar Training		\$ 5,100		\$ -								\$ 5,100								
58450	License Agreement		\$ -		\$ -								\$ -								
58720	Field Trip-Non-District Trans												\$ -								
58920	Pupil Fees												\$ -								
58100	Consultants-Instructional												\$ -								
58320	Consultants-Noninstructional												\$ -								
Sub Total - Services			\$ 5,100	\$ 13,000	\$ -	\$ -	\$ 1	\$ -	\$ -	\$ -	\$ -	\$ 18,101									
GRAND TOTAL			\$ 150,466	\$ 147,040	\$ -	\$ -	\$ 5,012	\$ 4,000	\$ 568	\$ -	\$ 2,907	309,993									

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
VICTORY - 293 - V5
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 156,046		LCFF		TOTAL ALLOCATION				\$ 145,920		TITLE I - PARENT - 50647		TOTAL ALLOCATION				\$ 2,907	
		TOTAL BUDGET DISTRIBUTED BELOW				\$ 156,046				TOTAL BUDGET DISTRIBUTED BELOW				\$ 145,920				TOTAL BUDGET DISTRIBUTED BELOW				\$ 2,907	
		TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)				0	
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS								TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS				
Personnel Cost-Including Benefits																							
*	11500 Teacher - Add Comp (incl benefits)	0.000		0.000	\$ 5,400	0.000	\$ 2,000	0.000		0.000		0.000	\$ 9,540	0.000		0.000		0.000		0.000	\$ 16,940		
	11700 Teacher Substitute (incl benefits)	0.000	\$ 48,785	0.000		0.000	\$ 1,980	0.000		0.000		0.000	\$ 3,000	0.000		0.000		0.000		0.000	\$ 53,765		
	12151 Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	12500 Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	13201 Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	13201 Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	19101 Program Specialist (incl benefits)	0.000	\$ 73,501	0.000	\$ 73,501	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 147,002		
	19500 Prog Spec-Add Comp (incl benefits)	0.000		0.000	\$ 600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 600		
	19101 Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	19500 Instr Coach-Add Comp (incl benefits)	0.000		0.000	\$ 1,200	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,200		
	21101 Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	21500 Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	21101 Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	21500 Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	22601 Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	22500 Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	22901 Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 27,453	0.000		0.000		0.000	\$ 27,453		
	22500 Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	29101 Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	29500 Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
Sub Total - Personnel/Benefits			\$ 122,286		\$ 80,701		\$ 3,980		\$ -		\$ -		\$ 12,540		\$ -		\$ 27,453		\$ -		\$ 246,960		
Books & Supplies																							
**	43110 Books/Supplies/Materials (less than \$500 per item)		\$ 5,000		\$ 10,000		\$ 2,000						\$ 1,712								\$ 16,940		
	43400 Parent Meeting				\$ 1,000												\$ 2,907				\$ -		
	44000 Equipment (\$500 - \$4999.99 per item)		\$ 13,200												\$ 900						\$ -		
Sub Total - Books & Supplies			\$ 18,200		\$ 11,000		\$ 2,000		\$ -		\$ -		\$ 1,712		\$ 900		\$ -		\$ 2,907		\$ 16,940		
Services																							
	57150 Duplicating		\$ 1,000																		\$ 16,940		
***	57250 Field Trip-District/Non-District Trans																				\$ 53,765		
	56590 Maintenance Agreement				\$ 6,500																\$ -		
****	52150 Conference																				\$ -		
	58450 License Agreement		\$ 6,180																		\$ -		
	58920 Pupil Fees																				\$ 600		
*****	58100 Consultants-Instructional/Non-Instructional												\$ 6,014		\$ 1,500						\$ -		
Sub Total - Services			\$ 7,180		\$ 6,500		\$ -		\$ -		\$ -		\$ 6,014		\$ 1,500		\$ -		\$ -		\$ -		
GRAND TOTAL			\$ 147,666		\$ 98,201		\$ 5,980		\$ -		\$ -		\$ 20,266		\$ 2,400		\$ 27,453		\$ 2,907				

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: V5

VICTORY K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203493	PROGRAM SPEC	0090	12303021V5	19101	0.7330	0.7330
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203493	PROGRAM SPEC	3010	15064321V5	19101	0.2670	0.2670
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21107005	LIBRARY MEDIA ASSISTANT	0090	12303024V5	22601	0.4375	1.0000
										TOTALS, THIS LOCATION:	293
											1.4375

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 27203493 (P.S.) New Fund Title 1 (.5)

Fund Change for PCN 27203493 (P.S.) New Fund LCFF (.5)

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	ORG KEY & OBJECT
1. <u>Community Assist</u>	<u>.4735</u>	<u>1.23030-710-V5-13201</u>
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 2/5/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval:



DATE: 2/5/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 36

2020-2021 SPSA Evaluation

School Plan for Student Achievement (SPSA)
Evidence-Based Title I Funded Program Evaluation

Sample Evidence-Based Evaluation Template

***** Intervention Teacher for primary grades

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 1	Goal 1 Activity 1a supports for ELs/ targeted integrated ELD:	<ul style="list-style-type: none"> During DL; Ability to work 1:1 with students, meet more often Students being at home allows them to use materials in their environment to help with instruction. Having conversations with the teacher was more convenient online. Transitions were more efficient. <i>(It would be nice to have just a group of EL's only in a class)</i> 	<p>Struggled to keep them engaged in long zoom sessions, could have been more effective in person; while at home they have the ability to not participate</p> <p>Struggle to get some students logged into testing issues</p> <p>During distance learning; students are distracted and struggling to focus, especially during DL.</p> <p>Parents requesting more engagement; smaller groups...</p>	<p>*implement modifications to support ELS during hybrid model</p> <p>*support of another staff member to support with a break out room</p> <p>To support students in brick and mortar/ hybrid/ or DL, headphones to support students participating in intervention/ ELD sessions within the same room at the same time</p> <p>*Providing realia and models to support</p>

				core content areas during ELD
	1b ELD Curriculum Walks; Program specialist, administration and coaches to observe and provide feedback)	<p>Due to COVID19, this has not occurred this year</p> <p>*positive input to support our teachers/ students</p>		<p>Pending COVID and students/ teachers on campus</p> <p>*Teachers, including middle school, needs all materials including technology to fully implement</p>
	1c Monitoring ELD students	<ul style="list-style-type: none"> Monitoring forms Academic Conferences (Jan. revisited at collaborations through coaches) 9 grade levels visited Collaboration, 2-3x/ month, 1.5 hours, documented through collaboration minutes 		Consideration, periodically/ routinely ELD teachers will meet during collaboration
	ELAC Parent Input	<ul style="list-style-type: none"> Students benefited from reading intervention group; parents could tell a difference in students' reading ability smaller groups really helped, great support 		

		<ul style="list-style-type: none"> Communication was improved through virtual communication between teacher/ parents; Class Dojo, etc... 		
Goal 1 Activity 2 2a. Library Media Assist	N/A, position not filled	Full intent and purpose of what we needed to have done was not completed due to the vacancy of the position.	Position was eliminated - due COVID	
2b. Supplemental student nonfiction reading books	Students were unable to access these books	Students have not been on campus to check out library books.	<ul style="list-style-type: none"> Parents/ teachers feel it's important that students have a book in their hand, something about having something tangible print knowledge As funds permit, purchase books for classroom libraries. 	
2c. license agreement (AR)	<ul style="list-style-type: none"> Accelerated Reader-for 1st grade after they passed "Take Home Books"; 	<ul style="list-style-type: none"> during distance learning students have been disengaged; they struggle to even read the core 	<ul style="list-style-type: none"> Incorporate an incentive to go along with AR and levels/ 	

		<p>3rd to increase fluency & comprehension-ran small group "Book Clubs" every week and saw an increase in AR participation</p> <ul style="list-style-type: none"> • hard to make time for it but like seeing what kids are reading/how they are doing on quizzes, more challenging during distance learning and without library access • leveled with students' reading level; provides data points for teachers/ data team • Parent friendly to go into student account to see students' historical progress • Challenge using this year, would like to use next year 	<p>curriculum, they are not interested in reading even more</p> <ul style="list-style-type: none"> • students are not motivated to do it simply on their own/ just because 	<p>tests; gift cards, music (mp3), AR parties (games/ game room), ice cream parties,</p> <ul style="list-style-type: none"> • Maintain this program 1st-6th grade • Goal to re-implement incentive/ accountability, awards for completion; done by trimester
	*****			ESGI license agreement for grades; K through

	Goal 1 Activity 3 3a. Program Specialist and Instructional Coaches	<ul style="list-style-type: none"> • ELD support, testing, curriculum support, technology • Meets weekly with teachers during collaboration 	<ul style="list-style-type: none"> • Maybe more focused on younger grades to help build foundational skills • curriculum development 	
	3b. AVID Strategies, instructional materials, supplies	<ul style="list-style-type: none"> • AVID- We had tutors and met 2x weekly. Made google doc calendar during AVID. • Process writing introduced earlier 4-6 grade • AVID has predominantly only ever been middle school, this year 4th and 5th grade teachers have expressed interest and will be attending AVID Summer Institute 	haven't had the ability to expanding it to all grade levels	<p>*AVID to expand to 4th- 5th grades</p> <p>*Focus area; organization and note-taking, beginning binders in grades 4 and continuing up</p> <p>*College bound focused climate</p> <p>*Present</p>
	3c. PLTW training 7th-8th grade science teachers/ hands on science experiments/ STEM project materials	<ul style="list-style-type: none"> • monthly PLTW meetings held • has expanded to include 5th-8th grades • utilization of PLTW grant to build program • PD offered to admin and 5th-8th grades 		6th-8th grades to be included in elective rotation in the 21-22 school year to engage students and offer supports

	3d Instructional supplies		<ul style="list-style-type: none"> Challenge uploading middle school books 	
	3e PLC Conference	N/A due to COVID	N/A due to COVID	Funds reallocated to fund AVID conference
	3f. Coaches support curriculum implementation/ conferences	<ul style="list-style-type: none"> data is being collected taking feedback coaches follow up with teachers; mini lessons, planning days 	<ul style="list-style-type: none"> Maybe more focused on younger grades to help build foundational skills curriculum development ??? 	Continue: iReady pathways were not being done/ monitored prior to AC, now teachers are implementing
	3h Specialists from curriculum department	STEM professional development presented STEM it! curriculum	<ul style="list-style-type: none"> Teachers were not interested in another program No one utilized the curriculum 	
	3i. Equipment/ maintenance agreement	<ul style="list-style-type: none"> Copies/ packets made for student pick up during drive throughs primarily utilized in the Kinder/ primary grades to support handwriting fluency 		
	Goal 1 Strategy 4. Academic Conferences	Administration, coaches, and teachers were able to meet once formally in January to create SMART goals under the topics of; ELA, Math, ELD, Attendance, AVID		

	Goal 1 Strategy 5 preschool, TK Summer Bridge Program	N/A	N/A	N/A
Goal 2	Goal 2 Strat 1 1a. PBIS, PLUS, Restorative Circles	<ul style="list-style-type: none"> • PBIS has met monthly to adapt lessons, matrix, to meet COVID requirements • Worked to create reopening plans, lesson plans and videos 		
	Goal 2 Strat 1b SAP Process Goal 2 Strat 2a SAP absenteeism,	<ul style="list-style-type: none"> • Teachers have submitted ____ SAP referrals this year • Counselors have held ____ CARE team meetings this year focusing on academics and/ or attendance 	<ul style="list-style-type: none"> • It has been difficult to determine at times if the work submitted by students is that of the student or the parent, making it difficult to have an accurate picture of students' ability 	
	Goal 2 Strat 2b Attendance Incentives	<ul style="list-style-type: none"> • Attendance winner drawings at each trimester 	Previous years, there were older peer PLUS students that helped with attendance for	Modify the rewards for some students due to transportation.

		<ul style="list-style-type: none"> Class incentives; classes get 7 days of perfect attendance receive a prize from the "Prize Wheel" 	students that had poor attendance, made them feel important (someone cares), weekly check-ins from peers	
	Goal 2 Strat 2c Counseling presentations	Attendance/ Behavior		
Goal 3	Goal 3 Activity 1a Parent Events	<ul style="list-style-type: none"> Monthly Parent Coffee Meetings Regular ELAC Meetings Regular SSC meetings Family Nights: Literacy, paint night Drive Throughs: Winter Light Parade, Halloween Trunk or Treat PTO donations/ support 	<p>Insert Parent data for Parent Coffee/ parent meetings</p> <p>Minimal parent attendance at parent coffee meetings</p>	<p>Parent suggestion : Preferable on Friday at 3 pm</p> <p>*offering incentives (gift cards- Starbucks)</p> <p>Harry Potter Night/ Fall Festival has been HUGE, prizes including full sets of books while promoting reading</p>
	1b Community Connections: Dairy Council, Food Bank, Walmart, Stockton Rotary, Cal Water			

	Service, Volunteers; Choices and Consequences, Stockton PD, Baseball by the Books, Element Landscaping, Monthly Parent Newsletter,			

Comprehensive School Profile Data:

Continuous Improvement

Decision Making Model-Essential Questions

Victory School - Student Academic Achievement ELA - April 2021

1. Current Performance (Do I know where I am at?)	2. Gap Analysis (Do I know the gap of where I am at and where I want to be?)	3. Cause Analysis Results (Do I know what's causing me to be where I am?)	4. Design & Development (Do I know what to do to get where I want to be?)	5. Success Assurances (Do I know what I need to do to assure that what I do works?)	6. Implementation and Evaluation (Do I know what I need to do to confirm what I do works?)																
Academic Instruction and support (ELA) iReady Diagnostic Results <table><tr><td></td><td>Fall/ 20</td><td>Wint / 20</td><td>Sprin g/ 21</td></tr><tr><td>On Level / Above</td><td>21%</td><td>28%</td><td>32%</td></tr><tr><td>1 level below</td><td>29%</td><td>31%</td><td>29%</td></tr><tr><td>2 level s below</td><td>50%</td><td>41%</td><td>39%</td></tr></table>		Fall/ 20	Wint / 20	Sprin g/ 21	On Level / Above	21%	28%	32%	1 level below	29%	31%	29%	2 level s below	50%	41%	39%	36% of students are 2 or more grade levels below grade level. Goal is to minimize this to 15%	Students dis-engaged in distance learning. COVID-19 forced students/ classes on distance learning. MOU did not provide minimum amount of minutes teachers <i>must</i> provide live instruction; varied across grade levels	Provide opportunities for teacher PD on AVID, newly adopted curriculum and instructional strategies, CORE Provide teacher training and supports for effective implementation of RTI Effective teacher PD on curriculum and research based strategies Implement school-wide systematic RTI plan: using Leadership/ Data team to determine: -baseline data	Monitor RTI implementation and make adjustments as needed Attend and monitor collaboration meetings to maintain focus on student learning Classroom observations to monitor strategies Weekly monitoring of subgroups in ATSI Priority access to the after school program tutoring	Weekly review of collaboration notes received from each PLC team - provide support weekly
	Fall/ 20	Wint / 20	Sprin g/ 21																		
On Level / Above	21%	28%	32%																		
1 level below	29%	31%	29%																		
2 level s below	50%	41%	39%																		

	Fall 19	Winter 19	Spring 20					
On Level / Above	15%	28%	COVID19	2018 to 2019 - maintained DL3 w/ a .2 points difference 2017 to 2018 decreased DL3 11.3 points 2016 to 2017 increased DL3 1.5 points Decrease the distance from L3 a min of 3 points	Lack of consistent quality curriculum in 18-19 Lack of effective teacher PD for 18-19 Teachers struggling with effective implementation of newly adopted curriculum Insufficient research based instructional strategy implementation Lack of effective SDC curriculum Implementation of new ELA and math adoptions simultaneously is challenging for teachers Analyzing and aligning the new curriculum and standards - to determine priority standards and support standard for the purpose of instructional focus	-how groups will be determined -how often we will revisit data and possibly shift groups -determine what platform we will use if we are still in a hybrid model Program Specialist and coaches support continuous monitoring of student progress - classroom assessments Conduct instructional walks to monitor implementation of new ELA and math curriculum and monitor effective instructional strategies Program Specialist and coaches support continuous monitoring of progress in RTI groups make adjustments as needed to student groupings - instructional coach and program specialist lead this initiative with teachers		
1 level below	40%	33%	COVID19					
2 levels below	45%	39%	COVID19					
Dashboard: 2020-2021 2019 - orange -62.5 DL3 2018 - yellow -62.3 DL3 2017 -73.6 DL3 2016 -72.10 DL3 2019 - 27% of students met/exceeded standards 2018 = 27% 2017 = 20% 2016 = 19% SUBGROUPS 2019 Orange = AA = 79.7 DL3 EL'S = 71.9 DL3 SWD = 136.5 DL3 2019 Dashboard - ATSI for 3 subgroups: AA, SWD Homeless				IReady : T1 inc 13% T2 dec 7% T3 dec 6%				

<p>I Ready fall to winter administration: Fall T1 - 15% Winter T1 - 28%</p> <p>Fall T2 - 40% Winter T2 = 33%</p> <p>Fall T3 - 45% Winter T3 - 39%</p> <p>MAP: winter 2018 = 34% 0% change from fall</p>	<p>Each of our subgroups decreasing by a minimum of 3 points from L3</p>	<p>Number of new teachers (3 yrs or less of experience)</p> <p>High numbers of newly enrolled students below grade level</p> <p>High number of special education students - 3 full SDC classes and full time RSP caseload</p> <p>Unusual increase of student behaviors that interfere with teaching and learning</p>	<p>Coaches intervene when supports are needed for teachers</p> <p>Program Specialist, as EL coordinator, monitors and provides support to teachers for all EL students</p> <p>Program specialists, as the testing coordinator, facilitates and supports all state and local tests -CAASPP, ELPAC, I Ready</p> <p>Implement AVID to support college and career readiness</p> <p>Additional teacher training needed - AVID SI</p> <p>Maintain a full time instructional coach to support teachers with the implementation of new ELA and math curriculum.</p> <p>Hold academic conferences with each grade level and/or individual teachers</p>		
---	--	--	---	--	--

			maintain full time instructional coaches		
			add 3 instructional assistants for SDC (TSI)		
Confirms Why.....			Confirms How.....	Confirms What.....	

Math

1. Current Performance (Do I know where I am at?)	2. Gap Analysis (Do I know the gap of where I am at and where I want to be?)	3. Cause Analysis Results (Do I know what's causing me to be where I am?)	4. Design & Development (Do I know what to do to get where I want to be?)	5. Success Assurances (Do I know what I need to do to assure that what I do works?)	6. Implementation and Evaluation (Do I know what I need to do to confirm what I do works?)
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Academic Instruction and Support

iReady Diagnostic 20-21

	Fall 20	Wint 20	Sprn 21
At/ abov e grad e level	15%	23%	26%
1 belo w	46%	43%	38%
2 belo w	39%	34%	36%

19-20

	Fall 19	Wint 19	Sprn 20
At/ abov e grad e level	12%	24%	CVD 19
1 belo w	50%	47%	CVD 19
2	38%	29%	CVD

36% of students are 2 or more grade levels below grade level. Goal is to minimize this to 15%

2018 to 2019 DL3 inc 9.9%
2017 to 2018 DL3 INC 4.8%
2016- TO 2017 DL3 INC 2.2%

On the dashboard each of our subgroups decreasing by a minimum of 3 points from L3

Students dis-engaged in distance learning. COVID-19 forced students/ classes on distance learning.

MOU did not provide minimum amount of minutes teachers *must* provide live instruction; varied across grade levels

Lack of consistent quality curriculum in 18-19

Lack of effective teacher PD for 18-19

Teachers struggling with effective implementation of adopted curriculum

Insufficient research based instructional

Targeted and improved instruction

Effective, researched based curriculum adopted for 19-20

Teacher PD on curriculum and research based strategies (CORE)

Teachers are still in need of PD on adopted curriculum for 20-21

Implementation of the math pathway online portion of the program for all K-8th grade students

Effective RTI implementation - for T2 and T3 students in math

Currently 1st-5th grade are providing RTI in math and ELA 30 minutes daily

Provide opportunities for teacher PD on curriculum, AVID, and instructional strategies

Support teachers with implementation and provide the necessary resources

Monitor RTI implementation and make adjustments as needed
Provide supports for effective implementation of RTI

Attend and monitor collaboration meetings to maintain focus on student learning

Weekly monitoring of subgroups in ATSI

Priority access to the after school program tutoring

Continuous monitoring of student progress

make adjustments as needed to student groupings

intervene when supports are needed for teachers - coaching support - release time - resources

<div> <div> <div>below</div> <div>w</div> </div> <div></div> <div></div> <div>19</div> </div> <p>Dashboard: 2019 orange 87.1 DL3 2018 - 77.2 DL3 2017 - 82 DL3 2016 - 84.2 DL3</p> <p>2019 - 18% of students met/exceeded standards 2018 = 23% 2017 = 20% 2016 = 19%</p> <p>Subgroups 2019 AA = 108.2 DL3 SWD 172.9 DL3</p> <p>2019 Dashboard - ATSI for 3 subgroups: AA, SWD Homeless</p> <p>2020 I Ready fall to winter administration:</p> <p>FALL T1 = 12% WINTER T1 = 24%</p> <p>FALL T2 = 50%</p>		<p>strategy implementation</p> <p>Number of new teachers (3 yrs or less of experience) for 18-19</p> <p>High numbers of newly enrolled students below grade level in 19-20</p> <p>High number of special education students - 3 full SDC classes and full time RSP caseload</p>	<p>7th & 8th grade teachers will provide daily intervention for identified students</p> <p>The after school program will provide intervention for 3rd grade students on number sense - focus on multiplication</p> <p>Expand implementation of AVID to all 4th-8th grade classrooms to support college and career readiness</p> <p>Expand implementation of PLTW to all 4th-8th grade classrooms for 20-21</p>		
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WINTER T2 = 47%
FALL T3 = 38%
WINTER T3 = 29%

Confirms Why.....

Confirms How.....

Confirms What.....

Continuous Improvement

Decision Making Model-Essential Questions Victory School - School Climate - Spring 2021

1

1. Current Performance (Do I know where I am at?)	2. Gap Analysis (Do I know the gap of where I am at and where I want to be?)	3. Cause Analysis Results (Do I know what's causing me to be where I am?)	4. Design & Development (Do I know what to do to get where I want to be?)	5. Success Assurances (Do I know what I need to do to assure that what I do works?)	6. Implementation and Evaluation (Do I know what I need to do to confirm what I do works?)
<p>Suspensions</p> <p>2020-21: 0 suspensions</p> <p>Dashboard: 2019 = yellow 11.1%</p> <p>2018 red indicator - 16.2%</p> <p>2017 10.3% 2016 16.3%</p> <p>Subgroups 2019 AA = 20.43% 2018 = 29.8% 2017 = 17.4%</p>	<p>Overall suspension rate decreased 5.1% from 2018 to 2019</p> <p>AA and SWD had a disproportionate rate of suspension compared to other subgroups</p>	<p>Due to COVID19, students are not on campus. Behavior is monitored on digital platforms.</p> <p>Ongoing behavioral issues for a small percentage of students</p>	<p>Restorative Practices Circles in many classrooms with trained teachers</p> <p>Use of weekly incentives to reward</p>	<p>PBIS evidenced based schoolwide expectations defined and taught through PD</p>	<p>Utilize Synergy suspension reports sent every two weeks by the district to monitor progress - continue to target based on new reports</p>

1

Continuous Improvement

Decision Making Model-Essential Questions Victory School - School Climate - Spring 2021

2

<p>2016 = 30.5%</p> <p>EL's 2019 = 7.25%</p> <p>2018 = 13.3%</p> <p>2017 = 7.2%</p> <p>2016 = 10.7%</p> <p>SWD 2019 = 20.59%</p> <p>2018 = 15.6%</p> <p>2017 = 17.7%</p> <p>2016 = 22.3%</p> <p>2019 Dashboard - ATSI for 3 subgroups: AA, SWD, Homeless</p> <p>Increase in the presence of drugs on campus.</p> <p>Increase in incidents involving defiance and disruption in Kinder-3rd grade</p>	<p>As of 2/29/20 our suspension rate has more than doubled from 2019 to 2020 -- 70% of students suspended during the 19-20 school year are new to Victory or are bus riders</p> <p>Decrease our suspension rate by a minimum of .3 to 15.9</p> <p>Decrease behavioral referrals targeting defiance and disruption</p>	<p>Newly enrolled students are violating Ed Code at a high rate</p> <p>Violations of Ed Code causing safety concerns</p> <p>Inability to suspend K-3 students causing major disruptions in classrooms -- this will also be the case for 4th-8th grade students beginning with the 20-21 school year</p>	<p>students observed with good behavior.</p> <p>Behavior management systems in place in every classroom</p> <p>Consistent PBIS implementation for cafeteria and playground.</p> <p>REQUESTING a full time restorative practices support teacher - to reduce suspension rate and address identified SEL needs of students.</p> <p>Training and coaching on PBIS procedures.</p> <p>AP and counselors were able to implement PBIS and</p>	<p>PBIS expectations reinforced by all staff</p> <p>Counselors and assistant principal to monitor progress toward our goals -- make changes based on outcomes - full time AP needed. 1 ½ counselors needed.</p> <p>Utilize PLUS survey results to address needs</p> <p>Counselors will provide classroom presentations for areas of need identified in the PLUS surveys</p> <p>CSA to monitor behavior during all</p>	<p>Monitor PLUS survey results throughout the year for improvement</p> <p>Faithful implementation of the SAP process to address behavioral concerns</p> <p>Utilize counselors, psychologist and mental health clinician to support identified student need</p>
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Continuous Improvement

Decision Making Model-Essential Questions
Victory School - School Climate - Spring 2021

3

<p>Location of majority of behavioral incidents - playground</p> <p>Time if majority of behavioral incidents - 11:00 a.m. - 1:00 pm (lunch periods)</p> <p>The number of initial referrals for psycho-evaluation increasing due to severe needs of students -- this is in additional to K-8 SDC classes and full time RSP present on site</p>			<p>PLUS activities on campus to address student attendance, behavior, engagement, and social emotional issues.</p> <p>Communicate and inform parents of students in targeted subgroups about behavioral expectation and consequences</p> <p>Provide formal BIPs for those students in need</p> <p>Psychologist to develop FBA for those students meeting the criteria</p> <p>Counselor will implement the PLUS program for 6th-8th grade students</p>	<p>recess and passing periods, respond to teacher needs in classrooms for support with behavioral concerns</p> <p>Increase parent awareness through meetings and training.</p> <p>Additional yard supervisors to monitor during lunch periods.</p> <p>Weekly monitoring of subgroups in ATSI</p> <p>Provide alternatives to suspensions - Thursday School</p>	
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Continuous Improvement

Decision Making Model-Essential Questions
Victory School - School Climate - Spring 2021

4

			<p>PLUS students to support counselor's work with improving school climate</p> <p>Implement AVID to support college and career readiness</p> <p>Training for key staff members of Trauma Informed MTSS and SEL - administrators, counselors, psychologist, mental health clinician and teachers</p> <p>Orientation provided for newly enrolled students (throughout the school year) and parents on school-wide expectations</p> <p>Expand the behavior matrix to include</p>	<p>Increase Parent Communication, through newsletter, targeted meetings and coffee hour</p> <p>Behaviour Management strategies will be implemented by the PBIS team</p>	
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Continuous Improvement

Decision Making Model-Essential Questions
Victory School - School Climate - Spring 2021

5

			Thursday School as an additional step before suspension		
			Provide training for bus students on expectations		
Confirms Why.....			Confirms How.....	Confirms What.....	

Progress

school search

Victory Elementary

2020-2021

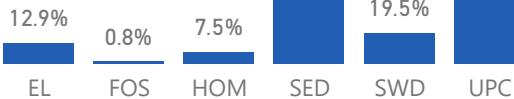
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



518

Enrollment



December

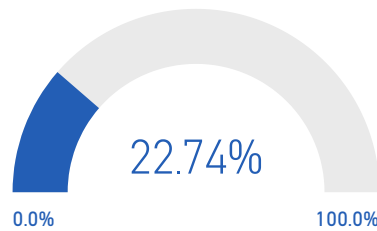


CWA

33

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

98%

ELA: K-11

On-Track

33%

Percent



Participation

99%

Math: K-8

On-Track

21%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

7

Total Tested

Reclassification

3

RFEP ● Complete

Curriculum:

Tests Administered Through January

Benchmark

1081

Total Test Count

Ready Class

2822

Total Test Count

Saavas

336

Total Test Count



Plus Survey

School Climate

15.9%

84.1%

At my school, there is a teacher or other adult who really cares about me.

24.3%

75.7%

I feel like I am part of this school.



Enrollment

school search

Victory Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-3↓

Dec-Jan change

01-Aug

518

Enrollment

06-Jan

515

Enrollment

02-Sep

518

Enrollment

03-Oct

517

Enrollment

04-Nov

518

Enrollment

05-Dec

518

Enrollment

SUSD RA v1.1

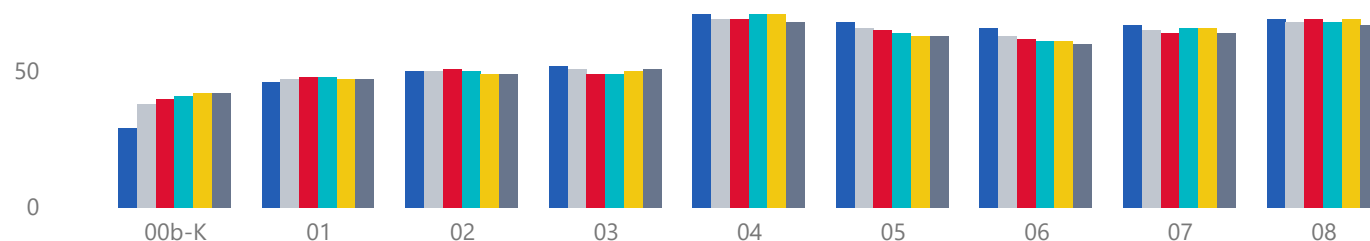
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

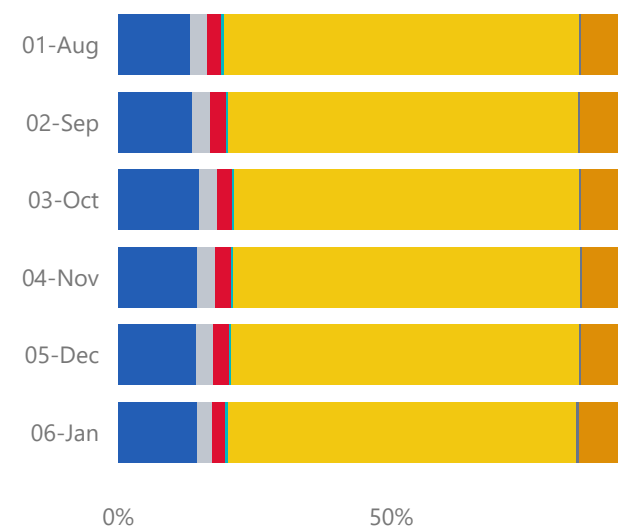
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



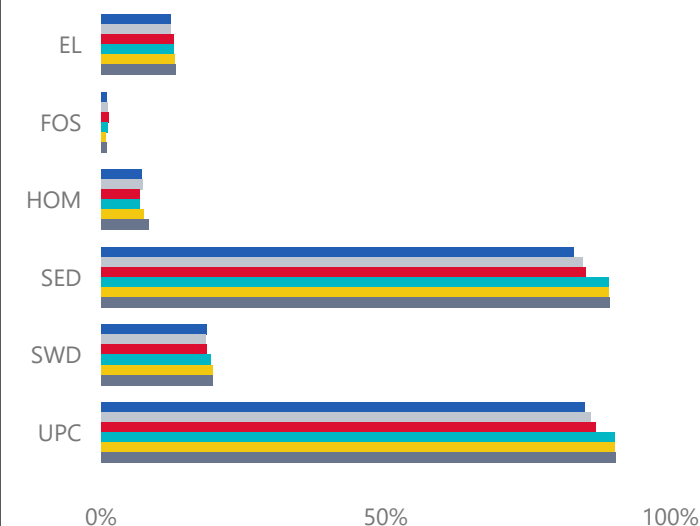
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Rate Change:
Chronic Abs

0

Nov - Dec change

01-Aug	01-Aug
24.62%	128
Rate	Count
02-Sep	02-Sep
21.13%	112
Rate	Count
03-Oct	03-Oct
20.56%	110
Rate	Count
04-Nov	04-Nov
22.82%	123
Rate	Count
05-Dec	05-Dec
22.74%	123
Rate	Count

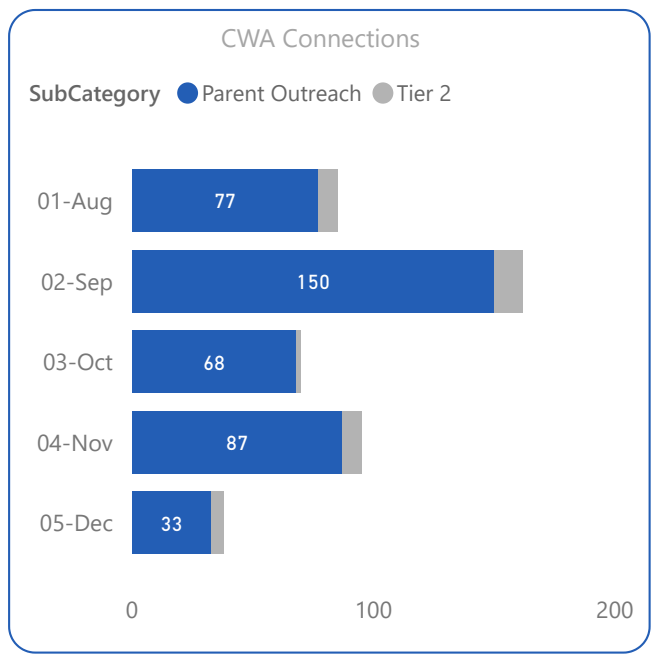
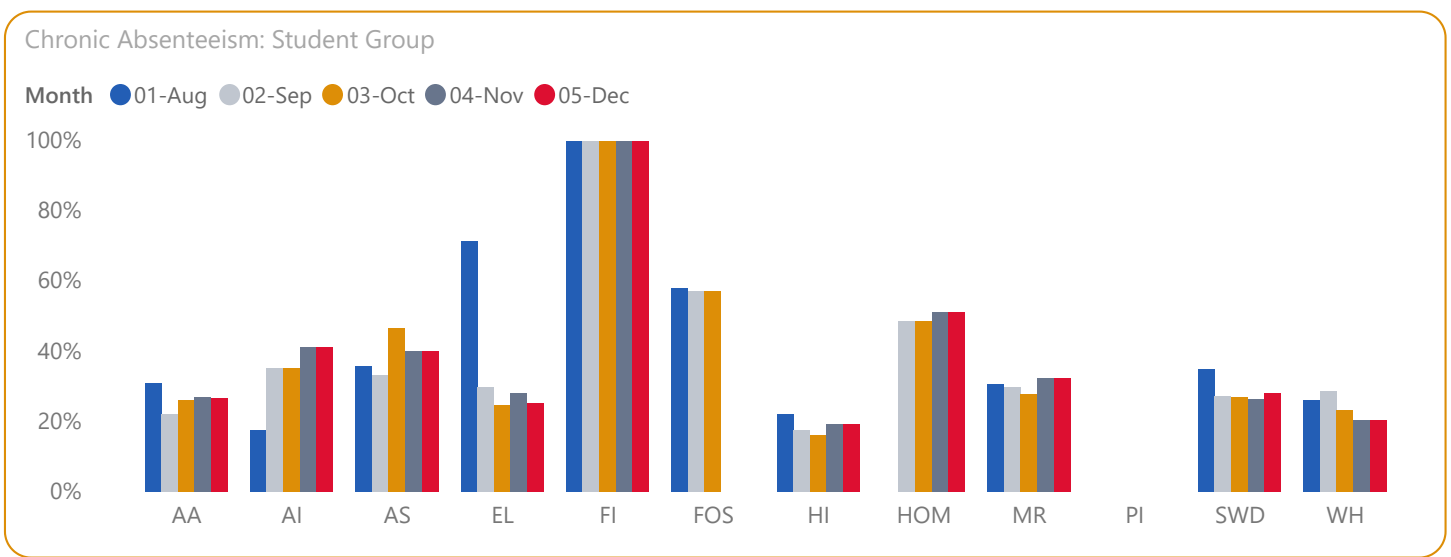
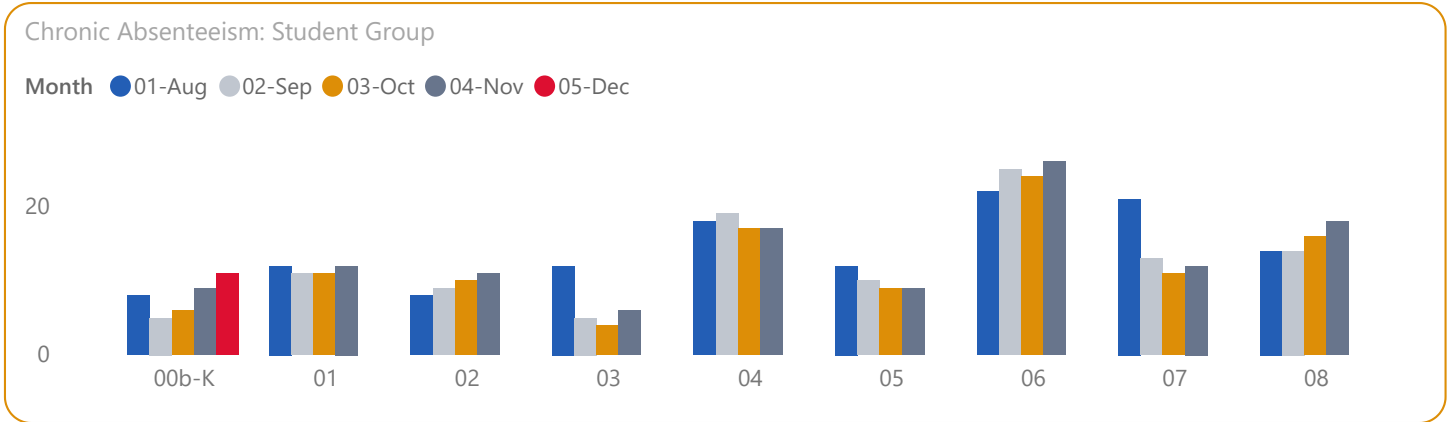
SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021



counselors : coming soon!

Participation

95%

Fall

98%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

33%

Fall

33%

Winter

Spring

2+ Below

51%

Fall

42%

Winter

Spring

No Gro...

43%

All

32%

Winter

Spring

iReady Percent On-Track

Student Group	01-Fall	02-Winter
00	71%	71%
01	51%	38%
02	22%	24%
03	35%	30%
04	27%	27%
05	33%	37%
06	27%	34%
07	25%	23%
08		28%
AA		
AI		33%
ALL	33%	33%
AS	29%	29%
EL		20%
FI	100%	100%
HI	32%	33%
MR	50%	37%
PI	100%	50%
SBAC	27%	30%
SED	29%	31%
SWD		
WH	52%	51%

iReady Percent Two or More Years Below Grade Level

Student Group	01-Fall	02-Winter
01		
02	35%	
03	47%	40%
04	48%	40%
05	63%	53%
06	71%	59%
07	75%	75%
08	80%	69%
AA	64%	55%
AI	75%	47%
ALL	51%	42%
AS	64%	50%
EL	65%	53%
FI		
HI	49%	41%
MR	42%	43%
PI		
SBAC	64%	56%
SED	51%	44%
SWD	67%	69%
WH	38%	26%

iReady Percent No Growth (since Winter 2019)

Student Group	01-Fall	02-Winter
00		
01		
02	27%	
03	38%	26%
04	58%	47%
05	34%	27%
06	57%	42%
07	61%	56%
08	54%	44%
AA	43%	32%
AI	62%	57%
ALL	43%	32%
AS	54%	38%
EL	27%	23%
FI		
HI	40%	30%
MR	48%	47%
PI		50%
SBAC	50%	41%
SED	42%	33%
SWD	39%	36%
WH	46%	31%

F-W Growth

55%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	61%
01	51%
02	63%
03	48%
04	48%
05	60%
06	61%
07	43%
08	60%
AA	50%
AI	54%
ALL	55%
AS	45%
EL	61%
FI	100%
HI	57%
MR	40%
PI	50%
SBAC	54%
SED	53%
SWD	44%
WH	64%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

2822

Total Test Count

Saavas

336

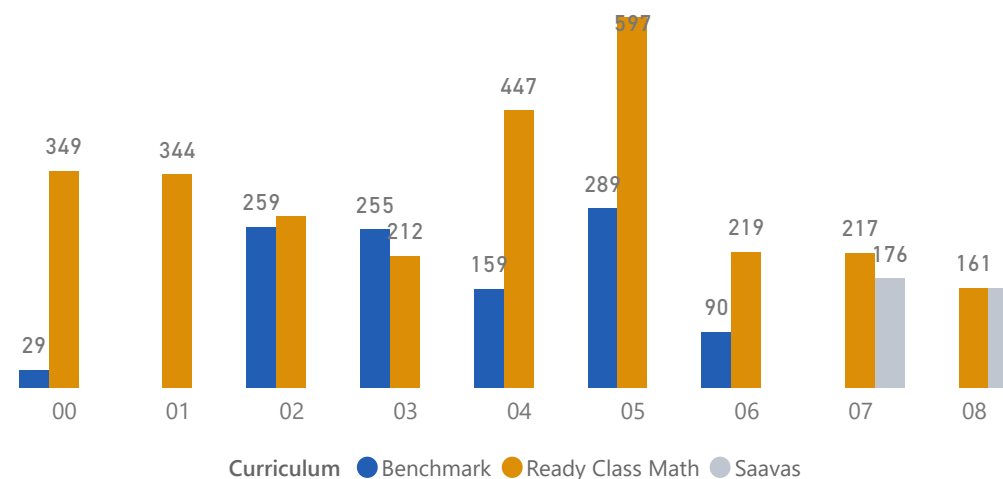
Total Test Count

Benchmark

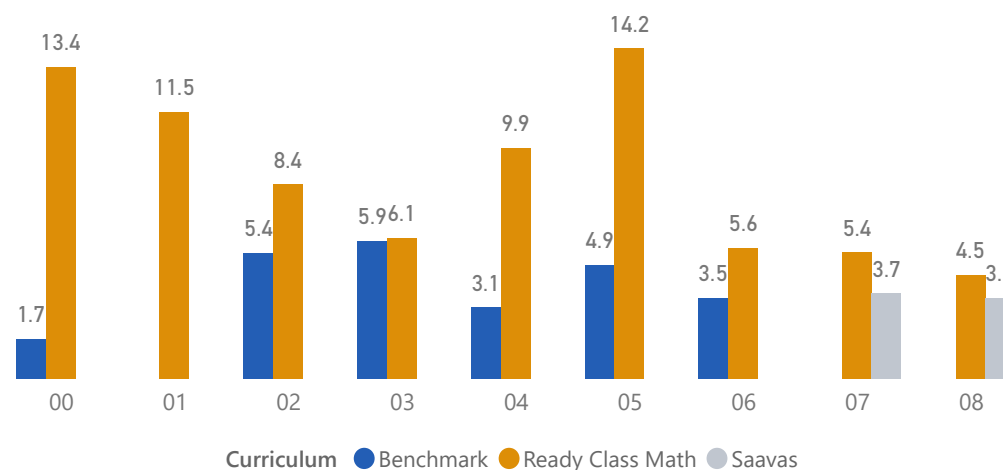
1081

Total Test Count

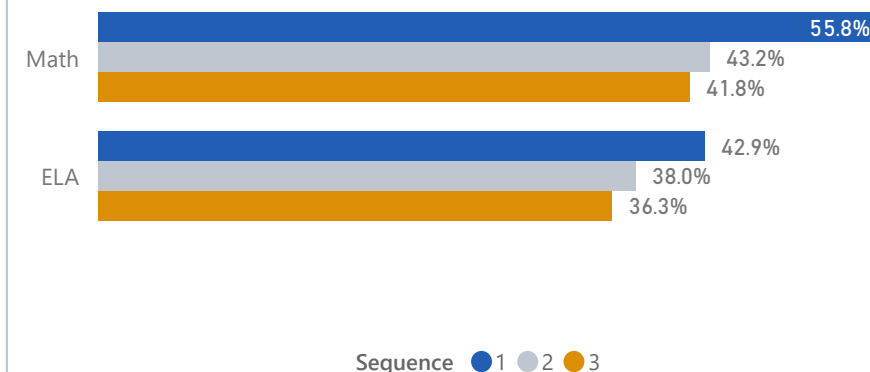
Curriculum: Test Count



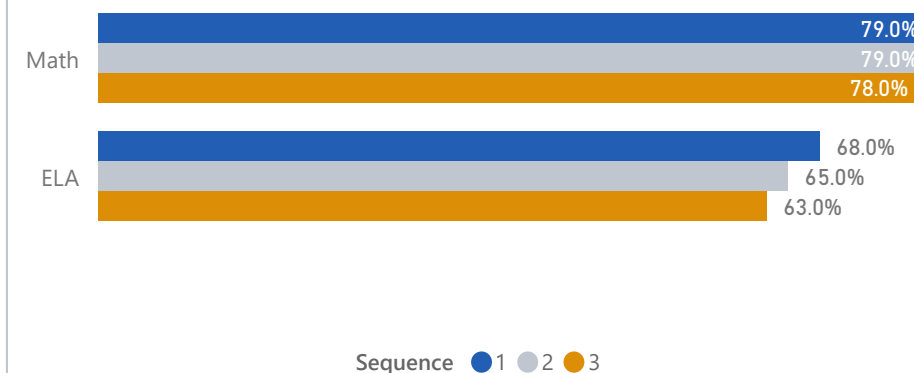
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

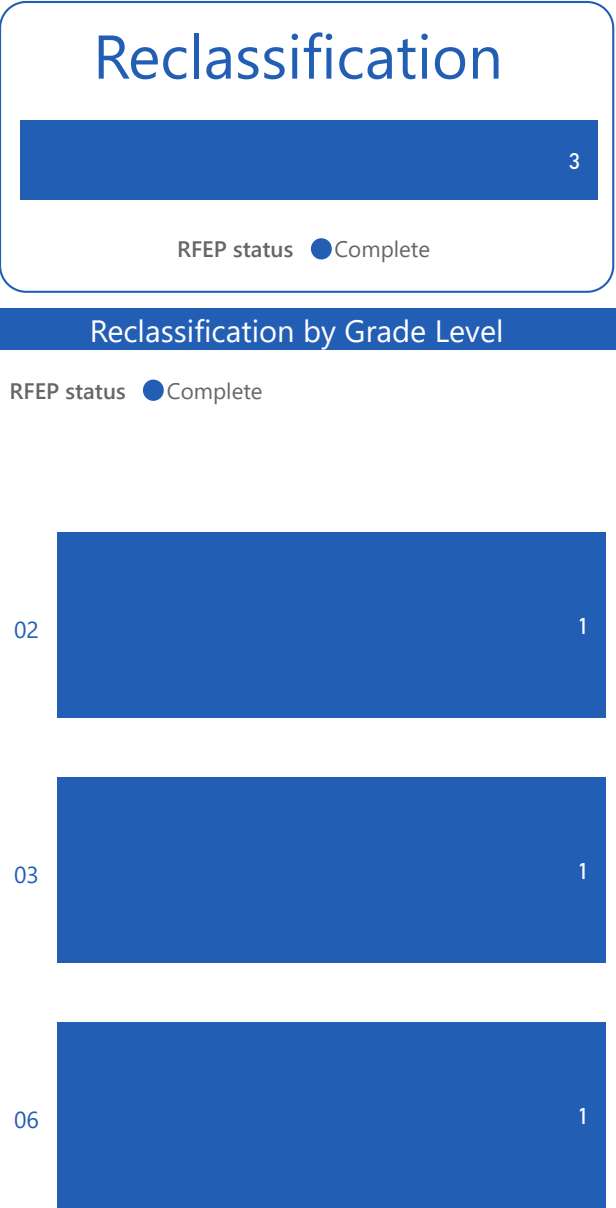
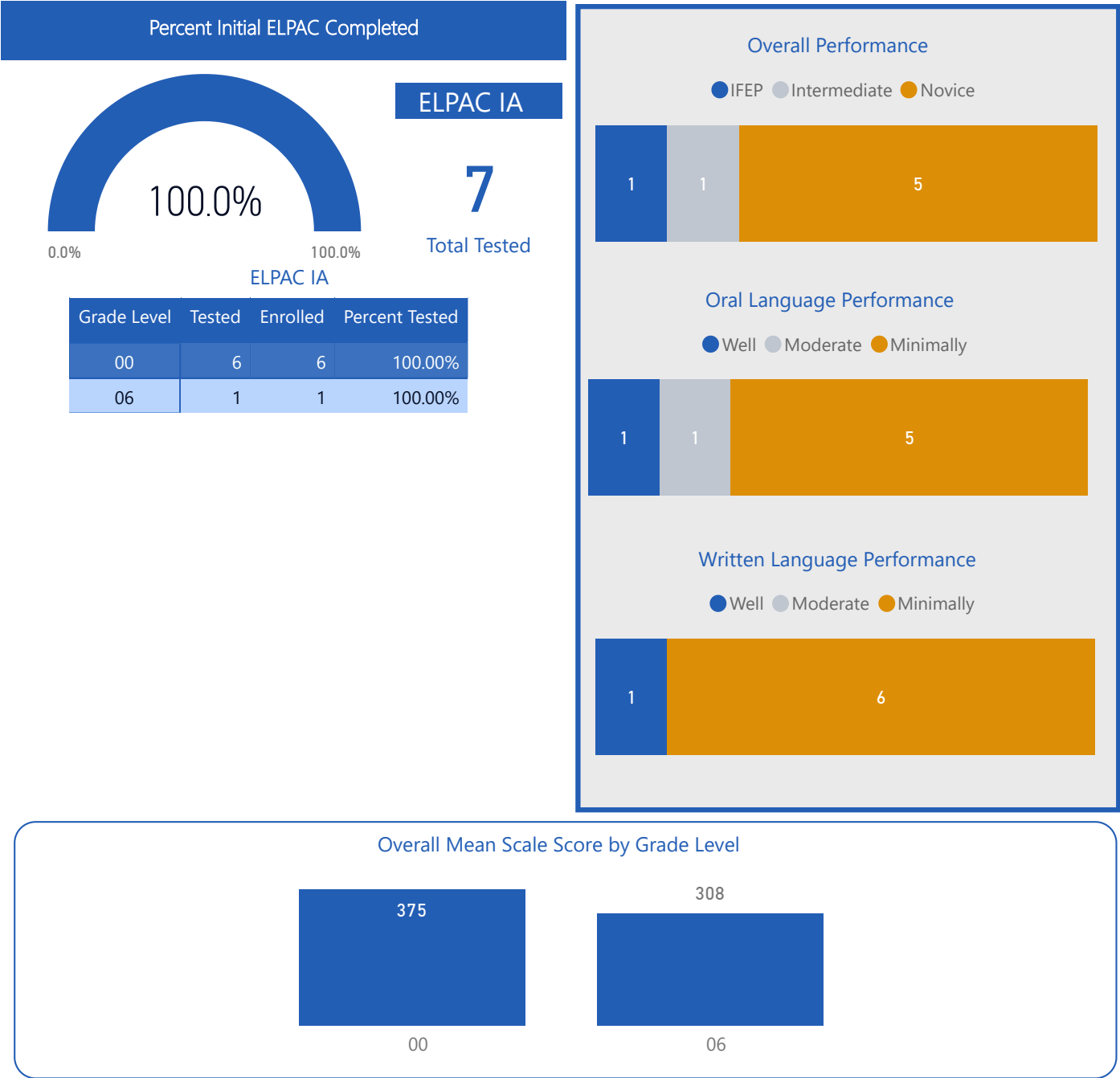
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



School Climate

school search
Victory Elementary

Grade Span
All

2020-2021

Question Priority
All

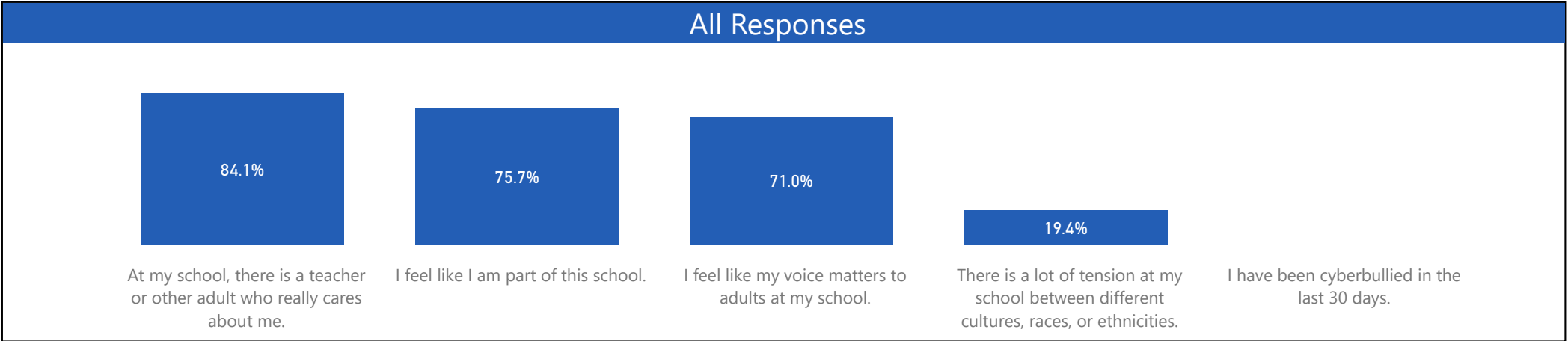
Term
1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

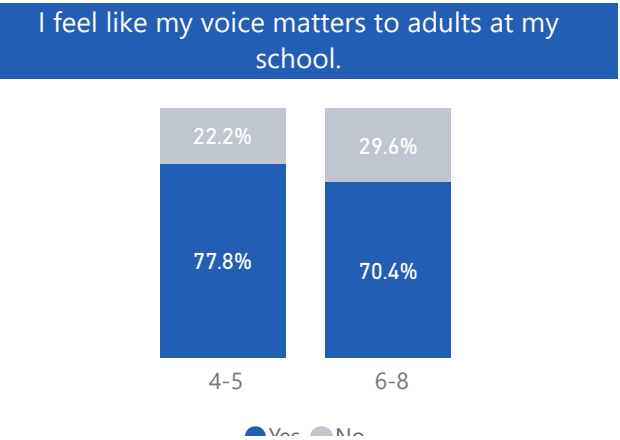
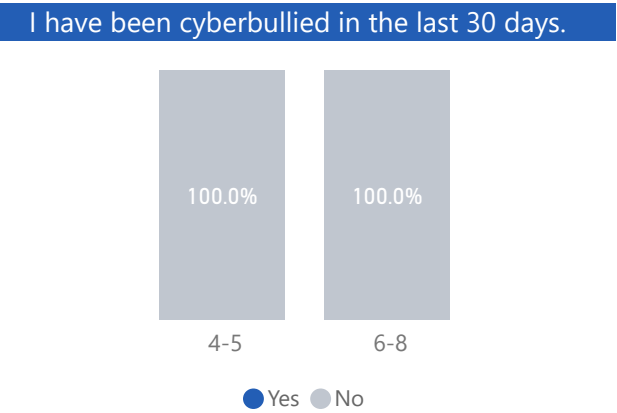
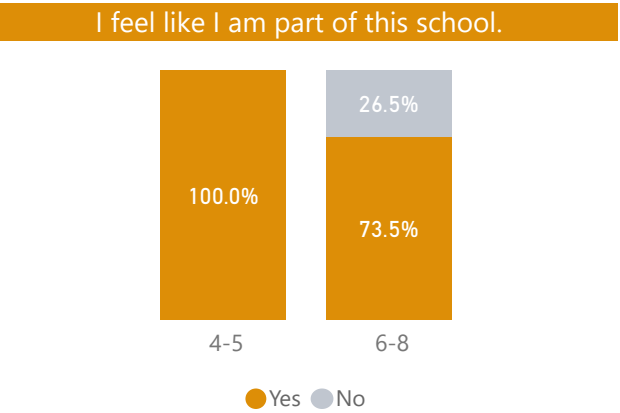
Navigation: NA

Source: Student Support Services - PLUS program

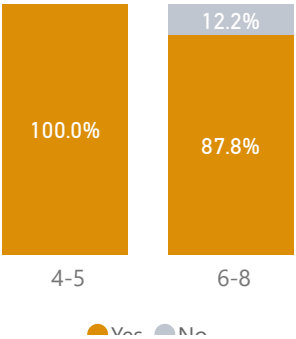
Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



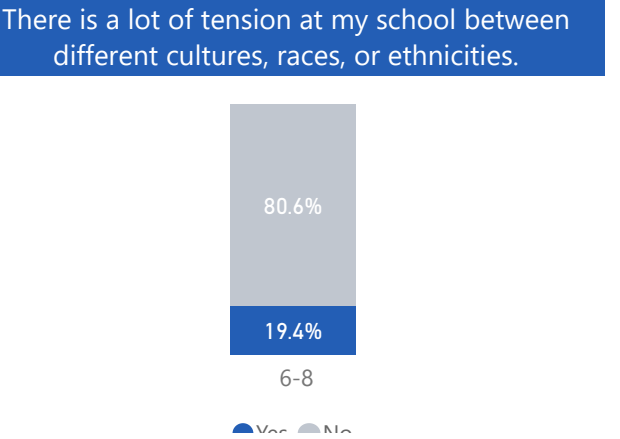
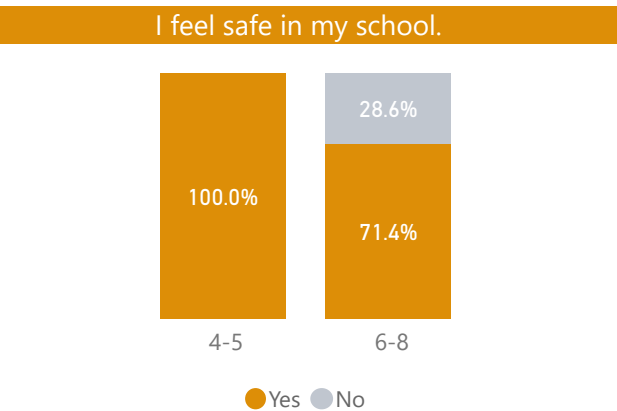
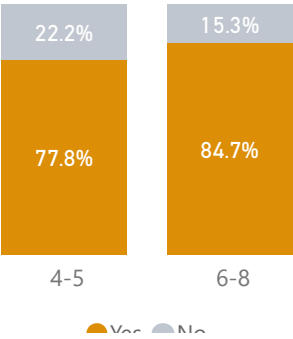
Count	Count	Count
9	98	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



At my school, there is a teacher or other adult who believes that I will be a success.



At my school, there is a teacher or other adult who really cares about me.



Overview: Distribution of transcript grades reported by grade, course, and credits earned.

- Transcript Grades:
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
 - * Credits Earned: Credits earned as indicated on transcript
 - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
 - * All: all credits attempted were earned
 - * Half: more than half of credits attempted were earned
 - * Less than half: less than half of credits attempted were earned
 - * None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Grade Distribution and Term

Participation Fall

(Blank)

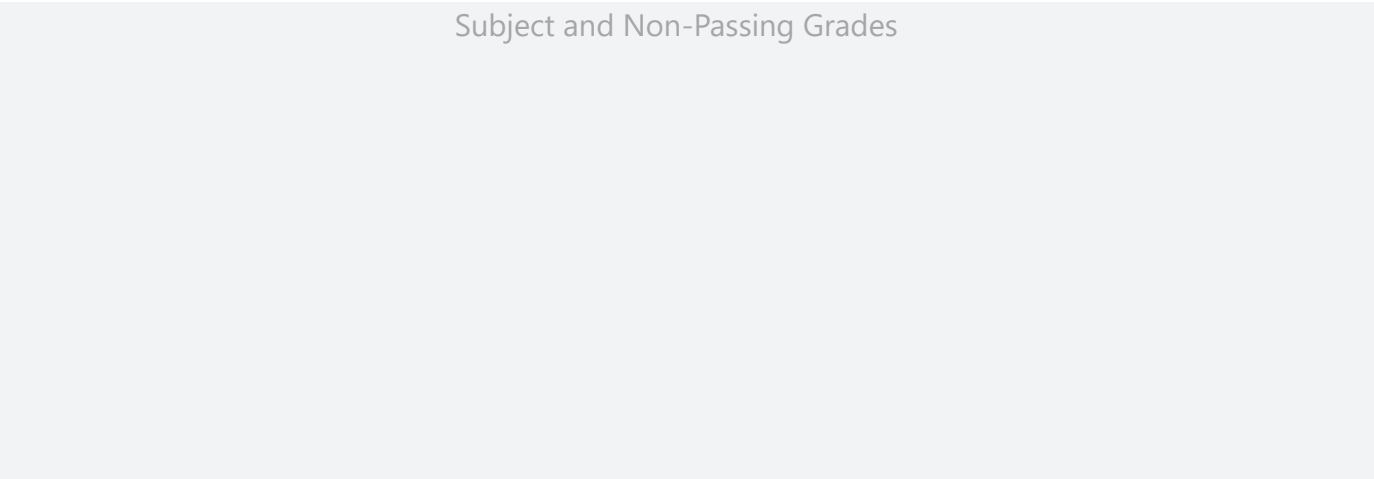
Percent

Near/Ready

(Blank)

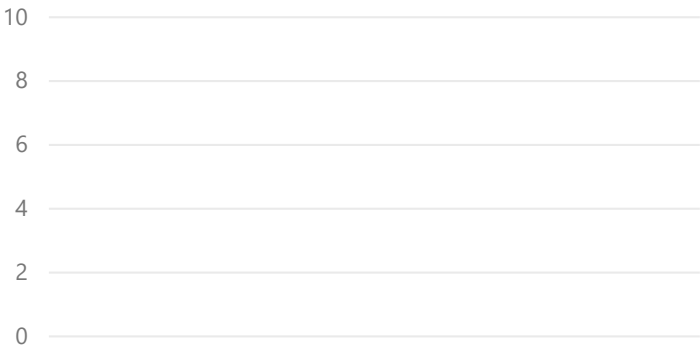
All

MDTP: Fall Diagnostic

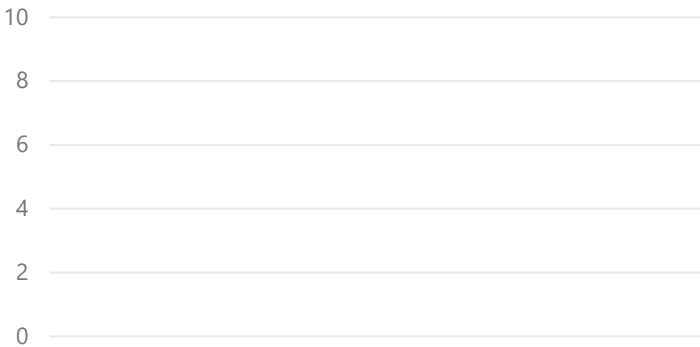


MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Participation

96%

Fall

99%

Winter

Spring

On Track

27%

Fall

21%

Winter

Spring

2+ Below

39%

Fall

37%

Winter

Spring

No Growth

40%

All

29%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

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1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

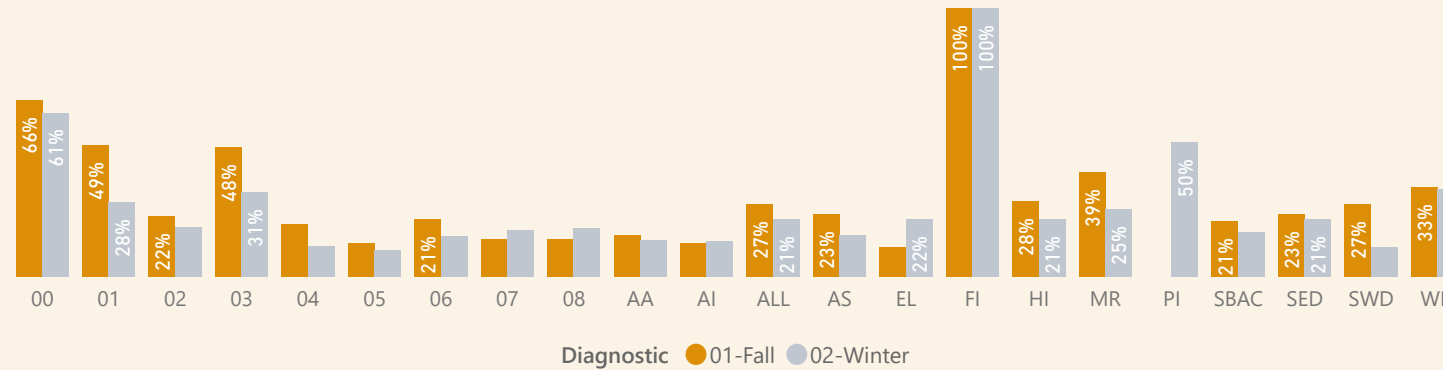
Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

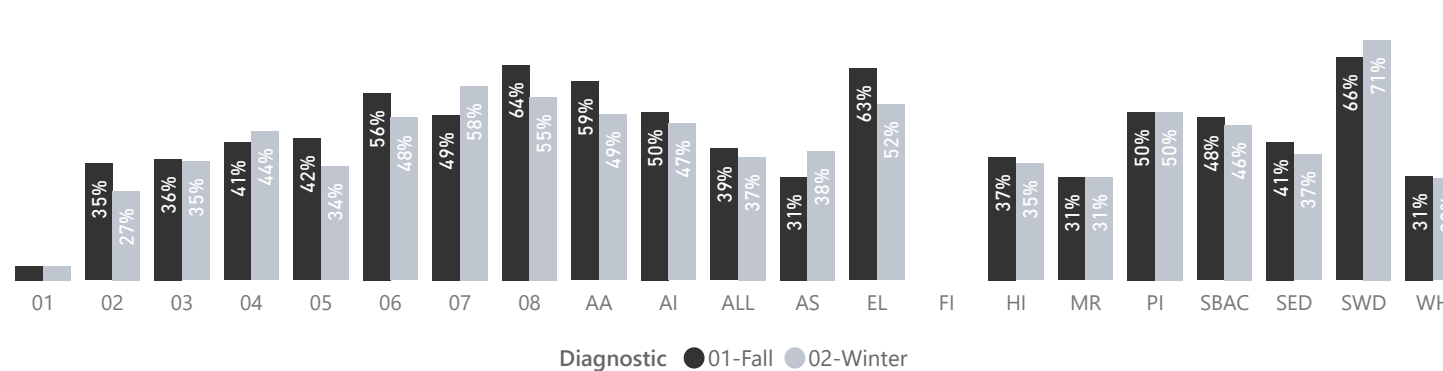
High School Data Currently Not Reported

SUSD RA v1.1

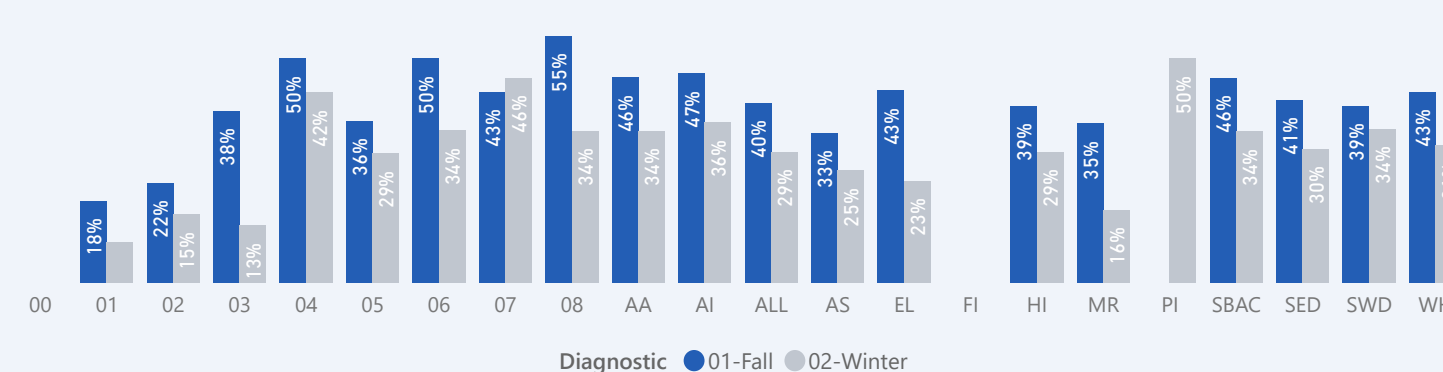
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



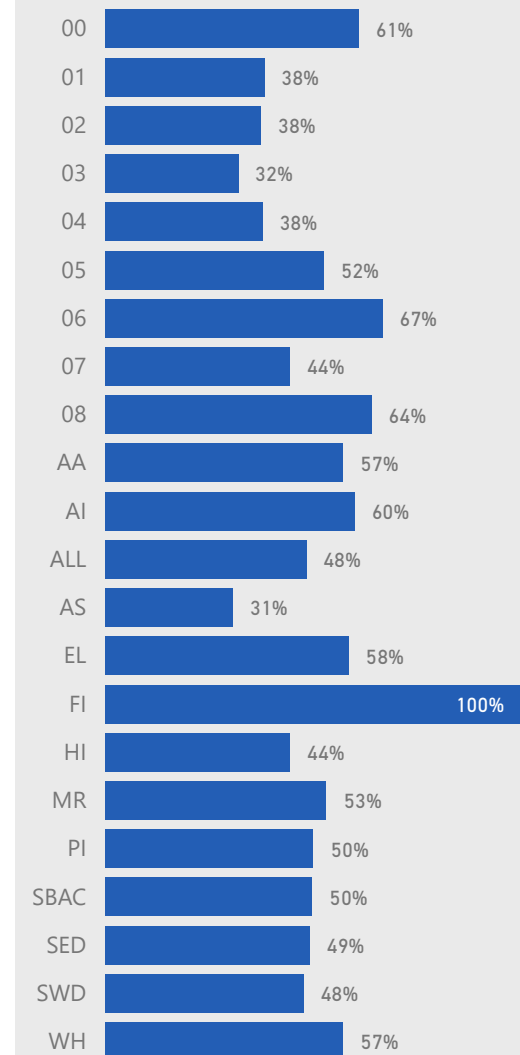
F-W Growth

48%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Victory Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

5/10/2021
Date of Meeting

Other committees established by the school or district (list):

N/A
Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/8/2021.
Date of Meeting

Attested:

Brianna Carroll
Typed Name of School Principal

Brianna Carroll
Signature of School Principal

6/8/2021
Date