

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victory Elementary	39686766042808	01/19/2023	02/14/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Victory Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for African American (AA), Homeless (HO), and Students with Disabilities (SWD) student groups.

Description

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.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

As a school site staff met at a staff meeting on February 3, 2022 to discuss what is working and not working in regards to academics, culture and climate, and meaningful partnerships. Staff met in small groups to identify supports and needs for the upcoming school year.

Leadership met on March 22, 2022 and reviewed the summary of the comprehensive needs assessment. Administration presented data provided by the district including but not limited to staffing, attendance, suspensions, and academics. Staff provided input on glows and grows for each category. Next steps include identifying problems and root causes.

School Site Council met on February 7, 2022 and utilized a Decision Making Model and provided input as to what they found meaningful such as programs and parental involvement.

Staffing and Professional Development

Staffing and Professional Development Summary

Looking at our school data, 89% of the teaching staff is fully credentialed, 11% of our teachers are still completing a credentialing program. These teachers are supported through a mentor teacher and/ or an Induction mentor.

Victory has recently developed a plan to support new teachers by implementing a co-plan, co-teach cycle. Teachers were strategically paired in efforts to support lesson planning, and developing rigorous standard driven lessons.

Throughout the course of the year Leadership met to help drive the focus of Victory's Professional Learning Community with a focus at the beginning of the year on English Language Arts, intervention and providing a scaffolded approach to address learning loss. The Instructional Leadership Team met with Curriculum Associates in December to review progress from iReady diagnostic 1 to iReady diagnostic 2 to determine successes and next steps. There was not ongoing support to continue curriculum implementation.

Victory has an approved waiver to provide teachers with an additional time each week to support their grade level collaboration. Collaboration is focused around the four Professional Learning Community essential questions; 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? Administration, counselor, program specialist and resource teachers meet with each grade level team to help support in specific content areas.

Leadership met on March 22, and during a Staff meeting on February 3, 2022 and April 7, 2022 to identify gaps and next steps. Staff identified the following as areas for growth:

- Professional Development:
- iReady and Benchmark Curriculum training support
- More curriculum training
- PE curriculum/ equipment
- A desire to implement AVID K-8
- Need to integrate AVID site team into Leadership
- A need for a plan to support the library due to no librarian
- RTI Training for all to support a systematic intervention process school wide
- No primary counselor
- No psychologist; behind in IEPs

Staffing and Professional Development Strengths

Glows:

- PLTW/ STEM focused training
- Mental Health Clinician
- Attendance Team: Administration, Teacher, Child Welfare and Attendance,
- AVID Summer Institute
- Highly qualified teachers 89% with master's degree
- One full time Counselor
- Seven AVID trained teachers;
- AVID elective class offered to middle school students
- Beginning with middle school and establishing systemic pathways into primary in terms of organization and developing a college focused culture

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): P1: Victory has identified a need for more professional development opportunities and on-going instructional support, specifically in regards to curriculum implementation and AVID instructional strategies. P2: Victory has identified a need to create a master schedule that allows for a more systematic intervention process school wide as well as more training for staff school wide to further the de **Root Cause/Why:** Due to COVID restrictions, restraints; Victory operated with no instructional coaches and little support from the curriculum department due to staffing shortages.

Teaching and Learning

Teaching and Learning Summary

Teachers are in their third year of curriculum implementation for both Benchmark/ Savaas, ELA, and Ready Math. Teacher utilize the curriculum and supplement as needed to support students academic instruction. There were no instructional coaches for Victory this year due to Virtual Academy. The site utilized internal capacity to help support teachers and instruction. One round of co-plan, co-teach was completed. Access to substitute teachers would support the site to be able to release teachers for academic conferences and planning purposes.

Accelerated Reader licenses have been purchased for all students and teachers in grades 1st through 6th to support students' academic achievement in reading and reading comprehension.

Grades 1st and 2nd utilize an intervention model where they rotate students for foundational skills in reading. Groupings are flexible based on student academic growth.

ESGI licenses have been purchased for all Kindergarten teachers. ESGI allows teachers to assess students quickly and provides immediate feedback to students as well as tangible supports that can be sent home to aid parents in supporting their child as well.

In response to the pandemic, Victory hired consultants with Mindful Life Project to support students and staff. Consultants presented mindful sits to classes weekly to life levels via Zoom. We held staff training to prepare teachers for program launch. Additional educator and curriculum training was provided to teachers to implement mindfulness in their classrooms.

We are in our final year of our PLTW grant. During the course of the grant we have been able to extend PLTW courses through 5th through 8th grades. Middle school students have access to courses such as Medical Detectives and Robotics.

Teacher utilize our iReady Pathway intervention program provided by the district. Teachers monitor and assign work to students using the pathways. The site supports student achievement through providing prizes for students who complete their weekly pathway on Fridays via a "Wheel of Names," raffle.

ELD is provided to all English Learners during designated ELD time. Teachers utilize core curriculum in addition to supplemental supplies and materials.

Teaching and Learning Strengths

Glows:

- PLTW offered in middle school electives and 5th grades
- Project based science materials
- Material for learning available, easy to access
- Primary RTI process in place
- Active and invested Direct Instruction
- PLC- Primary platooning data
- ESGI program used in kindergarten to provide data and immediate feedback and intervention to students with family support included
- Differentiated Instruction
- PLTW Gateway - first year implementing fully in person at 7th and 8th grade level
- Math Curriculum, but needed supplemental materials
- Social studies Curriculum is good, but lack of time makes it hard to do assessment
- ESGI, Kindergarten
- AR
- iReady
- Accelerated Reader is utilized to promote literacy and reading comprehension for all students.
- iReady Growth from fall to winter
- Platooning/ Intervention in Primary grades

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): The majority of Victory students are at least 1 or more grade level below proficiency in Language Arts and Math. Site targets for growth in ELA and Math achievement were not met. Based on the i-Ready Diagnostic data, 71% of students are at Tier 2 and below in Reading and 84% in math. This would indicate students are at least 1 or more grade levels below. **Root Cause/Why:** Continuous training of i-Ready, Benchmark Curriculum through the use of AVID instructional strategies to build capacity across all grade levels. The lack of PD, on-going, support, and monitoring were a root cause. There is a need for Professional Learning Communities vertical alignment in identifying priority standards for all grade levels

Parental Engagement

Parental Engagement Summary

It is always necessary to have a strong line of communication between school and home, however during COVID, it has proved even more necessary due to the inability to have parents physically on campus.

Victory has strived to maintain strong communication via monthly parent newsletters the first week of each month. Information is also shared with parents via phone dialers, flyers, social media and our school website.

Parents and families have also engaged with the campus through various parent meetings and events. We have welcomed our families to participate in the Fall Festival, the light parade, parent conferences, parent coffee meetings as well as Mindfulness Sessions hosted by Mindful Life Project. Victory also invites all families to participate in ELAC, School Site Council, and our PTO.

Parental Engagement Strengths

Glows:

- Monthly Newsletter to families
- Social media accounts/ website
- Monthly Newsletter
- Instagram Account
- PLUS students active on campus
- More use of Remind/ Dojo apps on campus to communicate to families
- Administration is present at morning drop-off/ staff present at dismissal
- Fall Festival
- Social Media to communicate with families
- Parent Teacher Conferences
- Light Parade
- Phone Dialers

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Victory Elementary School has a lack of parental engagement in parent meetings. Parents often state they were uninformed and didn't know about an event. **Root Cause/Why:** Due to COVID meetings were often held via Zoom and many parents didn't want to meet over Zoom. Other parents stated they could not meet due to their work schedules. Especially in middle school, students do not take flyers home and give it to their parents.

School Culture and Climate

School Culture and Climate Summary

During Leadership and staff meetings, teams discussed possible areas for growth to help support students academically and emotionally. The team agreed there are many systems and supports in place to support our students emotional well being as well as creating a school culture that is positive, welcoming at safe.

Administration is in the front of the school daily, with music and dancing on Friday mornings; setting the stage for a positive day at school. Students earn Viking bucks when they follow our Victory pledge, "I will be safe, I will be respectful, I will be responsible." These Viking Bucks can be entered into a raffle to win a prize or used to purchase an item from our Victory Viking Bucks Store. Each month we celebrate citizen of the month winners with a certificate and a treat, and attendance winners who also receive recognition and reward.

Staff shared they felt they lacked the tools to help support all our students emotionally and with heightened triggers. They are requesting more training or support staff to help support students with extensive needs.

- Anger management, counseling partners/ groups for student, decision making, grief support, basic social skills
- Buddies across grade levels; students and teachers
- more community involvement activities
- Campus beautification: benches, cleaning, planter boxes are bare/ dead
- Not sure what exactly PLUS does as we do not really see them
- College Days, Spirit Rallies,
- Career Days: Information days for adults and students (Advocates, community people, bankers, auto mechanics, etc)
- Attendance:
 - Should be counted even if the child is late for perfect attendance.
 - We are to praise them when they arrive no matter what time.
- Monthly attendance reward for perfect attendance- super recess/treat/toy
- PLUS Forums
- Viking buck store/student store
- Restorative Circles- Refresher for staff
- Study Buddies
- Make the super recess special for attendance rewards (bubbles, chalk, dance)
- Mentor program/check-ins
- Middle school teachers teaching during groups
- Defining counselor's role

School Culture and Climate Strengths

- Victory Viking Bucks Store
- Restorative Circles/SEL (Hit or Miss, sometimes great other times not so much)
- Mindfulness (as needed for individuals)
- Morning Drop-off Admin Greetings
- School Wide Positive Incentives (raffles; bikes, iReady Pathway)
- Viking bucks

- Purple Fridays
- PLUS
- Citizen of the month with treats, certificates, pictures, folders
- Whistle Freeze, walking
- Kinder having yard duty coverage in the morning
- PLUS coming to do check-ins for attendance
- Restorative Practices
- Spirit Days: Football Day, Winter Spirit Week, Light Parade
- Holiday Activities: Elf on a Shelf/ Santa Photos
- College Banners
- Fall Festival
- Family Nights: Literacy Week, Scholastic Book Fair, PLTW Night
- Mobile Speaker with music for PE and Friday Morning Drop Offs
- Mindfulness Training

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Victory Elementary has identified a need to support teachers in managing student behavior and emotional needs through the use of SEL training/ curriculum and restorative practices. **Root Cause/Why:** A contributing factor to student behavior has been in part to students being home during the pandemic over the last year and a half and missing the consistency of a structured school day and interaction with peers.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By the end of the year 2023, per iReady Reading Diagnostic 3 Results Report, the total number of students performing at "early on/ mid or above grade level" will increase by 10% from iReady Reading Diagnostic 3 from spring 2022.. EL: By the end of the year 2023, per ELPAC, the number of students who reclassify from ELD will increase from 8 students in 2021-2022, to 10 students in the 2022- 2023 school year. Math: By the end of the year 2023, per iReady Math Diagnostic 3 Results Report, the total number of students performing at "early on/ mid or above grade level" will increase by 10% from iReady Math Diagnostic 3 from spring 2022.

Identified Need

P1: Victory has identified a need for more professional development opportunities and on-going instructional support, specifically in regards to curriculum implementation and AVID instructional strategies. P2: Victory has identified a need to create a master schedule that allows for a more systematic intervention process school wide as well as more training for staff school wide to further the de

The majority of Victory students are at least 1 or more grade level below proficiency in Language Arts and Math. Site targets for growth in ELA and Math achievement were not met. Based on the i-Ready Diagnostic data, 71% of students are at Tier 2 and below in Reading and 84% in math. This would indicate students are at least 1 or more grade levels below.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying to Fluent English Proficient	8 RFEP Students	10 RFEP Students
Number of students at or above grade level	ELA 183 students Math 165 students	ELA 202 students Math 182 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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 4 substitutes x 3 days x \$200 daily rate= \$2,400 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. Books to be purchased to support classroom libraries to support English Learners. Instructional Materials: \$2000 Title 1 Non-Instructional Materials to support English Learners: \$3,000 Title 1 Language Development Office to provide support and training for teachers to support English Language Development.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$2,000	50643 - Title I
\$2,400	50643 - Title I
\$2,000	50643 - Title I
\$3,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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-8th grades. Implement a reward system to incentivize reading and accountability. Awards will be given for completion by trimester. License agreement: \$7000 Title 1 Teachers in kindergarten and SDC will utilize the ESGI assessment tool to maintain up to date records of students' achievement and provide students and parents with supports. License agreement: \$900 Title 1 Teachers in Kindergarten through 8th, including SDC will receive books for their classrooms to support Literacy. Instructional Materials: 22 classrooms x \$1,000= \$22,000 Title 1 Reprographics for duplicating of materials to support programs and student achievement: Duplicating \$1000 Title 1.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$7,000	50643 - Title I
\$900	50643 - Title I
\$1,000	50643 - Title I
\$22,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

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 one full time instructional coach 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. Program specialist will support the monitoring of assessments and programs on campus including, but not limited to CAASPP, SBAC, CAST, ELPAC, all state and local testing required by LEA. Program specialist will also support with the implementation and monitoring of Accelerated reader as a means to support academic achievement as it relates to ELA. The program specialist and instructional coach 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 coach 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) Coach 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. 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. Full Time Program Specialist Academic Conferences: Substitutes to Release Teachers: 18 teachers x 4 days x \$200/ day= \$14,400 LCFF 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 Through collaboration and time set aside to learn more about appropriate strategies to use to target student achievement. Teachers will be compensated to attend training after their contracted workday. Opportunities to collaborate amongst each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, and Leadership meetings. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time. Leadership Meeting - (2022-23 TBD) - (11 teachers (Including Program Specialist and Coach) X 1 hour X 8 months X \$60 rate of pay) = \$5,280 (Allocating \$5,500) Title 1 Teacher Additional Hourly for 2022-2023 Leadership Planning: 11 teachers (Including Program Specialist and Coach) X 5 hour X 2 days X \$60 rate of pay = \$6,600 (Allocating \$6,700) Title 1 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: \$8,000 LCFF Reprographics within the district to provide posters to align with student instruction and the adopted curriculum packets for students that are aligned with the adopted curriculum and standards, planners, for students to support AVID in organization, fliers to be sent home for families, promotion paperwork, etc... to support the adopted curriculum, instruction, school wide and district initiatives and student achievement. Reprographics \$4,553 Title 1 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 \$4190- LCFF Non-instructional Supplies \$5,000 - 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: \$725 Title 1

Instructional Materials: \$9,489 LCFF Up to six (6) document cameras will be purchased to replace outdated/ damaged technology. Equipment: 6 x \$385 = \$2310 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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$7,200	23030 - LCFF (Site)
\$21,679	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$2,310	50643 - Title I
\$6,500	23030 - LCFF (Site)
\$14,400	23030 - LCFF (Site)
\$4,553	50643 - Title I
\$12,200	50643 - Title I
\$725	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AVID Summer Institute Victory has a team of teachers, administration, and a program specialist attending AVID Summer Institute next year. The goal is for all Victory teachers to attend an AVID Summer Institute training for full implementation of the program/strategies. AVID Summer Institute \$10,000 Title 1 AVID students will experience learning opportunities about careers and education through visiting various universities and college campuses through field trips. \$8,000 Title 1 Professional development (conferences, webinars, institutes, workshops, etc.) for administrators, teachers, program specialist, instructional coaches, and counselors from Solution Tree around Professional Learning Communities, data analysis, SMART goal creation, EL strategies, etc. Opportunity to attend The Summit on PLC at Work and Professional Learning Communities at Work Institute. PLC Conference: 20 certificated staff x \$3,500 each= \$70,000 \$70,000 Title 1 In an effort to support middle school academic interventions. Middle school teachers will teach students on their prep periods to increase academic achievement. Additional Compensation \$2332 LCFF Professional development opportunities provided by instructional coach and program specialist for administrators, teachers, program specialist, and instructional coaches around English Language Arts, ELD, and Mathematics. Platooning at each grade level is necessary to better differentiate instruction for different levels of English Learners based on ELPAC scores. Additional training for effective platooning needs to be held for administrators and Designated ELD Teachers.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$8,000	50643 - Title I
\$80,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

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

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022 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.

S1: Due to the pandemic and a labor shortage in substitutes, there were no ELD walkthroughs held this year with teachers. Program specialist worked with teachers independently and during collaboration to support their ELD program and prepare for ELPAC testing. As a result of our work, we increased the number of students who were reclassified last year from 3 to 8 this year. S2: Accelerated reader program was purchased and utilized, monitoring was left to teachers to set goals independently with their students and class. Classes reached out for prizes and rewards throughout the year. Kindergarten utilized the ESGI program to track student data and provided students and families with flashcards to help practice letters, sounds and site words at home. After the second iReady diagnostic, 46% of students were at or above grade level standard in reading. S3: Program specialist continued to support the site in programs and curriculum, however the site operated without coaches this year due to them leaving to teach Virtual Academy. S4: Due to a labor shortage, we were not allowed to utilize a substitute teacher as an intervention teacher.

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

The majority of the funds that were moved were moved from substitute pay to cover classes, as there was a substitute shortage, into additional compensation to compensate teachers for additional collaboration/ planning time.

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.

Activity 2: We will shift the licenses for Accelerated Reader from 1st-6th grades to 2nd-8th grades. Activity 3: We will plan for one instructional coach for next year instead of two. We will add conferences for teachers; AVID and PLC/ RTI to support teachers implementation of AVID embedded strategies and interventions to increase student academic achievement. Activity 4: Depending on substitute availability and how they are allowed to be utilized, this will be omitted from our SPSA for the upcoming year.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

During the 2022-2023 school year, Victory will decrease chronic absenteeism for all students to below 25% school wide. Victory will decrease suspensions by 10% from 118 during the 2021-2022 school year to 106 by the end of the 2022-2023 school year.

Identified Need

Victory Elementary has identified a need to support teachers in managing student behavior and emotional needs through the use of SEL training/ curriculum and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	118 suspensions	106 suspensions
Chronic Absenteeism	48.6%	25%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

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 during the summer prior to the start of the school year 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. Additional Compensation- LCFF 6 Teachers x 22 hours x \$60/ hour = \$7,920 1 Counselor x 25 hours x \$60/ hour = \$1,500 1 CSA x 25 hours x \$50/ hour = \$1,250 (general funds) Teachers will be released from the classroom to collaborate with PBIS team to support school wide systems, culture and climate. Substitute Pay Calculation 10 days x \$200 rate of pay = \$2,000 LCFF 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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$9,420	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)
\$500	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

English Learners
All Students
Low Income
Foster Youth

Strategy/Activity

To help promote a healthy and safe school culture and climate, 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...), books (for example: coloring books, social emotional stories),, and games 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 students 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 well being; 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: \$500 LCFF

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$500	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income

Strategy/Activity

Trauma-informed/ restorative practices training and support for the teachers and staff who directly support the low income and foster youth, students enrolled. Additional Compensation to offer training and collaboration 15 teachers x 5 hours x \$60/ hourly = \$4,500 LCFF 2 Counselors x 5 hours x \$60/ hourly = \$600 LCFF

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$4,500	23030 - LCFF (Site)
\$600	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 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.

PBIS team, PLUS, Counselors, and Mindful Life Project were all implemented as planned with the exception of our school counselor. This year Victory operated without a school psychologist and down one school counselor. Due to operating with fewer support staff, our one counselor took on the duties of three positions. This caused less time in the day and we were unable to perform as many PLUS forums and support services as needed.

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

The only major difference between the intended implementation and what was actually implemented was the inability to use funds to pay for a substitute teacher to release teachers due to a labor shortage. Money was reallocated for additional compensation for teachers for collaboration, planning and training.

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.

The only change will be in activity 4; we will not continue the partnership with Mindful Life Project.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

During the 2022-2023 school year, Victory will Family Engagement Nights will increase from 3 events this year during the 21-22 school year to 5 family engagement nights by June 2023. Parents attending parent conferences will reach at minimum of 40% participation in each class as measured by class sign in sheets.

Identified Need

Victory Elementary School has a lack of parental engagement in parent meetings. Parents often state they were uninformed and didn't know about an event.

Victory Elementary has identified a need to support teachers in managing student behavior and emotional needs through the use of SEL training/ curriculum and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Nights	3 events	5 events
Parent conference participation rate	30%	40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

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 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. Items to be purchased to support these family engagement nights include; paint, paint brushes, canvas/ specialty paper, art supplies, educational games, board games, flash cards, supplemental materials, books, materials for hands on activities for families (cardboard, brads, paint, clay, batteries, science kits) will be purchased using Title 1 Parent Monies. Books/ Supplies/ Materials Title 1- Parent: \$1,759 Title 1 (parent funds) Victory will utilize SUSD's SAP process to involve parents in educational planning, etc. Mobile Farmers Market donates fresh produce once per month to students and families. In partnership with AXIS church, Bread of Life donated food boxes to the community once a month. 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 donate toys and bikes during the Christmas season for students. They have also make a presence on campus numerous times in support of schoolwide events; offering support, prizes for competitions, and goodie bags for families. 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: \$1,000 Title 1 (parent funds)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$1,759	50647 - Title I - Parent
\$1,000	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

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 community assistant provides parents with support and resources that empowers them to be engaged in their student's learning such as a parent/

teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTO, etc...) parent trainings (i.e.: Positive Parenting Classes, ESL, community resources, etc...), communication, after school academic focused activities (i.e.: Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc...) and help with providing community support services to families. Community Assistant, 6 hours/ day \$66,901 LCFF

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$66,901	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 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.

Parent Coffee, SSC, ELAC, and Back to School Night were held via Zoom during the school year due to COVID and local restrictions. Attendance was minimal due to timing and parents' access and knowledge of technology. Mindfulness consultants joined in January to begin training staff and hosting classroom visits of mindfulness sats. Despite COVID and not having parents on campus, community partnerships didn't waiver.

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

By the time we were able to have parents on campus for meetings (parent coffee, training...) and begin purchasing refreshments, the district put a hold on all open Smart and Final POs.

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.

Strategy 2: We will not continue to partner with Mindful Life Project next school year.

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	\$150,847.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$290,047.00

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 (\$)
50643 - Title I	\$148,088.00
50647 - Title I - Parent	\$2,759.00

Subtotal of additional federal funds included for this school: \$150,847.00

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 (\$)
23030 - LCFF (Site)	\$139,200.00

Subtotal of state or local funds included for this school: \$139,200.00

Total of federal, state, and/or local funds for this school: \$290,047.00