

# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victor School	39685856098057	April 26, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Victor School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

**Strategies to Address Goal #1 for ESSA Compliance:**

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

**Strategies to Address Goal #2 for ESSA Compliance:**

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

**Strategies to Address Goal #3 for ESSA Compliance:**

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

How, when, and with whom did your Victor 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

- On December 14, 2024, the SSC conducted a survey to gather parent priorities for the next academic year's budget based on the previous year's successful action plans.
- On Jan 24, 2024, Mr. Velarde reviewed current actions, plans, and budget. Teachers prioritized strategies for 2024-2025 based on previous year's Title I survey.
- On March 13th, Mr. Velarde reviewed the school's Title I program and received feedback on California Dashboard assessment needs.
- On April 17th, the teacher reviewed the budget and its action strategies for the upcoming school year, recommended the budget proposal, and its actions.
- On April 26th, the English Advisory Language Committee (ELAC) came together to review the budget recommendations and action plans for the academic year 2024-2025. During the meeting, Mr. Velarde presented the Beginning of Year (BOY) and Middle of the Year (MOY) data on the Title One Evaluation Program, which is a crucial element of the school's Title I budget. Additionally, he led a comprehensive discussion on the significance of the California Dashboard and the school's assessment needs. Finally, he reviewed the Parent Compact Pledge with the parents.

- On April 26th, the School Site Council met after school to collectively review the budget recommendations and action plans for the academic year 2024-2025. The proposed budget and its action plan were presented and a motion was made to approve it. After it was seconded, the SSC unanimously approved the school site's budget for the upcoming academic year. During this meeting, there was also a comprehensive discussion about the significance of the California Dashboard and the school's assessment needs. In addition, a copy of the final evaluation titled program was distributed, which had been discussed in previous meetings.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the California School Dashboard, Victor School scored Orange in the English Language Arts and English Learners categories. It is worth noting that despite these scores, Victor School is not designated as a CSI and ATSI school.

After thoroughly evaluating the assessment needs in the California Dashboard, our top priority for the upcoming academic year will be to tackle the educational requirements of our students in English Language Arts and English Language Learners. We are committed to providing our teachers with the highest quality professional development training to help them achieve this goal.

We plan to focus on professional development training in key areas, such as English Language Development (ELD) training, which will equip our teachers with the necessary skills and knowledge to teach English Language Learners more effectively. This training will focus on various aspects of language development, including reading, writing, speaking, and listening.

Moreover, we plan to provide literacy training through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), a research-based approach to teaching young learners how to read. This program follows a structured and sequential approach that emphasizes phonics, word recognition, and reading comprehension.

We firmly believe that investing in our teachers' professional development is essential for the success of our students. By providing them with the necessary tools and skills, we are equipping them to provide the best possible education for our students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

When we refer to the California School Dashboard, Victor School did not have any state indicators showing performance levels two or more below the average for any student group.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Victor Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- The California School Dashboard recently evaluated Victor School's performance, and the results indicate that the school received an orange rating in both English Language Arts and English Learners categories. Despite these scores, it is important to note that Victor School is not designated as a CSI or ATSI school, meaning that it does not require any additional assistance or intervention to improve its performance.
- Based on data from the California Dashboard, Victor School's English Learner (EL) students had a 44.9% progress rate in maintaining or improving their English language proficiency. This percentage represents a 7% decrease compared to the previous year. The school's EL progress rate is lower than the state average of 48.7%, which has also declined by 1.6% for all schools in California during the 2022-23 academic year.
- In terms of the latest CAASPP ELA assessment results, the proficiency rates for English Language Learners (ELL) in English Language Arts (ELA) at Victor School have decreased. In the academic year 2022-23, only 30% of ELL students met or exceeded the standards, which is a decline from 38% in the previous academic year (2021-22).

However, the school-wide ELA proficiency rates were 37% in the 2021-22 academic year, which increased to 42% in the 2022-23 academic year.

#### District Assessments:

In Kindergarten, the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test results indicate that the percentage of students who scored at or above the benchmark has decreased from 89% in mid-year (MOY) 2023 to 50% in 2024. This means that only 50% of students have met the expected literacy skills standards, and the remaining 50% still need to work on their skills.

Moving on to first grade, the DIBELS results show a slight increase in the number of students who scored at or above the benchmark. The percentage has increased from 50% MOY in 2023 to 55% in 2024. This indicates that while progress is being made, there are still areas where we can focus our efforts to ensure all first-grade students meet the expected literacy skills standards.

In 2024, the percentage of second-grade students who scored at or above the benchmark increased to 70%, compared to 50% MOY in 2023. This is excellent news as it shows that a higher percentage of second-graders now meet the expected standards for literacy skills.

Based on the iReady Reading Results, the percentage of third-grade students at Victor School who are at an Early Grade Level or Middle or Above Grade Level has decreased from 66% MOY in 2023 to 51% in 2024.

Based on the iReady Reading Results, the percentage of fourth-grade students at Victor School who are performing at an Early Grade Level or Middle or Above Grade Level has shown a slight increase. The percentage went up from 30% in the middle of 2023 to 36% in the middle of 2024.

Based on the iReady Reading Results, the percentage of fifth-grade students performing at Early Grade Level or Middle or Above Grade Level at Victor School has declined. The rate decreased from 44% in the middle of 2023 to 27% in the middle of 2024.

According to the latest MOY report on iReady Reading Results, the percentage of sixth-grade students performing at Early Grade Level or Middle or Above Grade Level at Victor School has declined. The score dropped to 24% in 2024, compared to 31% the previous year. This indicates that most of our sixth-grade students still need to meet the expected standards for literacy skills.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd - 6th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd-6th iReady MOY ELA Assessment

The 2023-2024 K-2 MOY DIBELS Assessment

The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 58% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 63% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were Orange on the 2023 California Dashboard. This was 29.7 points below standard.	All Students will be Yellow on the 2024 California Dashboard and will increase to 26.7 points below standard.
2023-2024 n3d-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 37% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 42% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 42% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 47% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA .5 TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:            *Available to model or co-teach SIPPS or Amplify lessons.            *Support teachers in delivering effective lessons.            *Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning:            *Work with site administrators to give input on professional development based on needs.            *Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.            *Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support:            *Assist in DIBELS and SIPPS testing as needed.</p>	All Students	Central Title I 1900 Other Cert Salaries .5 District Funded ELA TOSA



	<p>*Progress monitor own intervention students every 3 to 6 weeks.</p> <p>*Provide assistance to teachers with testing timelines.</p>		
1.2	<p>MTSS Data Conferences and Analysis allow teachers to participate in professional opportunities.</p> <p>Provide release time for teachers to:</p> <p>*Analyze universal screeners and state/local data to identify trends and areas for improvement.</p> <p>*Collaborate, plan, and respond with best practices.</p> <p>*Foster collaboration among teachers to develop targeted intervention strategies.</p> <p>*Tailor instructional practices based on data insights to address diverse student needs.</p> <p>*Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child.</p> <p>*Use Data Collection Sheets to track individual student progress.</p> <p>*Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p> <p>*Walkthrough PEER observations</p> <p>*Participate in ELA PD conferences</p>	All Students	<p>3,000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data</p> <p>Conferences</p> <p>751</p> <p>Title I</p> <p>3000 Benefits</p> <p>Certificated Sub Benefits</p>
1.3	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>10,700</p> <p>Title I</p> <p>4300 Materials</p> <p>List AVID Supplies: Basic supplies that are essential for students to have. These are some standard supplies that include binders, folders, notebooks, writing utensils, index cards, sticky notes, folders with pockets, planner/agenda, math manipulatives, whiteboards</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:</p> <p>*SIPPS Core Consultants</p> <p>*iReady Math Data Meetings</p> <p>Site ELA Based Initiative Professional Developments Include:</p> <p>*AVID</p> <p>*PBIS</p>	All Students	<p>See PD 5.1 for Funding Allocation</p>
1.5	<p>After/Before -School Interventions for ELA and Math</p>	All Students	<p>15,000</p> <p>Title I</p> <p>1120 Teacher Temp</p>



	<p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.</p> <p>Intersession</p> <p>Intersession will provide an opportunity for targeted intervention programs, tutoring, and small-group instruction to help students catch up or get ahead academically. Intersession can offer enrichment experiences that can broaden students' exposure to new interests and skills.</p> <p>Approximately 300 Certificated Time Card Hours Approximately 335 Classified Time Card Hours</p>		<p>Additional academic support will be provided after school and during the spring intersession. 3,745 Title I 3000 Benefits Certificated Benefits 6,700 Title I 2120 Para Temp Classified: Additional academic support will be provided after school and during the spring intersession. 2,671 Title I 3000 Benefits Classified Benefits</p>
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# Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS Assessment Results MOY	By spring of 2024, students are expected to reach 75% benchmark or higher in reading proficiency according to DIBELS measurement.	In the 2023-2024 school year, 58% of students in Kindergarten, first grade, and second grade performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
ELA CAASPP	Results are not available as of May 8, 2023	During the 2022-2023 school year, 42% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.
3rd - 6th Grade ELA iReady Universal Screener	By spring 2024, students are expected to achieve a reading proficiency of 70% or higher, which corresponds to grade level or above.	37% of 3rd-6th grade students were Early On Grade Level/Mid or Above Grade Level

## Analysis

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

Our school strategy to help students who struggle with reading and writing and are performing below grade level has been successful. We have employed temporary certified teachers, substitute teachers, and paraeducators to provide academic support in language arts and math before, during, and after school, as well as during spring intersession. This intervention has proven to be effective in improving our students' proficiency in reading, writing, and mathematics.

Funding a part-time teacher for reading intervention has improved K-6 students' reading proficiency and comprehension.

Highlights

Early intervention Teacher  
ELSB workshop trainings  
CORE training  
SIPPS peer walkthroughs  
Student progress report meetings / DATA chats  
After school program that offers academic support that is linked to the regular school program  
Strong teacher support  
90-minute English Language Arts block (K-6)? Mental Health serving K-2 Students

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

The expenses incurred for the activities planned to achieve the goal were well within the budgeted amount, indicating a successful implementation. Moreover, academic support was provided to the students during regular school hours, after-school, and spring intersession, ensuring that they received the necessary assistance to excel in English Language Arts and Mathematics.

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.

In the academic year 2024-2025, we will implement a reading intervention program for students in grades K-6. The primary goal of this program is to enhance their reading skills.

We will monitor their progress significantly throughout the school year, at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Additionally, we will hold data conferences and work with district coaches and curriculum support staff to ensure the program's effectiveness.

Long-term substitute teachers who are covering for teachers on medical leave will be encouraged to participate in professional development programs. The purpose of this initiative is to familiarize them with the ELA curriculum, ELD instruction, and SIPPS instruction. This will help them provide effective instruction and support our students' academic progress. This is particularly important since the substitute teacher will take over the teaching responsibilities for a long-term period.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Victor Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment:

- During the 2022-23 school year, 36% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.
- Grade 3- 65%
- Grade 4- 8%
- Grade 5- 31%
- Grade 6- 30%

The 2023 California Dashboard: Mathematics :

- We identified areas in math that need improvement based on data from the California School Dashboard review. In 2023-2024, all students were in the yellow and 34.7% below standards. No gaps were found among groups.

The 2023-2024 K-6th grade iReady MOY Mathematics Assessment::

- Based on the MOY iReady Math Results, the percentage of Victor School kindergarten students at an Early Grade Level or Middle or Above Grade Level has decreased from 89% MOY in 2023 to 22% in 2024.
- Based on the MOY iReady Math Results, the percentage of Victor School first-grade students at an Early Grade Level or Middle or Above Grade Level has decreased from 12% MOY in 2023 to 10% in 2024.
- Based on the MOY iReady Math Results, the percentage of Victor School second-grade students at an Early Grade Level or Middle or Above Grade Level has decreased from 22% MOY in 2023 to 17% in 2024.
- Based on the MOY iReady Math Results, the percentage of third-grade students at Victor School who are at an Early Grade Level or Middle or Above Grade Level has decreased from 55% MOY in 2023 to 26% in 2024.
- On a positive note, the MOY iReady Math Results show a slight improvement in the performance of fourth-grade students at Victor School. The percentage of students at an Early Grade Level or Middle or Above Grade Level has increased from 16% in the middle of 2023 to 25% in the middle of 2024.
- Based on the MOY iReady Math Results, the percentage of fifth-grade students performing at Early Grade Level or Middle or Above Grade Level at Victor School has declined. The rate decreased from 32% in the middle of 2023 to 20% in the middle of 2024.
- According to the latest report on the MOY iReady Math Results, the percentage of sixth-grade students performing at Early Grade Level or Middle or Above Grade Level at Victor School has increased from 33% in 2023 to 44% the MOY 2024.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 36% of 3rd-6th grade students met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 65% Grade 4- 8% Grade 5- 31% Grade 6- 30%	During the 2023-24 school year, 41% of 3rd-6th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 70% Grade 4- 13% Grade 5- 36% Grade 6- 35%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 23% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 22% Grade 1- 10% Grade 2- 17% Grade 3- 26% Grade 4- 25% Grade 5- 20% Grade 6- 44%	During the 2024-25 school year, 28% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 27% Grade 1- 15% Grade 2- 22% Grade 3- 31% Grade 4- 30% Grade 5- 25% Grade 6- 47%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 34.1 points below standard.  The performance color for the ALL student group is Yellow.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase to 25 points towards standard.  The performance color for the ALL student group will move from Yellow to Green.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2</p> <p>Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>

<p><b>1.2</b></p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	<p>All Students</p>	<p>Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>
<p><b>1.3</b></p>	<p>After/Before -School Interventions for ELA and Math</p> <p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.</p> <p>Intersession</p> <p>Intersession will provide an opportunity for targeted intervention programs, tutoring, and small-group instruction to help students catch up or get ahead academically. Intersession can offer enrichment experiences that can broaden students' exposure to new interests and skills.</p> <p>Approximately 300 Certificated Time Card Hours Approximately 335 Classified Time Card Hours</p>	<p>All Students</p>	<p>Title I 1120 Teacher Temp See ELA 1.5</p> <p>Title I 2120 Para Temp See ELA 1.5</p>
<p><b>1.4</b></p>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Math Initiative Professional Developments Include: *iReady Math Consultant *Lodi USD Math coach Site Math Based Initiative Professional Developments Include: *AVID Math PD *District Math Workshops</p>	<p>All Students</p>	<p>Title I  See PD 5.1 for Funding Allocation</p>

## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math iReady Assessment	Based on their iReady Math MOY results, students are expected to achieve a minimum of 40% proficiency in Math by early spring 2024.	The iReady Math MOY results for Victor School K-6 students in early spring 2024 indicate a 23.4% proficiency in Math.
Math SBAC	During the 2021-22 school year, 27% of Victor School's students in grades 3-6 met or exceeded CAASPP standards.	During the 2022-23 school year, 36% of 3rd-6th graders attained or exceeded math standards on CAASPP assessments.

### Analysis

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

Victor School has implemented a highly effective strategy to assist students who are struggling with mathematics and are performing below the expected grade level. We have recruited certified temporary teachers, substitute teachers, and paraeducators to provide academic support in language arts and math. These educators are available to students before, during, and after school hours, as well as during the spring intersession. Our intervention has demonstrated significant success in enhancing our students' proficiency in reading, writing, and mathematics. During the designated intervention time before and after school, a team of classroom teachers and bilingual paraprofessionals worked tirelessly with targeted students who needed help in reading, writing, and mathematics. These skilled educators worked with these students in small groups, providing personalized attention, and utilizing various teaching techniques such as reviewing basic reading skills, practicing grammar exercises, reading books aloud, delivering additional SIPP (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for readers, and working on basic math skills such as multiplication, fractions, and addition/subtraction of positive and negative numbers.

Their primary goal was to improve the students' academic outcomes. One particular teacher who stayed after school to help her students had a remarkable success rate, with 70% of her students performing at or above the benchmark level based on DIBELS (Dynamic Indicators of Basic Early Literacy Skills). On the other hand, another highly skilled teacher helped her students perform better in iReady math, with 44% of her students proficient in BOY (Beginning of Year) iReady Math results. It is evident that their hard work and dedication paid off, and these students received the support they needed to excel in their academic pursuits.

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

Expenses were managed well within the budget, indicating successful implementation. Students received academic support during regular school hours, after-school, and spring intersession to excel in English Language Arts and Mathematics. These skilled certificated teacher and para bilingual educators worked with these students in small groups, providing personalized attention, and utilizing various teaching techniques such as reviewing basic reading skills, practicing grammar exercises, reading books aloud, delivering additional SIPP (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for readers, and working on basic math skills such as multiplication, fractions, and addition/subtraction of positive and negative numbers.

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.

Our school recognizes the importance of providing quality math education to all students, including English learners. To achieve this, we have decided to collaborate with experienced math coaches who will guide and train our teachers on the most effective teaching methods and best practices. Our goal is to ensure that our seven teachers have the necessary skills and knowledge to provide excellent math education to all students, regardless of their English proficiency level. By partnering with math coaches, we aim to create an inclusive and supportive learning environment where all students can thrive and succeed in math.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Victor Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After reviewing the needs assessments along with the state and local data, we have recognized the need to enhance the growth and achievement of English Learners. One of our primary goals is to improve their writing skills, and to achieve this, we have taken strategic steps. One of these steps includes the implementation of a Multi-Tiered System of Support (MTSS) that aims to bridge the performance gaps and improve overall outcomes for English Learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	55% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	60% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.</p>	English Learners	<p>Title I 1150 Teacher Sub See ELA 1.2 for Funding Allocation</p>

	<p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction</p>	English Learners	<p>Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>
1.3	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	<p>Title III 1900 Other Cert Salaries District ELD Coach</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

#### Metric/Indicator

#### Expected Outcomes

#### Actual Outcomes

CAASPP ELA EL Student results

The CAASPP results in grades 3rd-6th for EL students in ELA at Victor School indicate a decrease in the percentage of proficient and advanced students from 26.93% in 2020-21 to 8.26% in 2021-22. This is lower than the district average of 11.84.3% for all elementary schools during the same period. Unfortunately, the school did not meet its goal.

The results of the CAASPP for ELA in grades 3-6 at Victor School indicate that the percentage of EL students meeting or exceeding standards increased from 8.26% in 2021-2022 to 17.24% in 2022-2023.

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Reclassification rate

It is expected that by May of 2024, at least 10% of EL students will have been reclassified.

The percentage of reclassified EL students increased from 5.6% in the 2022-2023 school year to 12% in the 2023-2024 school year.

## Analysis

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

At Victor School, we provide several measures to support our students in learning English as a second language. Our English Language (EL) learners receive daily lessons in Specially Designed Academic Instruction in English (SDAIE). We also provide instruction for English Language Development (ELD) to help them further. To support this instruction, we have a staff development program that includes coaching in English Language Arts (ELA). Additionally, we offer after-school and spring instructional sessions. We also provide additional instruction during spring break. We have Read 180 and System 44 programs to support EL learners.

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

Academic support was provided to English Learners in regular school hours, after-school, and spring intersession to improve their performance in English Language Arts and Mathematics. Expenses were managed efficiently within the budget, indicating successful implementation.

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.

In the academic year 2024-2025, we will be implementing a reading intervention program for students in grades K-6. The primary goal of this program is to enhance their reading skills.

We will monitor their progress significantly throughout the school year, at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Additionally, we will hold data conferences and work with district coaches and curriculum support staff to ensure the program's effectiveness.

Long-term substitute teachers who are covering for teachers on medical leave will be encouraged to participate in professional development programs. The purpose of this initiative is to familiarize them with the ELA curriculum, ELD instruction, and SIPPS instruction. This will help them provide effective instruction and support our students' academic progress. This is particularly important since the substitute teacher will take over the teaching responsibilities for a long-term period.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California Dashboard, Victor School has a chronic absenteeism rate of 32%, which is slightly higher than the district's average of 31% and higher than the state's comparison rate of 24%. As a proactive measure, we propose the establishment and implementation of an additional notification system. This system will promptly alert parents when their child is absent from school. In cases where we do not receive a response, our dedicated team, including the school administrator, school resource officer, and child welfare personnel, will visit their home. This visit aims to ensure everything is okay and to encourage the parent to reach out to our school for any necessary assistance in transporting their child to school. We cannot overstate the importance of parental involvement in their child's education and progress. We strongly encourage parents to arrange a meeting with their child's teacher and the school administrator. This meeting will provide an opportunity to discuss their child's performance and address any concerns they may have, thereby fostering a collaborative approach to tackling absenteeism. If we cannot contact the parents, we will send a letter home explaining the child's absence and requesting that the parents contact us as soon as possible.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records will evaluate parent involvement. Activities include back-to-school nights, community events, parent-teacher clubs, and ELAC meetings.	According to attendance records, only 40% of parents participated in school parent-involvement activities.	Our goal for the 2024-2025 school year at Victor School is to have a minimum of 60 % parental participation in parenting school activities, parent-teacher conferences, back-to-school nights, and other parent-involvement activities.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities	All Student	

	Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		Title I: Parent Involvement No Funding Needed
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	Title I 4300 Materials See ELA 1.3 for Funding Allocation
1.3	Parent Library Create a parent library with resources will support parental involvement in children's education. These will include resource books, bilingual social-emotional learning (SEL) books, and reading books to read to their children:	All Students	503 Title I: Parent Involvement 4200 Books Parent Resource Books
1.4	Provide refreshments and finger foods for parent meetings and parent workshops.	all Students	503 Title I: Parent Involvement 4325 Food For Meetings food for Meetings.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets from various activities	40% or higher parent attendance rate at teacher-parent conferences, ELAC, PTC, back-to-school events, and other school-parent activities	Throughout the academic year of 2023-24, we organized several events and activities to encourage parents to participate in their child's education. These included Back to School Night, parent-teacher conferences, PTC, Trunk or Treat, and Cinco de Mayo celebrations. According to our attendance records, an average of 57% of parents attended these events. These events provided parents with opportunities to interact with teachers, learn about

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

their child's progress, and strengthen their bond with the school community.

## Analysis

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

In general, the level of parent involvement in our school was average. We made sure to have a bilingual translator present for parent-teacher conferences, and we provided weekly communication in both English and Spanish. Parents participated in our regular scheduled events like back-to-school night, trunk, ELAC meetings, and various other functions and activities.

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

We faced difficulties with budget expenditure as the parent-teacher club covered most of the expenses for parent activities, such as food and materials for parent events, which were articulated in our school site plan goals and strategies.

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.

We understand the importance of providing parents with a wide range of books and materials that cater to their interests and preferences. To achieve this, we will make a concerted effort to procure a diverse selection of reading materials that are both informative and engaging for parents. These materials will be made available in both English and Spanish at the library to ensure that all parents have access to resources that they can use to enhance their knowledge and skills.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Victor School will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After conducting a thorough review of the needs assessments and state and local data, we have identified specific areas that require significant improvement. Specifically, we have observed that the English Language Development (ELD) students need to focus on enhancing their early literacy skills through SIPPS. Additionally, students need to work on their writing skills and vocabulary, which will benefit both English learners and help all students become proficient readers and writers. We will address these challenges by putting in place a comprehensive multi-tiered system of support. This system is designed to bridge the identified performance gaps and enhance outcomes for all student groups, with specific strategies tailored to the needs of each group.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
ELA	1 of 3 Metrics Met or Exceeded Expected Outcomes	3 of 3 Metrics Met or Exceeded Expected Outcomes



Math	1 of 2 Metrics Met or Exceeded Expected Outcomes	2 of 2 Metrics Met or Exceeded Expected Outcomes
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include:            * SIPPS            * PBIS            * AVID            * ELD Trainings</p> <p>Site-Based Initiative Professional Developments Include:            * AVID            * PBIS            * ELD Strategies for teachers            * CAFE conference            * Subs for CORE SIPPS</p>	All	5,199 Title I 5220 Conference Teacher Conferences to Support District and Site Initiatives
1.2	<p>Multi-Tiered System of Supports (MTSS) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:            Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.            Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.            Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.            Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.            Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention</p>	All	Title I 1120 Teacher Temp See ELA 1.5 for Funding Allocation

	<p>strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or</p>	<p>All</p>	

	<p>interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	During the 2021-2022 school year, 37% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2022-2023 school year, 42% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.
Teachers attending On-going staff development	All employees will be required to participate in professional development activities throughout the 2022-2023 academic year.	During the academic year 2022-2023, all staff members at Victor School participated in professional development.

## Analysis

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

Victor School has made significant strides in professional development, and we are thrilled to share our success with you. Our school implemented various strategies and activities to ensure that all teachers and administrators participated in professional development programs. We covered various essential areas such as MTSS, the adoption of the new iReady Math curriculum, SIPPS for literacy, ELD, SEL curriculum, and best practices in education. Our professional development programs were held during the summer, after school hours, and during the school day, with the help of substitute teachers and time cards. We ensured that everyone had access to these opportunities, and as a result, we achieved our goal of 100% participation. In addition to overall participation, we are proud to share that our administration's participation in MTSS framework professional development was 100%, all Victor School teachers attended iReady training, and all K-3 teachers participated in CORE training. These achievements demonstrate our commitment to professional development and our belief in its importance for the success of our students. We look forward to continuing to provide opportunities for professional development and growth for our teachers and school administration.

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

Our school has successfully achieved managing our expenses efficiently. We are proud to announce that we have also implemented our school action plans, which will help us achieve our academic goals for the 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.

Victor School is committed to enhancing the skills and knowledge of its administrators, teachers, and classified staff. To achieve this, the school will provide comprehensive professional development opportunities in a range of areas, including MTSS (Multi-Tiered System of Supports), SEL (Social-Emotional Learning), ELA (English Language Arts), Math, ELD (English Language Development), and best practices. These opportunities will equip the staff with the latest tools and techniques to drive academic success, promote student well-being, and foster a positive and inclusive learning environment.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social-Emotional Behavioral

[School] will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL #3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among [name orange and red student groups within this indicator] on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	The All Student Group was Yellow for Chronic Absenteeism	The All Student Group will be Green for Chronic Absenteeism
CA Dashboard - Suspension Rate	The All Student Group was Blue for Suspension Rate	The All Student Group will continue to be in the Blue for Suspension Rate
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 65 % Tier 2 TIF Score 75%	2024-2025 Local Data: Tier 1 TFI Score 70% Tier 2 TIF Score 80%
PBIS Recognition	Silver for the 2023-2024 School Year	Gold for the 2024-2025 School Year
Panorama Survey	According to the Winter 2024 Panorama Survey results, the aspect of social-emotional learning that requires the most improvement is Emotion Regulation. The survey results reveal that only 54% of the students could regulate their emotions effectively. In comparison, the district had a score of 45% of students who could do so.	Our goal for the 2024-2025 school year is for 59% of students at Victor School to be able to regulate their emotions by the winter testing period of the Panorama survey.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	Title I See PD for Funding Allocation
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p><b>Leadership and Coordination:</b> Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p><b>Data Collection and Analysis:</b> Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p><b>Developing and Implementing PBIS Systems:</b> Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p><b>Training and Professional Development:</b> Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p><b>Supporting Staff and Students:</b> Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p><b>Family and Community Engagement:</b> Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support.</p>	All	Title I 1120 Teacher Temp See ELA 1.5 for Funding Allocation of Certificated Time Cards

	<p>Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	<p>All</p>	



# Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Analysis

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

New Goal for the 2024-2025 School Year

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

New Goal for the 2024-2025 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.

New Goal for the 2024-2025 School Year

# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$47,776.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,772.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$47,766.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$47,766.00

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 (\$)
Title I: Parent Involvement	\$1,006.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$1,006.00

Total of federal, state, and/or local funds for this school: \$48,772.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	47,766.00
Title I: Parent Involvement	1,006.00

## Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	15,000.00
1150 Teacher Sub	3,000.00
2120 Para Temp	6,700.00
3000 Benefits	7,167.00
4200 Books	503.00
4300 Materials	10,700.00
4325 Food For Meetings	503.00
5220 Conference	5,199.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1120 Teacher Temp	Title I	15,000.00
1150 Teacher Sub	Title I	3,000.00
2120 Para Temp	Title I	6,700.00
3000 Benefits	Title I	7,167.00
4300 Materials	Title I	10,700.00

5220 Conference	Title I	5,199.00
4200 Books	Title I: Parent Involvement	503.00
4325 Food For Meetings	Title I: Parent Involvement	503.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,567.00
Goal 4	1,006.00
Goal 5	5,199.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Alberto Lopez Velarde	Principal
Lorelei Manassero	Classroom Teacher
Erin Terra	Classroom Teacher
Susan Boswell	Classroom Teacher
Tammy Jones	Other School Staff
Maria Corona	Parent or Community Member
Consuelo Galeana	Parent or Community Member
Courtney Ford	Parent or Community Member
Janene Stout	Parent or Community Member
Marisol Renteria	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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.

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 4/26/2024.

Attested:



Principal, Alberto Velarde on 5/3/2024



SSC Chairperson, Consuelo Galeana on 05-3-24