



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victory Elementary	39686766042808	10/29/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Victory's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Victory staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a voice in what Victory's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 20, 2023
- October 24, 2023
- November 14, 2023
- January 10, 2024
- September 30, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title 1 Parent Meeting August 10, 2023

- Title 1 Parent Meeting this year August 8, 2024
- Monthly Coffee Hour on November 30, 2023
- English Language Advisory Committee on October 25, 2023
- English Language Advisory Committee on May 1, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on March 7, 2024
- Leadership Meeting on April 23, 2024
- Faculty Meeting on April 4, 2024
- Leadership Meeting on May 14, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Victory, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	108.3 points below standard (red)	129.4 points below standard (orange)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	18.4% suspended at least one day (orange)	X	X	N/A
Students with Disabilities	155.5 points below standard (red)	179.7 points below standard (red)	16.4% suspended at least one day (red)	X	N/A	N/A
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Comprehensive School Improvement(CSI): Victory has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Victory is part of the lowest performing 5% of Title I schools.

Victory has identified socioeconomically disadvantaged, students with disabilities, high truancy, and high EL population as the cause for student inequities. Victory School is down the street from a large gang that affects the youth of the area who have actively recruited from our middle school students. Victory has a high population of socioeconomically disadvantaged population and over 80% of students qualify for free and reduced lunch.

- RTI Process site developed learning needs, Professional Development, Protocols and RTI Data Cycle for Differentiation.
- Additional Compensation for teachers to plan, and go through the RTI Data Cycle

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	76.1 points below standard (red)	106.5 points below standard (red)	11.5% suspended at least one day (red)			
Foster Youth						
English Learner	108.3 points below standard (red)	129.4 points below standard (orange)	3.7% suspended at least one day (orange)	35.9% chronically absent (orange)		
Long Term English Learner						
Homeless Youth	109.8 points below standard (red)	146.5 points below standard (red)	18.4% suspended at least one day (orange)	56.3% chronically absent (red)		
Socioeconomically Disadvantaged	80.5 points below standard (red)	109.8 points below standard (red)	11.6% suspended at least one day (red)			
Student with Disabilities	155.5 points below standard (red)	179.7 points below standard (red)	16.4% suspended at least one day (red)	48.2% chronically absent (orange)		
African American	114.6 points below standard (red)	153.9 points below standard (red)	23.3% suspended at least one day (red)	48.8% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	75 points below standard (red)	98.9 points below standard (orange)	8.7% suspended at least one day (red)	40.7% chronically absent (orange)		

Two or More Races			8.1% suspended at least one day (orange)			
Pacific Islander/ Native Hawaiian						
White		87.7 points below standard (orange)	14.8% suspended at least one day (red)	45.8% chronically absent (red)		

ELA, Math, and Suspensions are major gaps that were observed between student groups on the CA Dashboard Indicators for Victory Elementary School

Trend data was also reviewed year over year which resulted in observing inequities in subgroups for ELA, Math, and suspensions within the subgroups of African Americans, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified African Americans, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless as an area of focus for this 2024-2025 school year due to CA Dashboard subgroups in red. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement:

- Focus on Math intervention time for all grades
- Purchase of Touch Math curriculum to help with K-5 students

School Site Council collaboration, feedback, and review sessions inform decision making and planning for potential SPSA modifications and improvement. School Site Council convened on the following dates to address actions noted: September 20, 2023, October 24, 2023, November 14, 2023, January 10, 2024 and October 4, 2024.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA: By the end of the year 2025, per I-Ready Reading Diagnostic 3 Results Report, the total number of students performing at "early on, mid or above grade level" will increase by 20% from I-Ready Reading Diagnostic 1 from fall 2024.</p> <p>EL: By the end of the year 2025, per ELPAC, all EL students will increase their ELPAC Level by 1 as measured by the final Summative ELPAC for 2024-2025 school year.</p> <p>Math: By the end of the year 2025, per iReady Math Diagnostic 3 Results Report, the total number of students performing at "early on, mid or above grade level" will increase by 20% from I-Ready Math Diagnostic 1 from fall 2024.</p>

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.

Professional development needs to be focused on essential standards and the data cycle. This will allow teachers to implement the PLC process more effectively and guarantee learning of essential standards at the end of each grade level.

Students need to have more targeted Tier 2 interventions and strategies to make academic gains in ELA and Math.

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
Number of students at or above grade level	ELA: Fall iReady Diagnostic 15% students on grade level Math: Fall iReady Diagnostic 6% students on grade level	ELA: Spring iReady Diagnostic 35% of students on grade level Math: Spring iReady Diagnostic 26% of students on grade level
Students moving ELPAC level	58 Newcomers or overall PL 1, 20 overall PL 2, 14 overall PL 3, 9 reclassified	59 move to overall PL 2, 20 move to overall PL 3, 14 move to overall PL 4 and reclassify

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.2	<p>College Readiness</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>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, colored printers and toner to be used in the middle school Science and STEM classrooms, classroom printers, toner, headphones, doc cams.</p> <p>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. Book purchases will supplement classroom libraries to support English Learners.</p> <p>PLTW trained teacher will provide training to staff members on PLTW curriculum so they can expand the PLTW pathways across all grade levels.</p> <p>Title I Funding Allocation: Instructional Materials: \$20,180 Non-Instructional Materials: \$32,487 Additional Compensation: \$4,125</p> <p>LCAP 1.2 College Readiness: Instructional Supplies: \$19,417 Non-Instructional Materials: \$5,478</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$32,487 \$20,180 \$5,478 \$4,125 \$19,417	3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I 0100 - LCFF/S&C (site)
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1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.5	<p>English Learner Professional Development</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]

1.1.6	<p>English Learner Programs and Supports</p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Bilingual instructional program support for K-8th grade students: Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]
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1.1.7	<p>Teacher Collaboration, Professional Development & Academic Support</p> <p>Academic Conferences: Through Academic Conferences teachers will be released for half a day to work with the program specialist and administrator to analyze student data and collaborate on creating a plan to move students forward academically. Teachers will work with grade level partners to plan and implement strategies. In addition, cross grade level groups will be given additional time compensated before and after school in order to develop differentiated instruction groups as well as the focus of each group's instruction.</p> <p>Leadership: Leadership team will meet monthly to establish site monitoring goals/focus and develop a plan for delivering information and implementation to staff. They will be released during the school day each trimester to do classroom visits and provide teacher feedback and help develop a plan for instructional improvement. Time will be incorporated throughout the day to offer immediate feedback and debriefing for participating teachers.</p> <p>Title I Funding Allocation: Substitute Teachers Additional Compensation: \$8,000 Teachers Additional Compensation: \$\$28,350 Program Specialist Additional Compensation: \$2,400 Counselor Additional Compensation: \$3744</p> <p>LCAP 1.17 Teacher Collaboration, Professional Development & Academic Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$3,744 \$8,000 \$28,350 \$2,400</p>	<p>3010 - Title I 3010 - Title I 3010 - Title I 3010 - Title I</p>
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<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Extended Learning Opportunities: Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camp, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Professional development opportunities are provided for Administrators, Teachers, and Program Specialist around English Language Arts, ELD, and Mathematics. We will maintain a focus on Core curriculum, PLTW, and AVID, to ensure that all instructional support has the necessary tools to meet the diverse needs of the students with the emphasis on collaboration through professional learning communities. To maintain a focus on essential standards and develop CFA's that will help ensure students are mastering the essential standards at each grade level, Victory teachers will work with the Solution Tree coach for 4 extra days during the 24/25 school year. The CSI funds will help pay the consultant fee and subs to release teachers so they can identify essential standards and created CFAs to help track which students have mastery and which need extra support and what that will look like.</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>In order to implement the curriculum, equipment is used to create documents, copies, laminated items and other instructional materials to meet the needs of all learners.</p> <p>Title I Funding Allocation: Teachers Additional Compensation: \$25,875 Program Specialist Additional Compensation: \$ 1,500 Counselors Additional Compensation: \$2,340 Maintenance Agreements: \$7,500</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Consultant Services: \$7,800</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,600 \$1,500 \$25,875 \$2,340 \$7,800 \$7,500</p>	<p>3182 - CSI 2023/24 3010 - Title I 3010 - Title I 3010 - Title I 3182 - CSI 2023/24 3010 - Title I</p>
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	Substitute Teacher Additional Compensation: \$1,600			
1.1.10	<p>Data Analysis and Evaluation</p> <p>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.</p> <p>The Data Team will meet to monitor the effectiveness of the work with the PLC consultant and the work around CFA's and essential Standards. Through bi-monthly monitoring, the team will meet to monitor student progress on I-Ready pathways, curriculum assessments, I-Ready diagnostics, and CORE/SIPPS assessments. This team will look at the site data and provide next steps for the staff in professional development on how to best provide support and service for the students of Victory Elementary.</p> <p>Title I Funding Allocation: License Agreement: \$1,000 Teacher Additional Compensation: \$6,750</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000 \$6,750 \$[Enter amount here]	3010 - Title I 3010 - Title I 3010 - Title I
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]

1.1.13	<p>Literacy and Library Supports</p> <p>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. Teachers will be given money to help buy books that are leveled in their classrooms for students to be able to participate in AR.</p> <p>Title I Funding Allocation: License Agreement: \$7,000 Instructional Materials: \$11,500</p> <p>LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$7,000 \$11,500	3010 - Title I 3010 - Title I
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>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. (LCAP 1.6) Advancement Via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Title I Funding Allocation: Teachers Additional Compensation: \$6,000 Substitute Teachers Additional Compensation: \$3,200</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$6,000 \$3,200	3010 - Title I 3010 - Title I

1.1.15	<p>Recapturing Learning Loss</p> <p>Teachers in Kindergarten through third grade and the primary SDC class will utilize Touch Math as an intervention curriculum to enhance the core instruction.</p> <p>Teachers in K-8 and SDC will utilize the Step Up To Writing Program to provide a consistent writing curriculum taught across all grade levels to help students be successful on the writing portions of CAASPP. Metrics for Progress Monitoring: AVID CCI tool, AVID Walkthroughs, Observed project-based learning.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

S1: Leadership met once a month and worked on creating site expectations for PLC's and worked on identifying essential standards. AVID team met a few times during the year but not consistently. Academic conferences were not held during the school day, Administration met with teams during collaboration. Leadership Team participated in Coaching Academy through Solution Tree for six total days during the school year. S2: A full-time Program Specialist was hired who provided additional support for ELD, intervention, SIPPS, and curriculum training. S3: 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 I-Ready diagnostic, 57% of students were at or above grade level standard in reading. Summer Bridge took place in July for students entering Kindergarten. Summer Bridge continues to support easing the transition from preschool to Kindergarten. AVID elective was offered in Middle School and AVID team was created that monitored AVID strategies throughout all classrooms. Step Up to Writing and Touch Math were purchased, and teachers received the training, not enough time to implement and see an impact. Maintenance agreements are in place to produce SEL materials for class, intervention materials, and support culture and climate which allows students more time in the classroom thus supporting academic achievement.

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

Touch Math and Step Up to Writing was purchased; however, due to timing the programs were not rolled out. Teachers have all received the training for the programs and it will be rolled out at the beginning of the next academic 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.

The ELA and Math Goals will be based on a 10% increase of students on grade level in Math and Reading from the Spring Diagnostic 2024 to the Spring Diagnostic 2025 in I-Ready. Activity 1 will remain the same. Activity 2 will remain the same with a full-time Program Specialist. Activity 3 will remain the same with ESGI, AR, and Summer Bridge. Touch Math and Step Up to Writing will be refresher training and progress monitoring Activity 4 will remain the same.

Goal 2.1

Goal #	Description
Goal 2.1	Victory will decrease suspension for the 2024-2025 school year by 12% from 160 suspension in 2023-2024 school year to 141 suspensions. During the 2024-2025 school year, Victory will decrease chronic absenteeism from 31.9% to under 28% for the school year.

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.

Professional development needs to be focused on essential standards and the data cycle. This will allow teachers to implement the PLC process more effectively and guarantee learning of essential standards at the end of each grade level.

Students need to have more targeted Tier 2 interventions and strategies to make academic gains in ELA and Math.

Plan and organize specialized trainings and events for parents of English Learners

Training for teachers and staff in de-escalation, restorative circles, classroom management, recess supervision and recess structured play to best support our learners while they are at school. Consistency in implementation of an SEL curriculum schoolwide and training and consistent practices of restorative practices.

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
Suspensions	160 suspensions	141 suspension
Chronic Absenteeism	31.9%	28%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>PBIS team will meet monthly to monitor students that are at risk academically and behaviorally. They will provide targeted supports to these students and plan interventions to help decrease amount of time spent out of classrooms. Teachers will be provided additional compensation for meeting outside of their contractual day to work on planning and implementing a robust PBIS program.</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Victory will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports.</p> <p>Title I Funding Allocation: Teachers Additional Compensation: \$15,000 Substitute Teachers Additional Compensation: \$1,200</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$15,000 \$1,200	3010 - Title I 3010 - Title I
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2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Victory will utilize SUSD's SAP process to involve parents in educational planning, etc. Victory is piloting the MTSS program for Synergy with SUSD this school year and teachers will be trained on how to input minor incidents for behavior but also create short term and long-term interventions for academics with students. The data from Synergy will be used to help target the subgroups that will need interventions for behaviors that could lead to suspensions. Teachers will be given additional compensation for training around this MTSS program with Synergy and extra resource days to work with the counselors and administration in creating intervention plans through the Synergy MTSS program.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Additional Teachers Compensation: \$65,433 Additional Counselor Compensation: \$7,020 Additional Program Specialist Compensation: \$3,200 Additional Substitute Teachers Compensation: \$13,211</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$13,211 \$7,020 \$3,200 \$65,433</p>	<p>3182 - CSI 2023/24 3182 - CSI 2023/24 3182 - CSI 2023/24 3182 - CSI 2023/24</p>
2.1.7	<p>Behavior Support Services</p> <p>Victory will work with consultants from Playworks to help organize and manage recess. Students will be taught conflict resolution skills and ways to solve disagreements with peers.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.11	<p>Student Attendance and Truancy</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.13</p>	<p>Mental Health Resources and Supports for Students</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Victory will purchase the curriculum Positive Action as a schoolwide SEL program to address high suspensions and creating a positive culture on campus. Along with the program, teachers will receive training from Positive Action on implementing the curriculum.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. Teachers will receive additional compensation for attending trainings outside of contract hours.</p> <p>Title I Funding Allocation: Additional Teachers Compensation: \$17,250</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$17,250</p>	<p>3010 - Title I</p>
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<p>2.1.15</p>	<p>School Connectedness</p> <p>Support Staff Salary for Parent Engagement: A full-time Community Assistant provides parents with support and resources empowering them to be engaged in their student's learning. This staff will coordinate 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.</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: Community Assistant Salary & Benefits: \$58,702</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$58,702</p>	<p>0100 - LCFF/S&C (site)</p>
<p>2.1.16</p>	<p>Assistant Principal Restoration At TK-8th Grade School Sites</p> <p>Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Support Staff Salary for Plan Implementation and Ongoing Instructional Support: 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. These staff will also provide instruction and support in data analysis, assessment development, and extended collaboration in grade level teams as well as, vertical alignment. They will coordinate conferences and training as needed by teachers based on observations and teacher requests. The specialist will ensure all teachers and students have appropriate materials and curriculum and coordinate ongoing State and District assessments.</p> <p>Program Specialist will also 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. Implementation and monitoring of Accelerated Reader as a means to support academic achievement as it relates to ELA will be supported by the specialist.</p> <p>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.</p> <p>Metrics for Progress Monitoring: CAASP, ELPAC, Number of teachers receiving coaching cycle, iReady Diagnostics, SIPPS Mastery.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p>	<p>English Learners, Students with Disabilities, Low Income, Foster Youth</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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	<p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Preschool Transition: TK and PK students will have the opportunity to attend transitional activities for a smooth start to the school year. Parents are given an orientation at the beginning and the end. The end of the year and Summer Bridge provide students opportunities to:</p> <ul style="list-style-type: none"> *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, using classroom Chromebook, and learning about school routines and procedures, *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. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.20	<p>Instructional Technology</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
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Annual Review

SPSA Year Reviewed: 2023-2024

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.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

PBIS team created schoolwide expectations and provided assemblies to share expectations. Counselors used the ASCA model and calming rooms were created and used for students throughout the year, which allowed students a timeout to de-escalate to help them re-enter the classroom and refocus on academics. Playworks did a recess reboot with the noon duty team which taught students conflict resolution skills and provided structured recess for K-6. This reduced the number of referrals to the office significantly and there were less issues in the classrooms as a result of Playworks. Positive Action was purchased as an SEL curriculum.

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

articulated goal.

Although we started the year with two Counselors, one was reassigned as the Assistant Principal, leaving a vacancy in that position for a majority of the year. As a result, we were able to hold fewer Plus forums, provide less check-ins with students and more attention was needed on reactive rather than proactive behavior solutions. The restorative training did not occur due to PD opportunities not being offered through the district. The only major difference between the intended implementation and what was actually implemented was the inability to use funds to pay for teacher PD. Money was reallocated for additional compensation for teachers for collaboration, planning and training. Positive Action was purchased but due to timing was not implemented, it will be implemented and teachers trained on the use of it at the beginning of the next academic 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.

The overall goal will change. Chronic Absenteeism goal to be under 30% was not met, the year ended with about 31.9% chronic absenteeism rate. The suspension rate goal was met, the year ended at about 160 days worth of suspensions. For the 2024-25 school year the new goal for chronic absenteeism will be under 28% and the suspension rate will reduce 12% to be 141 or less. Activity 1 will remain the same. Activity 2 will include data to better support the activities in reducing the chronic absenteeism and to monitor efforts to reduce suspensions. Activity 3 will remain the same; we will roll out training of Positive Action Curriculum. Activity 4 will remain the same, with the focus on Restorative Practices training and Circles Training to help with school culture improvement.

Goal 3.1

Goal #	Description
Goal 3.1	<p>During the 2024-2025 school year, Victory will maintain Family Engagement Nights at 6 events as we found it was a success in the 2023-24 school year. Parent engagement nights will focus on homework help in Math and Writing, along with at least one parent engagement night around EL's and EL support for parents.</p> <p>Parents attending parent conferences will reach at minimum of 50% participation in each class as measured by class sign in sheets.</p>

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.

Training for teachers and staff in de-escalation, restorative circles, classroom management, recess supervision and recess structured play to best support our learners while they are at school. Consistency in implementation of an SEL curriculum schoolwide and training and consistent practices of restorative practices.

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
Family Engagement Nights	6 events	6 events
Parent conference participation rate	47%	50%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>PLUS Program: Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Parent Coffee, SSC, ELAC, and Back to School Night were held during the school year. The Community Assistant provided monthly coffee hours and parent meeting presentations. The school had 7 parent nights and 37% attendance at Back to School Night. Parent conference attendance was 42%.

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

Although parent coffee hours were held to continue to educate and partner with families, there were no formal trainings offered to parents by outside consultants. The second round of parent conferences were only held by some teachers, not by all. Many teachers found it difficult to schedule parent conferences on top of an

already demanding schedule.

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 will continue to make parent attendance at family events a priority. Consultants and training will be based on needs assessments.

Goal 4.1

Goal #	Description
Goal 4.1	.

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.

Plan and organize specialized trainings and events for parents of 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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Victory will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Teachers need to have more opportunities to communicate directly with parents about their student and their academic performance. Teachers will schedule a 2nd round of parent conferences in the late winter to improve this communication. Monthly parent newsletter sent home with information regarding upcoming school and community events.</p> <p>Supplemental Curriculum, Materials, and Programs to Support Improvement Items to be purchased to support 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. Parent coffee hours are to be hosted monthly.</p> <p>Victory will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships.</p> <p>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.</p> <p>Metrics for Progress Monitoring: Agendas and sign-in sheets</p> <p>Title I Funding Allocation: Additional Teachers Compensation: \$,9450 Instructional Materials: \$2,163 Title 1 Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Foster Youth, All Students, Students with Disabilities, Low Income, English Learners</p>	<p>\$9,450</p> <p>\$2,163</p>	<p>3010 - Title I</p> <p>3010 - Title I - Parent</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Stockton Chaplains donate toys and bikes during the Christmas season for students. They have also made a presence on campus numerous times in support of school wide events; offering support, prizes for competitions, and goodie bags for families.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>4.1.4</p>	<p>Parent Advisory Committee Supports and Resources</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>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, Writing Night, and more. Victory will provide parent meetings/training interest to parents as identified through parent surveys. Victory will focus on parent nights to engage EL learners and their parents through support from the Bilingual Assistant helping at parent nights to engage families in helping students academically. Community Assist will help in coordinating family involvement nights by coordinating and traveling to various vendors to and from site to get materials and supplies.</p> <p>Victory will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.</p> <p>Metrics for Progress Monitoring: Parent surveys.</p> <p>Title I Funding Allocation: Additional Bilingual Assistant Compensation: \$700 Non-Instructional Materials: \$1,250 Title 1 Parent</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>\$1,250</p> <p>\$700</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I</p>
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Annual Review

SPSA Year Reviewed: 2023-2024

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.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

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.

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

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.

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
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Victory Elementary is part of Cohort 1 for the Culturally and Linguistically Responsive Teaching and Learning. Teachers will receive a full day of training on classroom management and teaching in a culturally responsive manner to help reduce office referrals for students of color. There will be a team that comes three times to work with 21 teachers through classroom observation, feedback, and suggestions. They will work with the staff to create a plan that will be more inclusive of the students at Victory Elementary helping to reduce the amount of office referrals and increasing the amount of time students are in class and engaged with lessons. Using CSI funds, teachers will have up to four hours a month of additional compensation they can use to plan with their grade level or life level team around the work they do with the CLRT group that comes to campus. This will allow them to implement what they have learned in the binder study and through the work with the consultants on site. Teachers will also have 2 resource days to be released during the day to plan and implement what they have learned. This will also allow them an opportunity to visit other classrooms and sites that are part of the CLRT cohort this year. Books will also be purchased for the library and classrooms that reflect the work of the culturally responsive classroom.</p> <p>Title I Funding Allocation: Instructional Materials: \$7,500</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Additional Teachers Compensation: \$41,400 Additional Program Specialist Compensation: \$2400 Additional Counselors Compensation: \$3,744 Additional Substitute Teachers Compensation: \$12,000</p>	African American	<p>\$3,744</p> <p>\$7,500</p> <p>\$2,400</p> <p>\$12,000</p> <p>\$41,400</p>	<p>3182 - CSI 2023/24</p> <p>3010 - Title I</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
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6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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.

Analysis

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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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$226,464.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$467,869.00

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 (\$)
3010 - Title I	\$223,051.00
3010 - Title I - Parent	\$3,413.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$384,272.00

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 (\$)
0100 - LCFF/S&C (site)	\$83,597.00

Subtotal of state or local funds included for this school: \$83,597.00

Total of federal, state, and/or local funds for this school: \$467,869.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Victory Elementary

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10/29/24

Date of Meeting

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

English Learner Advisory Committee

10/17/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

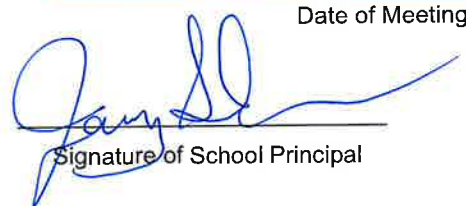
2024-25 SPSA was adopted by the SSC at a public meeting on 10/29/24.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

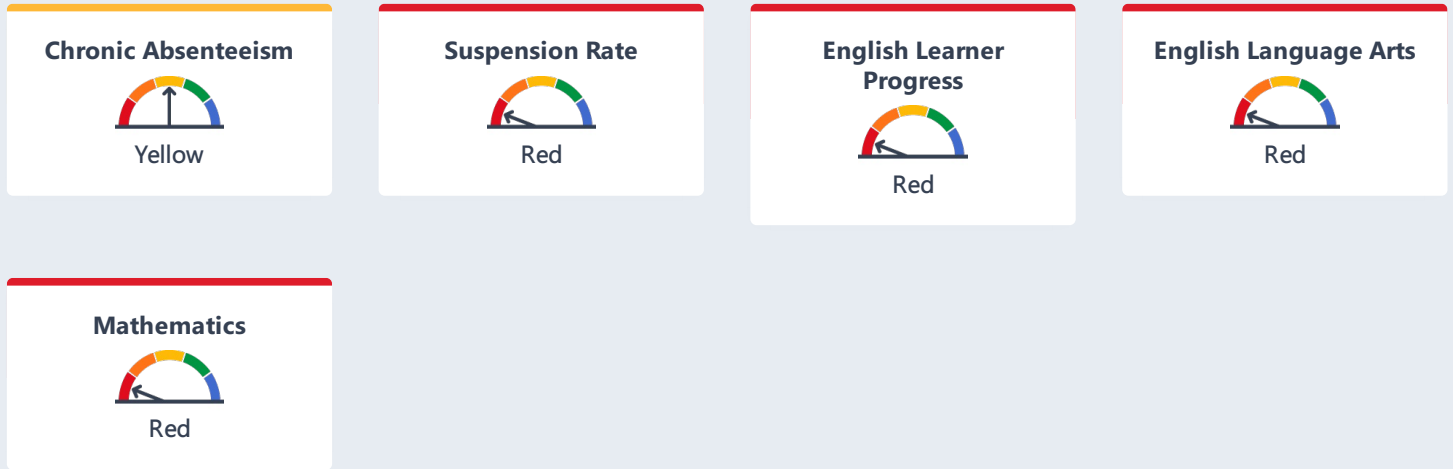
Attested: _____
Jenny Silvestri
Typed Name of School Principal


Signature of School Principal

11/5/24
Date

Victory Elementary

Explore the performance of Victory Elementary under California's Accountability System.

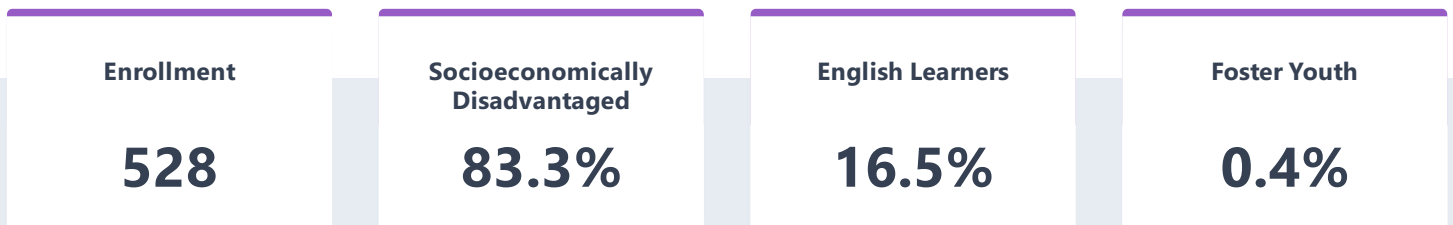


School Details

NAME Victory Elementary	ADDRESS 1838 West Rose Street Stockton, CA 95203-1406	WEBSITE N/A	GRADES SERVED K-8
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Red

76.1 points below standard


Maintained -1.3 Points

EQUITY REPORT
Number of Student Groups in Each Level

6 Red	0 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Red

106.5 points below standard


Maintained -0.1 Points

EQUITY REPORT
Number of Student Groups in Each Level

4 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress



Red

31.1% making progress


Declined 16% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Yellow

42.5% chronically absent

Declined 3.3% ▼

EQUITY REPORT
Number of Student Groups in Each Level

2 Red	4 Orange	1 Yellow
0 Green	0 Blue	


VICTORY ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Red

11.5% suspended at least one day

Increased 2.1% ▲

EQUITY REPORT
Number of Student Groups in Each Level

5 Red	3 Orange	0 Yellow
0 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

76.1 points below standard

Maintained -1.3 Points

Number of Students: 341

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities



Orange

No Student Groups



Yellow

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

54.8 points below standard

Increased 37.5 Points ▲

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

85.6 points below standard

Declined 43.5 Points ▼

Number of Students: 18

African American



Red

114.6 points below standard

Maintained -0.1 Points

Number of Students: 56

English Learners



Red

108.3 points below standard

Maintained -0.2 Points

Number of Students: 54

Hispanic



Red

75 points below standard

Declined 3.6 Points ▼

Number of Students: 213

Homeless



Red

109.8 points below standard

Maintained 1.1 Points

Number of Students: 35

Socioeconomically Disadvantaged



Red

80.5 points below standard

Maintained 0.1 Points

Number of Students: 292

Students with Disabilities



Red

155.5 points below standard

Maintained -0.6 Points

Number of Students: 74

White



Yellow

45.7 points below standard

Increased 20.2 Points ▲

Number of Students: 35

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

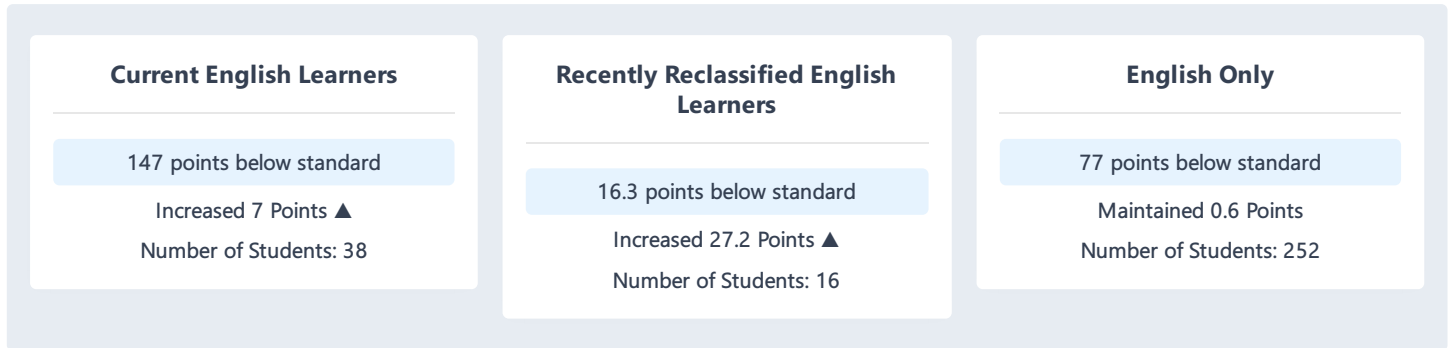
All Students

74.8 points below standard

76.1 points below standard

English Language Arts Data Comparisons: English Learners

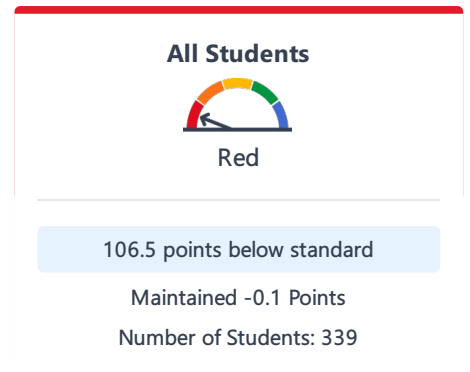
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

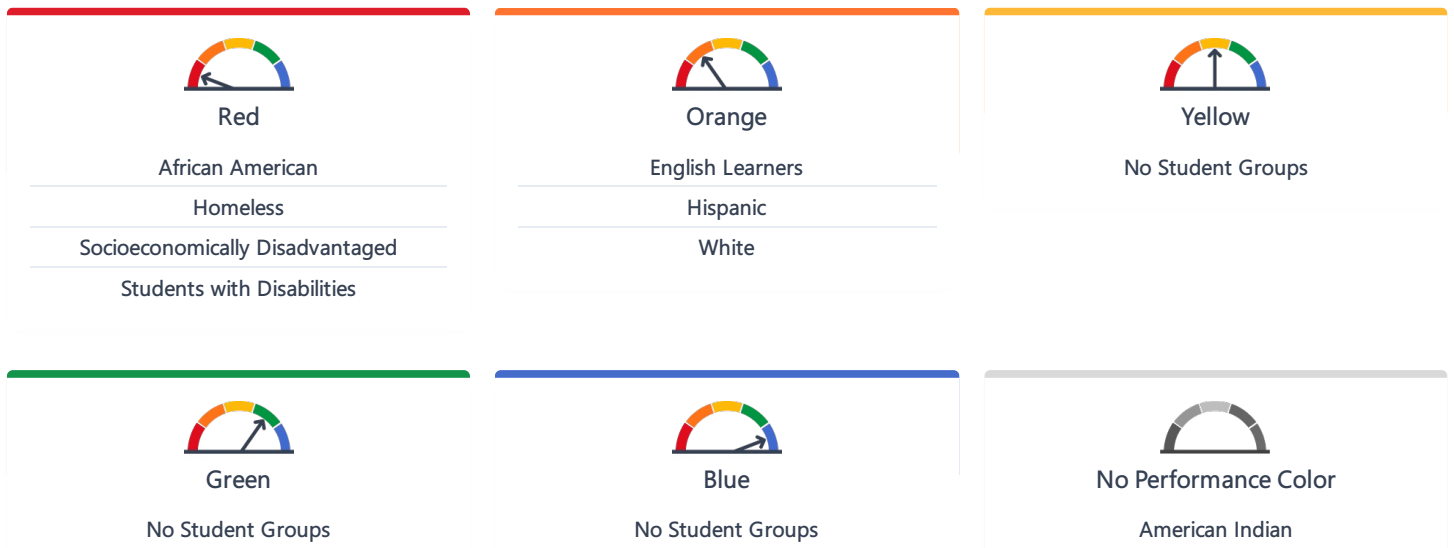
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups





American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

112.3 points below standard

Increased 15.2 Points ▲

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

113.7 points below standard

Declined 36.9 Points ▼

Number of Students: 18

African American



Red

153.9 points below standard

Declined 7.2 Points ▼

Number of Students: 55

Homeless



Red

146.5 points below standard

Declined 11.6 Points ▼

Number of Students: 35

Socioeconomically Disadvantaged



Red

109.8 points below standard

Maintained 2.2 Points

Number of Students: 290

Students with Disabilities



Red

179.7 points below standard

Declined 7.1 Points ▼

Number of Students: 73

English Learners



Orange

129.4 points below standard

Increased 11.9 Points ▲

Number of Students: 54

Hispanic



Orange

98.9 points below standard

Increased 4.7 Points ▲

Number of Students: 212

White



Orange

87.7 points below standard

Maintained 1.4 Points

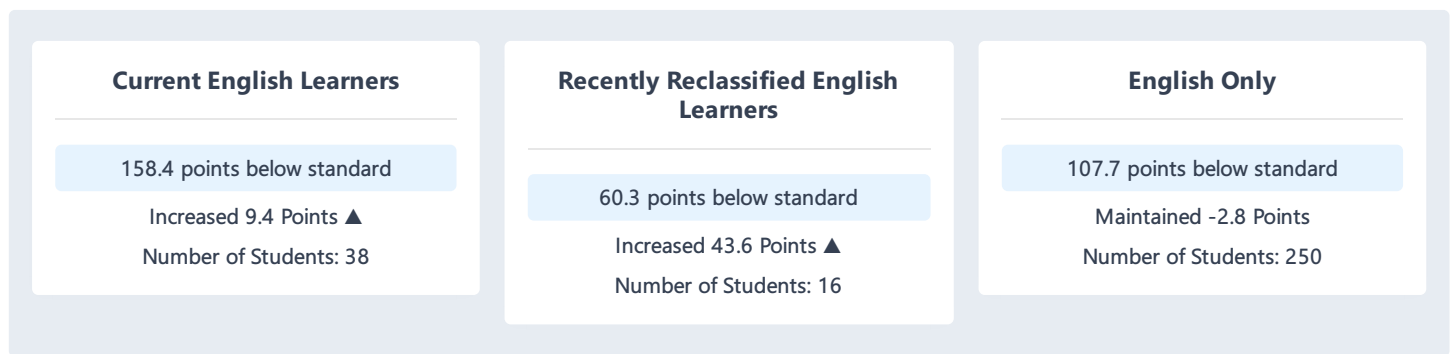
Number of Students: 35

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	106.3 points below standard	106.5 points below standard

Mathematics Data Comparisons: English Learners

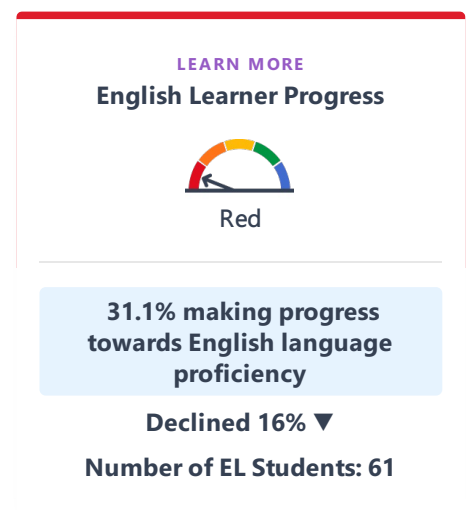
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042808&year=2022-23>

All Students



Yellow

42.5% chronically absent

Declined 3.3% ▼

Number of Students: 577

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

Homeless

White



Orange

African American

English Learners

Hispanic

Students with Disabilities



Yellow

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

50% chronically absent

Increased 16.7% ▲

Number of Students: 18

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races



No Performance Color

38.7% chronically absent

Declined 6.1% ▼

Number of Students: 31

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



Red

56.3% chronically absent

Increased 5.1% ▲

Number of Students: 48

White



Red

45.8% chronically absent

Increased 5.8% ▲

Number of Students: 48

African American



Orange

48.8% chronically absent

Declined 17% ▼

Number of Students: 84

English Learners



Orange

35.9% chronically absent

Declined 10.7% ▼

Number of Students: 103

Hispanic



Orange

40.7% chronically absent

Declined 2.1% ▼

Number of Students: 383

Students with Disabilities



Orange

48.2% chronically absent

Declined 6.8% ▼

Number of Students: 110

Socioeconomically Disadvantaged



Yellow

44% chronically absent

Declined 3.6% ▼

Number of Students: 491

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Red

11.5% suspended at least one day

Increased 2.1% ▲

Number of Students: 610

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

African American

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White



Orange

English Learners

Homeless

Two or More Races



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

10.5% suspended at least one day

Declined 10.5% ▼

Number of Students: 19

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



Red

23.3% suspended at least one day

Increased 12.5% ▲

Number of Students: 86

Hispanic



Red

8.7% suspended at least one day

Increased 0.6% ▲

Number of Students: 401

Socioeconomically Disadvantaged



Red

11.6% suspended at least one day

Increased 2% ▲

Number of Students: 518

Students with Disabilities



Red

16.4% suspended at least one day

Increased 5.2% ▲

Number of Students: 116

White



Red

14.8% suspended at least one day

Increased 2.3% ▲

Number of Students: 54

English Learners



Orange

3.7% suspended at least one day

Increased 0.4% ▲

Number of Students: 109

Homeless



Orange

18.4% suspended at least one day

Declined 0.4% ▼

Number of Students: 49

Two or More Races



Orange

8.1% suspended at least one day

Declined 1.9% ▼

Number of Students: 37

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	9.3%	11.5%

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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