

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan 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 increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Victor School
<b>Address</b>	17670 N. Bruella Rd., Victor, CA 95253
<b>County-District-School (CDS) Code</b>	39685856098057
<b>Principal</b>	Allison Gerrity
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	April 7, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	April 7, 2022
<b>Local Board Approval Date</b>	June 14, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 3
- Purpose and Description..... 3
- School Profile ..... 3
- Stakeholder Involvement ..... 3
- Resource Inequities ..... 3
- Annual Review and Update ..... 4
  - Goal 1..... 4
  - Goal 2..... 7
  - Goal 3..... 9
  - Goal 4..... 11
  - Goal 5..... 13
  - Goal 6..... 15
- Goals, Strategies, & Proposed Expenditures..... 16
  - Goal 1..... 16
  - Goal 2..... 21
  - Goal 3..... 23
  - Goal 4..... 25
  - Goal 5..... 27
  - Goal 6..... 29
- Form C: Budget Summary and Consolidation ..... 30
  - Budget Summary ..... 30
  - Allocations by Funding Source..... 30
  - Expenditures by Funding Source ..... 31
  - Expenditures by Budget Reference and Funding Source ..... 32
- FORM D: School Site Council Membership..... 33
- FORM E: Recommendations and Assurances ..... 34

# School Vision and Mission

Victor Elementary School strives to support the high achievement of all students within a challenging and nurturing school environment. Our expectation is to create lifelong learners who are safe, responsible, respectful members of society. Services provided through Distance Learning until further notice.

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Services provided through distance learning until further notice.

## School Profile

Victor School is a rural school with a student population of 162 students. All of the students qualify for free or reduced lunch. Sixty-eight percent are English Language Learners. There is one classroom for each grade level.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Parent input given at BTSN 8/12/21, SSC / Parent Club meeting 9/8/21, School Site Council Meeting 9/15/21, Staff Meeting 8/15/21 and multiple emails.

## Resource Inequities

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

Based on the California School Dashboard state indicators, Victor School has been identified as an ATSI school. In order to move the levels on the Chronic Absenteeism and suspension rate indicators it is necessary to focus on developing positive relationships with white students and the parents of white students. Staff will connect with parents early in the school year to stress the importance of regular attendance. Staff will teach and focus on PBIS strategies to support white students to eliminate suspensions of white students.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 1

English Language Arts

The percentage of students to meet or exceed standards on ELA Benchmarks will increase from 52.1% to 65% in the spring of 2022. The percentage of students meeting or exceeding standards in ELA will increase from 45% to 59% as measured by ELA SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Language Arts Benchmarks	65% met	Data not yet available due to change in school plan timeline
ELA SBAC	59% met	Data not yet available due to change in school plan timeline

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1.1 Para educators to provide additional classroom support for small group instruction in language arts.	Para educators provide small group support	Timecards 2120 Para Temp Title I 500	Timecards 2120 Para Temp Title I 500.00
		Timecards 2150 Para Sub Title I 500	Timecards 2150 Para Sub Title I 500.00
		Benefits, Classified 3000 Benefits Title I 355.00	Benefits, Classified 3000 Benefits Title I 355.00
ELA 1.2 Provide supplemental instructional materials for classroom use to support the ELA, common core standards, including instruction in science, and social studies, and library books	Supplemental materials and library books provided	Materials and supplies 4300 Materials Title I 14366.00	Materials and supplies 4300 Materials Title I 14366.00
		Library Books, Classroom books 4200 Books Title I 15000.00	Library / Classroom books 4200 Books Title I 15000.00
		Materials 5715 Print Shop Title I 500	5715 Print Shop Title I 0
ELA 1.3 Mental Health therapy provided to identified students to prepare students to focus on instruction.	Mental Health Therapy provided	District Title 1 Funded Title I	District Funded Title I
ELA 1.4 Provide before school and after school tutoring for students performing below grade level on reading and writing.	Before / after school tutoring provided	Timecards 2120 Para Temp Title I	Timecards 2120 Para Temp LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1.5 Provide Read 180 / System 44 Instruction to identified students.	Read 180 / System 44 instruction provided	Read 180 teacher District Title 1 funding Title I	Read 180 Teacher District Funded Title I
ELA 1.6 Provide technology to enhance instruction in ELA, ELD	Student technology provided	Technology 4375 Technology (under \$500) Title I 4000.00	Technology 4375 Technology (under \$500) Title I 4000.00
ELA 1.7 Provide transportation to Study trips that enhance the ELA curriculum: Sacramento, Sutter's Fort and the Native American Museum; Lodi, Pioneer School; Stockton, Theatrical Performance at Delta College, Fish Hatchery, Lodi News Sentinel, Downtown Lodi, CA History Museum	Field trips not provided due to bus driver shortage	Transportation Costs 5712 Transportation Title I 3000	Transportation Costs 5712 Transportation Title I 0.00
		Entrance to Museum 5872 Field Trips Title I 2000	0
ELA 1.8 Provide SJCOE led staff development to site staff and Art Instruction with Artist In Schools to extend language arts activities with connections to STEAM.	Art instruction / ELA integration provided	Contract With SJCOE 5800: Professional/Consulting Services And Operating Expenditures Title I 3248.00	Contract 5800 Prof and Operating/Consultants Title I 3248.00

## Analysis

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

The majority of the services were provided with the exception of field trips due to a bus driver shortage. Tutoring, supplemental materials, library books, art / ELA integration instruction provided, technology provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective as will be evidenced by SBAC scores in ELA in May 2022.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Field trips not provided due to bus driver shortage. The threshold for this activity was \$5,000. The material difference was \$5,000 because we could not provide field trips due to bus driver shortage. We will include this activity in next year's plan.

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 with these activities in addition to the use of SIPPS for K-3 instruction.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Mathematics (Goals should be prioritized, measurable, and focused on identified student learning needs.)  
 The percentage of students to meet or exceed standards on Math Benchmarks will increase from 72.3% to 85% in the spring of 2022. The percentage of students meeting or exceeding standards will increase from 19% to 30% as measured by Math SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math Benchmarks	85% met	Data not available due to change in school plan timeline.
Math SBAC	30% met	Data not available due to change in school plan timeline.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1.1 Para-educators to provide additional classroom support for small group instruction in math.	Para educators provide additional support in math instruction	Timecards 2120 Para Temp Title I 500.	Timecards 2120 Para Temp Title I 500.00
Math 2.1 Provide supplemental instructional materials for classroom use to support the math, STEAM, and common core standards.	Supplemental materials provided for math and STEAM activities	Materials 4300 Materials Title I 16,708.00	Materials 4300 Materials Title I 16,708.00
Ensure the CORE curriculum is implemented with math instruction that is supported by professional development, PLC activities, administrator monitoring, and district coaching.	Math curriculum was implemented and supplemented with Dream box.	No Cost	No Cost

## Analysis

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

The activities were implemented, STEAM materials purchased and Dreambox used daily.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies are effective which will be evidenced by SBAC scores in May 2022.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences. The threshold for this goal was \$17,208. There were no material differences because all of the materials were ordered and the funds were spent as planned.

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 this goal with the addition of staff development and implementation of the new math curriculum.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

English Learners (Goals should be prioritized, measurable, and focused on identified student learning needs.)

The percentage of English Learner students to meet or exceed standards on ELA benchmarks will increase from 35.5% to 45% in the spring of 2022. The reclassification rate will increase from 0% to 10% by May 2022.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA benchmark assessments	45% met	Data not available due to school plan timeline
Reclassification rate	10% reclassified	Data not available due to school plan timeline

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 3.1. Provide Daily ELD instruction to EL students, with instruction supported by ELA coaching and district provided staff development.	Daily ELD provided	District Funded	District Funded
EL 3.2 Provide Rosetta Stone daily to qualified students.	Rosetta Stone provided for qualified students	District Funded Title III	District Funded Title III
EL 3.3 . Provide Read 180 / System 44 instruction to qualified EL students.	Read 180 / System 44 provided to qualified students	Read 180 Teacher District Funded Title I	District Funded

## Analysis

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

ELD instruction is provided daily, Rosetta Stone and Read 180 / System 44 provided to qualified students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies are effective to be evidenced by SBAC results in May 2022. There is no funding threshold for this goal. There were no site funds budgeted for this goal because the district provides adequate funding to accomplish the activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences

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 these strategies in the 22/23 school year.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 4

Parent Involvement\_\_ (Goals should be prioritized, measurable, and focused on identified student learning needs.)  
 The percentage of parents taking an active role in their child’s education will increase from 60% to 70% as measured by parent attendance at conferences, ELAC meetings, Parent Club meetings, and signing daily planners, parents assisting students with distance learning.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets from various activities	60% of parents attend activities	60% of parents attended conferences (virtually) and Open House (in person).

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.1 Provide Jump Into English for parents of EL students	Jump Into English classes provided	Parent Classes 5800 Prof and Operating/Consultants Title I 2000.	Parent Class 5800 Prof and Operating/Consultants Title I 2000.
PI 4.2 Provide Daily Planners for daily communication with Parents	Daily planners provided	Planners 4300 Materials Title I: Parent Involvement 1128.00	Planners 4300 Materials Title I: Parent Involvement 905.00
PI 4.3 Host parent curriculum nights based on parent recommendations and needs	Not provided due to Covid restrictions	No Cost	

## Analysis

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

The parenting class, Jump Into English is provided, and daily planners are provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies are effective as evidenced by the level of parent participation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The curriculum nights were not provided due to Covid restrictions. The threshold budgeted for this goal was \$3,128. The planners cost \$905.00 which leaves a material difference of \$323.00. The planners ended up costing less than previously estimated.

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 these strategies into the next school year.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 5

The administrator, teachers, and para-educators will participate in staff development to increase the percentage of students scoring at meets or exceeds standards for ELA 52.1% to 65%, for math 72.3% to 85% as measured by benchmark assessments. The percentage of teachers attending on-going staff development will increase from 30% to 90% by May 2022.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark Results	ELA 65%, Math 85%	Data not available due to school plan timeline
Teachers attending On-going staff development	90% attending	75% of teachers attended staff development

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 5.1 Provide teacher release time and funding for timecards for teachers to collaborate, offer peer support, analyze data, hold peer observations, etc.	Teachers participated in peer collaboration, support,	Timecards 1120 Teacher Temp Title I 2000	Timecards 1120 Teacher Temp Title I 500.00
		Substitutes 1150 Teacher Sub Title I 500.	Substitutes 1150 Teacher Sub Title I 0
		Certificated Benefits 3000 Benefits Title I 581.00	Certificated benefits 3000 Benefits Title I 451.00
PD 5.2 Administrator, teachers, and para-educators participate in conferences and district sponsored staff development.	Administrator, teachers, and para educators participated in district staff development	Conference 5220 Conference Title I 500.00	Conference 5220 Conference Title I 0

## Analysis

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

Most of the activities and staff development were implemented. No release time was provided due to lack of subs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies are effective as evidenced by improved classroom instruction and student learning

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a threshold of \$3,581 budgeted for this goal. Only \$500.00 was spent due to the substitute teacher shortage, and restrictions on conference attendance. This resulted in a material difference of \$3081.00.

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 these strategies into the next school year.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

Victor School will get out of ATSI designation by decreasing absenteeism from 15.4% to 5.5%, and decrease the number of white students being suspended from 5.1 % to .5%

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Absentee and suspension rates	5.5% absenteeism / 00% suspension	As of April 2022, no suspensions

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Focus on positive connection and relationships with white students, promote PBIS strategies versus suspension when working with white students	Focused on positive connections with students	PBIS Rewards - Paid out of student funds 400.00	PBIS Rewards 4325 Food For Meetings 400.00

## Analysis

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

The plan was implemented and PBIS strategies were used.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective based on no suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is no threshold for this goal. There are no Title 1 funds budgeted for PBIS. Other funding sources were used.

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 with these strategies into the next school year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English / Language Arts

### Goal Statement

English Language Arts  
By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Victor Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:  
K-2 DIBELS assessment  
2nd - 6th grade Reading Inventory  
3rd - 6th Grade ELA iReady Universal Screener  
3rd - 6th Grade CAASPP English Language Arts

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

We used Benchmark and DIBELS results from 20/21 and 21/22.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS Assessment Results MOY	52.1% met May 2021	57% met March 2023
ELA SBAC	45% met Spring 2021	59% met Spring 2022

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1.1 Para educators to provide additional classroom support for small group instruction in language arts.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

ELA 1. August 2022 - May 2023

#### Person(s) Responsible

Teachers, para-educators

#### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Timecards
<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	2150 Para Sub
<b>Description</b>	Timecards
<b>Amount</b>	4057.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits, Classified

## Strategy/Activity 2

ELA 1.2 Provide supplemental instructional materials for classroom use to support the ELA, common core standards, including instruction in science, and social studies, and library books

### Students to be Served by this Strategy/Activity

All students

### Timeline

ELA 2 July 2022 – April 8, 2023

### Person(s) Responsible

Teachers, principal, school secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5243.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and supplies
<b>Amount</b>	10000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Library Books, Classroom books
<b>Amount</b>	500

<b>Source</b>	Title I
<b>Budget Reference</b>	5715 Print Shop
<b>Description</b>	Materials

### Strategy/Activity 3

ELA 1.3 Mental Health therapy provided to indentified students to prepare students to focus on instruction.

#### Students to be Served by this Strategy/Activity

Students in emotional distress

#### Timeline

Aug. 2022 - June 2023

#### Person(s) Responsible

Mental Health Therapist

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I
<b>Description</b>	District Title 1 Funded

### Strategy/Activity 4

ELA 1.4 Provide before school and after school tutoring for students performing below grade level on reading and writing.

#### Students to be Served by this Strategy/Activity

Students performing below grade level

#### Timeline

ELA 4 August 2022 – May 2023

#### Person(s) Responsible

Teachers, Para educators

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Timecards

### Strategy/Activity 5

ELA 1.5 Provide Read 180 / System 44 Instruction to identified students.

#### Students to be Served by this Strategy/Activity

3rd - 6th grade students that qualify

### Timeline

ELA 5 August 2022 – May 2023

### Person(s) Responsible

Read 180 Teacher

### Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Read 180 teacher District Title 1 funding

### Strategy/Activity 6

ELA 1.6 Provide technology to enhance instruction in ELA, ELD

### Students to be Served by this Strategy/Activity

All students

### Timeline

ELA 6 July 2022- May 2023

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

4000.00

Source

Title I

Budget Reference

4375 Technology (under \$500)

Description

Technology

### Strategy/Activity 7

ELA 1.7 Provide transportation to Study trips that enhance the ELA curriculum: Sacramento, Sutter's Fort and the Native American Museum; Lodi, Pioneer School; Stockton, Theatrical Performance at Delta College, Fish Hatchery, Lodi News Sentinel, Downtown Lodi, CA History Museum

### Students to be Served by this Strategy/Activity

All students

### Timeline

ELA 7 Aug. 2022 – May 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	5712 Transportation
<b>Description</b>	Transportation Costs
<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Entrance to Museum

### Strategy/Activity 8

ELA 1.8 Provide SJCOE led staff development to site staff and Art Instruction with Artist In Schools to extend language arts activities with connections to STEAM.

### Students to be Served by this Strategy/Activity

All students

### Timeline

January - February 2023

### Person(s) Responsible

Teachers, Artist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2784.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Contract With SJCOE

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

Mathematics (Goals should be prioritized, measurable, and focused on identified student learning needs.)  
By March 31, 2023, with an implementation of Multi-Tiered System of Support, Victor Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:  
K-6 Math iReady Universal Screener  
3-6 CAASPP Math

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

We used Benchmark results from 20/21 and 21/22.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math iReady Assessment	Administer Sept. 2022	Increase by 5% proficient by March 2023
Math SBAC	19% met 2021	24% met 2022

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 1.1 Para-educators to provide additional classroom support for small group instruction in math.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2022 - May 2023

#### Person(s) Responsible

Principal, para educators

### Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	2120 Para Temp
Description	Timecards

### Strategy/Activity 2

Math 2.1 Provide supplemental instructional materials for classroom use to support the math, STEAM, and common core standards.

### Students to be Served by this Strategy/Activity

All students

### Timeline

July 2022 - April 2023

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Title I
Budget Reference	4300 Materials
Description	Materials

### Strategy/Activity 3

Ensure the CORE curriculum is implemented with math instruction that is supported by professional development, PLC activities, administrator monitoring, and district coaching.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2.3 July 2022 - May 2023

### Person(s) Responsible

Principal, teachers, district coaching

### Proposed Expenditures for this Strategy/Activity

Description	No Cost
-------------	---------

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Development

### Goal Statement

English Learners (Goals should be prioritized, measurable, and focused on identified student learning needs.)

By October 1, 2022, with an implementation of Multi Tiered System of Support (MTSS), Victor Elementary School's English Learners will show a 5% increase in progress towards English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

English Learner Progress reported California Dashboard

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth, and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

We used ELA Benchmark results from 19/20 and 20/21.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA benchmark assessments	35.5% met Spring 2021	41% met March 2023
Reclassification rate	0% reclassified 2021	10% reclassified 2022

### Planned Strategies/Activities

#### Strategy/Activity 1

EL 3.1. Provide Daily ELD instruction to EL students, with instruction supported by ELA coaching and district provided staff development.

#### Students to be Served by this Strategy/Activity

EL Students

#### Timeline

ELD August 2021 - May 2022

#### Person(s) Responsible

Classroom teachers

## Proposed Expenditures for this Strategy/Activity

Description

District Funded

## Strategy/Activity 2

EL 3.2 Provide Rosetta Stone daily to qualified students.

## Students to be Served by this Strategy/Activity

EL students Level 1 and 2

## Timeline

ELD, August 2021 - May 2022

## Person(s) Responsible

Classroom teachers, para educators

## Proposed Expenditures for this Strategy/Activity

Source

Title III

Description

District Funded

## Strategy/Activity 3

EL 3.3 . Provide Read 180 / System 44 instruction to qualified EL students.

## Students to be Served by this Strategy/Activity

EL students in grades 3-6 that qualify

## Timeline

ELD August 2021 / May 2022

## Person(s) Responsible

Read 180 teacher

## Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

Read 180 Teacher District Funded



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Family Engagement

### Goal Statement

Parent Involvement\_\_  
By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Victor Elementary School will show an increase in parent involvement on the:  
Parent /Teacher Conferences  
Back To School Night  
Jump Into English Attendance

### LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Back to School Night Sign in sheets, teacher's parent conference logs, need for parent assistance during distance learning

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign in sheets from various activities	0% of parents attended activities	60% of parents attend activities

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 4.1 Provide Jump Into English for parents of EL students

#### Students to be Served by this Strategy/Activity

EL Students

#### Timeline

PI 4.1 Oct. 2021 - May 2022

#### Person(s) Responsible

Principal, school team

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000.
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Parent Classes

## Strategy/Activity 2

PI 4.2 Provide Daily Planners for daily communication with Parents

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021 - June 2022

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	995.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Planners

## Strategy/Activity 3

PI 4.3 Host parent curriculum nights based on parent recommendations and needs

### Students to be Served by this Strategy/Activity

All Students

### Timeline

PI 4.3 November 2021 - May 2022

### Person(s) Responsible

Principal, Literacy Coach, teachers

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	No Cost
--------------------	---------

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

By March 31, 2023, Victor Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework - Novak Consulting

K-2 The Consortium on Reading Excellence (CORE) - SIPPS

K-6 iReady - Math

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth, and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

Benchmark results from 20/21 and 21/22.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Benchmark Results	ELA 52.1%, Math 72.3% Spring 2021	ELA 65%, Math 85% March 2023
Teachers attending On-going staff development	30% attending 2021	100% attending 2022/23

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 5.1 Provide teacher release time and funding for timecards for teachers to collaborate, offer peer support, data conferences, hold peer observations, etc.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

June 2022 - May 2023

#### Person(s) Responsible

Teachers  
Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards
<b>Amount</b>	500.
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes
<b>Amount</b>	636.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Certificated Benefits

**Strategy/Activity 2**

PD 5.2 Administrator, teachers, and para-educators participate in conferences and district sponsored staff development.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

June 2022 - May 2023

**Person(s) Responsible**

Teachers, Principal, Para-Educators

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Conference

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

ATSI Support

### Goal Statement

Victor School will get out of ATSI designation by decreasing absenteeism from 15.4% to 5.5%, and decrease the number of white students being suspended from 5.1 % to .5%

### LCAP Goal

LUSD Schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Requirement of the State of California, in the best interest of students. Victor School has this designation as a result of suspending one student, one day several years ago.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Absentee and suspension rates	10% chronic absenteeism, 0% suspension rate	5.5% absenteeism / 0% suspension

### Planned Strategies/Activities

#### Strategy/Activity 1

Focus on positive connection and relationships with white students, promote PBIS strategies versus suspension when working with white students

#### Students to be Served by this Strategy/Activity

White Students

#### Timeline

August 2022 - June 2023

#### Person(s) Responsible

All Staff

#### Proposed Expenditures for this Strategy/Activity

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	51,715.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	50720.00	0.00
Title I: Parent Involvement	995.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	50,720.00
Title I: Parent Involvement	995.00

## Preliminary Plan

## Final Plan

	04/28/2022 11:00 am		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	04/28/2022 11:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/13/2022 12:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1120 Teacher Temp	Title I	2,000.00
1150 Teacher Sub	Title I	500.00
2120 Para Temp	Title I	4,500.00
2150 Para Sub	Title I	6,000.00
3000 Benefits	Title I	4,693.00
4200 Books	Title I	10,000.00
4300 Materials	Title I	8,243.00
4375 Technology (under \$500)	Title I	4,000.00
5220 Conference	Title I	500.00
5712 Transportation	Title I	3,000.00
5715 Print Shop	Title I	500.00
5800 Prof and Operating/Consultants	Title I	4,784.00
5872 Field Trips	Title I	2,000.00
4300 Materials	Title I: Parent Involvement	995.00



# FORM D: School Site Council Membership

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

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

Name of Members	Role
Allison Gerrity	Principal
Amy Solari	Classroom Teacher
Elizabeth Viramontes	Classroom Teacher
Nicole Anderson	Classroom Teacher
Norely Yopez	Other School Staff
Maria Herrera	Parent or Community Member
Ana Barriga	Parent or Community Member
Janene Stout	Parent or Community Member
Consuelo Galendo	Parent or Community Member
Rosa Maria Perez	Parent or Community Member

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


# FORM E: Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/7/22.

Attested:

Preliminary Plan		Final Plan	
	04/28/2022 12:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	04/28/2022 12:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/13/2022 12:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>