

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victor Elementary School	39685856098057	May 1, 2025	

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

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Goals, Strategies, & Proposed Expenditures.....	5
Goal 1.....	5
Goal 2.....	15
Goal 3.....	21
Budget Summary	25
Budget Summary	25
Other Federal, State, and Local Funds	25
Budgeted Funds and Expenditures in this Plan	26
Funds Budgeted to the School by Funding Source.....	26
Expenditures by Funding Source	26
Expenditures by Budget Reference	26
Expenditures by Budget Reference and Funding Source	26
Expenditures by Goal.....	27
School Site Council Membership	28
Recommendations and Assurances	29

Plan Description

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

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

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

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

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

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

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

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

Strategies to Address Goal #2 for ESSA Compliance:

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

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

Goal #3: Safe and Connected School Environment

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

Strategies to Address Goal #3 for ESSA Compliance:

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

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

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

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

Educational Partner Involvement

How, when, and with whom did your Victor Elementary 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 10 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Referring to the California School Dashboard image you provided, the following state indicators are in the "Orange" performance category and would be considered areas of need:

- * Chronic Absenteeism – Orange
- * Suspension Rate – Orange
- * English Language Arts – Orange
- * Mathematics – Orange

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

Only one student group has performance two or more levels below "All Students" on any indicator:

- * Students with Disabilities: Suspension Rate (Red) vs All Students (Orange)

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

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

K-2 DIBELS Assessment
2nd-6th Grade Reading Inventory (RI)
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

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

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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.

A comprehensive review of California School Dashboard indicators and local assessment data reveals multiple areas requiring significant improvement:

Low Performance on State Indicators

- * The All Students group performed in the Orange level on both English Language Arts (ELA) and Mathematics indicators on the 2024 Dashboard.

- > In ELA, performance was 49.8 points below standard, falling short of the expected progress toward the Yellow performance level.

- > In Mathematics, performance was 40 points below standard, also missing the target to reach Yellow and ultimately Green.

Performance Gaps

- * While English Learners made progress (Green on the English Learner Progress Indicator), they continue to perform at the Yellow level in both ELA and Mathematics, indicating a need for continued support despite growth.

Local Assessment Gaps

- * K–2 DIBELS Assessment: Only 36% of students met or exceeded benchmark on the MOY assessment, well below the goal of 63%.

- * iReady ELA (2nd–6th grade): Only 26% met or exceeded benchmark on the MOY assessment, far below the 42% goal.

- * CAASPP ELA (3rd–6th grade): Just 30% of students met or exceeded standards, compared to a goal of 47%.

- * iReady Math (K–6): Only 45% of students met benchmark, below the goal of 58% combined across grades.

- * CAASPP Math (3rd–6th grade): 55% of students met or exceeded standards, exceeding the goal of 41%, suggesting relative success in this area.

Steps Taken to Address Identified Needs

To address these areas, the following actions have been initiated or planned:

Strengthening Tier 1 and Tier 2 instruction in ELA and Math, including the use of SIPPS, Heggerty, and iReady resources, with an emphasis on phonics and decoding in early grades.

- * Implementing targeted academic interventions informed by iReady and DIBELS data, with progress monitoring in PLCs and data meetings.

- * Providing ongoing professional development aligned to MTSS and formative assessment practices to support instructional clarity and differentiated instruction.

Continuing support for English Learners through designated ELD instruction and supplemental resources like Language Power!

WestEd Priority Needs

The following high-leverage needs surfaced as key areas for intervention and attention.

Need #1: Monitor short- and long-term goals.

Related Four Domains Practice: 1.2

Overview of Findings

- * Victor Elementary has goals and progress-monitoring systems established; however, it is evident that they are tracked or shared with stakeholders. While the leadership self-assessment has short- and long-term goals, most staff and parents in focus groups were unable to name the school's goals.

- * An equal percentage of respondents indicated little or no monitoring of the school's goals throughout the year or that the goals are monitored at least twice a year or more frequently and adjustments are made if necessary.

Need #2: Target professional learning opportunities and set clear performance expectations.

Related Four Domains Practice: 2.2, 2.3

Overview of Findings

The teachers and staff at Victor Elementary expressed a need for embedded professional learning and professional development for paraprofessionals. On the Four Domains CALL survey, most respondents indicated that professional development plans are not established or currently being used. One quarter of respondents indicated that staff are involved in decisions about professional development, and some mentioned that paraprofessionals are not included in some professional development offerings. Most respondents indicated that school leaders

leave decisions about differentiation up to the teachers and that they receive neither instructional coaching nor sufficient professional learning. Insufficient staff was mentioned by staff as an important factor in whether some students receive as much academic support as needed.

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

The 2023-2024 3rd - 6th CAASPP ELA Assessment

The 2024 California Dashboard: ELA

The 2024-2025 2nd-6th iReady MOY ELA Assessment

The 2024-2025 K-2 MOY DIBELS Assessment

The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment

The 2023-2024 3rd-6th CAASPP Math Assessment

The 2024 California Dashboard: Mathematics

The 2024-2025 K-6th grade iReady MOY Mathematics Assessment

The 2023-2024 California Science Test (CAST)

The 2024 California Dashboard: Science

The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	<p>During the 2024-2025 school year, 36% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 36% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 41% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 41% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were Orange on the 2024 California Dashboard. This was 49.8 points below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard. This was 66.9 points below standard.</p>	<p>All Students will perform Yellow and at/above only 46.8 points below standard on the 2025 California Dashboard.</p> <p>English Learner Students will perform Green at 61.9 points below standard on the 2025 California Dashboard.</p>
3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 31% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 10.3% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2025-2026 school year, 36% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2025-2026 school year, 15% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 26% of 2nd-6th grade students performed at or above on the Middle of	During the 2025-2026 school year, 31% of 2nd-6th grade students will perform at or above on the Middle of

	<p>the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, % of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 20% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 30% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 10.3% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 35% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 15% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 17% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 10% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 22% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 15% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Orange on the 2024 California Dashboard for Mathematics. This was 40 points below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard for Mathematics. This was 57 points below standard.</p>	<p>All Students will perform Yellow at 37.4 points below standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will perform Yellow and at/above less than 54.9 points above/below standard on the 2025 California Dashboard for Mathematics.</p>
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 15% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 15% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 25% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 25% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024 This was 27 points above/below standard.</p> <p>English Learners: No Performance Color in 2024.</p>	<p>All Students will perform 22 points or less below standard</p> <p>There is not enough data to gauge if this group is above/below standard on the 2025 California Dashboard for Science. Number of Students: 9</p>

	There was no data available for EL students.	
California Dashboard: English Learner Progress Indicator	54% (Green) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	55% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard to maintain Green status.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines. 	All Students	<p>\$0</p> <p>Central Title I</p> <p>1900 Other Cert Salaries</p> <p>District Funded ELA TOSA</p>
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. 	All Students	<p>\$2,800</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data</p> <p>Conferences</p> <p>\$700</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits for MTSS Data</p> <p>Conferences</p>

	<ul style="list-style-type: none"> * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 		
1.3	<p>Professional Development: Strengthening Instructional Practices through Visible Learning</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p> <p>Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines.</p>	All Students	\$5,000 Title I 1150 Teacher Sub Certificated Subs for VL PD \$1,329 Title I 3000 Benefits Sub Benefits for Certificated Subs for VL PD
1.4	<p>Supplemental Supplies, Resources, and Duplicating to Support Core Instruction and Visible Learning</p> <p>Purchase supplemental supplies (e.g., chart paper, markers, folders, anchor chart tools), make instructional copies (e.g., student work samples, success criteria reference sheets, graphic organizers), and provide technology licenses (e.g., digital platforms that support formative assessment, student feedback, and instructional clarity) to reinforce the core curriculum and support Visible Learning practices. Resources will be used to help teachers make learning intentions and success criteria clear, promote student ownership of learning, and support differentiated instruction.</p>	All Students	\$5,014 Title I 4300 Materials Supplemental Supplies to Support AVID and VL \$2,000 Title I 4200 Books SIPPS Libraries \$1,000 Title I 5715 Print Shop Duplicating \$2,000 Title I 5800 Prof and Operating/Consultants Student Planners
1.5	<p>ELD Instruction and Support for English Learners</p> <p>English Learners will receive 30 minutes of designated ELD instruction daily, delivered consistently by classroom teachers to ensure access to academic language development aligned with the ELD standards. To strengthen implementation, District ELD Coaches will provide ongoing support and modeling for classroom</p>	English Learners	\$0 LCFF 1900 Other Cert Salaries ELD Coach \$0 LCFF Bilingual Paraprofessional

	<p>teachers to enhance instructional practices for EL students.</p> <p>Additionally, Bilingual Para-educators, certificated staff, and classified support staff will work collaboratively to provide targeted instructional support within the core curriculum, ensuring that identified EL students receive differentiated instruction and scaffolds to access grade-level content more consistently.</p> <p>Language Power! Resources to Supplement Core Instruction</p>		<p>\$3,000 Title I 4300 Materials Language Power!</p>
1.6	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the</p>	All Students	<p>\$10,000 Title I 5872 Field Trips Entrahece Fees and Charter Bus Transportation \$500 Title I 5712 Transportation District Busses for Field Trips</p>

	classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
1.7	<p>After-School Academic Intervention Support</p> <p>Description: Provide after-school academic intervention for targeted students who are performing below grade level in English Language Arts and/or Mathematics. Paraprofessionals will deliver small-group, skill-based instruction under the direct supervision and guidance of classroom teachers. Instruction will focus on reteaching priority standards, building foundational skills, and closing achievement gaps.</p>	All Students	<p>\$7,500 Title I 2120 Para Temp Paraprofessional After-School Academic Support \$2,962 Title I 3000 Benefits Benefits for Paraprofessional After-School Academic Support</p>
1.8	<p>STEM Mobile Lab – Enrichment and Engagement Opportunity</p> <p>To expand access to hands-on learning and promote student interest in science, technology, engineering, and mathematics, the school will host a STEM Mobile Lab experience for all students. This interactive lab will provide students with opportunities to explore STEM concepts through real-world, project-based activities designed to enhance creativity, collaboration, and critical thinking.</p> <p>Program Features: * On-site mobile lab visits with grade-level rotations throughout the school day. * Hands-on activities in robotics, coding, circuits, engineering design, and more. * Cross-curricular connections to ELA and math standards to reinforce core instruction. * Scaffolded experiences for different grade spans (e.g., K–2, 3–6).</p>	All Students	<p>\$2,000 Title I 5800 Prof and Operating/Consultants Mobile Stem Lab</p>
1.9	<p>After-Hours Library Story Time Description:</p> <p>Open the school library after school hours on select evenings to host family story time sessions. Families are invited to listen to themed read-alouds, check out books, and learn strategies for supporting reading at home. This supports early literacy and strengthens home-school connections around reading.</p> <p>Encourages parent-child interaction around literacy and provides access to books and reading strategies, especially for families who may not have them at home. This activity also supports the school's overall family engagement goal by increasing academic-aligned participation opportunities.</p>	All Students	<p>\$1,050 Title I 2120 Para Temp Certificated Time Cards \$413 Title I 3000 Benefits Benefits for Certificated Time Cards</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 63% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 36% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be Yellow on the 2024 California Dashboard and will increase to 26.7 points below standard.	All Students performed Orange on the 2024 California Dashboard. This was 49.8 points below standard
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 42% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 47% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 30% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase to 25 points towards standard. The performance color for the ALL student group will move from Yellow to Green.	All Students performed Orange on the 2024 California Dashboard. This was 40 points below standard.
K-6th iReady MOY Mathematics Assessment	During the 2024-25 school year, 28% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 27% Grade 1- 15% Grade 2- 22% Grade 3- 31% Grade 4- 30% Grade 5- 25% Grade 6- 47%	During the 2024-2025 school year, 17% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-24 school year, 41% of 3rd-6th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 70% Grade 4- 13% Grade 5- 36% Grade 6- 35%	During the 2023-2024 school year, 30% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.
Professional Development Trainings, Meetings, and PLCs	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the calendared work year as determined by sign in sheets	the calendared work year as determined by sign in sheets
CA Dashboard: English Learner Progress Indicator	60% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	54% (Green) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

English Language Arts (ELA)

Although all strategies were implemented as planned—including use of SIPPS, Heggerty, and iReady, as well as targeted interventions and professional development—the effectiveness was limited.

* The iReady MOY ELA results show that only 26% of 2nd–6th grade students performed at or above grade level, far below the 42% target.

* Similarly, only 30% of 3rd–6th graders met or exceeded standards on the CAASPP ELA, compared to the 47% goal. This suggests a need to adjust instructional planning, ensure strong Tier 1 instruction, and better align interventions with identified student gaps.

Mathematics

Implementation of math supports and interventions showed greater effectiveness.

* 45% of K–6 students met the MOY iReady benchmark, and

* 55% of 3rd–6th graders met or exceeded standards on the CAASPP Math assessment, exceeding the target of 41%. These results reflect stronger alignment of instruction, intervention, and assessment in math, though continued support is needed for foundational skill development in the lower grades.

English Learner Progress

The school saw positive results in this area, achieving Green on the English Learner Progress Indicator, with 60% of EL students making adequate progress.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategic Instructional Adjustments

* In ELA, there will be increased emphasis on foundational literacy instruction (phonemic awareness, decoding, and fluency), especially in K–2, through expanded use of SIPPS, Heggerty, and decodable texts.

* Targeted Tier 2 supports will be refined through data-driven grouping, progress monitoring, and strategic scheduling to ensure students receive timely and focused intervention.

* Math supports will build on the relative success in CAASPP outcomes, with additional focus on grades where MOY iReady results were lowest.

Expanded Use of Data for Instructional Decision-Making

* Academic conferences and PLCs will include structured data protocols to monitor student progress across core and supplemental assessments (iReady, DIBELS, CAASPP).

* Teachers will be supported in aligning instruction with assessment goals and using formative assessments more consistently to drive daily instructional decisions.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Suspension Rate – Identified Needs

The 2024 California School Dashboard indicates that the All Students group remains in the Orange performance level for suspensions. More significantly, Students with Disabilities are in the Red performance level, highlighting a substantial disparity and an urgent need for targeted support.

Identified Needs:

- * Expand staff training on proactive classroom management and restorative practices.
- * Provide targeted behavior intervention support for Students with Disabilities
- * Increase family engagement and communication in behavior support planning.
- * Improve schoolwide PBIS implementation with data tracking through behavior monitoring tools.

Chronic Absenteeism – Identified Needs

Chronic absenteeism also remains in the Orange performance level for All Students, based on the 2024 Dashboard. While English Learners performed at the Yellow level, other subgroups, such as Socioeconomically Disadvantaged and Hispanic students, matched the overall performance at the Orange level.

Identified Needs:

- * Strengthen site-level attendance teams and tracking systems to identify patterns early.
- * Provide training and tools for teachers and staff to conduct personalized family outreach.
- * Implement tiered attendance interventions
- * Align attendance recognition and incentives with goal setting and progress monitoring.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Orange ,which is a decrease of 6.3 points to 26.4% chronically absent	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Yellow. Which is a decrease of 6.4 points to 20%.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is Orange, which is an increase of 2.8%	2025 CA Dashboard Suspension Indicator: ALL Student Group will be Yellow, which would be a maintainece of 2.8%
PBIS TFI		
PBIS Recognition	Silver for the 2024-2025 School Year	Gold for the 2025-2026 School Year
Panorama Survey	Positive feelings 62% Sense of belonging 50% Challenging Feelings 67% Social Awareness 54% Emotional Regulation 54% Self-Efficacy 40%	Positive feelings 67% Sense of belonging 55% Challenging Feelings 72% Social Awareness 59% Emotional Regulation 59% Self-Efficacy 55%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school.</p>	All Students	<p>\$1,000 Title I 1120 Teacher Temp Teacher Time Cards for PBIS Collaboration \$170 Title I 3000 Benefits Benefits for Teacher Time Cards for PBIS Collaboration</p>

	<p>Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
2.2	<p>Rewards and Recognition Assemblies</p> <p>To promote positive behavior, academic effort, and consistent attendance, the school will implement monthly Rewards and Recognition Assemblies. These assemblies will celebrate student achievements across multiple areas to build a positive school culture and reinforce desired outcomes.</p> <p>Focus Areas for Recognition: * Attendance: Perfect attendance, most improved attendance, and classes with highest attendance rates.</p>	All Students	<p>\$1,000 Title I 4300 Materials Award Certificates</p>

	<ul style="list-style-type: none"> * Academic Achievement: Honor roll, growth on iReady/DIBELS/CAASPP, and individual student improvement. * Positive Behavior: PBIS student of the month, citizenship awards, and recognition for displaying core values (e.g., respect, responsibility, perseverance). * Classroom Participation: Effort awards, leadership roles, and consistent participation in learning activities. 		
2.3	<p>Monthly Tiered Behavior Support Meetings To improve behavioral outcomes and ensure consistent support for all students, the school will implement Monthly Tiered Behavior Support Meetings as part of its Multi-Tiered System of Supports (MTSS) structure. These meetings will focus on reviewing student behavior data, identifying trends, and coordinating timely interventions across Tier 1, Tier 2, and Tier 3 levels.</p> <p>Meeting Objectives:</p> <ul style="list-style-type: none"> * Review schoolwide behavior trends using tools such as office discipline referrals, AERIES data, and teacher input. * Identify students needing Tier 2 and Tier 3 supports based on data (e.g., repeated referrals, escalation in behaviors, or social-emotional needs). * Monitor the progress of students already receiving Tier 2/3 interventions and adjust plans as needed. * Ensure consistent implementation of behavior intervention plans (BIPs), check-in/check-out systems, and social-emotional support strategies. * Align supports with academic and attendance interventions to address the whole child. <p>Team Members May Include:</p> <ul style="list-style-type: none"> * Principal or Assistant Principal * School Psychologist * Counselor or Mental Health Clinician * Intervention or Resource Teacher * Classroom Teachers * PBIS Lead or Behavior Specialist 	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	The All Student Group will be Green for Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Orange ,which is a decrease of 6.3 points to 26.4% chronically absent.
CA Dashboard - Suspension Rate	The All Student Group will continue to be in the Blue for Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is Orange, which is an increase of 2.8%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 70% Tier 2 TIF Score 80%	Principal did not follow up to do for the 25-26 school year
PBIS Recognition	Gold for the 2024-2025 School Year	Silver
Panorama Survey	Our goal for the 2024-2025 school year is for 59% of students at Victor School to be able to regulate their emotions by the winter testing period of the Panorama survey	Emotional Regulation 54%

Analysis

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

Overall Implementation and Effectiveness

The school implemented a range of strategies and activities to improve chronic absenteeism, suspension rates, PBIS fidelity, and social-emotional learning during the 2024–25 school year. While some positive trends were observed, overall effectiveness was mixed, and key action items were not fully executed.

Chronic Absenteeism

The All Student group remained in the Orange performance band on the California School Dashboard. However, there was a 6.3 percentage point reduction, lowering the rate of chronically absent students to 26.4%. This reflects moderate progress and suggests that outreach and attendance incentive strategies were partially effective. Continued focus is needed on proactive interventions and home-school partnerships to reduce chronic absenteeism further and reach the Green target.

Suspension Rate

The All Student group moved from Blue to Orange, with a 2.8% increase in suspensions. This marks a regression in school climate and suggests that behavior intervention strategies were either inconsistently implemented or ineffective in preventing referrals and suspensions. There is a clear need to revisit Tier 1 PBIS structures, reteach behavioral expectations, and strengthen Tier 2 and 3 interventions.

PBIS Implementation Fidelity

The planned PBIS fidelity reviews using Tiered Fidelity Inventory (TFI) scores were not conducted due to lack of follow-up. As a result, the school was not able to formally assess or track implementation progress for PBIS systems, which likely contributed to lower outcomes in suspension and student behavior.

PBIS Recognition

The school achieved Silver PBIS recognition, falling short of the goal to reach Gold. While this still reflects foundational implementation, it signals that higher-tier systems and consistent application of supports need further development.

Panorama Survey – Emotional Regulation

The goal was for 59% of students to report they could regulate their emotions; the actual outcome was 54%, indicating some progress but falling short of the target. Continued SEL instruction and staff training are needed to further improve students' emotional skill development.

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

There were no major differences in how funds were allocated or spent to support the strategies and activities related to this goal. However, a notable difference occurred in the implementation of PBIS-related activities. Specifically, there was inconsistent adherence by site administration to the planned PBIS fidelity checks and monitoring protocols, including the completion of the Tiered Fidelity Inventory (TFI). This impacted the school's ability to fully assess and strengthen PBIS systems, which may have contributed to lower-than-expected outcomes in suspension rates and PBIS recognition. Moving forward, stronger administrative follow-through and leadership in PBIS implementation will be a key priority.

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.

To improve outcomes in chronic absenteeism, suspension rates, PBIS implementation, and student emotional regulation, the school will revise annual targets to include realistic benchmarks and strengthen accountability systems. Key changes include establishing a PBIS leadership team, conducting Tiered Fidelity Inventories biannually, enhancing Tier 2 behavioral supports, and revamping attendance interventions with a dedicated team and early warning system. SEL will be more intentionally embedded in instruction, with regular Panorama data reviews to guide supports. These actions aim to improve Dashboard performance and foster a more supportive and responsive school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

Increase meaningful parent engagement by expanding opportunities for families to understand and support rigorous, evidence-based instruction, leading to improved academic outcomes and deeper home-school partnerships.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Victor Elementary has demonstrated a strong foundation in student and family engagement, particularly through high attendance and meaningful conversations during parent-teacher conferences. This strength reflects the school's ability to build trusting relationships and shared ownership of academic progress. However, this strength has not yet been fully leveraged to deepen family understanding of instructional expectations or to promote ongoing two-way engagement beyond scheduled conferences.

Families are invested in their children's academic success, but many may lack access to tools or knowledge that would enable them to support rigorous learning at home or understand how classroom instruction is evolving.

Therefore, there is an identified need to expand the scope of parent engagement from participation in conferences to active partnership in instructional growth. This includes building family understanding of evidence-based practices, instructional language (e.g., learning intentions and success criteria), and how to reinforce critical thinking, feedback, and academic discourse at home.

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
Workshop and Event Participation Rate	New Metric	60%+
Percentage of families attending instructional-focused parent workshops or engagement events (e.g., literacy/math nights, academic strategy sessions).		
Family Feedback on School Support Structures	New Metric	At least 85% of families respond "Agree" or "Strongly Agree" to questions about feeling informed and included in their child's learning journey.
Percentage of families who report, at the end of 1st and 2nd trimester, that the school provides meaningful		

opportunities to engage in their child's academic progress and growth.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Instructional-Focused Family Workshops</p> <p>Host a series of family engagement workshops (e.g., Literacy Night, Math Strategy Night, Understanding iReady/DIBELS Data) that focus on helping parents understand grade-level standards, instructional strategies, and how to support learning at home.</p>	All Students	<p>\$360</p> <p>Title I: Parent Involvement</p> <p>2120 Para Temp</p> <p>Bilingual Translations</p> <p>\$142</p> <p>Title I: Parent Involvement</p> <p>3000 Benefits</p> <p>Benefits for Bilingual Translations</p>
3.2	<p>Family Surveys with Follow-Up</p> <p>Administer short, purposeful family surveys at the end of the 1st and 2nd trimester to gather feedback on how well the school is supporting families in their understanding of academic progress. Use the results to adjust engagement strategies and share findings with staff.</p>	All Students	<p>\$</p> <p>Title I: Parent Involvement</p>
3.3	<p>Family STEM Night – “Build It & Solve It” Challenge</p> <p>Host an evening event where families work together on hands-on STEM challenges (e.g., building bridges from household materials, coding mini-robots, or solving math puzzles). Each station integrates grade-level content in a fun, collaborative way and includes take-home ideas to extend learning.</p>	All Students	
3.4	<p>On-Site Fingerprinting Event for Parent Volunteers</p> <p>Host on-site fingerprinting days to streamline the volunteer clearance process, making it easier for families to participate in school events, field trips, and classroom activities. This removes a common barrier and increases long-term family engagement and presence on campus.</p>	All Students	<p>\$750</p> <p>Title I: Parent Involvement</p> <p>5800 Prof and</p> <p>Operating/Consultants</p> <p>Live Scan</p>

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

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

Analysis

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

During the 2024–2025 school year, Victor School implemented several activities aimed at increasing parent involvement, including Back-to-School Night, parent-teacher conferences, ELAC meetings, and other school-based events. Communication regarding these events was shared in multiple formats (e.g., flyers, emails, and autodialers), and interpretation services were made available to promote inclusive access.

Despite these efforts, only 40% of families participated in one or more parent involvement activities, which is 20 percentage points below the school’s goal of 60% participation. While core events like parent-teacher conferences had relatively strong attendance, participation in other family engagement opportunities, such as community nights or parent-teacher clubs, was more limited.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of baseline data showing lower-than-expected parent participation (40% in past years) and the introduction of new engagement strategies, several changes have been made to the parent involvement goal and its associated strategies:

- Goal and Metrics Updates
- * The parent involvement goal has been refined to focus on instructional-aligned engagement rather than general attendance.
 - * Two new metrics were added:
 - > Workshop and Event Participation Rate to track academic-based event attendance.
 - > Family Feedback on School Support Structures to evaluate families’ understanding of student progress and their ability to support learning at home.
- Updated Activities
- To increase meaningful and measurable parent engagement, four new strategies were added:
1. Instructional-Focused Family Workshops – Events centered on literacy, math, and data literacy.
 2. Family Surveys with Follow-Up – Distributed twice a year to gather actionable input and inform engagement efforts.
 3. Family STEM Night: “Build It & Solve It” – A fun, hands-on event that integrates content learning with family collaboration.
 4. On-Site Fingerprinting Event – Designed to remove volunteer clearance barriers and expand family access to school involvement opportunities.

Each activity aligns with Title I Parent Involvement funding and is supported by bilingual translation and consultant services, with clearly defined costs to ensure implementation fidelity.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$50,690.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50,690.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$49,438.00
Title I: Parent Involvement	\$1,252.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$50,690.00

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 (\$)
Central Title I	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$50,690.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	49,438.00
Title I: Parent Involvement	1,252.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	1,000.00
1150 Teacher Sub	7,800.00
1900 Other Cert Salaries	0.00
2120 Para Temp	8,910.00
3000 Benefits	5,716.00
4200 Books	2,000.00
4300 Materials	9,014.00
5712 Transportation	500.00
5715 Print Shop	1,000.00
5800 Prof and Operating/Consultants	4,750.00
5872 Field Trips	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
1900 Other Cert Salaries	LCFF	0.00
1120 Teacher Temp	Title I	1,000.00
1150 Teacher Sub	Title I	7,800.00
2120 Para Temp	Title I	8,550.00
3000 Benefits	Title I	5,574.00
4200 Books	Title I	2,000.00
4300 Materials	Title I	9,014.00
5712 Transportation	Title I	500.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	4,000.00
5872 Field Trips	Title I	10,000.00
2120 Para Temp	Title I: Parent Involvement	360.00
3000 Benefits	Title I: Parent Involvement	142.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,268.00
Goal 2	2,170.00
Goal 3	1,252.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
David Gutierrez	Principal
Lorelei Manaserro	Classroom Teacher
Erin Terra	Classroom Teacher
Susan Boswell	
Tammy Jones	
Rosie Torres	Parent or Community Member
Ann Ishii	Parent or Community Member
LeAnn Stewart	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 5/1/25.

Attested:



Principal, Rich Perez (Sub) on 5/1/2025



SSC Chairperson, Lorelei Manassero on 5/1/2025