



## 2020-2021 SPSA Overview

### School Profile

Victoria Magathan School has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. Victoria Magathan Elementary School is a Dual Immersion school also called Two-Way Bilingual Immersion that promotes bilingualism and biliteracy (English plus Spanish) and positive cross-cultural attitude and behavior. Eight of the 24 teachers implement this program. In addition to this focus, Victoria Magathan Elementary concentrates on being a writing focus school. Victoria Magathan Elementary staff look at the Common Core writing standards, rubrics, and writing prompts. These are aligned at each grade level to include strategies, formats, and graphic organizers. Victoria Magathan Elementary has a monthly focus and quarterly writing contests to motivate students to improve their writing. The culminating activity is the District Young Authors Celebration at the end of the year.

### School Vision and Mission

Mission Statement:

The Victoria Magathan School community will work together to meet students' academic needs while nurturing and developing the physical, emotional, and ethical capacities of each child.

Vision:

- 1.To promote academic success, safety, and security for all students.
- 2.To foster a sense of community and family among all students.
- 3.To appreciate and understand our diversity and unique talents.
- 4.To enrich the life of each student.
- 5.To strive for excellence in all areas: academic, physical, emotional, and ethical.
- 6.To use "best practices" for teaching, learning, and leading.
- 7.To be a resource for the community that we serve.
- 8.To encourage parents' active participation in their children's education.
- 9.To invite community leaders to share leadership expertise with students.

### Stakeholder Involvement

Parents and the community are very supportive of the educational program at Victoria Magathan Elementary. Parents are very active at the school site, participating in the Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and School Site Council. Parents may also volunteer on campus and participate in the Coffee with the Principal events. Family nights throughout the year: reading fair, science fair, career night, family math night, fall festival, and an international fair. Parents are kept informed of school activities through newsletters, flyers, social media, and phone calls. Victoria Magathan Elementary has local community partnerships with multiple businesses, including the Adelanto Rotary Club and Horace Mann Insurance, who help provide student incentive awards.

## Student Demographics

15.3%  
African American

75.2%  
Hispanic/Latino

3.1%  
White

2.7%  
Two or More Races

21.9%  
English Learners

80.9%  
SED

13%  
SWD

1.4%  
Foster Youth

1%  
Homeless

## SPSA Highlights

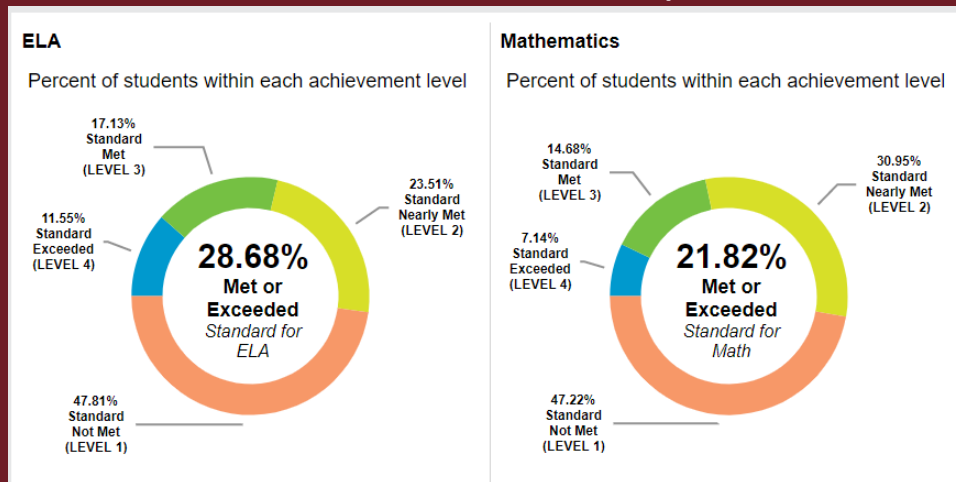
- The school will train, reinforce, and support all teachers, leaders, and staff regarding the following core instructional strategies: District adopted strategy for implicit, explicit, and interactive instruction, English Language Development (ELD) Academic Language Development, and formative and diagnostic assessments
- Lexia Core 5, a school-wide reading intervention program will be used, to address the reading comprehension needs of struggling readers as measured by the district benchmark assessments and STAR Reading
- Math intervention program such as; IXL, Next Gen Math will address the needs of students struggling in math as measured by the district common assessments and STAR Math
- Writing focus will address the needs of struggling writers as measured by quarterly writing assessments
- English Language Development will be implemented daily. Differentiated lessons will be based on students' ELPAC proficiency levels to meet the needs and success of the English Learner
- Focus on Positive Behavior Interventions and Supports (PBIS) strategies and train staff in implementation of positive strategies
- Create a Safe Climate and Strong Relationships with Families and Community
- Collaborate with District office staff who are responsive to the needs of families and community members, greet all visitors warmly, and treat them with respect. Increase student support by increasing parent involvement by 10% as measured by board approved volunteers and sign in sheets.

## Comprehensive Needs

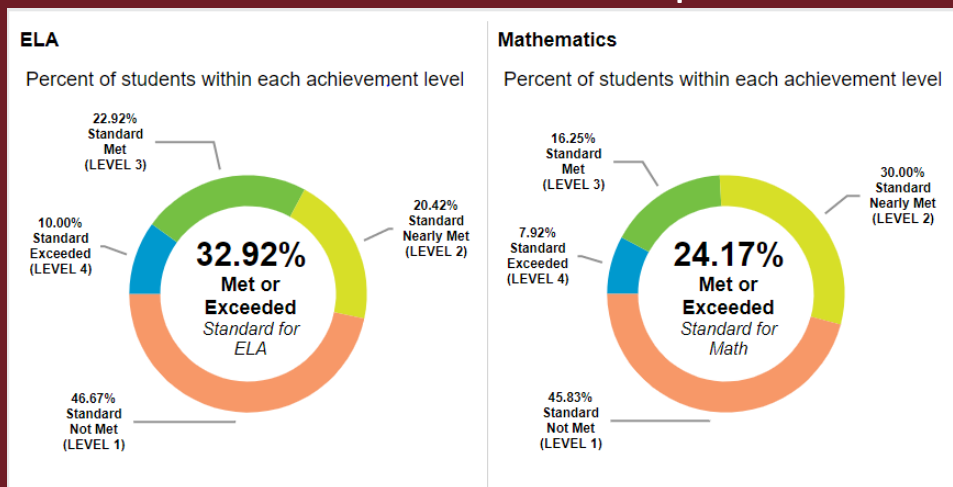
The stakeholder / leadership teams which include School Site Council, English Language Advisory Committee, and Leadership Team made recommendations to develop the SPSA. VME teachers use state and local assessments to modify instruction and improve student achievement. Teachers and administration utilize the CAASPP scores for English Language Arts and Math, STAR Reading, STAR Math Assessments, ESGI and district formative assessments to inform their instructional practices on a daily basis. Teachers and administration meet quarterly during data chat meetings to examine data, progress, and next steps to improve instruction for students. The data from state and local assessments are used to inform educational practices. In addition, our Student Success Team use data to individualize interventions for struggling students who are not meeting appropriate standard performance levels.

# School and Student Performance Data

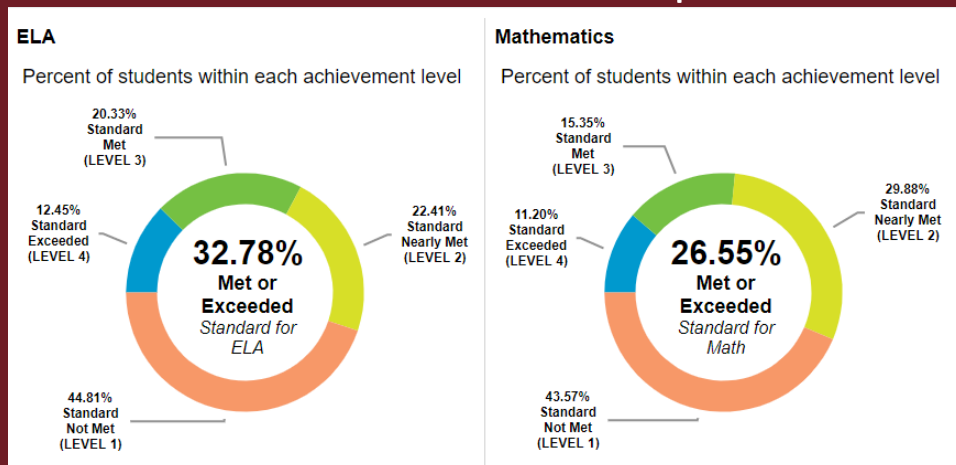
## 2017 ELA and Math Comparison



## 2018 ELA and Math Comparison



## 2019 ELA and Math Comparison



# 2020-2021 SPSA Goals

## LCAP Goal 1: Conditions of Learning

Budget	Strategy/Activity	Student Group Served
General Fund	fully credentialed teachers <ul style="list-style-type: none"><li>Assure the school is fully staffed and continue with regular district and school site teacher collaboration, training and grade level meetings</li></ul>	All Students
LCFF	teachers/students will have access to standards aligned materials <ul style="list-style-type: none"><li>Assure that all books and materials are inventoried and accounted</li><li>Restock or refresh books as needed</li></ul>	All Students
LCFF	instructional technology available to all students	All Students
General Fund	School facilities will be in good repair <ul style="list-style-type: none"><li>Assure that the FIT report is completed and repairs are in the work order system</li><li>Walk the grounds regularly with the custodians</li></ul>	All Students

## LCAP Goal 2: Pupil Outcomes

Budget	Strategy/Activity	Student Group Served
Title I	<p>After School Intervention and acceleration / teachers will be given the opportunity to offer 30 hours of small group, individualized instruction to support students who are identified as either below standard or above the standard as evidenced by assessment data.</p>	<p>All students with the focus on Hispanic, ELL, SED, African American, and SWD</p>
Title I	<p>Provide intentional professional learning (development) and collaboration opportunities for teachers / In conjunction with teacher input, a professional learning and collaboration plan is being designed which identifies two professional learning foci based on a comprehensive needs assessment that was completed by the staff. Classroom observations and student achievement data analysis are included as part of the plan.</p> <ul style="list-style-type: none"> <li>• PD and collaboration opportunities will be required to build capacity and allow teachers to deliver best first instruction</li> <li>• Data chats / analysis will be held on a quarterly basis</li> </ul>	<p>All students with the focus on Hispanic, ELL, SED, African American, and SWD</p>
LCFF	<p>MTSS for all students /</p> <ul style="list-style-type: none"> <li>• daily ELD instruction for all ELL students, not limited to EL students</li> <li>• ELL Coordinator will help with progress monitoring</li> </ul>	<p>All students with the focus on Hispanic, ELL, SED, African American, and SWD</p>

	<p>and provide support for ELL students</p> <ul style="list-style-type: none"> <li>• Student Study Team (SST) will support students in need of academic, attendance and behavior strategies</li> <li>• PBIS for all students</li> <li>• GATE testing will continue along with acceleration opportunities for identified GATE students</li> </ul>	
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**LCAP Goal 3: Engagement**

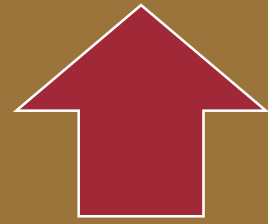
Budget	Strategy/Activity	Student Group Served
LCFF	decrease suspension rate / PBIS strategies, awards assemblies, Mindfulness	All students with a focus on African American students and SWD
LCFF	increase attendance / awards assemblies, Mindfulness	All students with a focus on African American students and SWD
LCFF	support students by increasing parent involvement and engagement / Coffee with the Principal, parent volunteers	All Students

**LCAP Goal 4: English Language Learner**

Budget	Strategy/Activity	Student Group Served
LCFF	Monitor academic progress of reclassified students. Create interventions to support ELD progress.	English Learners
LCFF	Professional development for teachers on using ELD strategies	English Learners

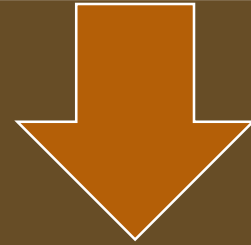
We want to increase:

- Student engagement
- Parent engagement and supports by 10%
- Student growth in ELA and Math by 5%
- Growth for English Learners by 5%



We want to decrease:

- Chronic absenteeism by 5%
- Suspension rate by 5%
- Decrease the not met in ELA by 5%
- Decrease the not met in Math by 5%



- Dual immersion program
- Safe and clean environment
- Working as partners with the community



We want to maintain:



**Victoria Magathan Elementary School**

**Principal: Mr. Alex Verduzco**

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