

# Victoria Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Victoria Elementary School
<b>Street</b>	1505 Richardson Street
<b>City, State, Zip</b>	San Bernardino, CA 92408
<b>Phone Number</b>	(909) 478-5670
<b>Principal</b>	Laraissa Gill
<b>Email Address</b>	laraissa_gill@redlands.k12.ca.us
<b>Website</b>	<a href="http://victoria.redlandsusd.net/">http://victoria.redlandsusd.net/</a>
<b>County-District-School (CDS) Code</b>	36-67843-6036594

Entity	Contact Information
<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>Website</b>	www.redlands.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

Victoria Elementary School is committed to fostering an environment that enables all children to fulfill their potential academically, socially, and emotionally. Our school continues to be an outstanding example of how students representing 18 different cultures and languages are able to successfully achieve and learn together. The Parents, Teachers, Administrators and Support Staff at Victoria believe all children can learn. High expectations for learning are ensured by providing a safe, positive educational environment that focuses on developing students' 21st century skills. Students are provided a variety of opportunities to problem solve, think critically, be creative and imaginative and work together collaboratively. As such, the collective efforts of all stakeholders is essential to the continued growth of our students' academic achievement.

In a new endeavor to prepare students to be College and Career Ready, Redlands Unified School District and Victoria Elementary partnered with Garner Holt Productions to create an AniMakerSpace at Victoria. Through the use of robotics and electronics in the AniMakerSpace, students will participate in a modern science, technology, engineering and math program. The objective is to provide students with learning opportunities to practice 21st century skills such as problem solving, critical thinking, developing creativity and imagination and working as team members. This new innovative focus also inspired the creation of Victoria's new Library/Media Center. In addition to books, this center will house technology that extends the learning from the Garner Holt AniMakerSpace. One objective of this Media Program is to provide Victoria students opportunities to build entrepreneurial skills by marketing the products they make in our Garner Holt lab.

Heightened focus on student preparation for College and Career Readiness has led to Victoria Elementary embracing the Advancement Via Individual Determination (AVID) Program. Goals for our second year of program implementation include teaching students in grades 3 -5 to organize their materials, organize their homework and classwork and maximize their learning through conscious time management. Ongoing training and support for teachers will be critical to the programs' future success.

Areas of focus for student learning are based on the 2019 CAASPP data which indicates that ELA and Mathematics are below the commensurate levels of the District. In an effort to support student learning, reading and math intervention programs have been implemented and designed to help students identified below grade level. Writing across all grade levels and subjects continues to be an area of focus, especially for EL students. In this second year of implementation of the Write Brain writing program, the instructional focus continues to be on building and strengthening listening, speaking and writing skills.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	83
Grade 1	80
Grade 2	79
Grade 3	90
Grade 4	89
Grade 5	79
<b>Total Enrollment</b>	<b>500</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.4
Asian	11.8
Filipino	4.4
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	1
White	6.4
Two or More Races	4
Socioeconomically Disadvantaged	94.4
English Learners	35.6
Students with Disabilities	9.4
Foster Youth	1
Homeless	27

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	22	25	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** December 2019

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including English Learners has a State-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. All students, including English Learners, have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)  ***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. RUSD is beginning the adoption process for new Science materials aligned with the new NGSS standards in the 19/20 school year.  ***The Current Adoption is considered to be aligned to the 1998 California Science Standards.	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

### Background:

Victoria was built 1949. Since then, there have been many changes and additions made to the original school facility to accommodate more students and to modernize the campus. There are 29 classrooms, a library/media center, Garner Holt AniMaker Space and an enrichment room. Students and staff work hard to keep the campus clean and safe. Most recently, the appearance of our school was enhanced by exterior paint to all buildings on site, along with upgraded landscaping surrounding the school. In the ongoing effort to keep the facilities clean and safe, all the flooring has been replaced as well. All school facilities are in good repair, and maintaining a litter and graffiti free environment is a continued priority. District and site administrators conduct regular inspections of the facility with the last one being completed in November 2019. Additionally, custodial and maintenance personnel conduct quarterly reviews of the campus as part of their Professional Learning Community. The data generated from these reviews is used by site and district staff to maintain or improve the cleanliness and functionality of the school.

### Maintenance and Repairs:

The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, administration and site custodians arrange for repairs. If repairs are such that they cannot be accomplished by the custodians, District maintenance staff ensures that the repairs necessary are made in a timely manner to keep the school in good working order. Also, an advanced work order process allows repairs to be prioritized and tracked by site administration. The site Principal inspects the school regularly to ensure that the facility is clean, safe and in proper working condition. Finally, after the district's most recent review, all of the school's facilities were found to be in good repair and working order. Victoria was also found to be free of any undue hazards or chemical / cleaning agents which could cause student injury.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	42	37	59	57	50	50
<b>Mathematics (grades 3-8 and 11)</b>	32	29	45	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	250	98.04	1.96	36.80
Male	117	116	99.15	0.85	32.76
Female	138	134	97.10	2.90	40.30
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native					
Asian	38	37	97.37	2.63	64.86
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	163	160	98.16	1.84	26.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	14	93.33	6.67	42.86
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	245	242	98.78	1.22	36.36
English Learners	111	106	95.50	4.50	33.02
Students with Disabilities	44	44	100.00	0.00	6.82
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	74	73	98.65	1.35	35.62

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	255	254	99.61	0.39	29.25
Male	117	117	100.00	0.00	30.17
Female	138	137	99.28	0.72	28.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native					
Asian	38	37	97.37	2.63	56.76
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	163	163	100.00	0.00	20.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	40.00
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	245	244	99.59	0.41	27.98
English Learners	111	110	99.10	0.90	26.61
Students with Disabilities	44	44	100.00	0.00	9.30
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	74	74	100.00	0.00	26.03

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.5	22.1	16.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

At Victoria Elementary School, many opportunities are provided for parental involvement in the organization of the school and school events. These include but are not limited to:

- PTA
- School Site Council
- Safety Committee
- English Language Advisory Committee
- Family Reading / Math Nights
- AVID Family Fair
- STEAM Family Night
- Parent Classes targeted toward helping students with academics
- English as a Second Language (ESL) classes
- Courses through Redlands Adult School are available on site
- Spring Fling Resource Fair
- Community Garden

Victoria Elementary partners with the local non-profit, Building a Generation (BAG). Through this partnership a BAG case manager is located in our Family Resource Center. The case manager is available to assist families on a one-to-one basis for various services such as counseling, emergency housing, food and/or clothing and utility assistance. BAG also offers a host of parenting classes and family activities throughout the year. To contact the Building a Generation case manager call (909) 478-5670, x62335 or via the direct line at (909) 307-2478.

We also have a number of parents who volunteer throughout the year in various capacities, which include in classroom helpers, field trip chaperones and working in our library. Parents who wish to volunteer should contact our office manager at (909) 478-5670 for more information and to obtain the necessary forms. Families may also keep current with activities and information about Victoria by following us on Twitter @TigerTownRUSD.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.8	2.2	2.5	2.6	2.9	3.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Victoria Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current safety status. A Safe School Plan is adopted each school year and is reflective of the school's safety needs. The key components of Victoria's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment and bullying policies, child abuse reporting procedures and disaster response procedures.

To ensure student safety before school, campus monitors, teachers and administrators supervise the school grounds including the bus drop-off area, cafeteria and playground. All school entrances are monitored 24 hours a day via District surveillance cameras and signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. Finally, students are supervised throughout the day during all outside play time by either campus monitors, administrators and/or teachers. Victoria continues to enforce a closed campus policy. During school hours, there is a single entry access point where all visitors are required to show identification in order to obtain access to our campus. After school, teachers and administrators ensure the safety of students by supervising the bus loading area and parking lot which is used by parents to pick students up from school. Teachers, campus monitors, and administrators supervise the areas until all students have left the campus for home or are accounted for in one of our after school programs.

Earthquake, fire and lock-down drills are conducted routinely in accordance with State and District requirements. Drills are not only used to educate adults and students regarding how to respond safely to emergency situations, but are also used to determine more efficient and safer methodologies to respond to emergency situations.

Lastly, home to school communication has been improved through the use of the Aeries Parent Portal system, in addition to an increased presence in social media.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1	4		24	1	3		21	1	3	
1	27		3		26		3		22		3	
2	25		4		23		4		22		4	
3	23		4		19	1	4		19	1	4	
4	32		2		32		1	1	35			2
5	27	1	3		29		3		32		2	1
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,580.36	\$2,456.38	\$5,123.98	\$71,721.00
District	N/A	N/A	5,815.78	\$85,061.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-12.6	-17.0
<b>State</b>	N/A	N/A	\$7,506.64	\$82,031.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-37.7	-13.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Victoria Elementary School uses general and categorical funds to pay for support personnel, staff development, curriculum development, grade level collaboration, data team meetings and the purchase of materials to enhance the curriculum. Supplemental categorical funding sources come from the following: School-wide Title I, Title I, Part A, (parent involvement) Title III, Tier II LCAP funds, School Improvement and donations.

Title I funds are used to provide remedial help for students in the areas of reading, language and math. Intervention teacher salaries, materials and teacher salaries are also covered by these funds as they meet the needs of our most academically challenged students. School Site Program (SSP) funds are used to provide supplemental materials and educational opportunities for students in K - 5th grades. Our LCAP funds are used for intervention teacher salaries, materials and teacher salaries for after-school programs, conference and workshop fees, as well as supplemental classroom materials.

All students receive instruction and support towards mastery of grade-level content standards utilizing a standards-based curriculum. In an effort to increase student mastery of essential state academic standards, students are provided targeted interventions to help them be successful in our district and state assessment programs. Teachers receive detailed analysis of their students' achievement on each subsection of the CAASPP by utilizing the Illuminate system. Students are taught test taking strategies and practice those strategies on the RUSD Common Assessments, ICAs and IABs. Victoria teachers use the results of these assessments to drive their instruction and improve student achievement.

Victoria teachers and other support staff work together to meet the varied needs of a diverse cultural community. Our staff embraces a Growth Mindset and is committed to "success for all". We have a fully functioning Family Resource Center that provides services or referral for services such as dental care, medical care, weekend meals, a clothing bank, a food bank, bus passes, etc... Funding sources, over and above the base program, allow us to extend the base program through additional human resources, technology, instructional materials and other equipment. Parent participation at our family nights, PTA functions, school committees and literacy classes are proof of their commitment to our school. The power of parents, teachers and students working together is immeasurable and only serves to strengthen our collective commitment to providing a high quality education. Critical Needs: Victoria's critical needs as determined by surveys of staff, students and parents are as follows:

- Assist all students to become proficient readers
- Continue to use diverse instructional strategies to meet student needs
- Continue to use assessment to drive instruction
- Continue to reduce absences and tardy rates
- Continue to offer opportunities for parent education
- Continue to support curriculum with improved technology

Three-Year Student Objectives, as determined by staff and parent input, are as follows:

- Targeted intervention for "at-risk" students will continue
- Students will achieve CAASSP growth targets as determined by the state
- Students will continue to improve academic performance on district assessments
- EL students will show improved performance on state English language acquisition assessments (ELPAC)
- Staff and students will continue to use PeaceBuilders strategies to resolve conflicts in a positive, non-violent manner

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	28	28

Staff development has always been a priority in the Redlands School District and specifically at Victoria. Professional development priorities are determined by student assessment data gathered from site, District, and State assessments. Thus, Professional development in Paths to Proficiency continues this school year in support of English Language Learners. EL training was also a continued focus this school-year. The whole staff has participated in EL trainings to implement new curriculum and to provide support with lesson planning for both integrated and designated classroom instruction. Teachers in grades 3 - 5 have received training in the AVID program and are currently implementing site objectives for the program. Plans have been made for representatives at each grade level to attend the AVID Summer Institute in 2020. Training in the California Common Core Standards (CCCS) continues at the district level with an emphasis on writing and the Next Generation Science Standards. All teachers have participated in both district and school-wide training designed to support the new instructional standards. Professional development for the second half of the school year has been designed with an emphasis on STEAM instruction across all grade levels. AniMakers from Garner Holt Productions, along with support from District TOAs, will provide learning opportunities for our teachers to explore new instructional strategies they can implement to foster STEAM instruction into their educational programs.

At Victoria, there are variety of professional development opportunities, one of which includes collaborative planning through our professional learning communities. Known as "data team meetings," teachers, administrators and the school's TOAs meet the week following each Common Assessment to discuss student progress toward proficiency. At the data team meetings, teachers also develop plans for re-teaching standards to those students opportunities who demonstrate the need and forward plan for the next unit of study. Another form of professional development is site-based workshops in which site staff or District personnel facilitate learning opportunities for our teachers. These workshops focus on AVID implementation, technology in the classroom, EL instructional strategies, and STEAM instruction. Teachers are also highly encouraged to attend outside professional development and have attended a variety of conferences which include Daily 5, CUE, Charlotte Huck Reading Festival, AVID Pathways, AVID Summer Institute, and Kim Sutton math instructional strategies.

To better serve our diverse population, our entire staff holds either a CLAD, BCLAD, Language Development Specialist, or SB 1969 certificate. Also, all teachers meet the Highly Qualified Status as defined in the Elementary and Secondary Education Act.