

Victoria Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Victoria Elementary is committed to providing an equitable instructional program that effectively utilizes positive support systems to ensure all students are given equitable access to learning in order to achieve their highest academic potential. High expectations for learning, coupled with a safe, positive school environment, promotes students' social and emotional wellness and also creates an optimal learning atmosphere that supports the development of students' 21st-century skills. Through the use of robotics and electronics, students participate in modern science, technology, engineering and math program. Victoria students are learning and practicing 21st-century skills such as problem-solving, critical thinking, being creative, and imaginative, and working with peers collaboratively. This innovative focus also provides Victoria students opportunities to build novel entrepreneurial skills by marketing the products they create and design.

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 third year of program implementation include teaching students in grades 3 -5 to organize instructional materials, organize homework and classwork, maximize their learning through conscious time management and structured note-taking in mathematics. Students in grades TK - 2nd are now implementing the same organizational skills goal that falls in line with the upper grades. We are currently transitioning to a school-wide AVID focus. Ongoing training and support for teachers will be critical to the programs' future success.

Important 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. The instructional focus continues to hone in on building and strengthening listening, speaking and writing skills.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	68
Grade 1	76
Grade 2	88
Grade 3	74
Grade 4	88
Grade 5	93
Total Enrollment	487

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	11.3
Filipino	4.3
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	0.8
White	6.8
Two or More Races	4.1
Socioeconomically Disadvantaged	95.7
English Learners	32.2
Students with Disabilities	10.7
Foster Youth	1
Homeless	25.7

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	25	28	103
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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%

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

School Facility Conditions and Planned Improvements

Victoria Elementary was built in 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 arts/PE 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, new drought-resistant landscaping throughout the school, and upgraded carpet and flooring in all buildings. All school facilities are in good working order. Well-maintained grounds that are litter and graffiti free are an ongoing priority. District and site administrators conduct regular inspections of the facility with the last one being completed in January 2021. 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 the Redlands Unified School District. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The site principal works daily with the custodial team to ensure Victoria School is clean and safe for students and staff. 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, the District maintenance staff ensures that the needed repairs 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 that could cause student injury.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	37	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

At Victoria Elementary School, multiple 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 Night
- Family Math Night
- 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.

Parental involvement opportunities are also available by volunteering throughout the year in various capacities. These include in the classroom as helpers, field trip chaperones, volunteering to work school fairs, 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 Elementary by following us on Twitter @TigerTownRUSD or visiting our school website at <https://www.redlandsusd.net/victoria>

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	2.16	
Expulsions	0	0.03	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. 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.

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 playtime 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.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	24	1	3		21	1	3		17	3	1	
1	26		3		22		3		19	1	3	
2	23		4		22		4		22	1	3	
3	19	1	4		19	1	4		25		3	
4	32		1	1	35			2	29		3	
5	29		3		32		2	1	31		3	

*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,008.09	\$3,170.37	\$4,837.72	\$71,837.00
District	N/A	N/A	\$6,015.41	\$84,929
Percent Difference - School Site and District	N/A	N/A	-21.7	-16.7
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-46.3	-16.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 and instructional materials 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 to fund our after-school programs that target student learning loss, as well as to pay for conferences and workshops that support teachers in their instructional programs.

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 a 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, and curriculum benchmarks. Victoria teachers use the results of these assessments to help 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 referrals 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. 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 the 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$52,484
Mid-Range Teacher Salary	\$81,554	\$81,939
Highest Teacher Salary	\$102,814	\$102,383
Average Principal Salary (Elementary)	\$126,044	\$129,392
Average Principal Salary (Middle)	\$135,743	\$136,831
Average Principal Salary (High)	\$146,559	\$147,493
Superintendent Salary	\$226,600	\$254,706
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28

Professional development is an ongoing priority in the Redlands School District and for Victoria School as well. Priorities for staff development are determined via student assessment data gathered from multiple sources such as 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 training to provide support with lesson planning and learning new instructional strategies 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 and goals for the program. Training in the California Common Core Standards (CCCS) continues at the district level and most teachers have participated in both district and school-wide training designed to support students through Distance Learning. 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 a 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 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.