

# Victoria Elementary

## 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
School Name	Victoria Elementary
Street	2910 Arlington Ave
City, State, Zip	Riverside, CA 92506-4449
Phone Number	(951) 788-7441
Principal	Eric Fladland
Email Address	efladland@rusd.k12.ca.us
Website	rusdlink.org/Domain/35
County-District-School (CDS) Code	33-67215-6032775

Entity	Contact Information
<b>District Name</b>	Riverside Unified
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	David C. Hansen, Ed.D.
<b>Email Address</b>	dchansen@rusd.k12.ca.us
<b>Website</b>	www.rusd.k12.ca.us

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

Victoria was built in 1956 when the surrounding area was rural orange groves. Modernization of the entire campus was completed in 1996. In 2013, front perimeter fencing was installed to ensure that all visitors check into the office and receive a pass. The gates remain locked until dismissal time. The surrounding neighborhood is relatively free of crime and the school has experienced little vandalism and graffiti over the past few years.

Many special programs are available for students:

AVID and the Arts - Advancement Via Individual Determination systems are in place for grades TK - 6 to support learning and soft skills as well as a strong Art program to connect academic learning with multiple modes of art.

Character Education - Our students follow our Victoria Code of Conduct and take ownership of the characteristics for positive living: Trustworthy, Respectful, Responsible, Fair, Caring, and Good Citizenship

Early Literacy Skills by grade 3

Student Engagement

HEARTS - Extended Learning Academy providing academic hour and enrichment activities

Reading Intervention Support - Focused intervention is provided to students who are identified by a universal screener and given daily intervention in small group

Parent/Family Nights

AOK (Acts of Kindness) - Students bring coins to help the disadvantaged students' families in our school during the holiday season.

LOL (Lunch on the Lawn) - Once a month parents come to the school and have lunch with their student

A full time translator is available every day to support the needs of our Spanish speaking families in a timely and supportive manner

Lunchtime soccer supervision for grades 1-6

Parent Workshops

100 Mile Club - All students run/walk each morning with the goal of reaching 100 miles within the school year

Our Mission Statement:

"Victoria's educators, parents, and community members are committed to providing the foundation necessary to prepare students to achieve academic success."

Victoria School's Staff BELIEVES!

We BELIEVE every child has value. All students have special talents and abilities. We can tap into their strengths. Therefore, we will identify student strengths and provide opportunities for all students to explore their special talents and abilities. We will use these strengths to motivate students. We BELIEVE every student can rise to teachers' expectations. Setting high expectations provides students opportunities for growth and achievement. Therefore, we will plan rigorous instruction, scaffolding prior knowledge. We will set daily goals (objectives) and show them how to reach them. We BELIEVE children need to have self-esteem. Therefore, we will let them know we value them by actively seeking the positives and acknowledging them. We will positively reinforce desired behavior and academic efforts. We BELIEVE we are a collaborative team. Our learning community is responsible for everyone. Therefore, we will collaboratively analyze data and plan for improved instruction based on current reality. We BELIEVE we create the culture of the school. Attitude is everything. Therefore, we model a "we can and will succeed" attitude. We will minimize the negative and accentuate the positive. We BELIEVE all children deserve a safe, caring, positive, enriching learning environment. Everyone should be treated with respect. Therefore, we will consistently implement the school discipline plan. We will review school and classroom rules on a regular basis throughout the year.

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

Grade Level	Number of Students
Kindergarten	88
Grade 1	68
Grade 2	82
Grade 3	79
Grade 4	90
Grade 5	92
Grade 6	76
Total Enrollment	575

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

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	1
Hispanic or Latino	75.3
Native Hawaiian or Pacific Islander	0.2
White	16
Two or More Races	0.7
Socioeconomically Disadvantaged	77
English Learners	23.1
Students with Disabilities	13.6
Foster Youth	0.5
Homeless	7.8

**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	29	28	27	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

## 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:** September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%

<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Science</b>	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Health</b>	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

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

Lot Size: 6.3 Acres  
 Year Constructed: 1956  
 Last modernized: 2006  
 19 Permanent Classrooms  
 10 Portable Classrooms  
 Computer Lab  
 Resource Room  
 Library  
 Multi-Purpose Room  
 Indoor and outdoor Cafeteria  
 Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Victoria has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 650  
 Labor Hours = 2193.75  
 Assessed Value of Work = \$111653.61

### 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:** 12/23/2019

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	VIC4-15 (Classroom): 4: (D) Carpeting damaged or stained VIC4-17 (Classroom): 4: (D) Carpeting damaged or stained VIC4-18 (Classroom): 4: (D) Carpeting damaged or stained VICA-1 (Administration): 4: (D) Carpeting damaged or stained VICA-2 (Administration): 4: (D) Carpeting damaged or stained
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	VICM-22 (Administration): 7: (D) lighting fixture or bulbs are not working or missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	VIC2-11 (Restroom): 8: (D) Toilet/urinal/sink is not working VIC4-11 (Restroom): 8: (D) Toilet/urinal/sink is damaged, broken, or clogged VICM-5 (Kitchen): 9: (D) Water leak- Inform site guide during the inspection
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	VIC2-2 (Classroom): 15: Need new Lock Block VICK-19 (Classroom): 15: (D) Windows are broken, damaged, or missing
<b>Overall Rating</b>	Good	

## 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>	39	39	49	51	50	50
<b>Mathematics (grades 3-8 and 11)</b>	29	30	35	36	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
<b>All Students</b>	326	316	96.93	3.07	38.92
<b>Male</b>	173	165	95.38	4.62	33.33
<b>Female</b>	153	151	98.69	1.31	45.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	15	13	86.67	13.33	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	247	239	96.76	3.24	36.40
Native Hawaiian or Pacific Islander					
White	51	51	100.00	0.00	54.90
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	251	243	96.81	3.19	32.51
English Learners	84	77	91.67	8.33	16.88
Students with Disabilities	31	31	100.00	0.00	6.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	36	30	83.33	16.67	30.00

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	326	321	98.47	1.53	29.91
Male	173	169	97.69	2.31	31.36
Female	153	152	99.35	0.65	28.29
Black or African American	15	13	86.67	13.33	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	247	244	98.79	1.21	25.82



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
White	51	51	100.00	0.00	49.02
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	251	248	98.80	1.20	22.98
English Learners	84	82	97.62	2.38	17.07
Students with Disabilities	31	31	100.00	0.00	6.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22	2.78	20.00

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	22.8	27.2	15.2

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)

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The parental involvement contact at this school is Eric Fladland, principal, and can be contacted at 951-788-7441.

Parents and families play an important role in the education of our students. When parents and teachers work together on behalf of students, the results are powerful. Each year families receive a parent handbook that contains information about programs and procedures at Victoria School. In this information is also a Home-School Compact. This compact outlines responsibilities between the school, parent, and student that are required to have a successful school year. Because we believe that communication is key, Victoria has many systems in place. Each grade level team sends home newsletters to inform parents about the curriculum that will be taught and ways they can help at home. In addition, parents receive the Victoria Newsletter which includes articles and calendars. Parents are encouraged to visit the RUSD website at [www.riversideunified.org](http://www.riversideunified.org), our school website at <http://victoria.riversideunified.org/>, our school Facebook at [facebook.com@RUSDVictoria](https://www.facebook.com/RUSDVictoria), and our PTO Facebook <https://www.facebook.com/#!/pages/Victoria-Elementary-PTO/327234801032> as well as our Instagram page at #Victoriaeaglesrusd to obtain information about parents and curriculum resources and current school news. The school marquee also posts information about meetings, holidays, and school-wide events - many of which are also emailed and/or communicated via our automated phone system.

Parents and community members are encouraged to take advantage of the many opportunities that are available to become involved at Victoria. Joining the PTO, serving on parent committees, volunteering in the classroom and library, attending parent training classes, ensuring that their children come to school every day on time and complete nightly homework, and participating at school events are just a few ways to become involved.

There are various parent groups at Victoria School.

- Victoria has an active and involved PTO which works on behalf of students, families, and teachers. This group meets monthly on the second Tuesday of the month.
- The Victoria Outdoor Education booster club (OE) fundraises and plans for sixth grade science camp in which each student attends for one week in the San Geronimo mountains (at no cost to the family).
- School Site Council (SSC) is a committee that oversees the School Categorical Budget and monitors the implementation of Victoria's School Library and Improvement Plan. The committee is comprised of Victoria's teachers, classified staff, and parents. This group meets the third Thursday of each month.
- English Learner Advisory Committee (ELAC) is comprised of parents of English Language Learners. This committee meets concurrently with the SSC meetings. Meeting topics include the following:
  - The importance of regular school attendance
  - Parents Needs Assessment
  - The Victoria School Plan and English Learner Plan
  - R-30 Language Census

Classroom Volunteers

## 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>	1.2	1.1	1.0	3.6	3.8	4.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

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

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
<b>K</b>	17	3	3		16	4	1		20	2	3	
<b>1</b>	24		3		23		3		26		2	
<b>2</b>	23	1	3		21	1	3		20	1	3	
<b>3</b>	23		4		27		3		24		3	
<b>4</b>	34			2	34			2	33		1	1
<b>5</b>	32		2	1	33			3	31		2	1
<b>6</b>	27	1		2	29	1		3	30		3	
<b>Other**</b>					14	1			13	2		

\*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)	1.0

\*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	8782.70	2562.82	6219.88	92104.68
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-6.7	-3.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-51.6	9.5

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 received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$79,493 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$138,256.03 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	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	26	24	28

The annual number of school days dedicated to staff development were as follows:

2017-18: 26 days

2018-19: 24 days

2019-20: 28 days

During the 2019-20 school year, all staff members at Victoria Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings. Teachers providing service in the AVID program will be attending professional development days to improve their practices related to this program. Our teachers will have training provided by the district for professional development in the area of Mathematics to support our new curriculum. In addition, our teachers will be trained in The Danielson Framework for Teaching. The teachers will receive 24 days of training at the school site for clarifying school culture, parent engagement activities, response to student achievement data, communicating with behaviorally challenging students, and English Language Development. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

Below is a list of professional development attended by our teachers and other staff:

1. AVID Elementary Systems
2. English Language Arts curriculum and strategies
3. Technology integration in the classroom
4. Multi-Sensory Instruction for struggling readers.

5. Wonders reading program
6. Eureka Math Curriculum
7. Early Numeracy
8. Bridge Building: Connecting with Challenging Behaviors
9. The importance of Equity and alignment of instructional practices

During the 2018-19 school year, all staff members at Victoria Elementary school participated in site and district staff development training. Many of the staff members and teachers participated in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers were able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings were offered during the school day and others are offered after school. All teachers at our site attended these trainings. Teachers providing service in the AVID program attended three professional development days to improve their practices related to this program. Our teachers had 3 days of training provided by the district for professional development in the area of Mathematics to support our new curriculum. In addition, our teachers were trained in The Danielson Framework for Teaching. Teachers received 21 days of training at the school site for clarifying school culture, parent engagement activities, response to student achievement data, communicating with behaviorally challenging students, and English Language Development. Teachers worked closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

Below is a list of professional development attended by our teachers and other staff:

1. AVID Elementary Systems
2. English Language Arts curriculum and strategies
3. Technology integration in the classroom
4. Multi-Sensory Instruction for struggling readers.
5. Wonders reading program
6. Eureka Math Curriculum
7. Early Numeracy
8. Bridge Building: Connecting with Challenging Behaviors

During the 2017-18 school year, all staff members at Victoria Elementary school participated in site and district staff development training. Many of the staff members and teachers participated in other workshops and professional development that is appropriate for their grade level or curriculum. Teachers were able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings were offered during the school day and others are offered after school. All teachers at our site attended these trainings. Teachers providing service in the AVID program attended three professional development days to improve their practices related to this program. Our teachers had 2 days of training provided by the district for professional development in the area of foundational reading, engagements, and technology use provided by the staff developers from the district. Teachers received 21 days of training at the school site for clarifying school culture, parent engagement activities, response to student achievement data, and English Language Development. Teachers met with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning. Teachers worked closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

Below is a list of professional development attended by our teachers and other staff:

1. AVID Elementary Systems
2. English Language Arts curriculum and strategies
3. Technology integration in the classroom
4. Multi-Sensory Instruction for struggling readers.
5. Wonders reading program
6. Math Resource Guide implementation and Early Numeracy

All Classroom Teachers attend monthly staff meetings including on-site professional development in identified areas of need. In addition, the teachers have the opportunity to attend a variety of staff development trainings and other activities sponsored by the school, district, or through special projects that are specific to their professional growth goals. All teachers participate in weekly Standards-Based Planning team meetings where they collaboratively analyze current data and plan each theme/unit of instruction. These planning sessions address district-wide agreements that include planning for the following:

Two-Part Learning Objectives

Student Engagement

Differentiation of Instruction

All teachers have been trained on the RUSD board adopted curriculum materials. In addition, follow-up training is offered throughout the year focusing on best practices for implementation.

Each teacher has a laptop, document camera, and LCD projector.

Gifted and Talented Education teachers attend staff development training offered through the district. These include "Tune-Ups" for veteran GATE teachers. Victoria's Student Success Team has received training in the RtI (Response to Intervention) model. They in turn share information with parents and teachers to better support students and their individual area of need.

The Principal regularly monitors teaching and learning to ensure that teachers are implementing strategies they have learned during their training. She provides ongoing support on curriculum implementation and data analysis.

- New Teachers are assigned a Professional Growth System (PGS) support provider who mentors them in effective instructional practices and classroom management strategies. New teachers attend monthly PGS meetings at which time they participate in extensive California Formative Assessments and Support System (CFASST) training that addresses the foundations, general processes, and specific methods of Formative Assessments that make up the assessment and support system.
- Non-Classroom Teachers at Victoria include our Special Education Resource Specialist, Speech and Language Pathologist, and a Title I Intervention Specialist. The special education staff participate in all Victoria staff development opportunities, as well as special education staff development training. They attend monthly job-alike meetings where they have the opportunity to refine their practice and discuss best practices with their colleagues.
- Paraprofessionals at Victoria include Instructional Assistants who serve in Special Education classrooms. They attend district-offered training on how to implement special programs such as Project Read, Framing Your Thoughts and Behavior Management Techniques.
- Non-Instructional Support Staff includes the following classified staff: Principal's Secretary, School Office Assistant/Attendance Assistant, Health Assistant, Bilingual Community Assistant, Library Media Assistant, Campus Supervisor, Custodian, and Cafeteria staff. Each of these staff members attend district-provided training related to their specific field.