# Victory Elementary

**1838 West Rose St. • Stockton, CA 95203 • (209) 933-7310 • Grades K-8**
**Nancy Lane, Principal**
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**https://www.stocktonusd.net/Victory**

## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

### School Description

Victory School is a Preschool through 8th grade elementary school located in Stockton, California in San Joaquin County. The school serves over 500 students on a campus with 28 classrooms, library, resource rooms and a science lab. In 2014 the school was modernized, completely updating the interior of the school, including all classrooms, offices and multipurpose room. We created a new library to be used by all Kindergarten-8th grade students. The property also has three basketball courts, a baseball/soccer field, and an extensive playground with tether-ball, volleyball, slides, bars and other activities for students to enjoy.

Our staff is committed to working with the educational community to provide all students with the opportunity to reach his/her potential. Together, we collaborate and make a difference for our students. The staff at Victory School is very dedicated to providing the best possible educational experience for each and every child. Our belief is to do "whatever it takes" to meet a student's educational and emotional needs. Our teachers deliver instruction using Common Core State Standards adopted by Stockton Unified School District and the State of California. The staff works diligently to implement rigorous curriculum and monitors student progress on a regular basis. Academic intervention and small group instruction are provided for students who are not meeting grade level standards through our Learning Center. Available to all students are reading and math interventions using computer based programs: ST Math, Imagine Learning and Compass Learning. For academically advanced students and GATE level students, enrichment curriculum activities are embedded into daily instruction and lessons.

Victory students also benefit from a variety of programs to meet individual needs after school. Our after school program, which runs until 6:00 p.m. daily, provides our students with additional academic tutoring, as well as physical activities in a safe and structured environment. Victory currently has a full time Assistant Principal, full time Program Specialist, full time Resource Specialist Program teacher, full time Instructional Coach, one and a half counseling position plus one position as a half time counselor and half time School Psychologist, an 80 percent Speech Therapist, and 3 ½ hours a day of a Library Media Assistant. We encourage a site visit for anyone interested in learning more about Victory School and the educational opportunities that await students.

Victory School's Vision – Our vision is to provide a safe, caring, disciplined and stimulating environment where children will achieve their fullest potential so they can make their best contribution to our world. We value our school community and recognize the role it plays in realizing our vision.

Victory School's Mission – Our mission is to empower students to reach their highest potential, inspire academic and behavioral excellence, and encourage members of the school community to participate in our endeavor.
EVERY STUDENT, EVERY DAY, WHATEVER IT TAKES!

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 49 |
| Grade 1 | 47 |
| Grade 2 | 62 |
| Grade 3 | 70 |
| Grade 4 | 57 |
| Grade 5 | 56 |
| Grade 6 | 58 |
| Grade 7 | 67 |
| Grade 8 | 57 |
| Total Enrollment | 523 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 13.8 |
| American Indian or Alaska Native | 4.6 |
| Asian | 3.6 |
| Filipino | 1 |
| Hispanic or Latino | 62.7 |
| White | 9.4 |
| Two or More Races | 5 |
| Socioeconomically Disadvantaged | 85.7 |
| English Learners | 10.9 |
| Students with Disabilities | 15.5 |
| Foster Youth | 0.6 |
| Homeless | 12.8 |

## 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 for Victory Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 24 | 24 | 23 |
| Without Full Credential | 3 | 5 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Stockton Unified | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 1475 |
| Without Full Credential | ♦ | ♦ | 309 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 15 |

**Teacher Misassignments and Vacant Teacher Positions at Victory Elementary**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| Teachers of English Learners | 0 | 0 | 1 |
| Total Teacher Misassignments* | 0 | 0 | 1 |
| 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)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

## Textbooks and Instructional Materials
### Year and month in which data were collected: October 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | K-6 ELA/ELD, Benchmark Advance<br>7-8 ELA/ELD, Pearson myPerspectives & ELD Companion<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Mathematics** | K-8, Ready Mathematics, Adopted in 2019<br>Calculus, HM 2006<br>Statistics, McDougal 2008<br>K-8 Math, Algebra I & Geometry, Adopted in 2019<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **Science** | FOSS (Full Option Science System)<br>K-5 Science, Adopted in 2007<br>6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |
| **History-Social Science** | K-5 California Studies Weekly<br>6-8 California McGraw Hill Impact<br>6 - World History and Geography: Ancient Civilizations<br>7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times<br>8 - United States History and Geography: Growth and Conflict<br>Adopted 2017<br><br>**The textbooks listed are from most recent adoption:** Yes<br>**Percent of students lacking their own assigned textbook:** 0 |

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

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

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

## School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: 6/20/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | eastside boys/girls restrooms: missing faucets on sinks in boys & girls restrooms.secure partition pole to ceiling. P38: sink has no running water,hole on carpet.<br>Westside boys/girls restrooms: missing vent cover,secure partition pole to ceiling. |
| **Interior:**<br>Interior Surfaces | Poor | eastside boys/girls restrooms: missing faucets on sinks in boys & girls restrooms.secure partition pole to ceiling. P 36: stained ceiling tile.<br>P38: sink has no running water,hole on carpet.<br>rm 4: broken ceiling tile.<br>Westside boys/girls restrooms: missing vent cover,secure partition pole to ceiling. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:**<br>Electrical | Good | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Poor | P 36: stained ceiling tile.<br>P38: sink has no running water,hole on carpet.<br>rm 22:<br>rm 27:<br>rm 33:<br>rm 4: broken ceiling tile.<br>rm 9: |
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | |
| **Structural:**<br>Structural Damage, Roofs | Good | overall: paint peeling building & overhangs,ramps on portables & poles on playground need to be painted,cracks on playground,front of school walkway unlevel trip hazard. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | overall: paint peeling building & overhangs,ramps on portables & poles on playground need to be painted,cracks on playground,front of school walkway unlevel trip hazard. |
| **Overall Rating** | **Fair** | |

## 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| ELA | 27 | 27 | 28 | 31 | 50 | 50 |
| Math | 23 | 18 | 21 | 21 | 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 Science for All Students**
**Grades Five, Eight, and Ten**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| Science | 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 area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|---|---|---|---|
| 5 | 25.4 | 18.6 | 5.1 |
| 7 | 16.4 | 11.9 | 11.9 |

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 378 | 375 | 99.21 | 27.20 |
| Male | 180 | 179 | 99.44 | 22.35 |
| Female | 198 | 196 | 98.99 | 31.63 |
| Black or African American | 52 | 52 | 100.00 | 17.31 |
| American Indian or Alaska Native | 21 | 21 | 100.00 | 23.81 |
| Asian | 13 | 13 | 100.00 | 23.08 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 243 | 241 | 99.18 | 29.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 30 | 29 | 96.67 | 34.48 |
| Two or More Races | 17 | 17 | 100.00 | 17.65 |
| Socioeconomically Disadvantaged | 328 | 327 | 99.70 | 24.77 |
| English Learners | 97 | 96 | 98.97 | 21.88 |
| Students with Disabilities | 69 | 67 | 97.10 | 10.45 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 61 | 60 | 98.36 | 1.64 |

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 378 | 376 | 99.47 | 18.35 |
| Male | 180 | 179 | 99.44 | 17.88 |
| Female | 198 | 197 | 99.49 | 18.78 |
| Black or African American | 52 | 52 | 100.00 | 11.54 |
| American Indian or Alaska Native | 21 | 21 | 100.00 | 19.05 |
| Asian | 13 | 13 | 100.00 | 30.77 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 243 | 241 | 99.18 | 18.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 30 | 30 | 100.00 | 23.33 |
| Two or More Races | 17 | 17 | 100.00 | 11.76 |
| Socioeconomically Disadvantaged | 328 | 327 | 99.70 | 16.21 |
| English Learners | 98 | 97 | 98.98 | 16.49 |
| Students with Disabilities | 69 | 68 | 98.55 | 5.88 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 60 | 59 | 98.33 | 1.67 |

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.

## 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)**
Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

- After School Programs
- Counseling services and referrals
- English Language Learner instruction and support (ELD)
- Family Health Centers and programs when and where available
- Parent Resource Center
- Parent/Student conferences twice a year
- Parent Nights
- Parent Conferences
- Parent Coffee hour - monthly
- Parent/Teacher organizations (PTO)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:
- Monitoring student attendance
- Attending parent conferences as requested
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom
- Parents and community members who wish to become a part of the school community and participate should call the school's office at 209-933-7310.

**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.

**School Safety Plan**
Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A comprehensive School Safety Plan, called REMS (Readiness and Emergency Management for Schools), is updated annually and reviewed by staff and School Site Council. The most recent update of the REMS plan took place in September 2018. It helps to provide a secure, peaceful and clean environment for the school community. The plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis with staff and students. The site's Emergency Response Team meets monthly to review drills and prepare for any potential disasters. We communicate with parents through the district's automated phone message system to inform them of any important safety announcements. Every effort is made to ensure students are monitored while on campus throughout the school day. A full time Campus Safety Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before, during and after school. The playground is well supervised during recess time by classified and certificated staff. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Suspensions Rate** | 10.3 | 16.2 | 11.9 |
| **Expulsions Rate** | 0.0 | 0.3 | 0.2 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Suspensions Rate** | 7.6 | 6.9 | 6.0 |
| **Expulsions Rate** | 0.0 | 0.1 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| **Suspensions Rate** | 3.6 | 3.5 | 3.5 |
| **Expulsions Rate** | 0.1 | 0.1 | 0.1 |

## 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.

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

| Title | Ratio |
|---|---|
| **Academic Counselor*** | .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 Full-Time Equivalent (FTE) |
|---|---|
| **Counselor (Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | .0 |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | 1.3 |
| **Other** | 4.5 |

\*    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.

**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+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **K** | 21 | 1 | 4 | | 20 | 1 | 4 | | 20 | 1 | 4 | |
| **1** | 25 | 1 | 4 | | 24 | 1 | 4 | | 23 | | 4 | |
| **2** | 26 | 1 | 4 | | 19 | 1 | 6 | | 19 | 6 | | |
| **3** | 25 | 1 | 4 | | 22 | 1 | 6 | | 20 | 2 | 5 | |
| **4** | 26 | 1 | 4 | | 23 | 1 | 4 | | 22 | 1 | 4 | |
| **5** | 27 | 1 | 4 | | 24 | 1 | 4 | | 22 | 1 | 4 | |
| **6** | 27 | 1 | 12 | | 25 | 2 | 4 | | 23 | 1 | 4 | |
| **Other\*\*** | 14 | 2 | | | 12 | 1 | | | 14 | 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.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |

Our primary focus for staff development continues to be on implementation of Common Core State Standards (CCSS) and the Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. On-going teacher support is provided through site-based instructional coach, program specialist and weekly collaboration meetings.

PLC's - The site leadership team attended a three day conference during the summer of 2017 on effective implementation of PLC's.

AVID - One teacher and two administrators received AVID training at the 3 day Summer Institute in Sacramento, CA in June of 2017. During the summer of 2018 one administrator and one counselor, program specialist, instructional coach and three teachers attended the Summer Institute in Sacramento.

Restorative Practices - Training on Restorative Practices was held in the summer of 2017, with 8 teachers and two administrators in attendance.

Imagine Learning - All teachers in kindergarten through 6th grade receive annual training on Imagine Learning (IL), our computer based reading intervention program. IL provides on site support through ongoing professional development on reading, interpreting and utilizing student progress report data as well as ongoing in class support throughout the school year.

ELD - The ELD Institute has been attended by 5 teachers and additional staff will attend during the 2018-2019 school year.

Social Studies: All teachers received trained on SUSD's newly adopted Social Studies curriculum during the summer of 2018 or during PD days during the school year.

Annual training on the CAASPP, ELPAC, REMS and Foundations also take place during regularly scheduled staff meetings throughout the school year.

Training takes place at the district's Professional Development Center (PDC), San Joaquin Country Office of Education and at Victory School. The AVID SI is held in Sacramento every summer and the PLC Conference is held in various cities throughout the USA.

Professional Development planned for the remainder of 2018-2019 include: Restorative Practices, PLC's, PLC/RTI, ELD Institute, Cloze Reading. Based on MAP and SBAC scores, professional development on math CCSS is in the planning process.

For the 2019-2020 school year the professional development focus will be on implementation of newly adopted ELA and math curriculum. Teachers will receive the full days of CORE training and another 2-3 days of curriculum training. The professional development will occur either during days specified for PD or teachers will be released from the classroom to attend.

Teachers in grades 6th-8th, along with one administrator, will attend AVID training in October of 2019.
Four staff members attended a Solution Tree 2 day RTI conference in October of 2019 to support implementation of effective RTI at Victory.

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $49,710 | $48,612 |
| **Mid-Range Teacher Salary** | $75,625 | $74,676 |
| **Highest Teacher Salary** | $95,270 | $99,791 |
| **Average Principal Salary (ES)** | $127,877 | $125,830 |
| **Average Principal Salary (MS)** | $0 | $131,167 |
| **Average Principal Salary (HS)** | $136,722 | $144,822 |
| **Superintendent Salary** | $285,461 | $275,796 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 29% | 34% |
| **Administrative Salaries** | 5% | 5% |

\*    For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $8,560 | $2,187 | $6,373 | $63,651 |
| **District** | N/A | N/A | $6,928 | $75,370.00 |
| **State** | N/A | N/A | $7,506.64 | $82,403.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | -8.3 | -13.6 |
| **School Site/ State** | -19.0 | -23.7 |

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
The following is a list of Federal and State funded programs that may be available to schools in the district:
- Title I, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

## 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.