

# Victoria Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Victoria Elementary School
Street	1505 Richardson Street
City, State, Zip	San Bernardino, CA 92408
Phone Number	(909) 478-5670
Principal	Larry W. Elwell
E-mail Address	<a href="mailto:larry_elwell@redlands.k12.ca.us">larry_elwell@redlands.k12.ca.us</a>
CDS Code	36-67843-6036594

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Web Site	www.redlands.k12.ca.us
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

As principal of Victoria Elementary School, I am pleased to present to the community our annual School Accountability Report Card. Our school continues its tradition as an outstanding example of how students representing 18 different cultures and languages are able to successfully work together to grow academically, socially, and emotionally in an atmosphere of high expectations and acceptance. We continue to be proud of our students and their achievements. They are motivated to reach their full potential in a safe, orderly and strong academic environment. School spirit and positive reinforcement of good citizenship and academic progress are rewarded through a variety of activities. All available resources are directed toward providing services that help students become successful learners who are prepared to accept the challenges they will face in their future academic and professional careers.

Victoria is PeaceBuilder school and our program is extremely strong and our students embrace the tenets of the program in building positive social skills. We work continuously with parents and community members to build a stronger school and academic program. Visitors to our campus are impressed by our students' behavior and attitude, the warmth and friendliness of our staff, and the strong learning environment that we provide. Victoria is a very special place where many dedicated people share their love of children.

Victoria is one of 16 elementary schools in the Redlands Unified School District. There are approximately 550 students in attendance at Victoria in grades preschool through fifth. We are fortunate to have a talented staff of deeply committed teachers and support staff who extend themselves beyond normal job responsibilities to meet the many needs of our students. Built in 1949, Victoria currently operates on a modified traditional calendar and serves children from the cities of San Bernardino, Loma Linda and Redlands. It lies in an area surrounded by single and multiple family dwellings and a mixture of light industrial complexes.

Victoria students demonstrate:

- Positive self-esteem and self discipline
- Effective communication and social skills
- Critical thinking, problem-solving and decision making abilities
- Individual excellence and a desire for lifelong learning

This year we will continue to:

- promote cooperation and communication between home and school.
- demonstrate our commitment to the ideal that all students will succeed by emphasizing academic standards of excellence and self-worth.
- provide additional opportunities and assistance for students to advance their literacy skills.
- support staff development that will translate to a high quality program for students and professional growth for teachers.
- collaborate by grade levels to align our daily curriculum to the state standards.
- involve community groups in school activities.

### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

At Victoria Elementary School many opportunities are provided so that parents can play an active role in the organization of the school and school events. These events include, but are not limited to:

- PTA
- School Site Council
- English Language Advisory Committee
- Family Nights
- Spring Fling Resource Fair

We also have a number of parents who volunteer throughout the year in various capacities, which include in classrooms, on field trips 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.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44	45	48	61	65	65	54	56	55
Mathematics	56	51	62	49	51	54	49	50	50
Science	52	58	49	65	67	66	57	60	59
History-Social Science	N/A	N/A	N/A	55	57	59	48	49	49

Note: Scores are not shown 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65	54	66	N/A
All Student at the School	48	62	49	N/A
Male	44	55	56	N/A
Female	53	71	42	N/A
Black or African American	42	58		N/A
American Indian or Alaska Native				N/A
Asian	70	88		N/A
Filipino	42	63		N/A
Hispanic or Latino	43	58	42	N/A
Native Hawaiian/Pacific Islander				N/A
White	38	50		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	47	64	47	N/A
English Learners	46	65	40	N/A
Students with Disabilities	32	35		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown 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.

**California Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.8	24.1	27.6

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	2
Similar Schools	5	2	3

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-6	7	27
Black or African American			
American Indian or Alaska Native			
Asian	2	32	5
Filipino			
Hispanic or Latino	-15	15	36
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-11	17	20
English Learners	-7	12	35
Students with Disabilities	5	7	55

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	322	778	15,402	831	4,655,989	790
Black or African American	17	747	1,047	764	296,463	708
American Indian or Alaska Native	3		69	799	30,394	743
Asian	61	873	1,309	911	406,527	906
Filipino	18	787	432	890	121,054	867
Hispanic or Latino	182	761	6,897	792	2,438,951	744
Native Hawaiian/Pacific Islander	3		71	833	25,351	774
White	30	709	4,951	870	1,200,127	853
Two or More Races	7		570	858	125,025	824
Socioeconomically Disadvantaged	294	777	8,443	793	2,774,640	743
English Learners	133	792	1,942	761	1,482,316	721
Students with Disabilities	81	636	2,046	659	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Currently in Program Improvement	---	62.5

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	69
Grade 1	100
Grade 2	94
Grade 3	86
Grade 4	84
Grade 5	98
Total Enrollment	531

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.6	White	10.0
American Indian or Alaska Native	0.6	Two or More Races	3.2
Asian	16.2	Socioeconomically Disadvantaged	90.2
Filipino	4.3	English Learners	38.0
Hispanic or Latino	59.3	Students with Disabilities	15.4
Native Hawaiian/Pacific Islander	0.6		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.3	0	3	0	18	4	2	0	13	5		
1	26.3	0	3	0	28	0	3	0	14	4	3	
2	25.8	0	4	0	21.3	1	3	0	19	2	3	
3	19.3	1	3	0	26.3	0	4	0	22	1	3	
4	33	0	1	2	27.8	1	1	2	21	2		2
5	32	0	2	1	22.7	1	0	2	20	3		2

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

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Victoria Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current annual 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, dangerous pupil notification, and disaster response procedures. Additionally, a close working relationship has been forged with the San Bernardino City Police Department should Victoria require any law enforcement assistance.

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and playground. All school entrances are monitored 24 hours a day via District surveillance cameras and signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. Finally, students are supervised throughout the day during all outside play time by either campus monitors, administrators and/or teachers.

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. Also, signage and curb paint were updated to make the passenger loading zone in front of the school more visible. Two teachers, campus monitors, and two administrators supervise the areas until all students have left the campus for home or are accounted for in one of our after school programs.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.11	10.10	2.8	8.1	5.9	5.9
Expulsions	0	0.00	0.0	0.41	0.50	0.4

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

### Background:

Victoria was built 1949. Since then, there have been many changes and additions made to the original school facility to accommodate more students and to beautify the campus. There are 29 classrooms, a bookroom, library and a computer lab. Students and staff work hard to keep the campus clean and safe. The appearance of our school has been enhanced by exterior painting and large beautiful murals. All school facilities are in good repair, and a priority is made to provide students with a litter and graffiti free environment. District and site administrators conduct an annual inspection of the facility with the last one being completed September 2013.

### Maintenance and Repairs:

When maintenance and repairs are needed, the site custodians are notified who complete the work if possible. If repairs are such that they cannot be accomplished by the custodians, District maintenance staff ensures that the repairs necessary are made in a timely manner to keep the school in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The site Principal inspects the school annually prior to the opening of the school year to determine that the facility is in proper condition. During the Victoria's annual Williams Compliance Review, all of the schools facilities were found to be in good repair and working order. The school was also found to be free of any undue hazards or chemical / cleaning agents which could cause student injury.



**Facility Upgrades:**

Victoria went through a modernization process funded by local bond money and Measure K. The appearance of our school has been enhanced by painting, additional landscaping, new playground equipment and a new shade structure. The classrooms, library, computer lab and multipurpose room were freshly painted, new carpet was installed, and classrooms received new white boards and additional bulletin board space. New linoleum was laid in the office replacing aged carpet that had become a trip hazard. The entire school's computer/internet access has been updated with multiple access points for computers installed in each classroom. School site custodians clean each classroom daily and the school district provides a grounds crew who work at Victoria on a rotating basis.

Efforts to upgrade technology are continuing. In the 2011 / 2012 school year, the administration building, wireless internet access was installed in all of the classrooms in E and F wings and part of the D wing. The remaining classrooms will be outfitted with wireless technology throughout the 2013 / 2014 school year to support California's new on-line generation of student assessments. Also, Victoria applied for and received Phase II of the e-Rate Grant to obtain necessary infrastructure for interactive white-board technology. The technology upgrade is expected was completed by that start of the 2013 / 2014 school year.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rate**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	23	23	20	783
Without Full Credential	0	0	0	3.6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.5	1.5
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	97.7	2.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.5	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	2	---
Other	1	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September 10, 2013

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
<b>Mathematics</b>	California Math Houghton Mifflin (2002)	Yes	0%
<b>Science</b>	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
<b>History-Social Science</b>	History - Social Science for California Scott Foresman (2006)	Yes	0%

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,733.12	\$2,593.50	\$4,139.62	\$74,394.31
District	---	---	5953.51	\$74,663
Percent Difference: School Site and District	---	---	-30.5	-0.4
State	---	---	\$5,537	\$69,704
Percent Difference: School Site and State	---	---	-25.2	6.7

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Victoria Elementary School receives approximately \$421,261 in general and categorical funds that 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: Schoolwide Title I, Title I, Part A, (parent involvement) Title III, Economic Impact Aid, Limited English Proficient, School Improvement and donations.

Title I is a federally funded program that provides remedial help for students in the areas of reading, language, and math. Intervention teacher salaries, materials and teacher salaries are also covered by this fund as they meet the needs of our most academically challenged students. School Improvement Program (SIP) is a state funded program for all students, kindergarten through grade five. The funds from this program are used to provide supplemental materials and educational opportunities for students. EIA/LEP (Limited English Proficiency) funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English. These funds provide intervention teacher salaries, materials and teacher salaries for after-school programs, conference and workshop fees, as well as supplemental classroom materials.

2012-2013 Student Goals: Students--both overall and in each significant sub-group--will meet Adequate Yearly Progress (AYP) by reaching percent proficient targets on CST/STAR assessments specified in NCLB in both English Language Arts and mathematics or through meeting Safe Harbor qualifications. Students will improve performance on district assessments. Students will show progress on Running Records. English Language Learners will show progress on the California English Language Development Test (CELDT). Student attendance rates will remain high and tardies will decrease.

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 will be provided with several specific interventions to help them be successful in our district and state assessment programs. Teachers will receive detailed analysis of their students' achievement on each subsection of the CST utilizing the Illuminate system. Students will be taught test taking strategies. They will practice those strategies on the RUSD Common Assessments and review with their teachers the results of those assessments to improve their results on future assessments.

Victoria has an outstanding and dedicated staff with a long history of going above and beyond normal job responsibilities to provide effective and educationally worthwhile activities for all students. Teachers and other support staff work together to meet the many varied needs of a diverse cultural community. Our staff is like a family, committed to "success for all". We have a fully functioning Family Resource Center that provides services or referral for services such as dental care, medical care, weekend meals, a clothing bank, a food bank, bus passes, etc... Funding sources, over and above the base program, allow us to extend the base program through additional human resources, technology, instructional materials and other equipment. All students, including those in special education programs, benefit from state and federal categorical funds. Our partnership with parents also strengthens our school program. The 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.

**Critical Needs:**

Victoria's critical needs as determined by surveys of staff, students and parents are as follows:

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

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

- Students most "at-risk" will continue to make progress
- Students will achieve API and AYP growth targets as determined by the state
- Students will improve performance on district assessments
- ELL students will show improved performance on the CELDT
- Students will improve attendance and tardy rates
- Students will continue to use PeaceBuilders strategies to resolve conflicts in a positive, non-violent manner

**Teacher and Administrative Salaries (Fiscal Year 2011-12)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,591	\$41,462
<b>Mid-Range Teacher Salary</b>	\$71,776	\$66,133
<b>Highest Teacher Salary</b>	\$87,852	\$85,735
<b>Average Principal Salary (Elementary)</b>	\$115,858	\$107,206
<b>Average Principal Salary (Middle)</b>	\$121,563	\$111,641
<b>Average Principal Salary (High)</b>	\$133,287	\$122,628
<b>Superintendent Salary</b>	\$172,656	\$225,176
<b>Percent of Budget for Teacher Salaries</b>	42.6%	38.3%
<b>Percent of Budget for Administrative Salaries</b>	4.8%	5.1%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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Staff development has always been a priority in the Redlands School District and specifically at Victoria. By the 2012 / 2013 school year, the entire staff was trained in Direct Interactive Instruction strategies and in the use of Thinking Maps. In conjunction with this professional development, additional training in high engagement strategies was also completed in the 2012 / 2013 school year. In the 2013 / 2014 school year, professional development in the recently adopted California Common Core Standards (CCCS) was started, with emphasis given first to English / Language Arts and math. All teachers have participated in both district and school-wide training designed to support the new instructional standards. Future training will continue in this area as well as in the new Smarter Balanced Assessment Consortium (SBAC), California's new generation of on-line student assessment.

At Victoria, our professional development also includes collaborative planning through our professional learning communities. Known as "data team meetings," teachers, administrators and the school's TOA 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.

To better serve our diverse population, our entire staff holds a CLAD, BCLAD, Language Development Specialist, or SB 1969 certificate. Also, all teachers meet the Highly Qualified Status as defined in the 2001 Elementary and Secondary Education Act (commonly referred to as NCLB).