

Victoria Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Victoria Elementary
Street	2910 Arlington Ave
City, State, Zip	Riverside, CA 92506-4449
Phone Number	(951) 788-7441
Principal	Linda Daltrey
E-mail Address	ldaltrey@rusd.k12.ca.us
Web Site	rusdlink.org/Domain/35
CDS Code	33-67215-6032775

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

About Victoria Elementary

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 (Advancement Via Individual Determination) for grades 4-6

Early Literacy Skills by grade 3

Student Engagement

HEARTS -Afterschool program providing academic hour and enrichment activities

Enrichment Days - A day once a month when the whole school participates in activities with the same theme

Read 180 - Individualized reading assistance

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

ESL (English as a Second Language) class for parents

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

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 2015-16)

Grade Level	Number of Students
Kindergarten	98
Grade 1	83
Grade 2	91
Grade 3	68
Grade 4	95
Grade 5	74
Grade 6	75
Total Enrollment	584

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	1
Asian	1.7
Filipino	0.7
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.2
White	13.9
Two or More Races	0.9
Socioeconomically Disadvantaged	76
English Learners	21.6
Students with Disabilities	13.5
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	29	28	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected on 12/01/2016 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adoption date: 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
Mathematics	Pearson Educaton: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

"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. Victoria Elementary School completed their school site inspection on 02/22/2016.

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

of Work Orders = 553

Labor Hours = 1548.38

Assessed Value of Work = \$65093.43

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 02/22/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/22/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	40	44	48	44	48
Mathematics	32	26	33	35	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	66	97.1	24.2
	4	92	90	97.8	43.3
	5	73	71	97.3	33.8
	6	75	73	97.3	54.8
Male	3	38	36	94.7	22.2
	4	45	44	97.8	38.6
	5	35	33	94.3	30.3
	6	37	36	97.3	44.4
Female	3	30	30	100.0	26.7
	4	47	46	97.9	47.8
	5	38	38	100.0	36.8
	6	38	37	97.4	64.9
Hispanic or Latino	3	52	51	98.1	21.6
	4	64	62	96.9	40.3
	5	55	53	96.4	30.2
	6	50	49	98.0	42.9
White	3	11	10	90.9	40.0
	4	14	14	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	13	12	92.3	91.7
Socioeconomically Disadvantaged	3	57	55	96.5	21.8
	4	68	66	97.1	37.9
	5	56	54	96.4	27.8
	6	57	55	96.5	47.3
English Learners	3	15	14	93.3	
	4	18	16	88.9	6.3
	5	18	16	88.9	6.3
	6	12	11	91.7	9.1
Students with Disabilities	4	11	11	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	67	98.5	26.9
	4	92	92	100.0	29.4
	5	73	73	100.0	19.2
	6	75	73	97.3	27.4
Male	3	38	37	97.4	29.7
	4	45	45	100.0	31.1
	5	35	35	100.0	20.0
	6	37	36	97.3	25.0
Female	3	30	30	100.0	23.3
	4	47	47	100.0	27.7
	5	38	38	100.0	18.4
	6	38	37	97.4	29.7
Hispanic or Latino	3	52	52	100.0	23.1
	4	64	64	100.0	26.6
	5	55	55	100.0	18.2
	6	50	49	98.0	20.4
White	3	11	10	90.9	60.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	14	14	100.0	42.9
	6	13	12	92.3	50.0
Socioeconomically Disadvantaged	3	57	56	98.3	23.2
	4	68	68	100.0	22.1
	5	56	56	100.0	16.1
	6	57	55	96.5	18.2
English Learners	3	15	15	100.0	
	4	18	18	100.0	
	5	18	18	100.0	
	6	12	11	91.7	
Students with Disabilities	4	11	11	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	54	59	53	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	73	73	100.0	53.4
Male	35	35	100.0	57.1
Female	38	38	100.0	50.0
Hispanic or Latino	55	55	100.0	47.3
Socioeconomically Disadvantaged	56	56	100.0	46.4
English Learners	18	18	100.0	22.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.4	29.9	32.8

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The parental involvement contact at this school is Linda Daltrey, 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 of 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.rusd.k12.ca.us, our school website at <http://rusd.schoolwires.net/Domain/35>, our school Facebook at [facebook.com@RUSDVictoria](https://www.facebook.com/RUSDVictoria), and our PTO Facebook at <https://www.facebook.com/#!/pages/Victoria-Elementary-PTO/327234801032> 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 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 Gorgonian 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	2.4	1.0	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2007-2008
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	4		18	4	2		16	3	3	0
1	30		1		27		2		17	3	2	0
2	26	1	3		24	1	3		15	3	3	0
3	25	1	2		31		3		17	1	3	0
4	30		2		29		2		24	1	1	2
5	32		2		31		2		19	2	1	1
6	27	1	1	2	32		2	1	19	2	2	0
Other	11	1			15	1			15	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,659	\$1,793	\$4,866	\$81,732
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-10.5	-0.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-21.2	7.5

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$67,714 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

\$114,180 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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 teachers 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 Beginning Teacher Support and Assessment (BTSA) support provider who mentors them in effective instructional practices and classroom management strategies. New teachers attend monthly BTSA 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.

In 2014-15, teachers participated in 4 professional development days. In 2015-16, teachers participated in 2 staff development days, AVID training, individual conferences, and teacher planning through-out the year. In the year of 2016-17, teachers participated in 2 staff development days, AVID training, individual conferences and teacher planning through-out the year.

