

Victoria Elementary School

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 School
Street	1505 Richardson Street
City, State, Zip	San Bernardino, CA 92408
Phone Number	(909) 478-5670
Principal	Larry W. Elwell
E-mail Address	larry_elwell@redlands.k12.ca.us
Web Site	http://victoria.redlandsusd.net/
CDS Code	36-67843-6036594

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

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

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	106
Grade 1	79
Grade 2	94
Grade 3	63
Grade 4	96
Grade 5	87
Total Enrollment	525

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0
Asian	14.7
Filipino	5
Hispanic or Latino	61.7
Native Hawaiian or Pacific Islander	1.1
White	7.4
Two or More Races	5.1
Socioeconomically Disadvantaged	91.4
English Learners	36.2
Students with Disabilities	14.3
Foster Youth	1

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	24	23	21	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	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	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including English Learners has a State-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. All students, including English Learners, have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2007)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 December 2016.

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 can not 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. Finally, a construction project was completed in the Winter of 2015 that significantly improved drainage during rain storms, as well as reduced water demand by replacing large grass areas with drought tolerant native plants.

Efforts to upgrade technology have largely been completed. Classrooms in grades 2 through 5 are equipped with notebook computers on 1:1 ratio to support California's new generation of on-line student assessments, while classrooms in Kinder and 1st grade are equipped with notebook tablets on a 2:1 ratio. Finally, wireless internet access is available in all classrooms.

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: December 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: December 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	32	43	53	59	44	48
Mathematics	33	37	40	44	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	69	66	95.7	21.2
	4	97	94	96.9	51.6
	5	93	91	97.8	50.0
Male	3	34	33	97.1	15.2
	4	43	42	97.7	50.0
	5	46	45	97.8	45.5
Female	3	35	33	94.3	27.3
	4	54	52	96.3	52.9
	5	47	46	97.9	54.4
Asian	4	16	14	87.5	78.6
Hispanic or Latino	3	43	42	97.7	16.7
	4	56	56	100.0	50.0
	5	60	58	96.7	47.4
Socioeconomically Disadvantaged	3	64	61	95.3	19.7
	4	87	84	96.5	50.6
	5	86	84	97.7	50.6
English Learners	3	26	24	92.3	8.3
	4	33	31	93.9	29.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	23	23	100.0	22.7
Students with Disabilities	3	19	18	94.7	5.6
	4	19	19	100.0	10.5
	5	27	26	96.3	8.0

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	69	66	95.7	25.8
	4	97	94	96.9	47.3
	5	93	91	97.8	34.4
Male	3	34	33	97.1	27.3
	4	43	42	97.7	53.7
	5	46	45	97.8	29.6
Female	3	35	33	94.3	24.2
	4	54	52	96.3	42.3
	5	47	46	97.9	39.1
Asian	4	16	14	87.5	71.4
Hispanic or Latino	3	43	42	97.7	23.8
	4	56	56	100.0	45.5
	5	60	58	96.7	26.3
Socioeconomically Disadvantaged	3	64	61	95.3	24.6
	4	87	84	96.5	44.6
	5	86	84	97.7	33.7
English Learners	3	26	24	92.3	20.8
	4	33	31	93.9	41.9
	5	23	23	100.0	9.1
Students with Disabilities	3	19	18	94.7	5.6
	4	19	19	100.0	5.3
	5	27	26	96.3	4.0

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)	66	42	53	72	71	68	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	92	88	95.7	53.4
Male	46	45	97.8	51.1
Female	46	43	93.5	55.8
Hispanic or Latino	59	56	94.9	55.4
Socioeconomically Disadvantaged	85	81	95.3	54.3
English Learners	22	22	100.0	45.5
Students with Disabilities	27	26	96.3	42.3

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	15.9	22.7	28.4

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)

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 Reading / Math Nights
Spring Fling Resource Fair
Community Garden

We also have a number of parents who volunteer throughout the year in various capacities, which include in classroom helpers, field trip chaperones and working in our library. Parents who wish to volunteer should contact our office manager at (909) 478-5670 for more information and to obtain the necessary forms. Families may also keep current with activities and information about Victoria by following us on Twitter @TigerTownRUSD.

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	2.8	2.4	1.5	4.8	3.7	4.1	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)

Victoria Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current it s 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. School administrators also have the capability of monitoring police radio traffic so as to remain aware of incidents in the area.

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.

Lastly, home to school communication has been improved through the use of upgraded district telephone and smartphone application systems, in addition to an increased presence in social media.

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	2010-2011	2010-2011
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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	16	6			23		4		23		4	
1	25		2		26		3		27		3	
2	25		4		25		3		26		3	
3	22		4		23	1	3		22	1	3	
4	33		1	1	31		1	2	33			2
5	26	1	3		29	1	1	2	30		3	
Other	15	1							24		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	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other	1	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	\$6,651.00	\$2,101.67	\$4,549.33	\$71,447.02
District	N/A	N/A	\$4,549.33	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-11.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.9	-5.8

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

Types of Services Funded (Fiscal Year 2015-16)

Victoria Elementary School receives approximately \$360,000 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, Tier II LCAP funds, 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 Site Program (SSP) 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. Our LCAP funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English and are identified as economically disadvantaged. These funds provide intervention teacher salaries, materials and teacher salaries for after-school programs, conference and workshop fees, as well as supplemental classroom materials.

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 CAASSP 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	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)

Staff development has always been a priority in the Redlands School District and specifically at Victoria. Professional development in Paths to Proficiency continued in the 15/16 school year in support of English Language Learners. Training in the California Common Core Standards (CCCS) continued at the district level with an emphasis on English / Language Arts and math. All teachers have participated in both district and school-wide training designed to support the new instructional standards.

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 TOAs meet the week following each Common Assessment to discuss student progress toward proficiency. At the data team meetings, teachers also develop plans for re-teaching standards to those students who demonstrate the need and forward plan for the next unit of study.

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