Victoria Elementary
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Victoria Elementary
Street	2910 Arlington Ave
City, State, Zip	Riverside, CA 92506-4449
Phone Number	(951) 788-7441
Principal	Eric Fladland
E-mail Address	efladland@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 2017-18)

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 3-6

Early Literacy Skills by grade 3

Student Engagement

HEARTS -Afterschool program providing academic hour and enrichment activities

STEAM Enrichment Days - A day once a month when the whole school participates in activities with Science, Technology, Engineering, Art, or Math themes

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

Our Mission Statement:

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

Victoria School's Staff BELIEVES!

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	94
Grade 1	85
Grade 2	87
Grade 3	91
Grade 4	75
Grade 5	94
Grade 6	75
Total Enrollment	601

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.7
Asian	1.7
Filipino	0.8
Hispanic or Latino	75
Native Hawaiian or Pacific Islander	0.3
White	15.1
Two or More Races	0.5
Socioeconomically Disadvantaged	69.4
English Learners	22.3
Students with Disabilities	13.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	28	29	1909
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	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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) adopted in 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) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	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	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

# of Work Orders = 564
Labor Hours = 1353.25

Assessed Value of Work = $57,583.08

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The overall rating

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			Office: Carpet needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			11: Leaking sink faucet, need work order 4: Replace airator on sink - WO needed Boys Restroom by Room 6: Toilet leaking need work order Library: Sink and drinking fountain turned off- work order needs to be placed to turn back on
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		3:00 10: Roof leak, need work order 12: Roof leak, missing ceiling tile WO#17-279912 14: Ceiling tile stained, need work order 27: Roof leak, stained ceiling tile - need work order 31: Roof leak, need work order 33: Roof leak, stained ceiling tile - need work order
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/20/2017			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	40	35	48	47	48	48
Mathematics (grades 3-8 and 11)	26	18	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	336	99.12	34.52
Male	183	181	98.91	31.49
Female	156	155	99.36	38.06
Black or African American	20	20	100	25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	251	98.82	32.27
White	48	48	100	47.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	252	249	98.81	30.92
English Learners	93	90	96.77	22.22
Students with Disabilities	41	41	100	7.32
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	339	100	17.7
Male	183	183	100	17.49
Female	156	156	100	17.95
Black or African American	20	20	100	5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	254	100	16.14
White	48	48	100	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	252	252	100	15.48
English Learners	93	93	100	9.68
Students with Disabilities	41	41	100	2.44
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	18.9	26.7	32.2

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 State priority: Parental Involvement (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 2017-18)

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

Parents and families play an important role in the education of our students. When parents and teachers work together on behalf of students, the results are powerful. Each year families receive a parent handbook that contains information about programs and procedures of Victoria School. In this information is also a Home-School Compact. This compact outlines responbilities between the school, parent, and student that are required to have a successful school year. Because we believe that communication is key, Victoria has many systems in place. Each grade level team sends home newsletters to inform parents about the curriculum that will be taught and ways they can help at home. In addition, parents receive the Victoria Newsletter which includes articles and calendars. Parents are encouraged to visit the RUSD website at www.riversideunified.org, our school website at http://victoria.riversideunified.org/ , our school Facebook at facebook.com@RUSDVictoria, and our PTO Facebook 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 Gorgonial mountains (at no cost to the family).

• School Site Council (SSC) is a committee that oversees the School Categorical Budget and monitors the implementation of Victoria's School Library and Improvement Plan. The committee is comprised of Victoria's teachers, classified staff, and parents. This group meets the third Thursday of each month.

• English Learner Advisory Committee (ELAC) is comprised of parents of English Language Learners. This committee meets concurrently with the SSC meetings. Meeting topics include the following:

• The importance of regular school attendance

• Parents Needs Assessment

- The Victoria School Plan and English Learner Plan

- R-30 Language Census

Classroom Volunteers

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	2.4	1.0	1.2	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	18	4	2		17	3	3		17	3	3	
1	27		2		27		2		24		3	
2	24	1	3		23	1	4		23	1	3	
3	31		3		22		3		23		4	
4	29		2		35			2	34			2
5	31		2		34			2	32		2	1
6	32		2	1	27	1	3		27	1		2
Other	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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7581	2164	5418	84521
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-7.5	-3.1
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-17.6	6.7

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

Types of Services Funded (Fiscal Year 2016-17)

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

$55,745   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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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)

"The annual number of school days dedicated to staff development were as follows:
2015-16: _17__ days
2016-17: _17__ days
2017-18: _26__ days"

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

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

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

During the 2016-17 school year, all staff members at Victoria Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and
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topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings. Teachers providing service in the AVID program will be attending three professional development days to improve their practices related to this program. Our teachers will have 2 days of training provided by the district for professional development in the area of foundational reading, engagements, and technology use provided by the staff developers from the district. The teachers will receive 15 days of training at the school site for clarifying school culture, parent engagement activities, response to student achievement data, and English Language Development. The teachers met with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

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During the 2015-16 school year, all staff members at Victoria Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and
professional development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related
topics. Some trainings are offered during the school day and others are offered after school. All teachers at our site will be attending these trainings. Teachers providing service in the AVID program will be attending three professional development days to improve their practices related to this program. Our teachers will have 2 days of training provided by the district for professional development in the area of foundational reading, engagements, and technology use provided by the staff developers from the district. The teachers will receive 15 days of training at the school site for clarifying school culture, parent engagement activities, response to student achievement data, and English Language Development. The teachers met with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year.

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

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

All Classroom Teachers attend monthly staff meetings including on-site professional development in identified areas of need. In addition, the teachers have the opportunity to attend a variety of staff development trainings and other activities sponsored by the school, district, or through special projects that are specific to their professional growth goals.

All teachers participate in weekly Standards-Based Planning team meetings where they collaboratively analyze current data and plan each theme/unit of instruction. These planning sessions address district-wide agreements that include planning for the following:

Two-Part Learning Objectives

Student Engagement

Differentiation of Instruction

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

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

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

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

- New Teachers are assigned a Professional Growth System (PGS) support provider who mentors them in effective instructional practices and classroom management strategies. New teachers attend monthly PGS meetings at which time they participate in extensive California Formative Assessments and Support System (CFASST) training that addresses the foundations, general processes, and specific methods of Formative Assessments that make up the assessment and support system.

- Non-Classroom Teachers at Victoria include our Special Education Resource Specialist, Speech and Language Pathologist, and a Title I Intervention Specialist. The special education staff participate in all Victoria staff development opportunities, as well as special education staff development training. They attend monthly job-alike meetings where they have the opportunity to refine their practice and discuss best practices with their colleagues.

- Paraprofessionals at Victoria include Instructional Assistants who serve in Special Education classrooms. They attend district-offered training on how to implement special programs such as Project Read, Framing Your Thoughts and Behavior Management Techniques.

- Non-Instructional Support Staff includes the following classified staff: Principal's Secretary, School Office Assistant/Attendance Assistant, Health Assistant, Bilingual Community Assistant, Library Media Assistant, Campus Supervisor, Custodian, and Cafeteria staff. Each of these staff members attend district-provided training related to their specific field.