VICTORIANO ELEMENTARY SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY
2013-14 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2014

A MESSAGE FROM THE PRINCIPAL

We would like to welcome you to Victoriano Elementary where our goal is to create a dynamic learning experience that will cultivate a strong sense of character, allow our children to discover new perspectives, and inspire them to become informed global citizens. We are thankful to have a group of dedicated staff members, supportive parents, and amazing students who work tirelessly to achieve high levels of academic achievement each year. We believe that success is earned through hard work and dedication to continued improvement and innovation.

The Victoriano experience includes the finest educational programs, built on the California Common Core State Standards. Our students take an active role in their education, setting challenging goals and striving to achieve their personal best. Staff members work collaboratively to guide each child through a rigorous curriculum built on a foundation of high expectations and a love for learning.

Successful school programs require a strong home-school connection and we value the extraordinary partnership we maintain with our families and greater learning community. We know that parental involvement in a child’s education from an early age has a significant impact on educational achievement. As a result of our combined efforts, our students continue to shine and look forward to a future of limitless possibilities.

DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2013-14 school year, the district’s schools served more than 19,700 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2013-14 school year, Victoriano Elementary School served 735 students in grades K-5. Student enrollment included 9.1% receiving special education services, 15.6% qualifying for English learner support, and 71.2% qualifying for free or reduced-price meals.

Victoriano Elementary is the district’s first STEM (Science, Technology, Engineering, and Math) K-5 school. Teachers employ a rigorous and diverse curriculum to create a pathway of STEM learning experiences that will continue into a student’s higher education and foster a passion for science and mathematics, therefore increasing the number of high school graduates who have an interest and the expertise in STEM subjects.

A cutting-edge STEM curriculum, state-of-the-art science and technology resources, and individualized teaching techniques nurture the critical thinking and collaborative problem-solving skills students need to become future leaders and innovators in the STEM fields. Some of the recent STEM advancements at Victoriano include iPad learning technologies for teachers and students. Students in grades four through fifth currently benefit from a 1:1 iPad learning program ratio. All classroom teachers conduct their daily lessons through hand-held computers that allow them to interact with grade level standards on the classroom projection screen. Teachers and students engage in learning through advanced visual and technological lesson formats.

MISSION

Our school mission is to prepare students to be academically competitive and socially competent through the use of rigorous, relevant curriculum and positive relationships.

HONORS

2006 Blue Ribbon School
2009 California Distinguished School
2010 Title I Academic Achievement School
2011 Golden Bell Award
2013 California Business for Education
2014 Riverside County of Academic Excellence and Innovation Award
Excellence Honor Roll - Star School
STEM Model School

The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials and school facilities information were acquired in September 2014.
Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District’s LCAP:

- Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.
- Parental Involvement/State Priority 3: Covered in Parent Involvement.
- Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CASASPI charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.
- Pupil Engagement/State Priority 5: Covered in Dropout & Graduation Rate, including DropOut & Graduation Rate and Completion of High School Graduation Requirements charts.
- School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.
- Other Pupil Outcomes/State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parent involvement is a vital component to school and student success. Victoriano Elementary School offers a wide variety of opportunities for parents to support the school and their child’s academic efforts through volunteering or simply attending special events and activities. Parents seeking more information or who are interested in participating in any of the activities listed below may call their child’s teacher at (951) 490-0390.

Volunteer to Help In the:
- Classrooms
- Library
- Office
Join Leadership Groups:
- District Advisory Council (Title I) (DAC)
- English Learner Advisory Council (ELAC)
- GATE Advisory Council (Gifted & Talented Education)
- Parent Safety Committee
- Parent Success Committee
- Parent Teacher Organization (PTO)
- School Advisory Council (Title I)
- School Site Council (SSC)
School Activities & Events:
- Back to School Night
- Book Fair
- Family Nights
- PTO-sponsored events
- Red Ribbon Week
- STEM Fair
- Spelling Bee
- Student performances
- Student recognition assemblies

School-to-home communication is provided in both English and Spanish. PTO newsletters are published throughout the year to keep parents up to date on school activities, meeting dates, and fundraisers. TeleParent, an automated telephone message (multilingual) system, is used to quickly forward important announcements to each student’s home. A monthly calendar detailing school activities is sent home with students. The school’s new electronic marquee located in the front of the school is kept up to date with important reminders and announcements. The school web site is the best resource for information about our school and gain access to newsletters, parent forms, PTO news, program information, schedules, and current news on classroom instruction and activities. The school web site can be found through the district web site at www.valverde.edu.

Student Achievement

To obtain accurate and valid measures of educational progress, Victoriano Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, summative tests, and results of standardized tests.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state’s standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California’s testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools

<table>
<thead>
<tr>
<th>Academic Performance Index</th>
<th>Victoriano</th>
<th>VVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year Performance Comparison</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2010-11</td>
<td>2011-12</td>
</tr>
<tr>
<td>Statewide Rank</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Similar Schools Rank</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Actual API Change

|                                     | 2010-11 | 2011-12 | 2012-13 |
| All Students                        |        | -10     |        |
| Ethnic Subgroups                    |        |         |        |
| African American                    | 6       | -15     | 2      |
| American Indian or Alaskan Native   |         |         |        |
| Asian                               |         |         |        |
| Filipino                            | 13      | -11     | 6      |
| Hawaiian or Pacific Islander        |         |         |        |
| White (not Hispanic)                |         |         |        |
| Two or More Races                   |         |         |        |
| Other Subgroups                     |         |         |        |
| Economically Disadvantaged          | 16      | -9      | 1      |
| English Learners                    |        | -7      | -4     |
| Students with Disabilities          |        |         | -1     |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

“N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.
and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate. The AYP table in this report illustrates the school’s progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education’s (CDE) web site www.cde.ca.gov/ncb/ and the U.S. Department of Education’s web site www.ed.gov/ncb/accountability/.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state’s graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API table in this report highlights Victoriano Elementary School’s progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API can be found at www.cde.ca.gov/ta/ac/ap/.

DISTRICT BENCHMARK ASSESSMENTS

Val Verdi Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students’ mastery of subject matter and skill levels. District benchmark assessments are being aligned with the Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2013-14 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student’s proficiency level of understanding the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Victoriano Elementary School participate in California’s STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Victoriano Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight, and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education’s web site http://star.cde.ca.gov.

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of

<table>
<thead>
<tr>
<th>Percentage of Students Scoring at Proficient and Advanced Levels</th>
<th>Victoriano</th>
<th>VVUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>73</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>Math</td>
<td>82</td>
<td>78</td>
<td>80</td>
</tr>
<tr>
<td>History</td>
<td>48</td>
<td>52</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: STAR Program was last administered in 2012-13. 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.

<table>
<thead>
<tr>
<th>Percentage of Students Scoring at Proficient and Advanced Levels</th>
<th>Victoriano</th>
<th>VVUSD</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>84</td>
<td>78</td>
<td>85</td>
</tr>
</tbody>
</table>

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

<table>
<thead>
<tr>
<th>Percentage of Students Scoring at Proficient and Advanced Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>VVUSD</td>
</tr>
<tr>
<td>Victoriano</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Filipino</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
</tr>
<tr>
<td>Two or More Races</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Migrant Education</td>
</tr>
</tbody>
</table>

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.
Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

**Physical Fitness**

In the spring of each year, Victoriano Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student’s ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “healthy fitness zone.” Comparative district and state results can be found at the Federal Title I funding program designed to help those students who meet achievement. Title I Targeted Assistance schools use federal funds to help those students who meet achievement. Title I Schoolwide schools use federal funds to help those students who meet achievement. Title I Targeted Assistance.

Victoriano Elementary School provides a safe, clean environment for learning through proper facilities improvement and campus maintenance. Original school buildings were constructed in 1989; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

### School Facilities & Safety

**Facilities Profile**

Victoriano Elementary School is required to comply with respective program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Victoriano Elementary School took place on August 22, 2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2013-14 school year, 100% of student restrooms were fully operational and available for student use at all times.

**Supervision and Safety**

As a component of the school’s secure campus policy, school facilities are fully enclosed with a perimeter fence system. Only students are allowed to travel in and out of two entrance gates; parents and guardians must enter the campus through the school’s main office.

### School Inspections

Victoriano Elementary School and the Val Verde Unified School District’s Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Victoriano Elementary School took place on August 22, 2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2013-14 school year, 100% of student restrooms were fully operational and available for student use at all times.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Victoriano Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning. Each morning as students arrive on campus, teachers and administrators are on the playground and in the multipurpose room where breakfast is served to monitor activities and behavior. The principal supervises and greets students as they pass through the main entrance. During recess, four supervision aids monitor playground activities. During lunch recess, four supervision aids share the responsibility of supervising students in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort their students to the main exit areas. Four teachers and administrators are assigned supervision duty at designated areas in front of the campus to ensure students depart in a safe and orderly manner.

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding; Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Victoriano Elementary School qualified for Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific level of student proficiency, and monitor school progress towards meeting established goals.

### Title I PI Status

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>PI</th>
<th>In PI</th>
<th>In PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>Victoriano VVUSD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year of PI Implementation</td>
<td>2013-14</td>
<td>2012-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year in PI</td>
<td>Year 1</td>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Schools Currently In PI</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Schools Currently In PI</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Physical Fitness Test

<table>
<thead>
<tr>
<th>Percentage of Students Meeting California Fitness Standards 2013-14</th>
<th>Number of Standards Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s) Tested</td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td>24.0% 21.7% 33.3%</td>
</tr>
</tbody>
</table>

### School Site Inspection

<table>
<thead>
<tr>
<th>Item Inspected</th>
<th>School Facility Good Repair Status</th>
<th>Repair Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection Date</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>August 22, 2014</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Overall Summary of School Facility Good Repair Status

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Percentage Description Rating:

**Good:** The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
planning, management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Victoriano Elementary’s safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school’s most recent safety plan was reviewed, updated, and shared with school staff September 2014.

**MAINTENANCE AND REPAIRS**

School custodial staff and the district’s maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Victoriano Elementary School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

**DAILY CLEANING PRACTICES**

One full-time day custodian and one full-time evening custodian are assigned to Victoriano Elementary School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and lead custodian communicate daily to discuss campus conditions of the school facility, and follow up on unscheduled maintenance needs, urgent repairs, or special projects to designated custodial and office support staff who prepare and submit work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. Groundskeepers are on campus once a week and are responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district’s Operations Supervisor visits Victoriano Elementary School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work orders.

**CLASSROOM ENVIRONMENT**

**CLASS SIZE & TEACHING LOAD**

The Class Size Distribution table in this report illustrates the distribution of class sizes for each grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

**DISCIPLINE & CLIMATE FOR LEARNING**

A safe, clean school and an effective learning program provide the basis for Victoriano Elementary School’s discipline program. School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions.

Each grade level team has established a behavior management plan to address classroom management policies and incentive programs in alignment with schoolwide rules, policies, and incentive programs promoting good behavior and strong character. School and classroom rules are posted in each classroom. At the beginning of the school year, school rules, discipline policies, and academic expectations are shared with students and parents in a presentation at Back to School Night. The student-parent handbook (printed in both English and Spanish) includes school rules and behavior expectations and is available on the school web site. Welcome Back assemblies include a review of school rules, behavior expectations, and rewards/incentive programs. As part of the morning address, fifth grade students share examples of positive character and citizenship. Teachers reinforce behavior expectations daily and as needed through the year. School assemblies may include reminders for students to conduct themselves in a safe, responsible, and courteous manner.

The OLWEUS Bully Prevention Program as well as the positive behavior support system (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The positive behavior support system will be integrated with OLWEUS bully prevention program. Through the positive behavior support system, our school community will provide intentional structures for student success through positive behavior expectations.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following school rules, teachers refer the student to the principal for further intervention. Consequences and disciplinary action are based upon the student’s past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Frequent praise and positive reinforcement are the backbone of Victoriano Elementary’s efforts to promote good behavior and academic achievement. Perfect attendance is recognized at the end of each month in the classroom with a popcorn party. At the end of each trimester, students are formally recognized for their efforts in meeting designated criteria. Awards are presented for: Honor Roll, Perfect Attendance, Behavior, and Citizenship.

**SUSPENSIONS AND EXPULSIONS**

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

**ENRICHMENT ACTIVITIES**

Students are encouraged to participate in the school’s many additional academic and extracurricular activities. These programs promote positive attitudes, encourage achievement, and instill a sense of belonging among students.

- After School Robotics Program
- Associated Student Body (ASB)
- GATE After-School Enrichment
- Schoolwide STEM Program
- THINK Together
Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district’s educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District’s curriculum and classroom management practices.

**Instructional Materials**

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district’s Board of Education. The district follows the State Board of Education’s six-year adoption cycle for textbooks in foreign language, visual and performing arts classes.

On September 2, 2014, the Val Verde Unified School District’s Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #14-15-17 which certifies as required by Education Code §60119 that 1) textbooks and instructional materials were provided to all students, including English learners, in the district and instructional materials were provided to each student, including English learners, 2) aligned textbook or instructional materials, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school’s office.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2014-15 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

**School Leadership**

Leadership at Victoriano Elementary School is a responsibility shared among the principal, teachers, and parents. Principal Caryn Lewis is responsible for the day-to-day operations and overall curriculum. The school’s leadership team, grade level teams, program facilitators, and School Site Council share in the decision-making and administrative processes to create an effective, safe, and nurturing learning environment.

The school’s leadership team, comprised of the principal, grade level leaders, and instructional coaches, meets every other week to collaboratively address school policy issues and curriculum concerns. Team members are responsible for supporting the principal in leading program implementation and serving as a liaison to grade level teams.

The School Site Council (SSC), consisting of the school principal, teachers, classified staff, and parents, is a major governing body that meets monthly to address school programs, discusses issues and plans for instructional improvement.
**Specialized Instruction**

All curriculum and instruction is aligned to the Common Core State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Victoriano Elementary School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and project-based learning techniques.

**Special Education**

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Special education teachers, special education aides, and general education teachers collaboratively utilize a team-oriented approach to provide maximum levels of instruction in the general education environment. For a portion of the regular school day, students may receive individual and/or small group instruction from special education staff in the Learning Center. A District Program Specialist meets with special education teachers regularly to provide support and assistance in developing student teaching schedules and allocating staff resources.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school’s IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

**English Learner Instruction**

All of Victoriano Elementary School’s teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students receive English Language Development (ELD) instruction by their class teacher for 30 minutes a day as a supplement to their regular language arts curriculum. Following a specially-designed Houghton Mifflin curriculum, ELD instruction focuses on reading development, verbal language development, and vocabulary building. One bilingual aide collaborates with class teachers to provide in-class small group and individual support based upon student needs. As students increase fluency in the English language, Victoriano Elementary School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

**Gifted and Talented Education**

Victoriano Elementary School offers a Gifted and Talented Education program for students in third, fourth, and fifth grades who have been recognized as high achievers by their teachers through district testing. GATE students are clustered by grade level to receive accelerated, differentiated instruction that emphasizes critical thinking and reasoning skills. Throughout the year, GATE students are engaged in enrichment activities as part of their regular curriculum and after school; students work on special projects such as creating digital media applications, robotics collaborative teams, as well as rigorous hands on projects.

**Intervention Programs**

Victoriano Elementary School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Educational Management Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- **Tutoring**: students who are struggling in academics are encouraged to make arrangements with their teacher for after-school tutoring.
- **DIBELS**: universal screening and progress monitoring tool to determine specific needs of individual students and to design small group intervention support for reading and language arts instruction. Identified groups of students receive 30 minutes of focused intervention from an intervention specialist.
- **Inside**: fourth and fifth grade students who are performing two or more years below grade level receive three hours of intensive language arts instruction daily for the duration of the school year. Teachers follow the Inside curriculum to deliver tailored instruction.
- **Rocket Math**: during-school skills activity to build mastery of math facts (multiplication, division, addition, and subtraction).
- **Impact Substitute Teachers**: substitute teachers in the morning and in the afternoon provides support to regular classroom teachers who conduct small group intervention in reading and math.
- **THINK Together**: voluntary after-school program provided after school five days a week, until 6 p.m. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. Homework and tutoring support are strongly aligned to the student’s/school’s core curriculum under the supervision of a program coordinator.

**Professional Staff**

**Teacher Assignment**

Victoriano Elementary School recruits and employs only the most qualified credentialed teachers. For the 2013-14 school year, the school employed 27 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “NCLB Compliant”. Minimum qualifications include: possession of a bachelor’s degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

<table>
<thead>
<tr>
<th>Teacher Credentials and Assignments</th>
<th>Victoriano</th>
<th>VVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Teachers with Full Credential</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Teachers without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area (with full credential)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Misassignments for English Learners</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Vacancies</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

**NCLB Compliance Percentage of Classes in Core Academic Subjects:**

<table>
<thead>
<tr>
<th>Taught by NCLB Compliant Teachers</th>
<th>Not Taught by NCLB Compliant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoriano</td>
<td>100.0%</td>
</tr>
<tr>
<td>District Totals</td>
<td>100.0%</td>
</tr>
<tr>
<td>All Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>100.0%</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.
SUPPORT SERVICES STAFF
Support services staff consist of psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The psychologist assists with academic, social, and emotional issues; provides assessments to determine eligibility for Special Education services; and facilitates coordination of IEPs.
The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Victoriano Elementary School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

DISTRICT EXPENDITURES
SALARY & BUDGET COMPARISON
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT
For the 2012-13 school year, Val Verde Unified School District spent an average of $7,566 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school’s per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with district and throughout the state.

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

SARC DATA & INTERNET ACCESS
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Victoriano Elementary School and comparisons of the school to the district, the county, and the state.

PUBLIC INTERNET ACCESS LOCATION
Parents may access Victoriano Elementary School’s SARC and access the internet at any of the county’s public libraries or Victoriano Elementary’s library. The closest library to Victoriano Elementary School is Moreno Valley Public Library located at 25480 Alessandro Blvd., Moreno Valley, CA 92553.

Moreno Valley Library
(951) 413-3880
Hours: Monday-Thursday 9-8
Friday 9-6
Saturday 9-5
Sunday 12-5
Number of computers available: 15 adult computers and 10 children’s computers
Number of printers available: 1

Victoriano Elementary School Library
Hours: visit the school office
Number of computers available: 35
Printers are available: Yes

Current Expense of Education Per Pupil
Dollars Spent Per Student
2012-13

<table>
<thead>
<tr>
<th>Expenditures Per Pupil</th>
<th>Victorious</th>
<th>VVUSD</th>
<th>% Difference - School and District</th>
<th>State Average for Districts of Same Size and Type</th>
<th>% Difference - School and State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Restricted and Unrestricted</td>
<td>4,570</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Restricted (Supplemental)</td>
<td>712</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unrestricted (Basic)</td>
<td>3,858</td>
<td>4,416</td>
<td>87.4%</td>
<td>5,537</td>
<td>69.7%</td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td>76,837</td>
<td>69,202</td>
<td>111.0%</td>
<td>68,841</td>
<td>111.6%</td>
</tr>
</tbody>
</table>

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Child Nutrition
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III

- OtherLocal: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Transportation
- Vocational Programs

Victoriano Elementary School 8 2013-14 School Accountability Report Card