



## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

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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 information and the school facilities information was acquired in November 2018.

# VICTORIANO ELEMENTARY SCHOOL

25650 Los Cabos Drive, Moreno Valley, CA 92551  
Phone: (951) 490-0390  
FAX: (951) 490-0395

Tammy Roughton, Principal  
Email: [troughton@valverde.edu](mailto:troughton@valverde.edu)



## AN ANNUAL REPORT TO THE COMMUNITY 2017-18 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2019

### PRINCIPAL'S MESSAGE



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 DESCRIPTION

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 2017-18 school year, the district's schools served more than 20,200 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, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

#### Student Enrollment by Subgroup/Grade Level 2017-18

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	25.7%	Kindergarten	103
American Indian or Alaskan Native	0.0%	Grade 1	137
Asian	4.3%	Grade 2	148
Filipino	2.6%	Grade 3	146
Hawaiian or Pacific Islander	0.2%	Grade 4	149
Hispanic or Latino	56.2%	Grade 5	151
White	5.5%		
Two or More Races	4.8%		
Socioeconomically Disadvantaged	73.9%		
English Learners	12.0%		
Students with Disabilities	8.3%		
Foster Youth	1.3%		
		Total Enrollment	834

During the 2017-18 school year, Victoriano Elementary School served 834 students in grades K-5. Student enrollment included 8.3% receiving special education services, 12% qualifying for English learner support, and 73.9% qualifying for free or reduced-price meals.

Victoriano Elementary is a district STEAM (Science, Technology, Engineering, Art, and Math) K-5 school. Teachers employ a rigorous and diverse curriculum to create a pathway of STEAM 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 STEAM subjects.

A cutting-edge STEAM 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 STEAM fields. Students in kindergarten through fifth currently benefit from a 1:1 technology ratio. All classroom teachers use devices that allow them to interact with grade level standards on the classroom projection screen. Teachers and students engage in learning which takes advantage of technology to foster communication, critical thinking collaboratively and creativity.

### MISSION

Create a positive environment that produces lifelong learners and innovators who will become responsible, contributing citizens, able to succeed in a culturally diverse 21st Century society.

## VISION

To provide every student with the knowledge and skills necessary to be prepared for college and a 21st century workforce.

## HONORS

2009 California Distinguished School  
2010 Title I Academic Achievement School  
2011 Golden Bell Award  
2013 California Business for Education & Excellence Honor Roll  
2014 & 2016 Riverside County of Model Academic Excellence and Innovation Award  
Excellence Honor Roll - Star School  
STEM Model School  
2015 P21 Exemplar School  
2018 Business Honor Roll

## 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 (Basic Services) – State Priority 1:** Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

**Conditions of Learning (Implementation of State Standards) – State Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

**Parental Involvement – State Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

**Pupil Achievement – State Priority 4:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

**Engagement (Pupil Engagement) – State Priority 5:** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

**School Climate – State Priority 6:** Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

**Conditions of Learning (Course Access) – State Priority 7:** Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

**Other Pupil Outcomes – State Priority 8:** Pupil outcomes in the subject areas. Covered in 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:

- African American Advisory Council (AAAC)
- District Advisory Council (Title I) (DAC)
- English Learner Advisory Council (ELAC)
- GATE Advisory Council (Gifted & Talented Education)
- Parent Advisory Committee
- Parent Teacher Organization (PTO)
- School Site Council (SSC)

School Activities & Events:

- Back to School Night
- Book Fair
- Family AVID Night
- Family Literacy Events
- 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. Blackboard Connect, 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 electronic marquee located in the front of the school is kept up to date with important reminders and announcements. The school website or the new Val Verde App is the best resource for information about our school where you can gain access to newsletters, parent forms, PTO news, program information, schedules, and current news on classroom instruction and activities. The school website can be found through the district website at [www.valverde.edu](http://www.valverde.edu).

## STUDENT ACHIEVEMENT

### DISTRICT BENCHMARK ASSESSMENTS

Val Verde 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 content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2017-18 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content 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 summative assessments, benchmark assessments, grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. 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 ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)  
2017-18**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	456	453	99.34%	55.85%	456	453	99.34%	43.05%
Male	220	218	99.09%	55.50%	220	218	99.09%	50.00%
Female	236	235	99.58%	56.17%	236	235	99.58%	36.60%
Black or African American	126	126	100.00%	42.86%	126	126	100.00%	30.16%
Asian	17	17	100.00%	76.47%	17	17	100.00%	76.47%
Filipino	--	--	--	--	--	--	--	--
Hispanic or Latino	254	252	99.21%	58.33%	254	252	99.21%	45.24%
White	26	26	100.00%	76.92%	26	26	100.00%	53.85%
Two or More Races	21	20	95.24%	50.00%	21	20	95.24%	25.00%
Socioeconomically Disadvantaged	351	348	99.15%	50.00%	351	348	99.15%	38.22%
English Learners	94	94	100.00%	57.45%	94	94	100.00%	46.81%
Students with Disabilities	49	49	100.00%	12.24%	49	49	100.00%	6.12%
Foster Youth	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

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.

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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Victoriano		VVUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	58	56	40	42	48	50
Mathematics	47	43	25	27	37	38

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.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Victoriano		VVUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

## 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 CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test Results 2017-18			
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	20.3%	20.3%	36.6%

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.

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Victoriano Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. 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.



**2017-18 Campus Improvements:**

- Installation of solar panels
- Installation of new flooring in the MPR
- Upgrades to the front lobby for security purposes
- Addition of a STEAM lab
- Painting projects

**2018-19 Campus Improvements in Progress:**

- Addition of a cover in the dismissal area

Campus Description	
Year Built	1989
Acreage	7
Bldg. Square Footage	37839
	<b>Quantity</b>
# of Permanent Classrooms	24
# of Portable Classrooms	11
# of Restrooms (student use)	3 sets
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
STEAM Lab	1

**SUPERVISION AND SAFETY**

As a component of the school's secure campus policy, school facilities are fully enclosed with perimeter fencing. 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.

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, six supervision aides monitor playground activities. During lunch recess, five supervision aides share the responsibility of monitoring 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.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office. Utilizing the Raptor System, visitors must present a valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

**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 July 18, 2018. 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 fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

**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, 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 March 2018.

**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 lead day custodian, one full-time evening custodian, and one part-time late 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 cleaning needs and safety concerns. Every morning before

school begins, the custodian inspects the facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. The custodian checks the restrooms throughout the day as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

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 order requests.

**CLASSROOM ENVIRONMENT 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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
July 18, 2018				
Systems	✓			
Interior Surfaces	✓			Room C-4 & K-1 - Wallpaper is torn
Cleanliness	✓			
Electrical	✓			Room C-4 - Sensor cover is missing
Restrooms/Fountains	✓			
Safety	✓			P-6 - No skid paint is peeling on ramp
Structural	✓			Work Room - Gutter down spout is broken
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

## Suspensions and Expulsions

	Victoriano			VVUSD			CA		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	1.90%	1.40%	1.90%	5.70%	4.90%	5.10%	3.70%	3.60%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.17%	0.11%	0.02%	0.09%	0.09%	0.08%

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 (available in both English and Spanish) includes school rules and behavior expectations and is available on the school website. Welcome Back assemblies include a review of school rules, behavior expectations, and rewards/incentive programs. As part of the morning address, ASB 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.

Victoriano Elementary School utilizes both the OLWEUS Bully Prevention Program and the Positive Behavior Intervention and Support system. The OLWEUS bully prevention program is a preventative program. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System is integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community provides 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 with student incentives. 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.

## CLASS SIZE

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.

## 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 Coding Club
- After School Intramural Athletics
- Associated Student Body (ASB)
- GATE After-School Enrichment
- Schoolwide STEAM Program
- THINK Together

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Standards. The District's Educational Services Department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

During the 2017-18 school year, Victoriano Elementary School held staff development training focused on:

- 21st Century Learning Programs & Goals
- Advanced Learning Technology
- AVID
- Common Core State Standards
- Conceptual Math

Average Class Size and Class Size Distribution				
2015-16				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	14.0	9		
1	30.0		4	
2	27.0	1	4	
3	23.0	2	4	
4	29.0		4	
5	28.0		5	
Other**	6.0	1		
2016-17				
K	15.0	8		
1	26.0	1	4	
2	26.0	1	4	
3	25.0	1	5	
4	29.0		5	
5	26.0	1	4	
2017-18				
K	15.0	7		
1	27.0	1	4	
2	29.0		5	
3	29.0		5	
4	29.0		5	
5	26.0	1	5	
Other**	6.0	1		

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

\*\* "Other" category is for multi-grade level classes.

- Digital Applications
- English Language Arts Adoption
- Google Docs
- Next Generation Science Standards (NGSS)
- Positive Behavior Intervention and Support (PBIS)
- Response to Intervention
- School Safety and Emergency Procedures
- Science, Technology, Engineering, Art & Math Instruction and Resources
- STEM Units of Study
- Site Hazardous Materials Training

During the 2016-17, 2017-18, and 2018-19 school years, Val Verde Unified School District provided professional development on the following topics:

### Professional Development Days & Topics Three-Year Trend

2016-17	4 days
<ul style="list-style-type: none"> <li>• Elementary Reading Assessment and Intervention</li> <li>• English Language Arts/English Language Development</li> <li>• ACCESS and EQUITY</li> <li>• MTSS-Tiered Supports for Breaking Down Barriers</li> <li>• Breaking Down Barriers Through Integrated and Designated English Language Development</li> </ul>	
2017-18	3 days
<ul style="list-style-type: none"> <li>• Building Classroom Communities</li> <li>• Tiered Supports for Reading</li> <li>• ELA/ELD Reading &amp; Writing Across Content Areas</li> <li>• Deep Dive Electives</li> <li>• Future iReady</li> </ul>	
2018-19	4 days
<ul style="list-style-type: none"> <li>• ELD Designated &amp; Integrated</li> <li>• Grade Level Professional Learning Communities (PLCs)</li> <li>• Grade Level Professional Learning and Collaboration</li> <li>• Breaking Down Barriers: Return of the Equity &amp; Access Superheros</li> <li>• Deep Dive Electives</li> <li>• MTSS: Tiered Supports to Breaking Down Barriers</li> </ul>	

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. California Teachers Induction (CTID) program, a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California State Standards.

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 being aligned to the California 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.

On September 4, 2018, 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 No.18-19-14 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 to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, 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 instructional materials used for its visual/performing arts curricula. During the 2018-19 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 California State Standards.

## SCHOOL LEADERSHIP

Leadership at Victoriano Elementary School is a responsibility shared among the principal, teachers, and parents. Principal Tammy Roughton 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.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English Language Arts			
2016	Yes	McGraw-Hill: <i>Wonders</i>	0%
2016	Yes	McGraw-Hill: <i>WonderWorks</i>	0%
Mathematics			
2013	Yes	Houghton Mifflin Harcourt: <i>Math Expressions</i>	0%
Science			
2007	Yes	Pearson: <i>Scott Foresman: California Science</i>	0%
Social Science			
2006	Yes	Pearson: <i>Scott Foresman: California History-Social Science</i>	0%

The school's leadership team, comprised of the principal, grade level leaders, assistant principal, and the instructional coach, meet 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, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

## SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California 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 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 ELPAC 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 and 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 yet 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:

- 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.
- Wonder Works: Intervention program that supports struggling students in reading and writing.
- iStation: Computer based games for intervention in reading, writing, and math.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

During the 2017-18 school year, Victoriano Elementary School had 31 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Victoriano			VVUSD		
	16-17	17-18	18-19	16-17	17-18	18-19
Total Teachers	30	31	32	819	833	841
Teachers with Full Credential	30	31	32	795	805	817
Teachers without Full Credential	0	0	0	24	28	24
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	5
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	2	0	8

*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.*

## 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.

Academic Counselors and Other Support Staff		
2017-18		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Adaptive PE Teacher	As needed	
Health Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Speech Pathologist	1	0.6
Library Technician	1	1.0

*\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

## SARC DATA & INTERNET ACCESS

### DATAQUEST

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. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### 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 Public 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: 5  
Printers are available: No

# 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 2016-17 school year, Val Verde Unified School District spent an average of \$10,846 of total general funds to educate each student (based on 2016-17 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 average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	50,940	49,512
Mid-Range Teacher Salary	82,595	77,880
Highest Teacher Salary	100,259	96,387
Average Principal Salaries:		
Elementary School	135,966	123,139
Middle School	144,374	129,919
High School	140,658	140,111
Superintendent Salary	244,394	238,324
Percentage of Budget For:		
Teacher Salaries	31.0	36.0
Administrative Salaries	5.0	5.0

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

## Expenditures Per Pupil and School Site Teachers Salaries 2016-17

Expenditures Per Pupil	Dollars Spent Per Student				
	Victoriano	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,285	N/A	N/A	N/A	N/A
Restricted (Supplemental)	432	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,854	5,400	89.9%	7,125	68.1%
Average Teacher Salary	81,843	82,145	99.6%	79,665	102.7%

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 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.