

Victory Elementary

1838 West Rose St. • Stockton, CA 95203 • (209) 933-7310 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

Victory School is a Preschool through 8th grade elementary school located in Stockton, California. The school serves over 500 students on a campus with 28 classrooms, a computer lab, library, and a science lab. In 2014 the school was modernized, completely updating the interior of the school, including all classrooms, offices and multipurpose room. A brand new computer lab was developed with 36 laptops. We also created a new library to be used by all Kindergarten-8th grade students. The property also has three basketball courts, a baseball/soccer field, and an extensive playground with tether-ball, volleyball, slides, bars and other activities for students to enjoy.

Our staff is committed to working with the educational community to provide all students with the opportunity to reach his/her potential. Together, we collaborate and make a difference for our students. The staff at Victory School is very dedicated to providing the best possible educational experience for each and every child. Our belief is to do “whatever it takes” to meet a student’s educational and emotional needs. Our teachers deliver instruction using Common Core State Standards adopted by Stockton Unified School District and the State of California. The staff works diligently to implement rigorous curriculum and monitors student progress on a regular basis. Academic intervention and small group instruction are provided for students who are not meeting grade level standards through our Learning Center. Available to all students are reading and math interventions using computer based programs: ST Math, Imagine Learning and Compass Learning. For academically advanced students and GATE level students, enrichment curriculum activities are embedded into daily instruction and lessons.

Victory students also benefit from a variety of programs to meet individual needs after school. Our after school program, which runs until 6:00 p.m. daily, provides our students with additional academic tutoring, as well as physical activities in a safe and structured environment. Victory also provides a fully integrated Braille instruction program with assistive technology for students with visual needs. Victory currently has a full time Assistant Principal, full time Program Specialist, full time Resource Specialist Program teacher, full time Instructional Coach, half time School Counselor and School Psychologist, an 80 percent Speech Therapist, and 3 ½ hours a day of a Library Media Assistant. We encourage a site visit for anyone interested in learning more about Victory School and the educational opportunities that await students.

VICTORY SCHOOL'S MISSION

OUR MISSION IS TO EMPOWER STUDENTS TO REACH THEIR HIGHEST POTENTIAL, INSPIRE ACADEMIC AND BEHAVIORAL EXCELLENCE, AND ENCOURAGE MEMBERS OF THE SCHOOL COMMUNITY TO PARTICIPATE IN OUR ENDEAVOR. EVERY STUDENT, EVERY DAY, WHATEVER IT TAKES!

VICTORY SCHOOL'S VISION

VICTORY SCHOOL'S VISION IS TO PROVIDE A SAFE, CARING, DISCIPLINED AND STIMULATING ENVIRONMENT WHERE CHILDREN WILL ACHIEVE THEIR FULLEST POTENTIAL, SO THEY CAN MAKE THEIR BEST CONTRIBUTION TO OUR WORLD. WE VALUE OUR SCHOOL COMMUNITY AND RECOGNIZE THE ROLE IT PLAYS IN REALIZING OUR VISION

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	48
Grade 1	55
Grade 2	61
Grade 3	67
Grade 4	66
Grade 5	71
Grade 6	62
Grade 7	57
Grade 8	58
Total Enrollment	545

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.5
American Indian or Alaska Native	5.9
Asian	3.9
Filipino	0.4
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.2
White	11.2
Two or More Races	2.4
Socioeconomically Disadvantaged	85
English Learners	16.7
Students with Disabilities	14.7
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Victory Elementary	15-16	16-17	17-18
With Full Credential	25	23	24
Without Full Credential	1	4	3
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Victory Elementary	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X			Multipurpose/ Kitchen: stain ceiling tiles-replace, stage hallway-paint P-25: stain ceiling tiles-replace, west wall - paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				p 38: missing outlet cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				south east Girls R/R: sink facuet cap missing-replace south west Boys R/R: sink facuet cap missing-replace
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				P-36: ramp and handrails-paint
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	19	20	25	26	48	48
Math	19	20	21	20	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	29	26	29	30	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.5	8.8	10.3
7	34.4	17.2	14.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	136	132	97.1	25.8
Male	68	65	95.6	30.8
Female	68	67	98.5	20.9
Black or African American	22	21	95.5	19.1
Hispanic or Latino	75	73	97.3	23.3
White	19	18	94.7	33.3
Socioeconomically Disadvantaged	92	88	95.7	15.9
English Learners	17	16	94.1	12.5

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	387	99.49	20.16
Male	190	188	98.95	17.55
Female	199	199	100	22.61
Black or African American	54	54	100	12.96
American Indian or Alaska Native	24	24	100	20.83
Asian	13	13	100	46.15
Filipino	--	--	--	--
Hispanic or Latino	244	242	99.18	19.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	30
Two or More Races	11	11	100	0
Socioeconomically Disadvantaged	333	331	99.4	16.92
English Learners	108	107	99.07	14.95
Students with Disabilities	73	72	98.63	6.94
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	388	99.74	20.1
Male	190	189	99.47	20.11
Female	199	199	100	20.1
Black or African American	54	54	100	11.11
American Indian or Alaska Native	24	24	100	12.5
Asian	13	13	100	38.46
Filipino	--	--	--	--
Hispanic or Latino	244	243	99.59	19.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	37.5
Two or More Races	11	11	100	9.09
Socioeconomically Disadvantaged	333	332	99.7	17.77
English Learners	108	108	100	19.44
Students with Disabilities	72	71	98.61	4.23
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

After School Programs

- Counseling services and referrals
- English Language Learner instruction and support (ELD)
- Family Health Centers and programs when and where available
- Parent Resource Center
- Parent/Student conferences twice a year
- Parent Nights
- Parent Conferences
- Parent/Teacher organizations (PTO)
- School Readiness Program (ages 0-5)
- School Site Council (SSC)
- English Language Parent Involvement Committee (ELPIC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Attending parent conferences as requested
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning
Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office at 209-933-7310.

State Priority: School Climate

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

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

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A comprehensive School Safety Plan, called REMS (Readiness and Emergency Management for Schools), is updated annually and reviewed by staff and School Site Council. The most recent update of the REMS plan took place in September 2017. It helps to provide a secure, peaceful and clean environment for the school community. The plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis with staff and students. The site's Emergency Response Team meets monthly to review drills and prepare for any potential disasters. We communicate with parents through the district's automated phone message system to inform them of any important safety announcements. Every effort is made to ensure students are monitored while on campus throughout the school day. A full time Campus Safety Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before, during and after school. The playground is well supervised during recess time by classified and certificated staff. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	10.4	16.3	10.3
Expulsions Rate	0.0	0.2	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.25
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.75
Resource Specialist	1.00
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	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 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	22	21	1	1	1	2	4	4			
1	19	21	25	2	2	1	2	4	4			
2	22	27	26	1	1	1	2	4	4			
3	23	22	25	2	3	1	2	4	4			
4	28	32	26			1	2	2	4		2	
5	28	29	27			1	2	5	4			
6	19	27	27	3		1	1	4	12			
Other		8	14		2	2						

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

Professional Development provided for Teachers

Our primary focus for staff development continues to be on implementation of Common Core State Standards (CCSS) and the Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. On-going teacher support is provided through site-based instructional coach, program specialist and weekly collaboration meetings.

The site team of teachers attended a three day conference during the summer of 2017 on effective implementation of PLC's. Select staff members also received ongoing PBIS (Positive Behavior Intervention Support) training. Training takes place at the district's Professional Development Center (PDC), San Joaquin Country Office of Education and at Victory School. One teacher and two administrators received AVID training at the 3 day Summer Institute in Sacramento, CA in June of 2017.

All staff members received annual training on Imagine Learning (IL), our computer based reading intervention program. IL provides on site support through ongoing professional development on reading, interpreting and utilizing student progress report data as well as ongoing in class support throughout the school year.

Teachers also received annual training sessions on ST Math, our math intervention program for K-6 students. ST Math also provides in class support throughout the school year upon request.

A district representative from the research department provided a one hour training on site for our computer based student assessment tracking system, Illuminate. Teachers use the reports from Illuminate to identify intervention needs for students.

Annual training on the CELDT, CAASPP, REMS and Foundations also took place during regularly scheduled staff meetings throughout the school year. Training on Restorative Practices was held in the summer of 2017, with 8 teachers in attendance.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7520.24	2093.95	5426.29	76068.63
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-25.1	10.5
Percent Difference: School Site/ State			-17.5	-4.0

* Cells with ♦ do not require data.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

Title I Helping Disadvantaged Students Meet Standards

Title I Homeless

Title I Migrant Education

Title II Improving Teacher Quality

Title III Limited English Proficient Students

Beginning Teacher Support and Assessment (BTSA)

Extended Day Programs

English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.