Victoria Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Victoria Elementary School
Street	1025 Victoria Street
City, State, Zip	Costa Mesa, CA 92627
Phone Number	(949) 515-6985
Principal	Dr. Aaron Peralta
Email Address	aperalta@nmusd.us
School Website	https://victoria.nmusd.us/
County-District-School (CDS) Code	30-66597-6029490

2022-23 District Contact Information

District Name	Newport-Mesa Unified School District
Phone Number	(714) 424-5033
Superintendent	Dr. Wesley Smith
Email Address	superintendent@nmusd.us
District Website Address	www.nmusd.us

2022-23 School Overview

Victoria is extremely proud to have been selected as a No Child Left Behind - National Blue Ribbon School in 2007, a California Distinguished School in 2006, Title I Academic Achievement Award School for six years in a row, and a Campaign for Business & Education Excellence Honor Roll School in 2009 and 2014.. The philosophy at Victoria School is "to promote a motivating child-centered environment that stresses excellence in all areas, fosters individuality, instills a caring attitude towards others, and focuses on a world-class education." We have a commitment and a responsibility to develop a challenging scholastic program for each student. An exceptionally capable and dedicated staff models high expectations. We believe in the pursuit of academic excellence and continuous improvement, not only when acquiring foundational skills, but also when achieving more challenging benchmarks and personal aspirations. It is the goal of the staff to lead students toward being productive, informed and fulfilled individuals. The staff believes that individuals should be treated with dignity and respect, promoting a culture of appreciation and understanding for all. Parents, along with community support, are an integral part of the education process. We will be able to reach our collective and individual goals by working as a team. Together we collectively add to a child's foundation. All beliefs are reflected in our "Soaring Above" motto and our continuous improvement philosophy. The mission at Victoria is "to become a community of learners where creativity and academic excellence are valued, where self and others are deemed worthy of respect, dignity, and treated accordingly, and where students, parents, staff, and community share the responsibility to work collectively toward the success of that mission."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	28
Grade 2	43
Grade 3	54
Grade 4	40
Grade 5	47
Grade 6	40
Total Enrollment	296

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.0
Asian	1.4
Black or African American	0.7
Filipino	0.3
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.1
White	28.4
English Learners	28.7
Foster Youth	3.0
Homeless	6.1
Migrant	0.0
Socioeconomically Disadvantaged	47.0
Students with Disabilities	29.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	72.22	861.90	93.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.80	0.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.56	6.60	0.73	12115.80	4.41
Unknown	4.00	22.22	44.90	4.88	18854.30	6.86
Total Teaching Positions	18.00	100.00	921.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected	10/03/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: McGraw-Hill - Big Books & My Word Book consumable, 2022 K-6: McGraw-Hill: California Wonders, 2017 Grade K - Eleven Units with eleven corresponding Anthologies and Reading/Writing Workshop Texts Grade 1 - Four units with four corresponding Anthologies and Reading/Writing Workshop Texts Grades 2-6 - One Anthology Text and one Reading/Writing Workshop Text	Yes	0%
Mathematics	TK-5: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections. Grades K-5 students use Student Edition and Number Corner. Grade 6: Illustrative Mathematics, Course 1, 2018	Yes	0%
Science	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022 K-5: Pearson Scott-Foresman, California Science, 2009 Grades K-2 - Each classroom has one Big Book Flip Chart. Grades 3-5 - All students have a Student Edition. Grade 6 - All students have a "Focus on Earth Science" Student Edition. Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.	Yes	0%
History-Social Science	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022 Grades K-5: Pearson Scott Foresman History-Social Science Consumables, 2007 Grade 6: Glencoe McGraw-Hill Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

School Facility Conditions and Planned Improvements

VICTORIA - 24,000 Classroom Sq. Ft.

This school was built in 1964 and was rehabilitated in 1992. There are 11 permanent classrooms, a multi-purpose room and an administration building. Fourteen portables were constructed between 1993 and 2000. All permanent and portable classrooms were modernized in 2006.

197 work orders were completed in the 2021-2022 fiscal year. The site was last inspected 07/26/22.

Year and month of the most recent FIT report	07/26/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	57	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	41	N/A	47	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	174	97.75	2.25	57.47
Female	78	78	100.00	0.00	51.28
Male	100	96	96.00	4.00	62.50
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	116	97.48	2.52	52.59
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	72.09
English Learners	34	31	91.18	8.82	19.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	90	88	97.78	2.22	44.32
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	55	93.22	6.78	52.73

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	178	174	97.75	2.25	40.80
Female	78	78	100.00	0.00	38.46
Male	100	96	96.00	4.00	42.71
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	116	97.48	2.52	34.48
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	62.79
English Learners	34	31	91.18	8.82	12.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	90	88	97.78	2.22	26.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	55	93.22	6.78	20.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	34.38	NT	37.16	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	32	96.97	3.03	34.38
Female	13	13	100	0	15.38
Male	20	19	95	5	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	22	95.65	4.35	31.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	15	93.75	6.25	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	95	95	95	95

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We believe that education is a joint partnership between the school and parents. Our combined responsibility should be one of serving as facilitators to help all children reach their maximum potential. We look forward to and encourage parental involvement as much as possible at Victoria. Some of the ways to become involved include serving on the School Site Council SSC), the English Learner Advisory Committee (ELAC), Title I Advisory, and the GATE Committee. Our very active and involved PTA and ELAC bodies offers parents a number of opportunities to make a difference at Victoria. Parents also volunteer in the classrooms, in the library, and at enrichment programming such as Art Masters and Makerspace Lab. We value a team approach and welcome all parent participation.

Parents receive timely information about school curriculum, types of assessments, and district content and performance standards students are expected to meet by attending Back to School Night in the fall and Open House in the spring. Teachers and parents meet formally in November and March during our Parent/Teacher Conference weeks, and discuss each student's academic, social, and emotional progress. More frequent means of communication are achieved via weekly Blackboard bulletin to parents, weekly class communications, Twitter, and Instagram feeds to keep parents up to date on school related events and information. Parents are also encouraged to participate in Family Nights and other school and PTA sponsored events, such as Fall Festival, Spring Fling, Movie Nights, and the annual Jog A Thon. Our additional parent engagement monies have provided us the opportunity to host Coffee With the Principal where topics range from literacy and math to social and emotional issues of our students. These monies have also provided translation at our evening stakeholder meetings to discuss and share our adopted ELA/ELD curriculum, Wonders. As a title I school, the School-Parent Compact is discussed at Back to School Night and sent home with all students for family discussion. Finally, each spring stakeholders from PTA, SSC, ELAC, and school leadership team (SLT) convene for a strategic planning summit where data, surveys, and input are presented to chart the course for school priorities and budgets for the following school year.

We recognize the increased need for Social Emotional support during these challenging times. Therefore, we will hold parent SEL nights that will showcase our behavior specialist, counselor, and principal who have researched the latest best-practices during these isolating times to share out with our parents how they can support their children at home. Our SEL team will create activities that parents can use at home to support the social and emotional needs of their children. Materials will be sent home via digital and hardcopy with students. Both forums will have parent opportunities for Q&A and breakout groups to discuss newly acquired information and to network for support groups during these challenging times.

2022-23 Opportunities for Parental Involvement

For more information about opportunities to become involved in the school, please contact Danielle Csergei at 949-515-6985.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	314	313	83	26.5
Female	141	141	36	25.5
Male	173	172	47	27.3
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	196	195	55	28.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	15	15	3	20.0
White	92	92	24	26.1
English Learners	106	105	34	32.4
Foster Youth	13	13	4	30.8
Homeless	24	23	14	60.9
Socioeconomically Disadvantaged	163	162	50	30.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	38	39.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.58	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.64	0.32	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.32	0.00
Female	0.00	0.00
Male	0.58	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.02	0.00

2022-23 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are evaluated and revised October through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year. The safety of students and staff is a priority at Victoria School. We accomplish our goals by creating a safe and clean learning environment. Students, staff and parents show a great deal of pride in the school and work hard to maintain an immaculate campus. The campus is inspected daily to ensure the best possible conditions. Victoria has a Safe School/Disaster Preparedness Plan and we conduct regular fire, disaster and intruder drills. The entire staff has been trained by Homeland Security Solutions in Emergency Response Training, and our school team also participated in a one day SERT (School Emergency Response Team) training. We continue to refine our procedures for keeping our campus secure during the school day, including the process of welcoming parents who visit the school, and we continue to work on enhancing safety procedures in our busy parking lot. Furthermore, our fencing in the front of the school was completed in October of 2015, creating a closed campus during the school day. The result has been one entry point for guests to enter campus via the front office. Victoria's school's safety plan was reviewed with staff on December 7th 2021. Newly amended items to our school safety plan include:

1. Onboard orientation for all school approved volunteers.
2. Revision of our school supervision plan which includes expanded areas of campus and additional staff supervision before, during, and after school to ensure that our students and staff remain safe.
3. Staff meeting time will be allocated for staff engagement in table top safety exercises.
4. Development, implement, and evaluate our tier I and tier II behavior supports for those students who need the extra support in developing positive behavior and good choices that reflect kindness, courtesy, and respect for themselves and others. Our new counselor and behavior specialist will work with the principal and key stakeholder to identify areas of need and implement targeted supports to improve outcomes. The development of this multi-tiered system of support will target our supports to specific recurring behaviors with our students.

Our safety plan was revised and shared for input with our stakeholder groups (SSC, PTA, and ELAC) on January 21, 2022 and approved by the Local Board of Education on February 8, 2022.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	1		2
1	23		2	
2	17	2		
3	19	2		
4	19	2		
5	19	2		
6	20	2		
Other	11	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		2	
1	16	2		
2	20	2		
3	14	2		
4	24		1	
5	31		1	
6	18	2		
Other	11	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	2	2	2
1	24		3	
2	16	6		
3	21		8	
4	16	8		
5	17	8		
6	16	8		
Other	17	5		1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,610	$8,290	$9,320	$110,418
District	N/A	N/A	$7,549	$100,875
Percent Difference - School Site and District	N/A	N/A	21.0	9.0
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	34.3	22.2

2021-22 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Designated music, science, and PE instructed through certificated content specialist
- Music lessons and concerts provided through Class Act and the Pacific Symphony
- Access to Technology via 1:1 chromebook initiative
- Enrichment Programs through Code Campus, Girls Inc and Arts Masters, Project Kidz Connect programs including dance, athletics, STEM, and after school Heritage Language (Spanish)
- Extended Day/Year/Summer School (special education students)
- Gifted and Talented Education (GATE)
- Intervention and Remediation during school in Small Group and Whole Group Settings delivered through certificated intervention teachers
- Parent Education/Family Nights to include Math mornings and curriculum meetings to inform parents on the vision of a rigorous, standards-based education
- Programs for English Learner Students via integrated and designated ELD strategies and curriculum
- After school tutoring in ELA and math through categorical funding
- Multi Tiered System of Support for our students' social and emotional needs offered through out behavior support specialist and school counselor.
- Social Services provided through our zone social worker
- Special Education services
- Student/Family Primary Language Support provided through our LCFF funds and our School Community Facilitator
- Parent education opportunities such as CABE and CRECR
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,413	$54,370
Mid-Range Teacher Salary	$93,510	$82,681
Highest Teacher Salary	$130,439	$106,610
Average Principal Salary (Elementary)	$145,635	$135,283
Average Principal Salary (Middle)	$159,138	$141,244
Average Principal Salary (High)	$176,894	$152,955
Superintendent Salary	$298,000	$264,367
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	4